



Anna Yates Elementary School

Jaguanana Lathan, Principal
Serving grades Kindergarten through Five

2008-09 School Accountability Report Card

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Emeryville, CA 94608
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Principal's Message

The vision of Anna Yates Elementary is to provide a rigorous instructional program that develops the whole child in a safe and nurturing environment in partnership with home, school and community. Anna Yates is a small school, serving more than 350 students from kindergarten to fifth grade. We are organized into small learning communities where teachers work in grade-level collaborations and share their experience and strengths to ensure that all students receive the same curriculum and quality instruction. We also have specialized instructional support and training for our teachers in math, literacy, English language learning, and social equity so that every child receives the best possible opportunity for learning, growing, and experiences success.

Every student receives intensive instruction in English language arts and mathematics from teachers who have undergone special training in teaching these subjects. In addition, third through sixth grade students have science laboratory experience twice a week to research and explore state-adopted science standards. Students are also able to participate in the school's garden and nutrition. Anna Yates is also an arts integration school, offering visual arts, band, and Indian dance. Through our teaching staff, grant programs, and business and community volunteers, our students enjoy after school classes and clubs in visual and performing arts, sports and homework. Anna Yates has a full service library and computer lab where skills and curriculum are reinforced for kindergartners through sixth graders. Our school also has an invaluable partnership with the Emeryville Recreation Department that offers high quality educational and recreational activities that support and enhance our curriculum.

Anna Yates has a dedicated Parent-Teacher Organization and Dad's Club. Both parent organizations participate in fundraising, volunteering in classrooms, and hosting family events. "Creating a sense of family" is a guiding principle that we strongly uphold. Students loop with their classroom teacher for two years. This allows our students and teachers to cultivate a sense of family and community, all the while allowing the teachers to gain great insight and meet the educational and social needs of the students.

Anna Yates is fortunate to have a strong commitment from our parents and the Emeryville business community who donate money, time, and other resources to support our teaching staff and students. We are very grateful for the invaluable help and we recognize and appreciate this as a very unique situation.

District Vision Statement

Our Vision and Purpose

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

Our Guiding Principles

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

Our Goals for All Students

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

Community & School Profile

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

Emery Unified School District (EUSD) had a total enrollment of 783 students during the 2008-09 school year. The district is made up of two schools, Anna Yates Elementary (K-5) and Emery Secondary School (6-12). Couple our demographics with the recent crisis of bankruptcy and state takeover of EUSD, we are a community with deep challenges and an exciting opportunity.

Emery schools have made remarkable academic growth, noted repeatedly as the highest of the 18 districts in Alameda County as measured by the increase in the state Academic Performance Index, which has shot up 41 points in 2008-09, the largest improvement in test scores of any district in Alameda County. Emery has developed academic intervention courses, after school and summer opportunities, and a rich variety of visual and performing arts.

During the 2008-09 school year, 363 kindergarten-fifth grade students were enrolled at Anna Yates Elementary, with classes arranged on a traditional schedule. Student body demographics are shown in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	51.8%
American Indian	0.3%
Asian	9.4%
Caucasian	3.0%
Filipino	2.2%
Hispanic or Latino	19.8%
Unknown	0.0%
Multiple or No Response	13.5%

Discipline & Climate for Learning

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

The goal of Anna Yates Elementary School's second step discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the Student and Parent Handbook. The school sends out monthly newsletters. Students that have attendance problems, discipline issues or slipping grades have additional parent meetings scheduled to find viable solutions.

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

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	15	35	13	174	235	57
Suspension Rate	3.7%	8.1%	3.6%	21.7%	28.8%	7.3%
Expulsions	0	1	0	1	1	3
Expulsion Rate	0.0%	0.2%	0.0%	0.1%	0.1%	0.4%

Recognition Programs

A well-developed student recognition program contributes to the positive environment at Anna Yates Elementary. The program includes recognition of all students who are attaining academic excellence and improving academic achievement, attitude, and attendance.

