

Emery Unified School District

Emery Secondary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Jessica Goode
jessica.goode@emeryusd.org

SCHOOL INFORMATION

01611680132746
1100 47th Street
Emeryville, CA 94608
(510) 601-4998
<https://www.emeryhigh.com/>

SUPERINTENDENT

Dr. Quiauna Scott
quiauna.scott@emeryusd.org

DISTRICT INFORMATION

Emery Unified School District
4727 San Pablo Avenue
Emeryville, CA 94608
(510) 601-4906

BOARD OF EDUCATION

Susan Donaldson,
President
Brynnda Collins,
Vice President
John Van Geffen,
Member
Regina Chagolla,
Member
Kimberly Solis,
Member

DISTRICT ADMINISTRATION

Dr. Quiauna Scott
Superintendent
quiauna.scott@emeryusd.org
Dr. Mila Kell
Director, Instructional Programs
Dora Siu
Director, Fiscal Resources
Marian Harrell
Director, Human Resources
Krista Alexander
Executive Director,
Special Education & Student Services

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/>.
- 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).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

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.

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

DISTRICT GOALS

- All students will improve their academic performance each year
- All students will be prepared for college and career
- 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 have an opportunity to become fluent in a second language

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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	54.5
Male	45.5
Non-Binary	
American Indian or Alaska Native	0.6
Asian	10.8
Black or African American	43.2
Filipino	
Hispanic or Latino	26.1
Native Hawaiian or Pacific Islander	0.6
White	9.7
Two or More Races	9.1
EL Students	11.9
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	61.9
Migrant Education	
Students with Disabilities	11.4

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	41
10th	39
11th	48
12th	48
Total	176

CONDITIONS OF LEARNING

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 tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.7	85.2	33.7	88.9	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	2.2	1.3	3.5	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	9.2	2.3	6.3	12,115.8	4.4
Unknown	0.5	3.3	0.5	1.3	18,854.3	6.9
Total Teaching Positions	14.9	100.0	37.9	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.3	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.3	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.3	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	1.3	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	12/30/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	D216 Classroom: Broken outlet cover.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	D119 Girls Restroom: One battery faucet not working.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

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.

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.

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.

INSTRUCTIONAL MATERIALS

The school district holds a public hearing annually to determine that each school within the district has 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 provided standards-aligned textbooks or instructional materials, or both, in core subjects to use. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, ensuring 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.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 9th-12th / Course: English/Language Arts / Publisher: Pearson/Prentice Hall / Adoption: 2004	Yes	0
	Grades: 9th-12th / Course: English Language Development / Publisher: Houghton Mifflin / Adoption: 2004	Yes	0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: Pearson/Prentice Hall / Adoption: 2015	Yes	0
	Grades: 11th-12th / Course: Mathematics / Publisher: Key Curriculum / Adoption: 2014	Yes	0
	Grades: 11th-12th / Course: Mathematics / Publisher: WH Freeman & Company / Adoption: 2018	Yes	0
History / Social Science	Grades: 9th-11th / Course: History/Social Science / Publisher: McDougal / Adoption: 2013	Yes	0
	Grades: 9th-11th / Course: History/Social Science / Publisher: McGraw-Hill / Adoption: 2019	Yes	0
	Grades: 12th / Course: History/Social Science / Publisher: EMC Publishing / Adoption: 2012	Yes	0
	Grades: 12th / Course: History/Social Science / Publisher: EMC Publishing / Adoption: 2019	Yes	0
Science	Grades: 9th-12th / Course: Science / Publisher: BSCS / Adoption: 2012	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: Kendall/Hunt / Adoption: 2016	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: Pearson/Prentice Hall / Adoption: 2018	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: WH Freeman & Company / Adoption: 2012	Yes	0
Foreign Language	Grades: 9th-12th / Course: Foreign Language / Publisher: Wayside Publishing / Adoption: 2020	Yes	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	38	33	47
Mathematics (Grades 3-8 and 11)	7	14	33
Science (Grades 5, 8, and 10)	21	17	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	49	45	91.84	8.16	37.78
Male	21	19	90.48	9.52	21.05
Female	28	26	92.86	7.14	50.00
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	22	20	90.91	9.09	25.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	14	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	44	93.62	6.38	36.36
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	49	46	93.88	6.12	6.52
Male	21	20	95.24	4.76	5.00
Female	28	26	92.86	7.14	7.69
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	22	21	95.45	4.55	4.76
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	14	14	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	45	95.74	4.26	6.67
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	101	82	81.19	18.81	20.73
Male	44	33	75.00	25.00	27.27
Female	57	49	85.96	14.04	16.33
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	9.09
Black or African American	44	39	88.64	11.36	15.38
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	30	21	70.00	30.00	38.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	12	9	75.00	25.00	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	91	73	80.22	19.78	20.55
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	97.73
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	76.32

