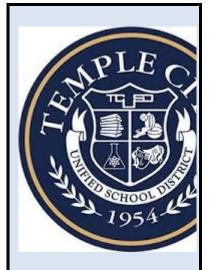# Emperor Elementary

6415 Muscatel Ave. • San Gabriel, CA 91775-1845 • (626) 548-5084 • Grades K-6
Myra Ruedel, Principal
mruedel@tcusd.net
https://www.tcusd.net/emperor

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Temple City Unified School District

9700 Las Tunas Drive
Temple City, CA 91780
(626) 548-5000
www.tcusd.net

District Governing Board

Donna Georgino
President

Dr. Michael Lin
Vice President

Melissa Espinoza
Clerk

Kenneth Knollenberg
Member

Matt Smith
Member

District Administration

Dr. Kimberly Fricker
Superintendent

Dr. Monica Makiewicz
Associate Superintendent, Personnel Services

Marianne Sarrail
Chief Business Officer

Dr. Joshua Porter
Assistant Superintendent, Educational Services

School Description

Emperor Elementary School is one of seven schools in the Temple City Unified School District and serves students in kindergarten through grade 6. As one of the highest performing schools in California, Emperor is a 2010 California Distinguished School, a 2006 and 2008 Honorable Mention California Distinguished School, a California Business for Excellence Education Honor Roll School, a 2005-06 Title I Academic Achievement Award recipient and Character Education Partnership National School of Character Award recipient.

Emperor Elementary School currently serves 691 students in preschool through grade 6 for the 2019-20 school year. Emperor exists to ensure that all students are guided toward becoming lifelong learners. Our belief in the importance of offering an exemplary program, coupled with strong parent involvement, ensures student success. In addition, our focus on guiding each child's academic and physical development is further strengthened by our emphasis on an appreciation for quality work, citizenship and a love for learning. Our mission at Emperor School is to continually strive to create a challenging learning environment on a daily basis. Our focus on a common mission, vision, values and goals supported by collaborative teaming for teaching and learning, fosters an environment rich in opportunities for students. We are undeterred in our quest to provide an academic setting that encourages high expectations and future success through developmentally appropriate instruction while accommodating individual differences and learning styles.

Utilizing our focus on character education, our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem and personal growth is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning in order to develop the capabilities required for future success--flexibility, collaboration and critical thinking.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	97
Grade 2	89
Grade 3	108
Grade 4	86
Grade 5	96
Grade 6	102
Total Enrollment	664

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	63.3
Filipino	1.2
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	0.2
White	8
Two or More Races	4.8
Socioeconomically Disadvantaged	39
English Learners	23.6
Students with Disabilities	9.2
Foster Youth	0.3
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Emperor Elementary	17-18	18-19	19-20
With Full Credential	27	26	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Temple City Unified	17-18	18-19	19-20
With Full Credential	♦	♦	247
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Emperor Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

A representative group of teachers and administrators reviews instructional materials. The committee meets for a detailed comprehensive analysis of materials from publishers. The materials must meet a pre-established criteria based on an instructional materials evaluation tool. They are as follows:

1. Compliance with Board Policy and Administrative Regulations 2. California standards alignment
3. Focus on coherence within a grade and across grade levels
4. Rigor and balance
5. Access for all students
6. Assessments for progress monitoring and in support of the California assessments 7. Support for English language learners
8. Support for special populations

In addition to the items delineated above, the committee considers digital resources for staff, students and parents to support learning in varied environments. The committee reaches a consensus, and the Board of Education makes the final decision on the chosen textbooks upon reviewing the committee's recommendation.

Textbooks were chosen using state-approved lists, and the content fit within the curriculum frameworks adopted by the State Board of Education.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders McGraw Hill 2019 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Math Expressions, Houghton Mifflin Harcourt (K-5) 2017 Mathematics: Course 1: Numbers to Algebra, Holt (6) 2008 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Science	California Science, Houghton Mifflin (K-5)　2007 Earth Science, Houghton Mifflin (6) 2007 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
History-Social Science	My World, Houghton Mifflin (K)　2006 School and Family, Houghton Mifflin (1)　2006 Neighborhoods, Houghton Mifflin (2)　2006 Communities, Houghton Mifflin (3)　2006 California Studies, Houghton Mifflin (4)　2006 United States History: Early Years, Houghton Mifflin (5)　2006 World History: Ancient Civilizations, Holt (6)　2006 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Emperor Elementary School was established in 1950. There are 28 classrooms on the Emperor campus, four of which are considered portable classrooms. In addition to classrooms, Emperor includes a media center/library, a Makerspace/ STEAM (science, technology, engineering, arts, mathematics) lab, a computer lab, cafeteria and a large athletic field. The Emperor campus is in exemplary condition as reported on the 2019 FIT Report.
There are sufficient classrooms, playground and staff spaces to support teaching and learning.

