



Emery Secondary School

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2012-13 School Accountability Report Card

1100 47th Street,
Emeryville, CA 94608
(510) 601-4000 Ext. 2
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Serving grades
Nine through Twelve



Debbra Lindo
Superintendent

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District Vision Statement

Our Vision and Purpose

The Emery Unified School District is committed to provide to each student a rigorous education in a welcoming, safe school environment that supports student learning and where there is tolerance, respect and engagement with people from different cultures, backgrounds, and beliefs.

Our Guiding Principles

- We hold high academic, social and professional expectations
- We create a sense of family
- We inspire and support innovation to end racist and classist practices

Our Goals for All Students

- All students will improve their academic performance each year
- All students will be prepared for college and university studies
- All students will experience a successful internship before they graduate
- All students will exhibit strong critical thinking, problem solving, and creative skills
- All students will demonstrate leadership skills and participate in community and public service
- All students will exhibit advocacy for justice and principles that respect the dignity of all persons
- All students will be fluent in a second language

Community & School Profile

Emeryville is a 1.2 square mile bustling urban city in the heart of the San Francisco Area, wedged between Berkeley, Oakland, and the Bay. Not unlike most Bay Area cities, the population of 9,000 residents and workforce of 25,000 daily commuters is divided culturally, ethnically, economically, and geographically.

Emery Unified School District (EUSD) had a total enrollment of 751 students during the 2012-13 school year. The district is made up of two schools, Anna Yates Elementary (K-8) and Emery Secondary School (9-12).

Emery has developed academic intervention courses, after school and summer opportunities, and a rich variety of visual and performing arts.

During the 2012-13 school year, 223 ninth through twelfth grade students were enrolled at Emery Secondary School, with classes arranged on a traditional schedule. Student body demographics are shown in the chart.

Enrollment by Student Group	
2012-13	
	Percentage
African American	62.3%
American Indian	-
Asian	10.3%
Filipino	-
Hispanic or Latino	21.5%
Pacific Islander	0.4%
White	4.9%
Two or More	0.4%
None Reported	-
English Learners	17.0%
Socioeconomically Disadvantaged	65.9%
Students with Disabilities	8.5%

Discipline & Climate for Learning

Emery Secondary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Emery Secondary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of Emery Secondary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the Student and Parent Handbook. The school sends out monthly news letters. If students are having attendance problems, discipline issues, or their grades start slipping additional parent meetings are scheduled.

The suspensions and expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	206	57	87	206	87	117
Suspension Rate	58.5%	21.2%	39.0%	26.5%	12.1%	15.6%
Expulsions	2	0	0	2	0	0
Expulsion Rate	0.6%	0.0%	0.0%	0.3%	0.0%	0.0%

Recognition Programs

A well-developed student recognition program contributes to the positive environment at Emery Secondary School. The program includes Academic Rallies in which students receive social and academic rewards, Sports Award Banquets, and the Honor Roll. Students may earn "Positive Referrals" and "Super Spartans" from staff members that are turned-in for free items at the student store. Every year Emery Secondary School holds a Senior Awards Night to celebrate exemplary achievement for students about to graduate.

Extracurricular Activities & Athletics

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Extracurricular activities and clubs include, but are not limited to, the following:

- Student Council
- Debate Team
- Art Studio
- Game Club
- Soccer
- Basketball
- Middle School Sports
- Drama and Poetry Club
- Christian Club
- Walk4Health
- Guitar Club
- Yearbook Club
- Interact Club
- Anime Club
- Science Club
- Football
- Track
- Baseball
- Volleyball
- Target Success Academy
- RHOER Club
- Chicano/Latino Club
- Fashion Club
- Pep/Dance/Cheer Squad
- Green Team
- GS Alliance
- South Asian Club
- Movie Production Club

School Enrollment and Attendance

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent.

