



# Emery Unified Anna Yates Elementary



## 2024-2025 School Accountability Report Card

*Published: January 2026*

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### SCHOOL INFORMATION

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### DISTRICT INFORMATION

Emery Unified

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### BOARD OF EDUCATION

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### DISTRICT ADMINISTRATION

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### 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 an LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- 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 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 learn 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 13,000 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	
2024-25	Percentage
Female	49.80
Male	50.00
Non-Binary	0.20
American Indian or Alaska Native	
Asian	7.20
Black or African American	37.90
Filipino	1.60
Hispanic or Latino	26.40
Native Hawaiian or Pacific Islander	0.70
White	11.70
Two or More Races	11.20
EL Students	15.40
Foster Youth	0.90
Homeless	3.00
Military	
Socioeconomically Disadvantaged	73.10
Migrant Education	
Students with Disabilities	13.30

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
K	61
1st	43
2nd	52
3rd	37
4th	50
5th	46
6th	53
7th	47
8th	39
Total	428

### 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>.

<b>Teacher Preparation and Placement</b>						
<b>2021-22</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	87.55	32.80	86.73	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	12.01	3.50	9.36	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.44	0.40	1.06	11,953.10	4.28
Unknown	0.00	0.00	1.00	2.83	15,831.90	5.67
<b>Total Teaching Positions</b>	<b>22.60</b>	<b>100.00</b>	<b>37.80</b>	<b>100.00</b>	<b>279,044.80</b>	<b>100.00</b>

<b>Teacher Preparation and Placement</b>						
<b>2022-23</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	91.30	35.10	91.01	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	3.01	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11,746.90	4.23
Unknown	2.20	8.70	2.20	5.93	14,303.80	5.15
<b>Total Teaching Positions</b>	<b>25.80</b>	<b>100.00</b>	<b>38.60</b>	<b>100.00</b>	<b>277,698.00</b>	<b>100.00</b>

<b>Teacher Preparation and Placement</b>						
<b>2023-24</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	85.54	29.10	80.86	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	2.77	6,213.80	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	10.20	4.60	12.87	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.27	1.00	2.77	12,112.80	4.34
Unknown	0.00	0.00	0.20	0.69	13,705.80	4.91
<b>Total Teaching Positions</b>	<b>23.40</b>	<b>100.00</b>	<b>36.00</b>	<b>100.00</b>	<b>278,927.10</b>	<b>100.00</b>

<b>Teachers Without Credentials and Misassignments</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Permits and Waivers	1.00	0.00	1.00
Misassignments	1.70	0.00	1.30
Vacant Positions	0.00	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.70</b>	<b>0.00</b>	<b>2.30</b>

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1.00
Local Assignment Options	0.10	0.00	0.00
Total Out-of-Field Teachers	0.10	0.00	1.00

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.70	0.00	17.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.60	0.00	0.00

#### SCHOOL FACILITIES

Anna Yates Elementary and Anna Yates Middle School are now housed at the new Emeryville Center of Community Life (ECCL), constructed in 2016, and comprised of 20 classrooms, 3 math/science lab classrooms, a multipurpose room/cafeteria, a library, a full art studio, and two playground areas.

#### Cleaning Process

The principal works daily with the Director of Facilities 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.

#### 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.

#### 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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	1/29/2026
Data Collected:	January 2026
Overall Summary of School Facility Conditions:	Fair

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	Good	C303/ CLASSROOM: 2. HVAC IS NOT WORKING. C216/ CLASSROOM: 2. VENT IS COVERED (HALLWAY).
INTERIOR: Interior Surfaces	Good	D110/ LIBRARY: 4. CEILING TILES HAVE WATER STAINS. REST ROOM: 4. HOLE IN WALL AT BASE (STAIRWELL). C313/ CLASSROOM: 4. HOLES IN FLOOR BELOW WINDOWS. E113/ DANCE STUDIO: 4. RUBBER MOULDING IS MISSING ALONG PONY WALL. C113/ KINDER: 4. SINK CABINET HANDLE IS BROKEN. C208/ WOMENS REST ROOM, C210/ MENS REST ROOM, C306/ WOMENS REST ROOM, E121/ MENS REST ROOM, C308/ MENS REST ROOM, E122/ WOMENS REST ROOM: 4. STALL PARTITION SUPPORT BEAM IS MISSING. C308/ MENS REST ROOM: 4. WALL TILES ARE BROKEN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	C206/ CLASSROOM: 5. AREA OF ROOM IS OVERLY CLUTTERED. C122/ STORAGE, C209/ JANITOR: 5. LADDER IS UNSECURED. C102.1/ PREP, E120/ SPORTS EQUIPMENT: 5. ROOM IS OVERLY CLUTTERED. C103/ RECORDS, C121.2/ PRACTICE, C107/ KINDER, C121/ MUSIC STUDIO, C122/ STORAGE, C206/ CLASSROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Fair	E100/ GYM: 7. ELECTRICAL COVER IS MISSING. ELECTRICAL COVER IS LOOSE. C121/ MUSIC STUDIO: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. C101/ ADMIN, C109/ KINDER, C304/ CLASSROOM: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. C203/ CLASSROOM, C311/ CLASSROOM: 7. EXTENSION