Students who demonstrate positive life skills, such as kindness and honesty, will receive a pencil and certificate at the end of each week. Teachers also choose students, who show exceptional academic achievement and attitude, to become Student-of-the-Week.

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:

- Music
- Art
- Dance
- Library Club
- Computer Lab
- Science Lab



School Enrollment & Attendance

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

Regular daily attendance is a priority at Anna Yates Elementary 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		
	2006-07	2007-08	2008-09
K	55	66	60
1st	57	61	60
2nd	54	60	58
3rd	63	60	63
4th	55	61	60
5th	60	58	61

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Anna Yates Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2006-07	2007-08	2008-09
K	100%	0%	67%
1	100%	100%	100%
2	100%	67%	100%
3	67%	100%	0%

Class Size

Anna Yates Elementary School maintained a school-wide average class size of 21.3 students and a pupil-to-teacher ratio of 19.1:1 for the 2008-09 school year. The chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	07	08	09	07	08	09	07	08	09			
K	18	22	20	3	-	2	-	3	1	-	-	-
1	19	19	20	3	3	3	-	-	-	-	-	-
2	17	20	19	3	2	3	-	1	-	-	-	-
3	20	19	21	2	3	-	1	-	3	-	-	-
4	28	28	30	-	-	-	2	2	2	-	-	-
5	28	31	30	-	-	-	2	2	2	-	-	-
6	30	31	-	-	-	-	2	2	-	-	-	-
3-4	4	-	-	1	-	-	-	-	-	-	-	-
Other	-	4	4	-	1	1	-	-	-	-	-	-

Instructional Materials

Emery Unified School District held a public hearing on October 27th, 2008, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZUWJYbh	% Lacking
6th	Mathematics	McDougal Littell	2008	Yes	0.0%
K-6	Mathematics	McGraw-Hill	2008	Yes	0.0%
K-5	Reading Language Arts	Open Court	2002	Yes	0.0%
6th	Reading Language Arts	Prentice Hall	2004	Yes	0.0%
K-6	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%
6th	Science	It's About Time	2008	Yes	0.0%
K-6	Social Science/History	Scott Foresman	2006	Yes	0.0%

Library Information

The school's library, staffed by a full-time librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before- and after-school.

Two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer Resources

All classrooms have at least three computers that are connected to the Internet. Anna Yates Elementary also has a computer lab with 32 computers. The computer lab is staffed by the part-time technology assistant. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	06-07	07-08	08-09
Computers	152	90	88
Students per computer	2.7	4.8	4.8
Classrooms connected to Internet	24	90	24

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.

Curriculum Development

All curriculum development in the Emery Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the principals and teachers to align with the state standards, district goals, and the statewide assessment program. During the 2008-09 school year, Anna Yates improved its science curriculum by adding Foss Science kits and completing the new science building. The Everyday Math curriculum was also added.

Parent Involvement

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

Anna Yates Elementary 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.

Anna Yates is convinced that much of its success is the product of parent volunteers who take an active role in their children's education. The Parent-Teacher Organization (PTO) is charged with the responsibility of supporting the welfare of all students. Also, it provides additional financial support to various school functions, through annual fundraisers.

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 Anna Yates Elementary at (510) 601-4000 Ext. 1. The district's website www.emeryusd.k12.ca.us provides a variety of resources for parents, students and community members.

Data Sources

Data within the SARC was provided by Emery Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

California Standards Test

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Subject	California Standards Test (CST)								
	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	33	40	48	30	34	41	43	46	50
Mathematics	35	44	49	23	28	31	40	43	46
Science	7	15	20	10	16	25	38	46	50
History/Social Science	*	*	*	24	23	25	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	44	45	10	*
American Indian	*	*	*	*
Asian	42	62	*	*
Filipino	*	*	*	*
Hispanic or Latino	46	48	18	*
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Caucasian	*	*	*	*
Males	41	47	26	*
Females	52	51	15	*
Socioeconomically Disadvantaged	43	46	20	*
English Learners	32	47	*	*
Students with Disabilities	18	32	*	*
Migrant Education	*	*	*	*

