

Empire Gardens Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.



Ms. Jennifer Elenes, Principal

📍 Principal, Empire Gardens Elementary

About Our School

We strive for excellence at Empire Gardens by working as a professional learning community, and ensuring that every student receives an education suited precisely to him or her. Classroom instruction is differentiated, fluid, versatile, and guided by the principles of the SJUSD Instructional Framework. Immediate and appropriate interventions are in place during and after school for students requiring extra time or specialized instruction. Empire Gardens houses two computer labs and six mobile labs as well as iPads in all Transitional Kindergarten through second grade classrooms. As part of their daily curriculum, all primary students use adaptive literacy and mathematics computer programs, providing each student an individualized educational experience. Our faculty recognizes that growth in academics is impossible without a safe and nurturing environment, which we foster through a system of Positive Behavior Interventions and Supports (PBIS). Other programs offered include: CORAL, an after-school program; the Academic Language Acquisition (ALA) program for bilingual students; Kids Club; Tabard Theatre After-School Program; a partnership with the San Jose Museum of Art, Get Empowered!, BookTrust, and Bay Area Events, as well as Transitional Kindergarten. Along with the Parent Liaison, parents run Los Dichos, which offers monthly reading lessons focusing on developing positive character traits.

Contact

Empire Gardens Elementary
1060 East Empire St.
San Jose, CA 95112-1715

Phone: 408-535-6221
E-mail: jevenes@sjusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Jose Unified
Phone Number	(408) 535-6000
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2018—19)	
School Name	Empire Gardens Elementary
Street	1060 East Empire St.
City, State, Zip	San Jose, Ca, 95112-1715
Phone Number	408-535-6221
Principal	Ms. Jennifer Elenes, Principal
E-mail Address	jelenes@sjusd.org
County-District-School (CDS) Code	43696666048516

Last updated: 1/17/2019

School Description and Mission Statement (School Year 2018—19)

Empire Gardens staff, parents, and students team together to ensure that every student masters academic standards in a respectful, rigorous, and college-going culture that builds on diverse backgrounds. We are dedicated to being life-long learners as we provide equitable educational opportunities and resources to foster successful learning.

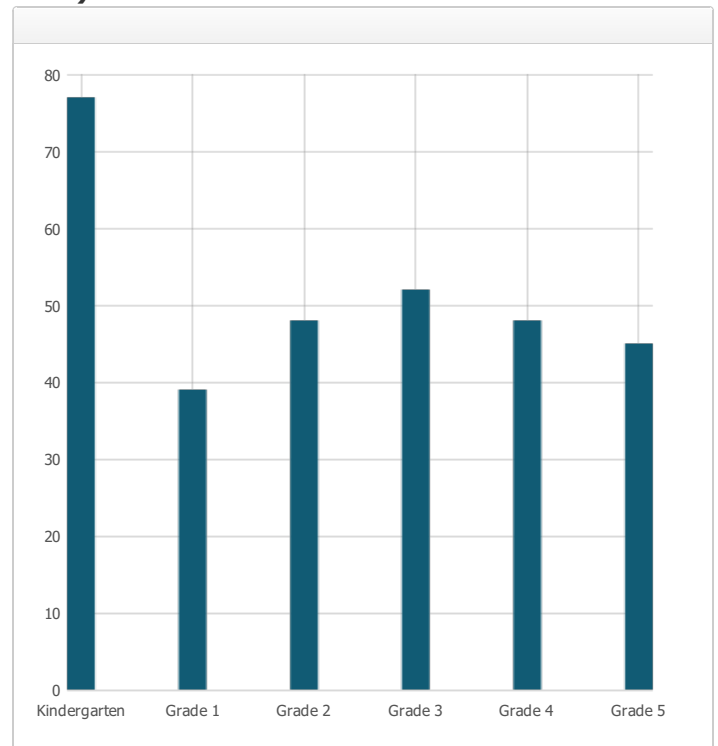
Empire Gardens has a highly-qualified and dedicated staff, committed to raising student achievement by providing a respectful, safe, engaging, and rigorous learning environment for all students as we prepare them to be the thinkers, leaders, and creators of tomorrow. The cycle of inquiry is deeply embedded in the school culture; instructional standards, planning, data analysis, and colleague observations focus on closing the achievement gap. Students thrive in a positive, safe, and challenging learning environment as they take ownership of their learning and develop socially-responsible citizenship skills.