Regular daily attendance is a priority at Emery Secondary School. Absence reports are regularly reviewed by the school's secretary. Parents are advised of absences through live phone calls, automated phone calls, and letters. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2010-11	2011-12	2012-13
8th	58	59	0
9th	64	60	55
10th	57	58	62
11th	58	51	59
12th	56	41	47

Dropout & Graduation Rates

Emery Secondary believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In success hopes of preventing and reducing dropouts, the school offers the Target Assist Academy to offer afterschool tutoring to struggling students. *Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.*

Graduation & Dropout Rates

	09-10	10-11	11-12
Dropout Rate	15.9%	30.4%	24.4%
Graduation Rate	81.0%	64.3%	73.2%

Class Size

Emery Secondary School maintained a school-wide average class size of 24.7 students and a pupil-to-teacher ratio of 16.9:1 for the 2010-11 school year. The chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	11	12	13	11	12	13	11	12	13	11	12	13
By Subject Area												
English	24	21	17	4	6	6	9	8	6	1	-	-
Mathematics	23	18	17	5	8	6	10	6	6	-	-	-
Science	27	22	25	2	4	2	10	7	4	1	-	-
Social Science	26	25	28	3	3	1	7	6	5	1	-	-

Curriculum Development

All curriculum development in the Emery Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the principals and teachers to align with the state standards, district goals, and the statewide assessment program.

Science Lab Equipment

The school does not currently have an adequate supply of science equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials (School Year 2013-14)

Emery Unified School District held a public hearing in Fall 2013, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in Fall 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school during the current year.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda County Public Libraries which contain numerous computer workstations. More information can be found at www.aclibrary.org.

Library Information

The school's library, staffed by a full-time librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library as needed with their classes and are encouraged to visit it during lunch. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer Resources

All classrooms have at least two computers that are connected to the Internet. Emery Secondary has a computer lab with 33 computers and also two mobile laptop carts, one with 30 computers and with 20 computers for student use. The computer lab is staffed by the full-time computer teacher. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the Microsoft Office Suite.

Parent & Community Involvement

Emery Secondary School realizes the positive correlation between parent involvement and successful students. For this reason, Emery Secondary continually searches for avenues to involve parents and community to participate in the education of our students.

Emery Secondary School is committed to encouraging a strong parent-staff bond. This mutual involvement will help to promote the social, emotional and academic growth of the students. The entire staff is available to lend guidance, answer questions and provide assistance whenever the need arises.

Emery Secondary is convinced that much of its success is the product of parent volunteers who take an active role in their children's education. These programs were created to give parents and community members an opportunity to express their ideas, concerns, and feelings:

- English Language Advisory Committee
- Booster Club
- Parent Teacher Organization

The Parent Teacher Organization (PTO) is charged with the responsibility of supporting the welfare of all students. Also, it offers workshops for parents.

The Emery Education Foundation provides community partnerships with many local and non-local businesses.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Emery Secondary School at (510) 601-4000 ext. 2. The district's website www.emeryusd.k12.ca.us provides a variety of resources for parents, students and community members.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
7th-12th	English/Language Arts	Pearson/Prentice Hall	2004	Yes
9th-12th	Foreign Language	Houghton Mifflin	2012	Yes
10th-11th	History/Social Science	McDougal Littell	2004	Yes
11th-12th	History/Social Science	Pearson	2004	Yes
12th	History/Social Science	Pearson/Prentice Hall	2005	Yes
7th-8th	History/Social Science	Teacher's Curriculum Institute	2004	Yes
11th-12th	Mathematics	Key Curriculum	2003	Yes
7th	Mathematics	McDougal Littell	2004	Yes
10th-12th	Mathematics	Pearson/Addison Wesley	1999	Yes
8th-12th	Mathematics	Pearson/Prentice Hall	2001	Yes
9th-10th	Science	BSCS	2011	Yes
7th-8th	Science	It's About Time	2011	Yes
10th	Science	McDougal Littell	2003	Yes
9th-10th	Science	Pearson/Addison Wesley	2004	Yes

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

Physical Fitness (School Year 2012-13)

In the spring of each year, Emery Secondary is required by the state to administer a physical fitness test to all students in grades seven and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

California Standards Test (CST)

Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	29	25	33	39	41	44	54	56	55
Mathematics	16	9	9	36	40	38	49	50	50
Science	22	47	35	27	51	41	57	60	59
History/Social Science	24	26	27	24	26	31	48	49	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	44	38	41	31
School	33	9	35	27
African American/ Black	29	5	24	16
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	16	38	31
Pacific Islander	*	*	*	*
White	*	*	*	*
Males	30	10	32	31
Females	36	8	37	22
Socioeconomically Disadvantaged	37	11	43	30
English Learners	9	*	*	*
Students with Disabilities	18	*	*	18
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Percentage of Students in Healthy Fitness Zone