The Emperor campus is maintained, and school safety ensured by a district maintenance crew of 10 and a site janitorial staff of four. Issues and repairs not resolved by the site janitorial crew are completed by the district maintenance crew on a prioritized work-order system.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	100%

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	74	68	71	50	50
Math	71	73	67	68	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.4	25.5	16.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	392	98.49	73.72
Male	217	214	98.62	71.03
Female	181	178	98.34	76.97
Black or African American	--	--	--	--
Asian	260	257	98.85	82.88
Hispanic or Latino	91	88	96.70	54.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.00	67.74
Two or More Races	14	14	100.00	50.00
Socioeconomically Disadvantaged	160	155	96.88	61.94
English Learners	139	136	97.84	63.24
Students with Disabilities	52	51	98.08	31.37
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	393	98.74	72.77
Male	217	214	98.62	71.96
Female	181	179	98.90	73.74
Black or African American	--	--	--	--
Asian	260	258	99.23	86.43
Hispanic or Latino	91	88	96.70	40.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.00	51.61
Two or More Races	14	14	100.00	71.43
Socioeconomically Disadvantaged	160	156	97.50	60.26
English Learners	139	137	98.56	66.42
Students with Disabilities	52	51	98.08	33.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents and volunteers are referred to as "partners in learning." Parents and other volunteers are offered a variety of opportunities to become involved at Emperor Elementary School. Community involvement in the school's volunteer program is encouraged and coordinated by the school's part-time community liaison. Volunteer assistance may be performed on site or at home. In addition, parent/family conferences with student involvement, orientation programs, special evening events and Open House, also support the school program. There is an active Parent Teacher Association assisting the school with fundraising activities, school-to-home communications, and various other programs for parents and students. The PTA Board also serves as liaison with the school community through newsletters and needs assessment surveys that encourages parent in- put about our school programs. The School Site Council, consisting of staff members, community members and parents, is involved in the planning, development, implementation, evaluation and modification of the School Plan for Student Achievement. Parental involvement is expected and appreciated. We ask parents to volunteer at least one hour per week either at the school or by completing school support tasks at home.
For more information on how to become involved at the school, please contact Amanda Hroblak, President of the Parent Teacher Association, at (626) 840-0149.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

In accordance with Senate Bill 187 and Education Code 35294.6, all schools have adopted a Safe School Action Plan. These plans will remain in effect through the school year, are reviewed annually and are available for public view in the school office. Key elements and goals of the Safe School Action Plans are:

All students and staff members are provided a safe teaching and learning environment.

All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

District programs and approved community resources are made available to students and parents.

Schools provide an educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.1	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.6	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	830.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.74
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.0
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	3	2		19	3	3		21	1	3	
1	24		4		22		4		24		4	
2	22		4		22		5		22	1	3	
3	24		4		24		4		22		5	
4	33			3	23	1	3		28		3	
5	32		2	1	25	1	1	2	30		3	
6	26	1	4		33			3	28	1		3
Other**					12	1			6	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Faculty and staff participate in professional development programs fostering a collective knowledge base and common understanding regarding instructional practice and skill development. The staff attends regularly scheduled in-service workshops and conferences. Some staff members extend their learning through college courses including webinars across all academic areas to learn new techniques to upgrade instructional skills. Modified Wednesdays and staff development days are utilized to provide necessary staff training in order to maximize services to students. In addition, training and curriculum improvement allows student engagement in optimum educational programs. Instructional paraprofessionals and volunteer personnel also attend workshops dealing with the diagnosis, prescription, evaluation and support of student needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,736	$49,084
Mid-Range Teacher Salary	$80,323	$76,091
Highest Teacher Salary	$98,443	$95,728
Average Principal Salary (ES)	$118,048	$118,990
Average Principal Salary (MS)	$124,779	$125,674
Average Principal Salary (HS)	$139,188	$137,589
Superintendent Salary	$225,000	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5786.69	$206.10	$5580.59	$75,599
District	N/A	N/A	$7957.88	$82,908.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.1	-9.2
School Site/ State	-29.4	-3.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Types of services funded include categorical and other special programs, e.g., special education, counseling, Instructional Resource Centers, psychology, child welfare and attendance, Limited English Proficient (LEP) services, and before- and after-school intervention programs for mathematics, language arts and English language learners.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.