



Emery Secondary School

Jessica Goode, Principal
Jessica.Goode@emeryusd.org

2016-2017 School Accountability Report Card

1100 47th Street,
Emeryville, CA 94608
(510) 601-4000 Ext. 2
CDS: 01 61168 0132746

Serving grades
Nine through Twelve



Dr. John Rubio
Superintendent
John.Rubio@emeryusd.org

Board of Trustees
Donn Lee Merriam
President

Cruz Vargas
Vice President

Bailey Langner
County Representative

Barbara Inch
Clerk

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

Community Profile (School Year 2017-18)

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.

School Enrollment & Attendance (School Year 2016-17)

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

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
9th	39	44	54
10th	45	41	47
11th	60	39	41
12th	47	50	35

Enrollment by Student Group

2016-17

	Percentage
Black or African American	53.1%
American Indian or Alaska Native	-
Asian	13.6%
Filipino	1.1%
Hispanic or Latino	18.6%
Native Hawaiian or Pacific Islander	0.6%
White	9.6%
Two or More Races	2.8%
EL Students	7.3%
Socioeconomically Disadvantaged	68.9%
Students with Disabilities	13.0%
Foster Youth	2.3%

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

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	17	16	13	42
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

	15-16	16-17	17-18
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

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 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.

Instructional Materials (School Year 2017-18)

Emery Unified School District held a public hearing on October 11, 2017 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 November, 2017 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%

School Facilities (School Year 2017-18)

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 November, 2017.

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: 04/26/2017				
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			
Restrooms/Fountains	X			
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 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.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	47	44	--	27	30	--	44	48
Mathematics (Grades 3-8 and 11)	--	12	11	--	22	26	--	34	36
Science (Grades 5, 8, and 10)	29	26	32	29	26	25	60	56	54

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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 (2016-17)	-
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)	26.1%

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

Career Technical Education (CTE) Programs & Participation (School Year 2016-17)

Emery Secondary School does not currently offer Career Technical Education Programs. Thus, no students participated in CTE programs in the 2016-17 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.

Physical Fitness (School Year 2016-17)

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			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	29.6%	16.7%	42.6%

**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 2017-18)

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.

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 2016-17 school year had not been released.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	13-14	14-15	15-16	13-14	14-15	15-16
School	14.5%	25.0%	15.1%	83.6%	75.0%	83.0%
District	14.5%	25.0%	15.1%	83.6%	75.0%	83.0%
State	11.5%	10.7%	9.7%	81.0%	82.3%	83.8%

Completion of High School Graduation Requirements - Class of 2016

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. Data from the 2015-16 school year was the most recent available at the time of publication.

Completion of High School Graduation Requirements			
	School	District	State
All Students	65.5%	65.5%	85.7%
African American/Black	72.4%	72.4%	76.9%
Asian	71.4%	71.4%	92.8%
Hispanic or Latino	50%	50%	84.5%
White	60%	60%	87.2%
Socioeconomically Disadvantaged	60%	60%	76.6%
Students with Disabilities	100%	100%	68.4%

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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	2.86	6.49	4.57	0.00	0.00	0.00
District	1.32	3.94	3.09	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

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, 2017. 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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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	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 2016-17)

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.

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												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	15	16	17	15	16	17	15	16	17	15	16	17
By Subject Area												
English	22	20	20	5	5	8	4	3	3	-	-	-
Mathematics	19	18	22	6	7	4	3	2	3	-	-	-
Science	20	19	19	5	6	7	3	1	2	-	-	-
Social Science	25	25	20	2	4	5	4	2	2	-	1	-

Counseling & Support Staff (School Year 2016-17)

It is the goal of Emery Unified 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 1:89. The table lists the support service personnel available. 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	1	.84
Nurse	1	.25
Psychologist	1	0.4
Resource Teacher	2	1.5

Teacher & Administrative Salaries (School Year 2015-16)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2015-16 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		
2015-16		
	District	State
Beginning Teachers	-	\$41,164
Mid-Range Teachers	-	\$61,818
Highest Teachers	-	\$84,567
Elementary School Principals	-	\$96,125
Middle School Principals	-	\$103,336
High School Principals	-	\$101,955
Superintendent	-	\$126,855
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	32.0%
Administrative Salaries	12.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$69,033
Percentage of Variation	-7.1%
School & State	
All Unified School Districts	\$60,705
Percentage of Variation	5.7%

District Expenditures (Fiscal Year 2015-16)

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	21.9%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	153.7%

District Revenue Sources (Fiscal Year 2016-17)

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