2012-13

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	54.7%	13.2%	24.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2008-2009
Year in PI (2013-14)	Year 3	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	100.0%

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	158	625	532	722	4,655,989	790
Black or African American	98	574	301	681	296,463	708
Asian	14	838	53	859	406,527	906
Hispanic or Latino	36	648	131	735	2,438,951	744
Socioeconomically Disadvantaged	132	628	450	723	2,774,640	743
English Learners	22	664	101	726	1,482,316	721
Students with Disabilities	13	328	54	506	527,476	615

API School Results			
	2010	2011	2012
Statewide	2	1	1
Similar Schools	5	3	7
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-10	-	-16
Black or African American			
Actual API Change	12	-3	-35
Hispanic or Latino			
Actual API Change	-53	-	-
Socioeconomically Disadvantaged			
Actual API Change	15	-25	-20

Adequate Yearly Progress (AYP) (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		No	
Graduation Rate	N/A		N/A	

Career Technical Education (CTE) Programs (School Year 2012-13)

Emery Secondary School does not currently offer Career Technical Education Programs.

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Completion of High School Graduation Requirements – Class of 2012

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2012-13 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	31	31	418,598
African American/Black	19	19	28,078
Asian	6	6	41,700
Filipino	1	1	12,745
Hispanic or Latino	3	3	193,516
White	2	2	127,801
English Learners	4	4	93,297
Socioeconomically Disadvantaged	6	6	31,683
Students with Disabilities	26	26	217,915

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2010-11			2011-12			2012-13		
	School	District	State	School	District	State	School	District	State
English	37	37	59	45	45	56	48	48	57
Mathematics	16	16	56	46	46	58	28	28	60

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	52	26	22	72	21	8
All Students School	52	26	22	72	21	8
Male	65	23	12	71	17	13
Female	41	28	31	71	17	13
African American	58	28	0	81	9	0
Hispanic or Latino	46	31	23	75	25	0
Socioeconomically Disadvantaged	42	31	28	69	22	0



Advanced Placement Classes (School Year 2012-13)

Emery Secondary encourages students to continue their education past high school. Emery Secondary offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Data was not available at the time of publication.

Advanced Placement Classes

	# of Courses
Mathematics	4
Totals	4
Percent of Students in AP Courses	0.9%

UC/CSU Course Completion

Students at Emery Secondary are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2012-13)	76.5%
Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12)	35.5%

** Duplicated Count (one student can be enrolled in several courses).*

Teacher Assignment

Emery Unified School District recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	23	20	14	47
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Staff Development

Staff development is supported for classroom implementation through Beginning Teachers Support and Assessment (BTSA) Support Providers. The district has offered two staff development "buy-back" days for the past three years. Topics discussed during the staff development days have included Common Core curriculum, response to intervention and instruction, block schedule and rigorous instruction.

School Leadership

Leadership at Emery Secondary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The 2009-10 school year marks the first year leadership duties were assumed by Principal Anakarita Allen. Principal Allen brings with her eight years as a teacher, nine years as a principal, and three years as the deputy superintendent of Emery Unified School District.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include:

- Instructional Leadership Team
- PTO
- Wellness Leadership Team

Counseling & Support Staff (School Year 2012-13)

It is the goal of Emery Secondary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor-to-pupil ratio is 1:273. The table lists the support service personnel available at Emery Secondary.

Emery Secondary provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Special Day Classes (SDC) are available for students with mild to moderate learning disabilities and severe handicapping conditions. Emotionally disturbed students are provided a counseling-enriched class.

For students whose primary language is not English or have limited English proficiency, Emery Secondary School offers programs to prepare those students to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). Once identified as English Language Learners (ELL) students are assigned to appropriately credentialed teachers and provided instruction through level-based English Language Development (ELD) classes.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Teacher	4	3.4
Computer Teacher	1	1
Counselor	2	2.0
Librarian	1	1
Occupational Therapist	1	As Needed
Psychologist	1	0.5
Resource Aide	1	1
Resource Teacher	2	2
Special Day Class (SDC) Teacher	1	1
Speech/Language Specialist	1	0.5

School Facilities & Safety

Emery Secondary School was originally constructed in 1966 and is comprised of 23 classrooms, a cafeteria, a library, a staff lounge, a computer lab, a gym, a shop room, a theatre room, a music room, and an art room. In 2010-11, the fire alarm system was upgraded.