		<p>CORD IS BEING PERMANENTLY USED. C100/ LOBBY: 7. EXTERIOR CAN LIGHT HOUSING IS LOOSE. D110/ LIBRARY: 7. FLOOR OUTLET COVERS ARE MISSING. GROUND PRONG IS BROKEN OFF IN FLOOR OUTLET. C301/ LEARNING CENTER: 7. FOUR CAN LIGHTS ARE OUT (HALLWAY). C210/ MENS REST ROOM: 7. LIGHTING CONTROLS ARE MISSING. C210/ MENS REST ROOM, D110/ LIBRARY, C106/ KINDER, C124/ MULTI-USE: 7. ONE CAN LIGHT IS OUT. C114/ KINDER, D102/ ART STUDIO: 7. ONE LIGHT PANEL IS OUT. C201/ PARENT RESOURCES: 7. TWO CAN LIGHTS ARE OUT (HALLWAY). C303/ CLASSROOM, D102/ ART STUDIO: 7. TWO LIGHT FIXTURES ARE OUT.</p>
<p>RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains</p>	Poor	<p>C208/ WOMENS REST ROOM, E122/ WOMENSREST ROOM, E125/ WOMENS REST ROOM, C104/ REST ROOM, C306/ WOMENS REST ROOM, C308/ MENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (TOKEN REQUIRED). C312/ RESTROOM, E103/ ALL GENDER REST ROOM, REST ROOM, REST ROOM, UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) C210/ MENS REST ROOM: 8. ONE URINAL IS NOT FLUSHING. ONE TOILET FLUSHES FOR EXTENDED PERIOD OF TIME. C106/ KINDER, C107/ KINDER: 8. TOILET IS LOOSE AT BASE. E121/ MENS REST ROOM: 8. WATER FLOWS OUT OF TOILET BOWL WHEN FLUSHED. E102/ SOUTH ENTRY LOBBY: 9. BOTTLE FILLER HAS A DRIP. E116/ NORTH ENTRY LOBBY: 9. BOTTLE FILLER HAS NO FLOW. C308/ MENS REST ROOM: 9. DRINKING FOUNTAIN BUTTON IS MISSING (HALLWAY). C312/ RESTROOM: 9. FAUCET HAS A DRIP. C102.1/ PREP: 9. FAUCET HAS NO FLOW (COLD WATER).</p>
<p>SAFETY: Fire Safety, Hazardous Materials</p>	Poor	<p>C102/ SCIENCE CENTER, C106/ KINDER, C109/ KINDER, C110/ KINDER, C114/ KINDER, C203/ CLASSROOM, C204/ CLASSROOM, C206/ CLASSROOM, C207/ CLASSROOM, C212/ CLASSROOM, C216/ CLASSROOM, C217/ CLASSROOM, C302/ CLASSROOM, C303/ CLASSROOM, C304/ CLASSROOM, C305/ CLASSROOM, C310/ CLASSROOM, C311/ CLASSROOM, C314/ CLASSROOM, D110/ LIBRARY: WILLIAMS NOTICE NOT POSTED. C121/ MUSIC STUDIO: 10. ACCESS TO ONE FIRE EXTINGUISHER IS BLOCKED. C213/ CLASSROOM: 10. BURNED CANDLES ARE PRESENT. C313/ CLASSROOM, C102/ SCIENCE CENTER, C109/ KINDER, C114/ KINDER, C121/ MUSIC STUDIO, C124/ MULTI-USE, C206/ CLASSROOM, C304/ CLASSROOM: 10. EVACUATION MAP IS NOT POSTED. C207/ CLASSROOM: 10. EVACUATION MAP IS OBSCURED. C102/ SCIENCE CENTER, C106/ KINDER, C107/ KINDER, C109/ KINDER, C110/ KINDER, C113/ KINDER, C114/ KINDER, C203/ CLASSROOM, C204/ CLASSROOM, C206/ CLASSROOM, C207/ CLASSROOM, C212/ CLASSROOM, C213/ CLASSROOM, C216/ CLASSROOM, C217/ CLASSROOM, C302/ CLASSROOM, C303/ CLASSROOM, C304/ CLASSROOM, C305/ CLASSROOM, C310/ CLASSROOM, C311/ CLASSROOM, C313/ CLASSROOM, C314/ CLASSROOM: 10. FIRE EXTINGUISHER IS MISSING. ELEVATOR MACHINE ROOM: 10. FIRE EXTINGUISHER TAG IS MISSING. D102/ ART STUDIO, D110/ LIBRARY: 10. FIRE EXTINGUISHER TAG IS NOT DATED. E118/ CONCESSIONS: 10. FIRE EXTINGUISHER TAG IS OUTDATED (NOVEMBER/4/2024). C109/ KINDER: 10. FIRE STOVE IS OBSCURED. E120/ SPORTS EQUIPMENT: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. E134/ COACHES' OFFICE: 10. NO ROOM ID. ELEVATOR: 10. PERMIT IS EXPIRED (5/14/2025). 301.4 STORAGE, C301.1: 10. ROOM ID IS OBSCURED/COVERED. C205.3: 11. CHEMICALS ARE UNIDENTIFIED. C206/ CLASSROOM: 11. IMPROPERLY STORED CLEANING SUPPLIES (TEACHER IS SPRAYING MRS. MEYERS CLEANER ON DESKS AND HAVING THE STUDENTS SCRUB THE DESKS). C107/ KINDER, C113/ KINDER, C212/ CLASSROOM, C213/ CLASSROOM, A110/ KINDER BUDDIES, C124/ MULTI-USE, C203/ CLASSROOM, C204/ CLASSROOM, C207/ CLASSROOM, C217/ CLASSROOM, C304/ CLASSROOM, C305/ CLASSROOM, D102/ ART STUDIO, C114/ KINDER, C205.3: 11. IMPROPERLY STORED CLEANING SUPPLIES. E124/ WOMENS LOCKER ROOM: 11. PAINT IS PEELING ON CEILING. E100/ GYM: 11. PAINT IS PEELING ON INTERIOR WALL. C212/ CLASSROOM: 11. PESTICIDES ARE PRESENT.</p>
<p>STRUCTURAL: Structural Damage, Roofs</p>	Good	<p>C100/ LOBBY: 12. CRACKS IN INTERIOR WALL.</p>
<p>EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences</p>	Good	<p>C301/ LEARNING CENTER: 15. DOOR IS DAMAGED/BROKEN. A110/ KINDER BUDDIES, C124/ MULTI-USE, C308/ MENS REST ROOM, D102/ ART STUDIO, E111/ CARDIO/ FITNESS, E122/ WOMENSREST ROOM: 15. DOOR CLOSER COVER IS MISSING. C121/ MUSIC STUDIO: 15. DOOR CLOSER IS LEAKING. DOOR HANDLE IS MISSING. C306/ WOMENS REST ROOM, C308/ MENS REST ROOM: 15. DOOR LATCH IS BROKEN (DOOR WILL NOT STAY OPEN). C104/ REST ROOM: 15. DOOR LOCK IS NOT FUNCTIONING PROPERLY.</p>

