

Anna Yates Elementary School



School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades K-6
1070 41st Street Emeryville, CA 94608
Phone: (510) 601-4917 Fax: (510) 601-4948
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John Sugiyama
Superintendent
Jaguanana Lathan
Principal

Principal's Message

The mission of Anna Yates Elementary is to provide a rigorous instructional program that develops the whole child in a safe and nurturing environment, and in partnership with home, school, and community. Anna Yates is a small school, serving more than 400 students from kindergarten to the sixth grade. We are organized into small learning communities where teachers work in grade-level collaborations and share their experience and strengths to ensure that all students receive the same curriculum and quality instruction. We also have specialized instructional support and training for our teachers in math, literacy, English language learning, and social equity so that every child receives the best possible opportunity for learning, growing, and experiencing success.

Every student receives intensive instruction in English Language Arts and mathematics from teachers who have undergone special training in teaching these subjects. In addition, third thru sixth grade students have weekly science laboratory experiences to research and explore State-adopted science standards. Anna Yates is also an Arts Integration school, offering visual arts, band, and Indian dance. Through our teaching staff, grant programs, and business and community volunteers, our students enjoy after-school classes and clubs in visual and performing arts, sports, and homework. Anna Yates has a full-service library and computer lab where skills and curriculum are reinforced for kindergarteners through sixth graders. Our school also has an invaluable partnership with the Emeryville Recreation Department that offers high quality educational and recreational activities that support and enhance our curriculum.

Anna Yates is fortunate to have the strong commitment of our parents and the Emeryville business community who donate money, time, and other resources to support our teaching staff and students. We are very grateful for the invaluable help, and we recognize and appreciate that this is a very unique situation.

Professional Development

Every teacher at Anna Yates works hard to grow as a professional educator. All school staff participated in a two day retreat before school began and a one day mid year retreat to improve the school's ability to provide each child with the education needed to be successful. The school banked minutes in the standard bell schedule and used them to support weekly early release days for professional development and collaboration. The school sent all teachers to be trained in the Math and Reading Professional Development program with 40 hours of classroom instruction and 80 hours of coaching in reading and math. The principal participates in the training as well as an 11-day companion program for site administrators. All teachers were trained in rubric scoring of Math Assessment Resource System (MARS) and worked on teams for several days to score 2nd through 6th grade students in mathematics. Many teachers participated in coaching institutes with the Math Assessment Collaborative, and equity workshops with Enid Lee. Training to improve strategies for teaching English Learners, the California Mathematics Council conference at Asilomar, Writing Instruction at the Alameda County Office of Education, and additional workshops to improve their teaching.

For the previous three school years, we had 45 days each year dedicated to staff and professional development.



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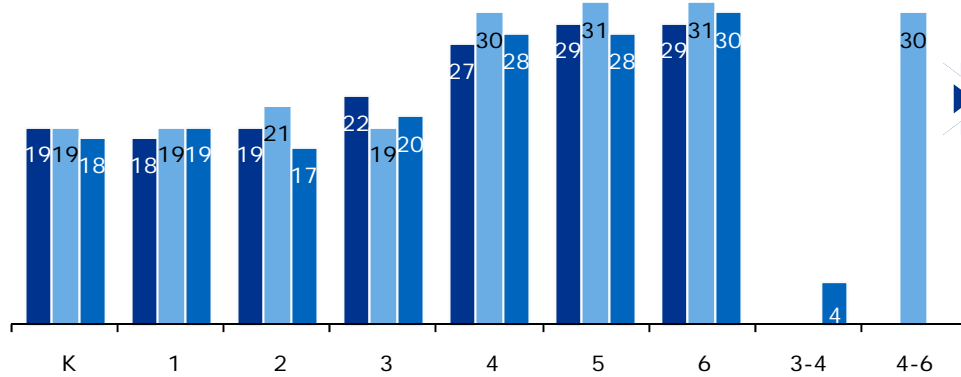
Guiding Principles

1. We Hold High Academic, Social, and Professional Expectations
2. We Create a Sense of Family
3. We Inspire and Support Innovation to End Racist and Classist Practices

Vision Statement

Families, students, teachers, staff, and community lead Emery Unified School District to continuously create academic excellence and equity for each student.