Empire Gardens offers several resources in support of our Mission, which aligns with the district's Mission: "Uniting as one community, we elevate opportunities for all." An after-school program, CORAL (Communities Organizing Resources to Advance Learning), focuses on improving student achievement through balanced literacy and enrichment activities. Specially-funded programs include the Title 1 Program for children who need extra support in reading and math. Our Student Support Counselor works with attendance issues and supports student success in school by assisting with student development, Student Success Team meetings, and parent education. A Parent Liaison further connects the home and school community, and parent education classes are frequently offered at the school.

Last updated: 1/17/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	77
Grade 1	39
Grade 2	48
Grade 3	52
Grade 4	48
Grade 5	45
Total Enrollment	309



Last updated: 1/17/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	0.3 %
Asian	1.6 %
Filipino	3.9 %
Hispanic or Latino	85.8 %
Native Hawaiian or Pacific Islander	1.3 %
White	3.2 %
Two or More Races	1.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.4 %
English Learners	54.4 %
Students with Disabilities	16.2 %
Foster Youth	%

A. Conditions of Learning

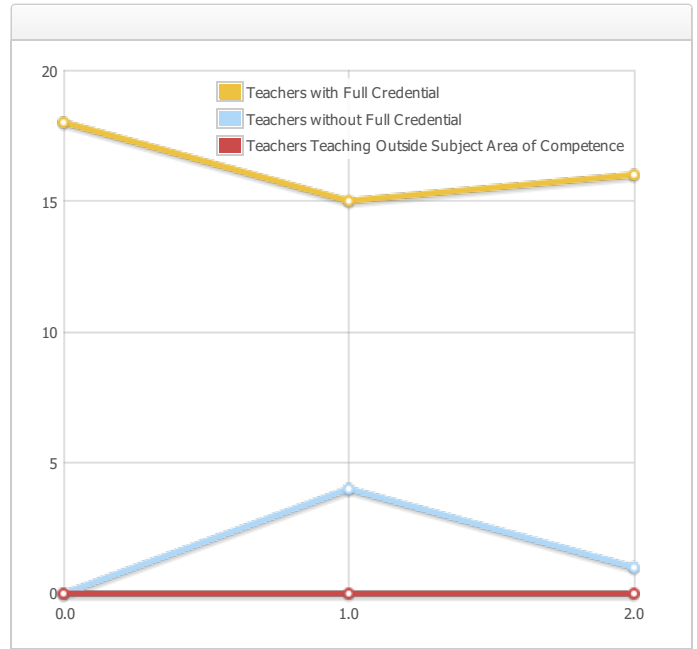
State Priority: Basic

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

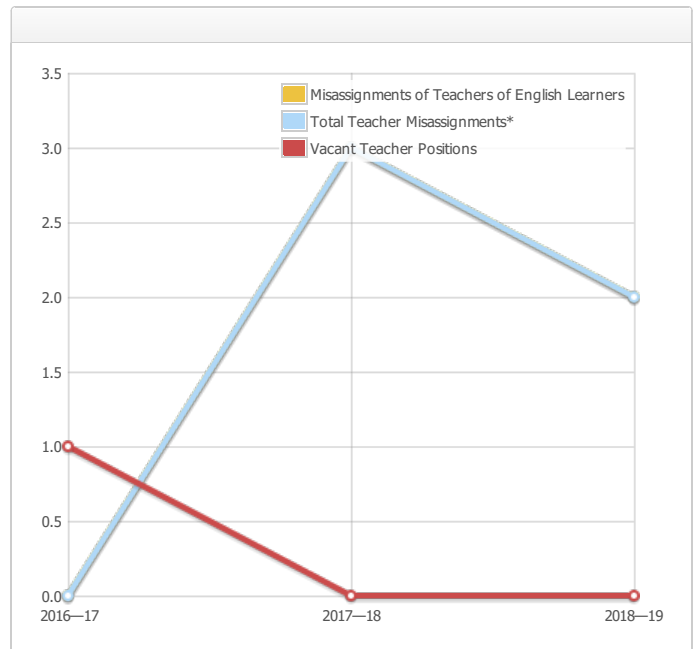
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	18	15	16	1368
Without Full Credential	0	4	1	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1298



Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	3	2
Total Teacher Misassignments*	0	3	2
Vacant Teacher Positions	1	0	0



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.