**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 are 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.

<b>2025-26 Instructional Materials</b>			
<b>Subject</b>	<b>Textbooks and Other Instructional Materials / Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
English / Language Arts	Grades: TK / Course: English/Language Arts / Publisher: Teaching Strategies LLC. / Adoption: 2019	Yes	0
	Grades: K-8th / Course: English/Language Arts / Publisher: Cengage Learning / Adoption: 2015	Yes	0
Mathematics	Grades: TK-8th / Course: Mathematics / Publisher: Great Minds / Adoption: 2013	Yes	0
History / Social Science	Grades: TK / Course: History/Social Studies / Publisher: Teaching Strategies LLC. / Adoption: 2019	Yes	0
	Grades: K-5th / Course: History/Social Studies / Publisher: Savvas / Adoption: 2020	Yes	0
	Grades: 6th-8th / Course: History/Social Studies / Publisher: Teacher’s Curriculum Institute / Adoption: 2013	Yes	0
Science	Grades: TK / Course: Science / Publisher: Teaching Strategies LLC. / Adoption: 2019	Yes	0
	Grades: K-5th / Course: Science / Publisher: Cengage Learning / Adoption: 2017	Yes	0
	Grades: 6th-8th / Course: Science / Publisher: Accelerate Learning / Adoption: 2017	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