*Where partners
power student success!*

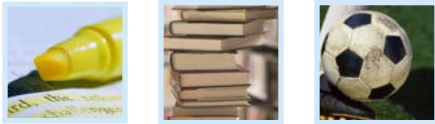


Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 ■ 06-07

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			2			3		
1	3			3			3		
2	3			1	2		3		
3		3		3			2	1	
4		2			1			2	
5		2			2			2	
6		2			2			2	
3-4							1		
4-6					1				



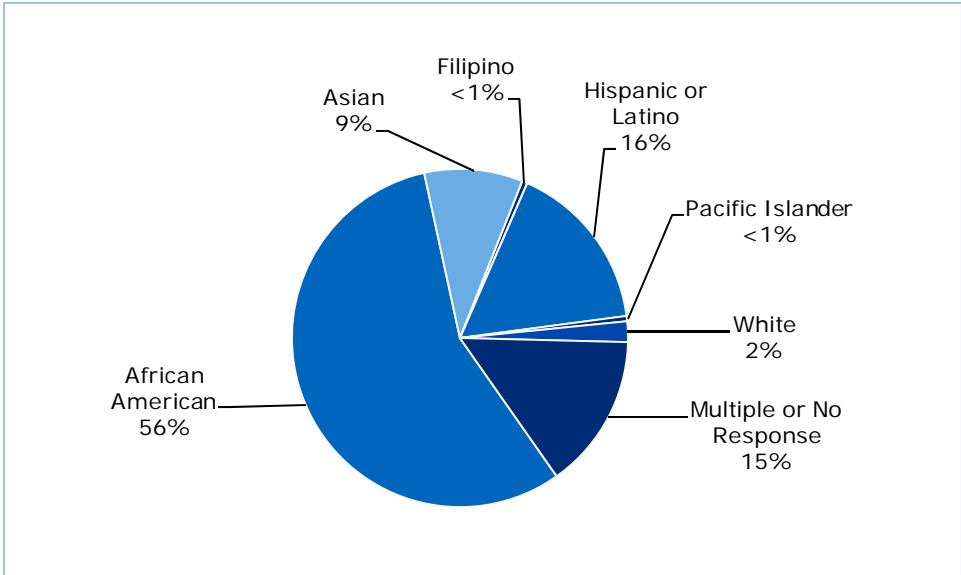
School Safety

School safety is a top priority for our school. The School Safety Plan is revised yearly and includes: emergency organization and management, emergency procedures, crisis response, emergency forms, and emergency contacts.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in March 2008.

Enrollment and Demographics

The total enrollment was 403 students for the 2006-07 school year.





Textbooks and Instructional Materials

Subject-based adoption committees of teachers, staff, and community members make recommendations for K-8 textbooks and instructional materials from the state-approved lists. Vertical articulation teams and the secondary school administration make recommendations for textbooks and instructional materials for grades 9-12 after determining that they are consistent with the California Content Standards and the current curriculum frameworks for the subject area. The Emery USD Board of Education makes final decisions on all these recommendations.

Classes offered in the visual and performing arts include Indian dance and visual arts.

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
Language Arts	McGraw Hill SRA/Open Court	2002
Language Arts	<i>Prentice Hall Literature</i>	2004
Language Arts	<i>READ 180</i>	2004
Language Arts	High Point	2004
Mathematics	<i>Everyday Math</i>	2008-09
Science	<i>Holt Science</i>	2001
Social Studies	Scott Foresman	2006
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual & Performing Arts	0%	

Note: This data was most recently collected and verified on June 11, 2008.