Last updated: 1/30/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials and adoption dates for all content areas can be found at the following link: Instructional Materials		0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2019

School Facility Conditions and Planned Improvements

Although Empire Gardens first opened over 40 years ago, the Empire Gardens school facility is thirteen years new. It is a safe and clean environment for learning. Empire Gardens met all the Williams Act inspections for a safe, clean environment. Our new facilities include a multi-purpose room, two computer laboratories, a library, and a resource room. Our day custodian and a night crew maintain the facilities along with visits from the district's facilities crew on a regular basis. A driveway was added to ensure safety when students are picked up or dropped off, and fencing around the school provides additional safety. The site also includes a spacious parking lot with landscaping. All parents and visitors are required to sign in at the office before entering the school premises.

During the 2005-06 school year, we added a new playground, basketball courts, and a volleyball court to our beautiful, clean campus. A soft artificial turf replaced a garden area in 2009. More recent improvements include the entire school being painted in the summer of 2015, and an electronic marquee, added in the winter of 2016-17, to keep students, parents, and the community up to date on events. During the summer of 2017, the existing safety material under the play structure was replaced with soft artificial turf, and solar panels were installed on a raised array on the playground adding significant shade to the area. Improvements completed in the spring of 2018 included new lunch tables under the shade of the existing array of solar panels, ceiling fans in the cafeteria, and additional fencing improvements including an extended Kindergarten play lot as well as a gate between the grass and the Kindergarten lot for added student safety. During the summer of 2018, we added solar panels to building roof tops, a refreshed blacktop with newly painted games and maps, and painted messaging aligning to our behavior expectations as well as replacement of the existing safety material under the play structure in the Kindergarten play lot to match the soft artificial turf in other areas of campus.

The facilities were inspected in August 2018.

Last updated: 1/7/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	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 Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Exemplary
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Last updated: 1/2/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	35.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	21.0%	42.0%	43.0%	37.0%	38.0%

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.

Last updated: 1/17/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	145	141	97.24%	34.75%
Male	78	76	97.44%	26.32%
Female	67	65	97.01%	44.62%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	130	126	96.92%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	134	130	97.01%	32.31%
English Learners	102	98	96.08%	31.63%
Students with Disabilities	25	25	100.00%	
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/17/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	143	99.31%	20.98%
Male	78	77	98.72%	22.08%
Female	66	66	100.00%	19.70%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	129	128	99.22%	19.53%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	133	132	99.25%	18.18%
English Learners	101	100	99.01%	17.00%
Students with Disabilities	24	24	100.00%	
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/17/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/17/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

N/A

Last updated: 12/14/2018

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/14/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.1%	14.9%	12.8%

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.

Last updated: 1/30/2019

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 2018—19)

Research tells us that students do better academically when parents take an active role in their children's learning, and students are more successful in school when schools are responsive to the needs of the communities they serve; therefore, parent ideas and involvement are encouraged and respected. The Los Dichos parent group works in conjunction with the Parent Liaison to provide monthly literacy enrichment. Strategies to increase parent involvement include: Awards Assemblies celebrating student success each trimester; providing home communication in two or more languages; providing parent workshops and classes covering such topics as positive discipline, child safety, nutrition, and computer skills; providing community events such as STEM Night (Science, Technology, Engineering, and Math) and Literacy Night as well as a Fall Festival and a Spring Festival; and maintaining school committees such as School Site Council and the School English Learner Advisory Committee. A monthly Parent Coffee with the Principal in the morning keeps parents informed of academic progress, standardized tests, study skills, Common Core State Standards, parent-teacher conference preparation, summer enrichment activities, and other parent-generated topics of interest as well as guest speakers. In addition, we began to pilot a program in the fall of 2018 with the Office of Family Engagement to increase family involvement at Empire Gardens.

For more information please contact Empire Gardens at 408-535-6221.

