Emery Secondary School

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2014-2015 School Accountability Report Card

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

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.
• View this SARC online at the school and/or LEA websites.
• For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
• For additional information about the school, parents and community members should contact the school principal or the district office.

Community & School Profile (School Year 2015-16)

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.

Principal's Message

Within a small school environment where class sizes rarely exceeded 20 students per class, Emery Secondary School (ESS) continued to help students to flourish during the 2014-15 school year. In our English Department, we took hold of the Yale Initiative Fellowship, utilizing annual work with acclaimed Yale University professors and educators from around the country to increase the effectiveness of our classroom teachers. This created an environment for students that is more enriching and academically rigorous, ultimately improving students' comprehension and content mastery.

Our music and arts programs worked with local industry such as Pixar, Cliff Bar and Bayer in conjunction with our Emery Education Fund to help promote career pathways through performance and donations. As we continued to grow partnerships with the community of Emeryville, students were offered opportunities to thrive through extra and co-curricular offerings.

As ESS enrollment continues to hover around 200 in a 9th through 12th grade school, we continue to be able to offer college prep courses and electives that give our students opportunities to take the next step. The future is bright with the building of the Emeryville Center for Community Life (ECCL), which is well on its way to completion, with ESS set to move in by November of 2015. The ECCL will have a full service library, a renovated swimming pool and gymnasium, athletic fields, state-of-the-art classrooms and many offerings for our students and the citizens of Emeryville. It is with great anticipation and high hopes that ESS will soon be a model for the future of education in California.

School Enrollment & Attendance (School Year 2014-15)

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.

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

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
9th	55	47	39
10th	62	59	45
11th	59	57	60
12th	47	55	47

The second chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	61.8%
Asian	12.6%
Filipino	0.5%
Hispanic or Latino	17.8%
Native Hawaiian or Pacific Islander	0.5%
White	6.8%
English Learners	5.2%
Socioeconomically Disadvantaged	71.2%
Students with Disabilities	7.9%
Foster Youth	2.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The disitrict recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	13	13	17	46
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

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 semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
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 2014-15)

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". 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 39 percent or less.

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

Instructional Materials (School Year 2015-16)

Emery Unified School District held a public hearing on October 14, 2015 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 January, 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school during the current year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/Language Arts	Pearson/Prentice Hall	2004	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	1997	Yes	0.0%
10th-11th	History/Social Science	McDougal Littell	2004	Yes	0.0%
11th-12th	History/Social Science	Pearson	2004	Yes	0.0%
12th	History/Social Science	Pearson/Prentice Hall	2005	Yes	0.0%
11th-12th	Mathematics	Key Curriculum	2003	Yes	0.0%
10th-12th	Mathematics	Pearson/Addison Wesley	1999	Yes	0.0%
9th-12th	Mathematics	Pearson/Prentice Hall	2001	Yes	0.0%
9th-10th	Science	BSCS	2011	Yes	0.0%
10th	Science	McDougal Littell	2003	Yes	0.0%
9th-10th	Science	Pearson/Addison Wesley	2004	Yes	0.0%

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.

School Facilities (School Year 2015-16)

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.

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. Data was collected in January, 2016.

Cleaning Process

The principal works daily with the custodial staff 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.

School Facility Conditions				
Date of Last Inspection: 11/02/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Boys Restroom: One ceiling light cover is loose; Mulit-Purpose Room: One ceiling light cover is missing.
Restrooms/Fountains	X			Boys Restroom: Two urinals being repaired. Room 12: Low water pressure.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy and math (grades 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	47	27	44
Mathematics (Grades 3-8 and 11)	12	22	33

The following table displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

									California Assessment of Student Performance and Progress - Grade 11				

| | | English-Language Arts | | | | | | Mathematics | | | | | |
| | | | Percent Achievement Level | | | | | | Percent Achievement Level | | | |
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	56	51	91.1	16	37	37	10	51	91.1	71	18	12	0
Male	56	27	48.2	30	37	30	4	27	48.2	85	7	7	0
Female	56	24	42.9	0	38	46	17	24	42.9	54	29	17	0
Black or African American	56	37	66.1	16	41	35	8	37	66.1	70	19	11	0
Asian	56	4	7.1	--	--	--	--	4	7.1	--	--	--	--
Hispanic or Latino	56	7	12.5	--	--	--	--	7	12.5	--	--	--	--
Native Hawaiian or Pacific Islander	56	1	1.8	--	--	--	--	1	1.8	--	--	--	--
White	56	2	3.6	--	--	--	--	2	3.6	--	--	--	--
Socioeconomically Disadvantaged	56	32	57.1	16	31	41	13	32	57.1	63	28	9	0
English Learners	56	3	5.4	--	--	--	--	3	5.4	--	--	--	--
Students with Disabilities	56	3	5.4	--	--	--	--	3	5.4	--	--	--	--

California Standards Test (CST) - Science

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 Science, for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	34	29	26	40	29	26	59	60	56

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

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.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	26
School	26
African American/Black	10
Males	36
Females	8
Socioeconomically Disadvantaged	25

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

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.