Safety

The safety of students and staff is a primary concern of Emery Secondary School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before and after school, the staff and district security oversee students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updated it last in September 2011. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year.

Cleaning Process

The principal works daily with the full time custodian and the two district custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 08/26/2013				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			Rm 3, Rm 11 & Rm 16 - thermostat cover is missing
Interior	X			Multi-Purpose Room - 4 loose ceiling tiles. 2nd floor handrail is loose towards the library.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Rm 18 - Sink is dirty
Electrical			X	Kitchen - two ceiling lights out; 1 electrical outlet is damaged. Rm 7 - one ceiling light out. Rm 18 - one ceiling light out; one cracked ceiling light cover. Rm 20 - four ceiling lights out. Rm 9 (computer lab) - seven ceiling lights out. Rm 11 - one ceiling light out, four ceiling light covers missing, two ceiling light cover loose. Rm 13 - one ceiling light out, eight ceiling light covers missing
Restrooms/Fountains			X	1st floor boys restroom - 2nd urinal from left is leaking.
Safety (Fire Safety, Hazardous Materials)	X			Rm 9 (computer lab) - expired fire extinguisher.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)		X		Rm 20 - rear door needs adjustment. Rm 17 - three windows do not open/close properly. 2nd floor boys restroom - door needs adjustment. Rm 12 - window blinds are missing.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year the district allocated \$33,757.00 for the deferred maintenance program. This represents 0.03% of the district's general fund budget. The district's complete deferred maintenance plan is available for review at the district office. During 2012-13, the Emery Unified School District did not approve any deferred maintenance projects.

Data Sources

Data within the SARC was provided by Emery Unified School District, retrieved from the 2012-13 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2010-11 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,504
District	\$63,700
Percentage of Variation	1.06%
School & State	
All Unified School Districts	\$58,606
Percentage of Variation	1.15%

Teacher & Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2011-12		
	District	State
Beginning Teachers	\$58,076	\$38,390
Mid-Range Teachers	\$69,952	\$55,793
Highest Teachers	\$77,944	\$72,306
Elementary School Principals	\$104,009	\$88,846
Middle School Principals	-	\$92,801
High School Principals	\$91,910	\$95,916
Superintendent	\$178,500	\$116,026
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.0%	34.0%
Administrative Salaries	11.0%	7.0%

District Expenditures (Fiscal Year 2011-12)

Emery Unified School District spent an average of \$14,558 to educate each student (based on 2011-12 fiscal year audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	17,019
From Supplemental/Restricted Sources	3,696
From Basic/Unrestricted Sources	13,413
District	
From Basic/Unrestricted Sources	10,550
Percentage of Variation between School & District	22.3%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	242.2%

District Revenue Sources (Fiscal Year 2012-13)

In addition to general state funding, Emery Unified School District receives state and federal funding for the following categorical funds and other support programs:

- School Safety & Violence Prevention
- SpEd IDEA
- Title III Limited English Proficiency
- TUPE Gr 4- 8
- SpEd Local Staff Development
- Title II Ed Tech
- SpEd Preschool Staff Development
- Title I
- SpEd Low Incidence
- CAHSEE
- SpEd Early Intervention
- CAHSEE Materials
- Title II Teacher Quality
- SpEd Preschool
- CA Math & Science Partnership
- Title V Innovative Ed
- After School Learning
- Economic Impact Aid
- Art & Music Block Grant
- Instructional Materials
- Community Based Tutoring
- Special Education
- Teacher Recruitment and Student Support
- English Language Acquisition Program
- Lottery Instructional Materials
- Pupil Retention Block Grant
- Beginning Teacher Support & Assessment
- Art, Music, PE Block Grant
- Supplemental School Counseling
- Special Education Transportation
- CA Peer Assistance & Review
- Library & Technology Materials
- Staff Development Intensive Reading & Math
- Staff Development Principal Training
- Professional Development Block Grant
- School & Library Improvement
- Discretionary Block Grant – One-time
- Instructional Materials – English Language Learners – One-time