State Priority: Pupil Engagement

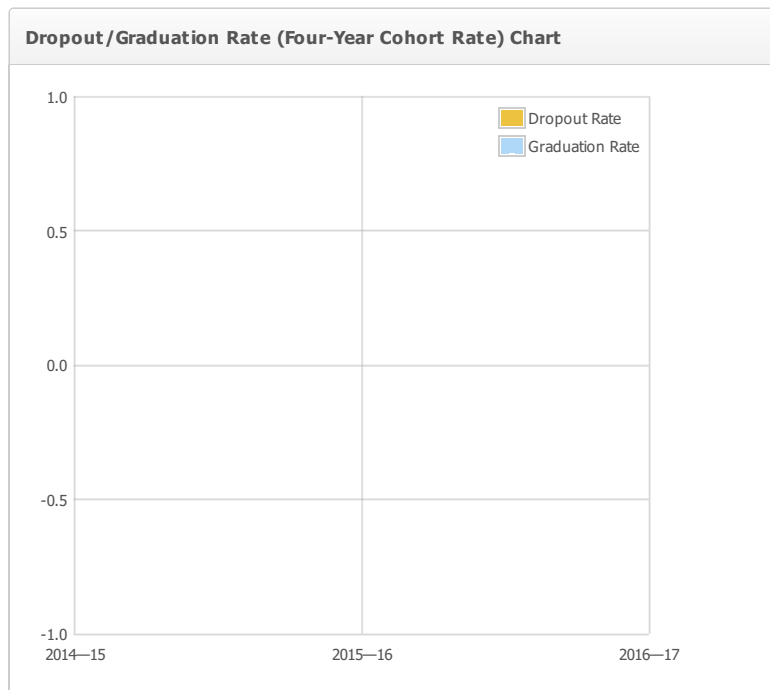
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	7.7%	6.4%	10.7%	9.7%
Graduation Rate	--	--	85.4%	87.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.2%	9.1%
Graduation Rate	--	89.5%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

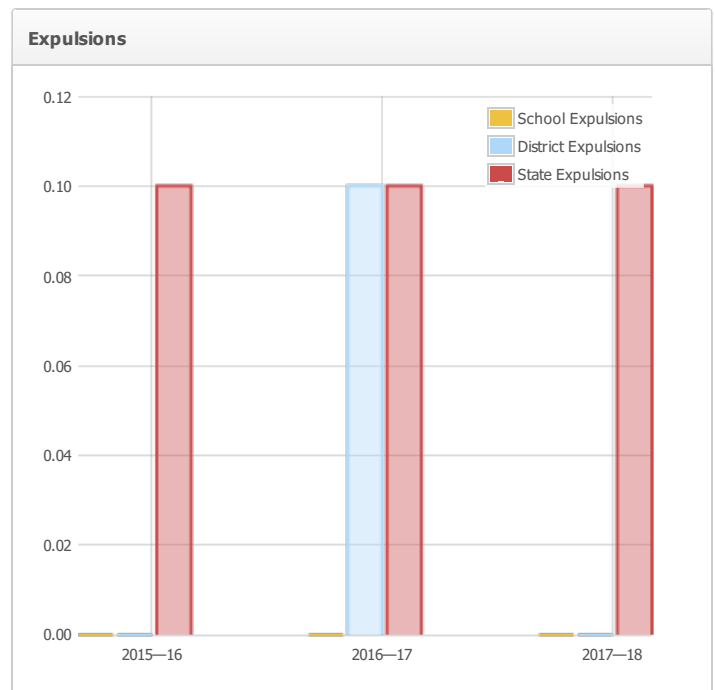
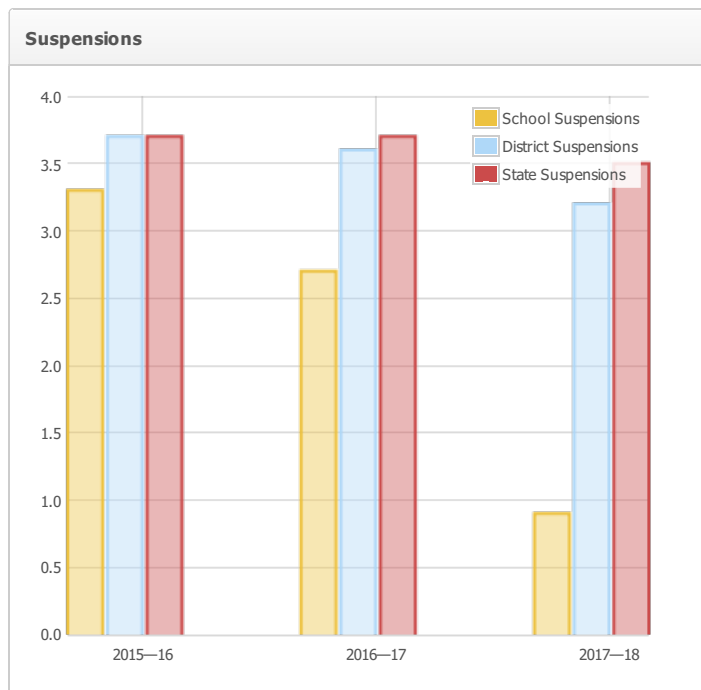
State Priority: School Climate

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.3%	2.7%	0.9%	3.7%	3.6%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2019

School Safety Plan (School Year 2018—19)