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Anna Yates ES			Emery USD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.114	0.042	0.037	0.273	0.533	0.167
Expulsion Rate	0.000	0.000	0.002	0.001	0.000	0.005

Types of Services Funded

- Parcel Tax Measure A (Arts, Music, Math, Science, Literacy, English Language Development, Counseling, Tutoring & Mentoring, Libraries, and Technology)
- School Assistance and Intervention Team (Instruction Materials, Assessment, Intervention, Collaboration, Coaching)
- Title I Part A (Improved Achievement for Educationally Disadvantaged Students)
- Math Science Technology Initiative – MSTI (High and equitable learning, community relationships, Math & Science Professional Development Leadership)
- Title II Part A (Teacher and Principal Training and Recruiting)
- Title II Part D (Enhancing Education Through Technology)
- California Math Science Partnerships - Leadership for Equity and Excellence in Mathematics and Science
- Title III Part A (programs for Limited English Proficient students) Community Based English Tutoring (English acquisition programs for parents), English Language Acquisition Program (for English Learners grades 4-8)
- Professional Development Block Grant
- Title V Part A Innovative Programs (Libraries, Curriculum Improvement, Professional Development)
- Economic Impact Aid (programs for English Learners)
- Schools and Library Improvement Block Grant
- Instructional Materials Fund Realignment Program (purchase state-adopted textbooks)

Continued on page 4



School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on August 20, 2008, and the inspection form was most recently completed in August 2008.

School Facilities

The Anna Yates main building is approximately 70 years old. With 13 modular classrooms, 9 of which were purchased and installed new in summer, 2003, the campus has 24,000 square feet of classroom space, and is capable of accommodating approximately 450 students. It is clean, environmentally sound, and is maintained by a full-time custodian. The Library was renovated in summer, 2004, in partnership with IKEA and was featured on Evening magazine. Students are painting murals on walls around the school to beautify and tell their stories.

In general, throughout the facility, Anna Yates Elementary School is safe and in reasonable condition for its age. Recent improvements at the school site include new modular classroom buildings, resurfacing of all hardcourt play areas, and installation of a play structure. Current needs for repairs are incidental in scope and include thermostats for the mechanical heating systems that are not functioning properly, upgrading of an undersized storm drain located where portable classroom buildings have been added to the site, and repair of exterior drinking fountains which are not operating correctly. In the longer term, the aging mechanical and electrical systems have reached the end of their useful lives and will need significant renovation and replacement work. In addition, the structural system of the older classroom building will need to be renovated to conform to modern seismic requirements.

Types of Services Funded

Continued from page 3

- Hourly Programs (support for Summer School and Beyond the Bell), Lottery Restricted (Instructional Materials), Beginning Teacher Support and Assessment – BTSAs (mentors for new teachers)
- Peer Assistance & Review (Support teacher professional standards)
- Class Size Reduction (Class sizes of 20 in grades K-3)
- Emery Ed Fund – EEF (Community support from Pixar, Chiron, and others)





California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Anna Yates ES			Emery USD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	31%	37%	33%	27%	29%	30%	40%	42%	43%
Mathematics	38%	45%	35%	27%	28%	23%	38%	40%	40%
Science	12%	9%	7%	12%	16%	10%	27%	35%	38%



California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Subgroup Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
Male	24%	32%	8%
Female	40%	37%	6%
Economically Disadvantaged	30%	36%	9%
English Learners	27%	39%	8%
Students with Disabilities	13%	22%	❖
Migrant Education Services	❖	❖	❖
African American	32%	32%	5%
American Indian or Alaska Native	❖	❖	❖
Asian	44%	47%	❖
Filipino	❖	❖	❖
Hispanic or Latino	23%	30%	❖
Pacific Islander	❖	❖	❖
White	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Anna Yates ES	34%	17%	27%	50%	24%	37%
Emery USD	27%	25%	33%	44%	33%	35%
California	41%	42%	42%	52%	53%	53%



Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	14%	39%
Female	37%	34%
Economically Disadvantaged	26%	35%
English Learners	20%	40%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	27%	37%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

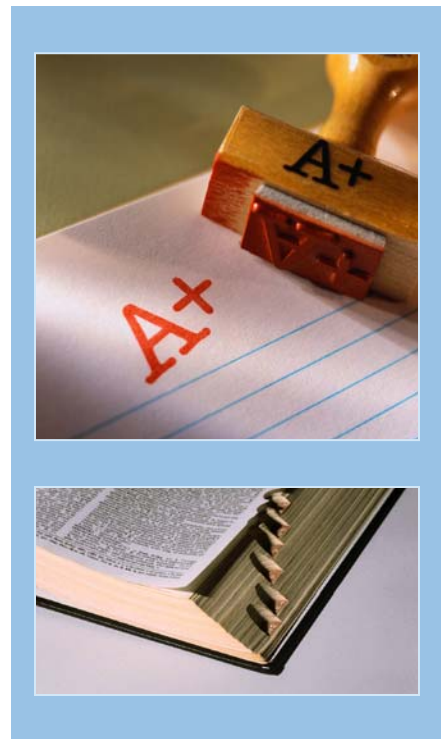


California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 5.9% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Anna Yates ES		Emery USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.



Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	4	4	4
Similar Schools API Rank	5	6	9



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	36	14	-32	700
African American	33	13	-35	687
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	33	15	-35	689
English Learners	✧	■	■	703
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Emery USD	Anna Yates ES		
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	45	22	21	21
Without Full Credential	2	1	0	0
Teaching Outside Subject Area of Competence		0	0	0
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— Teachers of English Learners (EL) without EL certification		1	0	0
Total Teacher Misassignments		1	0	2
Vacant Teacher Positions— Teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	1

* Most current data.

No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Anna Yates ES	89.5%	10.5%
All Schools in District	95.1%	4.9%
High-Poverty Schools in District	96.2%	3.8%
Low-Poverty Schools in District	◆	◆

◆ Information not available.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

• Library Media Teacher (Librarian)	1.0	• Nurse	0.0
• Library Media Services Staff (paraprofessional)	0.0	• Speech/Language/Hearing Specialist	1.0
• Psychologist	0.5	• Resource Specialist (non-teaching)	1.0
• Social Worker	0.0	• Other	1.0

Parental Involvement

Anna Yates enjoys a high level of involvement by the parents, grandparents and guardians of our students. A visitor to our campus at any time we are open will find parents assisting in the classrooms, in the office, in the lunch room, on the play yard, or offering after school activities. Our parents regularly serve as chaperones on field trips and off-campus activities, donate items for use in the classrooms, and participate in many fundraising and fun activities. There are several formal and informal organizations and networks to which our parents belong. Many of our parents serve as the primary contact for their child's teacher as the "class parent" helping to organize class phone trees, grade-level parent meetings, and supporting teachers in various activities.

The Parent-Teacher Organization (PTO) was chartered by parents in 2001 and is a partnership of parents and teachers who co-chair the organization. The PTO is our primary source of fundraising. The PTO sponsors several activities during the school year, including Back-to-School-Night, Winter Holiday Shoppe, Valentine's Dance, Teachers Appreciation Night, and the Sixth Grade Promotion. The PTO contributes to the monthly school newsletter and weekly updates for the Wednesday Packet.

The Anna Yates School Site Council is the governing organization of the school. Parents are elected to the council for two-year terms representing each grade level. The council is responsible for making decisions about allocating certain school funds and working with teachers to develop the Single Plan for Student Achievement. Our parents are very active and vocal council members, and have contributed to the development of a strong school vision and mission. For more information on how to become involved, please contact Principal Jaguanana Lathan at (510) 601-4917.



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Anna Yates ES	Emery USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

Financial Information

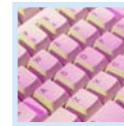
The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Emery USD	Similar Sized District
Beginning Teacher Salary	\$35,143	\$34,363
Mid-Range Teacher Salary	\$60,948	\$50,814
Highest Teacher Salary	\$66,921	\$65,731
Average Principal Salary	\$90,611	\$78,437
Superintendent Salary	\$130,000	\$103,105
% of Budget for Teacher Salaries	34.3%	35.8%
% of Budget for Administrative Salaries	10.8%	6.5%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Anna Yates ES	\$5,547	\$615	\$4,932	\$62,100
Emery USD			\$5,672	\$56,810
California			\$4,943	\$52,361
% Difference Between School and District			-15.0%	8.5%
% Difference Between School and State			-0.2%	15.7%

Public Internet Access

For information on usage of Oakland public libraries, including public use of computers with Internet access, please call (510) 238-3176 or visit www.oaklandlibrary.org.



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of March 13, 2008.

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