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
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	100.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	4.3%

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

Career Technical Education (CTE) Programs & Participation (School Year 2014-15)

Emery Secondary School does not currently offer Career Technical Education Programs. Thus, no students participated in CTE programs in the 2014-15 school year.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

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								
	2012-13			**2013-14**			**2014-15**	
	School	District	State	School	District	State	School	District	State
English	48	48	57	38	38	56	48	48	58
Mathematics	28	28	60	30	30	62	54	54	59

CAHSEE By Student Group for All Grade Ten Students						
	English			**Mathematics**		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	52	38	10	46	46	8
All Students School	52	38	10	46	46	8
Male	52	38	10	44	48	7
Female	54	38	8	50	42	8
Black or African American	67	28	6	50	38	13
Socioeconomically Disadvantaged	55	35	10	49	43	8

Physical Fitness (School Year 2014-15)

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).

Percentage of Students in Healthy Fitness Zone 2014-15			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
9	40.5%	18.9%	35.1%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2015-16)

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 School is convinced that much of its success is the product of parent volunteers who take an active role in their children's education.

We have some programs were created to give parents and community members an opportunity to express their ideas, concerns, and feelings. They include:

• English Language Advisory Committee
• Parent Teacher Organization (PTO)

The Parent Teacher Organization is charged with the responsibility of supporting the welfare of all students. The PTO also 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.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

Completion of High School Graduation Requirements - Class of 2014

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 2013-14 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	85.5%	85.5%	84.6%
African American/Black	79.3%	79.3%	76%
American Indian or Alaska Native	0%	0%	78.1%
Asian	100%	100%	92.6%
Filipino	0%	0%	96.5%
Hispanic or Latino	100%	100%	81.3%
Native Hawaiian or Pacific Islander	0%	0%	83.6%
White	60%	60%	89.9%
Two or More Races	0%	0%	82.8%
English Learners	100%	100%	50.8%
Socioeconomically Disadvantaged	96%	96%	81.4%
Students with Disabilities	100%	100%	61.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

The chart reflects the graduation and dropout rates at the school over the most recent three year period for which data is available. At the time of publication, data for the 2014-15 school year had not been released.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	24.4%	17.8%	14.5%	73.2%	80.0%	83.6%
District	24.4%	17.8%	14.5%	73.2%	80.0%	83.6%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension and expulsion rates; and
• Other local measures on the sense of safety.

Discipline & Climate for Learning

Emery Secondary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Emery Secondary School 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.

If students are having attendance problems, discipline issues, or their grades start slipping, additional parent meetings are scheduled. The table displays the percentage of suspensions and expulsions for total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	10.3%	5.4%	2.9%	0.4%	0.0%	0.0%
District	4.6%	3.6%	1.3%	0.1%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Recognition Programs

A well-developed student recognition program contributes to the positive environment at Emery Secondary School. The program includes Sports Award Banquets, Honor Roll, and Academic Rallies in which students receive social and academic rewards. Students may earn "Positive Referrals" and "Super Spartan" tickets 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
• Football
• Track
• Softball
• Volleyball
• Guitar Club
• GS Alliance

• Debate Team
• Art Studio
• Baseball
• Soccer
• Pep/Dance/Cheer Squad
• Yearbook Club

Safe School Plan (School Year 2015-16)

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, 2015. 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.

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.

Library Information

The school's library has an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books.

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.

Adequate Yearly Progress (AYP) (School Year 2014-15)

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.
• 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, district and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2008-2009
Year in PI (2015-16)	Year 4	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	100.0%

Advanced Placement Classes (School Year 2014-15)

Emery Secondary School encourages students to continue their education past high school. Emery Secondary School 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	1
Totals	1
Percent of Students in AP Courses	1.8%

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 days for the past three years.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	17	17	22	6	6	5	6	6	4	-	-	-
Mathematics	17	17	19	6	6	6	6	6	3	-	-	-
Science	25	25	20	2	2	5	4	4	3	-	-	-
Social Science	28	28	25	1	1	2	5	5	4	-	-	-

Counseling & Support Staff (School Year 2014-15)

It is the goal of Emery Secondary School 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.

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.

The counselor-to-pupil ratio is 1:106. The table lists the support service personnel available at Emery Secondary School. The table lists the support service personnel available to students. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Teacher	1	1.0
Counselor	1	0.6
Counselor Intern	2	.84
Nurse	1	.25
Psychologist	1	0.4
Resource Teacher	2	1.5

Teacher & Administrative Salaries (School Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. 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 2013-14		
	District	State
Beginning Teachers	$53,927	$38,953
Mid-Range Teachers	$73,449	$57,103
Highest Teachers	$77,944	$74,127
Elementary School Principals	$104,009	$90,225
High School Principals	$91,910	$97,758
Superintendent	$178,500	$117,803
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	34.0%
Administrative Salaries	11.0%	7.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

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 2013-14 financial statements).

Average Teacher Salaries	
School & District	
School	$64,155
District	$65,366
Percentage of Variation	-1.9%
School & State	
All Unified School Districts	$59,460
Percentage of Variation	7.9%

District Expenditures (Fiscal Year 2013-14)

The Expenditures Per Pupil 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, is 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	$20,388
From Supplemental/Restricted Sources	$5,988
From Basic/Unrestricted Sources	$14,401
District	
From Basic/Unrestricted Sources	$11,806
Percentage of Variation between School & District	22.0%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	169.3%

District Revenue Sources (Fiscal Year 2014-15)

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
• SpEd Local Staff Development
• SpEd Preschool Staff Development
• Title I
• SpEd Low Incidence
• SpEd Early Intervention
• Title II Teacher Quality
• SpEd Preschool
• After School Learning
• Special Education
• Lottery Instructional Materials
• Beginning Teacher Support & Assessment
• Coomon Core Standards – One-time Funds