Date Safety Plan updated: August 2018

Date Safety Plan last reviewed with staff: August 2018

The safety of students and staff is a primary concern of Empire Gardens. The school site safety plan is evaluated and revised annually with input from administration, staff, and parents. Revisions to the plan are communicated to the staff and community annually. Key elements of the safety plan emphasize disaster preparedness and necessary procedures for drills. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Both before and after school, teachers and support staff provide supervision. Supervision is provided in the pick-up/drop-off area for student safety. Close supervision is provided during recesses and lunch time. Empire Gardens' expectation that all students follow the Dragon Code (Be Kind, Be Responsible, Be Safe) is encouraged and recognized by awarding Dragon Dollars daily and celebrating Dynamite Dragons at monthly school-wide assemblies.

Last updated: 1/7/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	2	2	
1	18.0	2	1	
2	24.0		1	
3	24.0		3	
4	26.0		2	
5	25.0	1	3	
6				
Other**	11.0	2		

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	2	
1	24.0		1	
2	20.0	2		
3	22.0	1	2	
4	26.0		2	
5	26.0		2	
6				
Other**	14.0	3	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0	1	3	
1				
2	20.0	1	2	
3	22.0	1	1	
4	22.0		2	
5	22.0		2	
6				
Other**	12.0	3		

* 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.

Last updated: 1/17/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.3	N/A
Social Worker	0.1	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/17/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14444.6	\$4313.4	\$10131.1	\$73740.9
District	N/A	N/A	\$8863.8	\$75422.0
Percent Difference – School Site and District	N/A	N/A	14.3%	-2.5%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	42.2%	-8.7%

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

Last updated: 12/11/2018

Types of Services Funded (Fiscal Year 2017—18)

Formative and summative assessments closely monitor the support services provided below.

GATE

The needs of students identified as Gifted and Talented (GATE) are met through their participation in "Differentiation of the Curriculum" strategies for meeting the needs of diverse populations. Training is provided for teachers in these specific strategies.

Special Education

A part-time Resource Specialist (RSP) teacher works with students identified as having special needs. These students spend the majority of their day in the regular classroom and work with the RSP teacher for a portion of each day either in or out of the general education classroom. Empire Gardens also has Special Day Classes (SDC) for students in K-2 and 3-5. These students spend a majority of their day in the SDC setting with mainstreaming opportunities as appropriate. Speech services are provided by our Speech and Language Pathologist (SLP). Occupational Therapy (OT), and Adaptive Physical Education (APE) are also provided for qualifying students.

At-Risk Students

At-risk students receive services through the Student Success Team (SST) process. The Student Success Team is made up of the school nurse, teachers, the counselor, intervention specialist, the principal, and the parent or guardian. Areas of concern are identified and an action plan is developed for each area. The Student Success Team meets regularly to update student plans. The counselor also monitors students with attendance concerns. Additionally, monthly COST (Coordination of Services Team) meetings are held to review cases of at-risk students. In addition, we partner with an outside agency, Uplift Family Services, for counseling services beyond the scope of our Student Support Counselor.

English-Language Learners

Empire Gardens provides an Academic Language Acquisition (ALA) program for students in grades K-3. Spanish-speaking English Learners may opt for the ALA program through a signed Parental Exception Waiver indicating their preference for this educational option. English Learners may also choose Structured English Immersion (SEI) classrooms. Specially Designed Academic Instruction in English (SDAIE) strategies are used in these classrooms. All classrooms provide English Language Development (ELD) as part of their daily schedule.

Students with Disabilities

An instructional associate may be provided to students with special needs who qualify for this service.

After-School Programs

CORAL, offered daily until 6:00 pm, provides literacy support to struggling students in language arts. After-school academic support is also available for at-risk students. Students may also participate in the Tabard Theatre After-School Program (October through December and February through April) and Kids Club (October through April).