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2009-10)	-	Year 2
# of Schools Currently in PI	-	0
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	API School Results			
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	4	2	3	
Similar Schools Rank	9	5	4	
All Students				
Actual Growth	-32	33	41	773
Socioeconomically Disadvantaged				
Actual Growth	-35	27	47	763
African American				
Actual Growth	-35	22	37	746
Hispanic or Latino				
Actual Growth	-	-	51	770
English Learners				
Actual Growth	-	28	34	761

Academic Performance Index

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

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

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

Adequate Yearly Progress

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

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

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

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

Physical Fitness

In the spring of each year, Anna Yates Elementary is required by the state to administer a physical fitness test to all students in grades five. 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). Scores were not available at the time of publication.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress					
Reading and Mathematics Results for					
Students with Disabilities (SD) and/or English Language Learners (ELL)					
By Grades 4 & 8 and Participation Rate - All Students					
	Participation Rate				
	State		National		
	SD	ELL	SD	ELL	
Reading 2007 Grade 4	74	93	65	80	
Reading 2007 Grade 8	78	92	66	77	
Math 2009 Grade 4	79	96	84	94	
Math 2009 Grade 8	85	96	78	92	

Teacher Assignment

Emery Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Anna Yates Elementary had 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	21	20	19	47
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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

Misassignments/Vacancies			
	07-08	08-09	09-10
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

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

Counseling & Support Staff

It is the goal of Anna Yates Elementary 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 1:363. The table lists the support service personnel available at Anna Yates Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	2	2.0
Counselor Intern	1	0.5
Librarian	1	1.0
Nurse Intern	1	0.5
Psychologist	1	0.5
Resource Aide	1	1.0
Resource Teacher	1	1.0
SDC Aide	2	2.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.5
Technology Aide	1	0.6

Anna Yates Elementary School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD). All ELL students partake in at least 120 minutes of English Language Development per week.

Special Day Classes (SDC) are available for students with mild to moderate learning disabilities and severe handicaps.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers nine staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Anna Yates Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The 2008-09 school year marks the first year leadership duties were assumed by Principal Jaguanana Lathan. Principal Lathan has nine years of total experience in education with seven years spent teaching and two years as vice-principal.

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

School Facilities & Safety

Anna Yates Elementary was originally constructed in 1960 and is comprised of 19 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a science lab, a computer lab, and two playgrounds. Recent remodeling included the completion of a new two story building with a dance room, an art room, and a conference room. A new science lab was also constructed. Artificial turf was installed in areas around the school and the new furniture was purchased for the classrooms.

Safety

The safety of students and staff is a primary concern of Anna Yates Elementary 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 principal, teachers, parent volunteers, and the sports-for-kids coach 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 updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year.

Cleaning Process

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

Maintenance and Repair

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

School Facility Conditions				
Date of Last Inspection: 12/01/209				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Kitchen - Exhaust fan needs repair.
Interior	X			Staff Room - Water stain in few ceiling tiles. Room 1 - Water stain on few ceiling tiles. Room 2 - 2 1/2 ceiling tiles missing.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 3, 4, 5, 6, and 7 - Needs new water faucet.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher & 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 districts 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		
2007-08		
	District	State
Beginning Teachers	\$38,369	\$38,000
Mid-Range Teachers	\$66,541	\$55,721
Highest Teachers	\$82,061	\$71,548
Elementary School Principals	\$99,507	\$85,858
Middle School Principals	-	\$91,479
High School Principals	\$109,200	\$93,937
Superintendent	\$135,200	\$115,980
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.6%	34.8%
Administrative Salaries	10.9%	6.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$59,461
District	\$61,822
Percentage of Variation	3.82%
School & State	
School	\$56,376
Percentage of Variation	5.47%

District Expenditures & Revenues

Emery Unified School District spent an average of \$13,653 to educate each student (based on 2007-08 fiscal year audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,649
From Restricted Sources	\$1,620
From Unrestricted Sources	\$5,029
District	
From Unrestricted Sources	\$13,272
Percentage of Variation between School & District	62.11%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	8.76%

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