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	96
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	28.0
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

CAREER TECHNICAL EDUCATION PROGRAMS

The school's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at the school direct efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	98	98	98	98	98

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	189	186	81	43.5
Female	101	99	46	46.5
Male	88	87	35	40.2
Non-Binary				
American Indian or Alaska Native	1	1	1	100
Asian	21	20	6	30
Black or African American	82	81	37	45.7
Filipino	0	0	0	0
Hispanic or Latino	48	48	21	43.8
Native Hawaiian or Pacific Islander	1	1	1	100
White	19	19	8	42.1
Two or More Races	17	16	7	43.8
EL Students	25	23	11	47.8
Foster Youth	2	2	1	50
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	163	161	72	44.7
Migrant Education	0	0	0	0
Students with Disabilities	23	23	14	60.9

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.0	5.0	2	98.3	95.0	98
District	0.0	5.0	2	98.3	95.0	98
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	51	50	98
Female	28	27	96.4
Male	23	23	100
Non-Binary	0	0	0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	21	20	95.2
Filipino	0	0	0
Hispanic or Latino	15	15	100
Native Hawaiian or Pacific Islander	0	0	0
White	--	--	--
Two or More Races	--	--	--
EL Students	--	--	--
Foster Youth	0	0	0
Homeless	0	0	0
Military			
Socioeconomically Disadvantaged	50	49	98
Migrant Education	0	0	0
Students with Disabilities	--	--	--

DROPOUT PREVENTION

Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, credit recovery opportunities, intervention, School Attendance Review Board (SARB), independent study, and referral to continuation high schools.

PARENT ENGAGEMENT

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 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 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.

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.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in September 2022. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	2.92	0	2.12	0	0	1.06
District	4.26	0	5.14	0	0	0.29
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	2.12	1.06
Female	2.97	0.99
Male	1.14	1.14
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1.22	2.44
Filipino	0	0
Hispanic or Latino	2.08	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	11.76	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	1.23	0.61
Migrant Education	0	0
Students with Disabilities	0	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL 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. In addition, the district staff had an opportunity to take courses from a district-curated selection of virtual professional development options in the summer and an additional 130-course collection available to teachers during the 2020-2021 school year.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	176

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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 and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	27	18	13	7	8	12	2	5	2	5		
Mathematics	23	19	16	5	8	9	5	1	1		1	
Science	25	17	14	2	9	8	6	2	1			
Social Science	27	28	22	1	1	4	5	4	2		1	

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	1
Social Science	0
Totals	4
Percent of Students in AP Courses	19.3

DISTRICT REVENUE SOURCES

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

- SpEd IDEA
- Title III Limited English Proficiency
- Title I
- SpEd Low Incidence
- SpEd Early Intervention
- Title II Teacher Quality
- SpEd Preschool
- After School Learning
- Special Education
- Lottery Instructional Materials

SCHOOL AND DISTRICT EXPENDITURES

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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 19,277
School: From Supplemental/Restricted Sources	\$ 5,666
School: From Basic/Unrestricted Sources	\$ 12,873
District: From Basic/Unrestricted Sources	\$ 12,070
Percentage of Variation between School & District	6.65 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	95.22 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 49,421	\$ 46,419
Mid-Range Teachers	\$ 74,504	\$ 69,902
Highest Teachers	\$ 94,975	\$ 97,912
Elementary School Principals	\$ 124,532	\$ 111,731
Middle School Principals	\$ 105,408	\$ 122,012
High School Principals	\$ 124,532	\$ 122,212
Superintendent	\$ 205,384	\$ 150,971
Teacher Salaries	28 %	29 %
Administrative Salaries	10 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 112,195
District	\$
Percentage of Variation between School & District	%
All Similar School Districts	\$ 73,001
Percentage of Variation between School & State	53.69 %

DISCIPLINE AND 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.