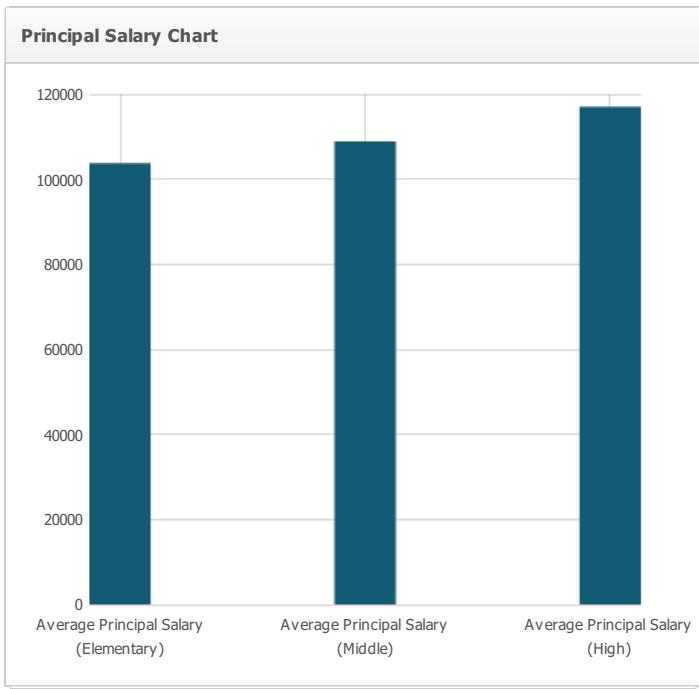
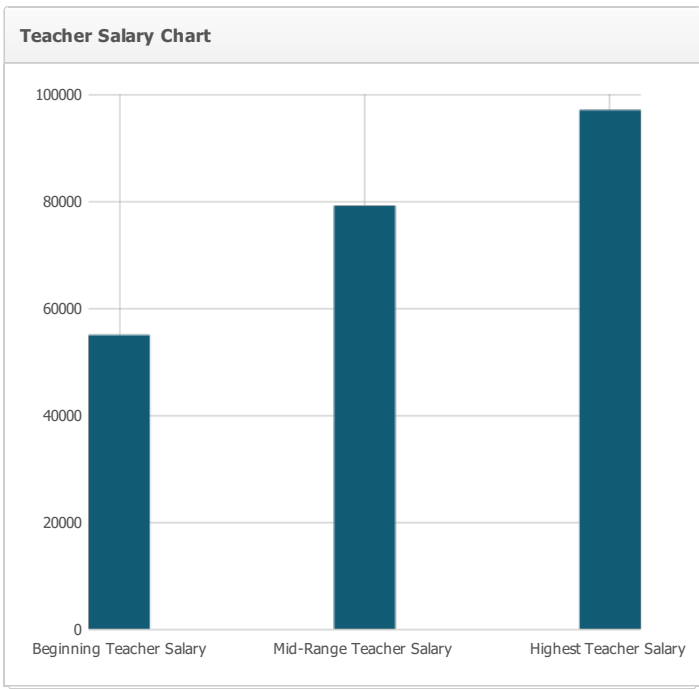
Last updated: 1/7/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,958	\$47,903
Mid-Range Teacher Salary	\$79,132	\$74,481
Highest Teacher Salary	\$97,032	\$98,269
Average Principal Salary (Elementary)	\$103,741	\$123,495
Average Principal Salary (Middle)	\$108,855	\$129,482
Average Principal Salary (High)	\$117,012	\$142,414
Superintendent Salary	\$263,799	\$271,429

Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/17/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/17/2019

Professional Development

All staff members are committed to improving instructional strategies to ensure all students learn. Annually, three staff development days in August provide professional development in: Reading and English Language Development strategies, techniques to improve math instruction, analysis of student data, and methods for improving students' writing skills. Staff members also attend professional development that supports growth in instructional practices that improve the achievement of all students based on rigorous data analysis. All teachers participated in an additional half-day professional development in January 2016 for the new math adoption: Origo Stepping Stones. In 2016-17, 2017-18, and 2018-19 emphasis has been placed on professional development in instructing English Learners with both designated and integrated English Language Development (ELD) and Writer's Workshop. In August 2018, teachers in grades 3-5 participated in a full-day professional development for the new social studies adoption: McGraw Hill Impact. Teachers in grades K-2 have all been trained in Jan Richardson's Guided Reading and new teachers are trained annually. Teachers have also participated in Scope and Sequence Common Core training provided by the district. They regularly receive coaching to improve implementation of the Instructional Framework. A half-time Instructional Coach is assigned to coach teachers in the following areas: language arts, writing, math, and ELD. The coach models lessons, plans with teachers, observes, and provides instructional strategies to improve teaching skills. District coaches provide additional support and coaching. In addition, teachers have received extensive professional development in Guided Reading as well as Writer's Workshop through both district professional development and consultants. Teachers who are new to the district also attend several "New Teacher Orientation" trainings to provide additional support with all of the topics previously listed. Teachers also participate in Reflective Instructional Conversations three times annually with the intervention specialist and principal in order to ensure students are receiving instruction based on data to best meet their needs and teachers are supported through implementation.

Last updated: 1/7/2019