**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.ets.org/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).

<b>Assessment Results by Subject</b>									
	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
English Language Arts/Literacy (Grades 3-8 and 11)	39	40	38	41	43	38	46	47	48
Mathematics (Grades 3-8 and 11)	21	20	24	21	19	23	34	35	37
Science (Grades 5, 8, and 10)	13	21	23	16	19	14	30	31	33

**Assessment Results by Student Group - English Language Arts**

<b>2024-25</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	276	270	97.83	2.17	38.43
Male	132	130	98.48	1.52	32.56
Female	144	140	97.22	2.78	43.88
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	57.14
Black or African American	107	106	99.07	0.93	35.24
Filipino	--	--	--	--	--
Hispanic or Latino	77	73	94.81	5.19	35.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	31	100.00	0.00	45.16
Two or More Races	34	33	97.06	2.94	30.30
EL Students	45	42	93.33	6.67	19.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	233	97.90	2.10	38.10
Migrant Education	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	5.88

**Assessment Results by Student Group - Mathematics**

<b>2024-25</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	276	272	98.55	1.45	23.90
Male	132	130	98.48	1.52	25.38
Female	144	142	98.61	1.39	22.54
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	42.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70	1.30	19.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	31	100.00	0.00	32.26
Two or More Races	34	33	97.06	2.94	27.27
EL Students	45	45	100.00	0.00	17.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	235	98.74	1.26	22.13
Migrant Education	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	2.94

### Assessment Results by Student Group - Science

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	86	82	95.35	4.65	22.78
Male	48	46	95.83	4.17	22.73
Female	38	36	94.74	5.26	22.86
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	25	92.59	7.41	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
EL Students	16	15	93.75	6.25	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	72	96.00	4.00	24.29
Migrant Education	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

#### 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/pf/>.

#### 2024-25 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
5th	89	91	91	91	91
7th	92	92	92	92	92

### 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.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2024-25</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	480	460	99	21.5
Female	237	228	47	20.6
Male	242	231	52	22.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	36	2	5.6
Black or African American	186	178	53	29.8
Filipino	--	--	--	--
Hispanic or Latino	119	117	25	21.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	52	0	0.0
Two or More Races	52	52	13	25.0
EL Students	84	78	8	10.3
Foster Youth	--	--	--	--
Homeless	17	14	7	50.0
Military	--	--	--	--
Socioeconomically Disadvantaged	375	365	82	22.5
Migrant Education	--	--	--	--
Students with Disabilities	78	74	25	33.8

### 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

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

Anna Yates 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.

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](http://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.

**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.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
School	7.81	6.58	4.38	0.00	0.00	0.00
District	6.21	5.82	5.17	0.44	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2024-25</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	4.38	0.00
Female	2.95	0.00
Male	5.79	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.13	0.00
Black or African American	5.91	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.82	0.00
Two or More Races	3.85	0.00
EL Students	3.57	0.00
Foster Youth	0.00	0.00
Homeless	17.65	0.00
Military	--	--
Socioeconomically Disadvantaged	5.07	0.00
Migrant Education	0.00	0.00
Students with Disabilities	8.97	0.00

**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 2025. 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

**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.

**ACADEMIC COUNSELOR TO PUPIL RATIO**

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

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	

**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	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

**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 Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	21	15	19	1	1	2	2	1	0	0	0	0
1st	24	23	21	0	0	1	2	2	1	0	0	0
2nd	23	13	21	0	2	1	2	1	1	0	0	0
3rd	23	23	23	0	0	0	2	2	1	0	0	0
4th	33	32	25	0	0	0	0	1	2	0	0	0
5th	30	33	22	0	0	0	1	0	2	0	0	0
6th	23	21	26	0	9	1	13	7	13	0	0	0
Other	20	21	15	1	1	1	1	1	1	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	15	23	22	4	3	2	2	1	2	0	0	0
Mathematics	15	23	22	4	2	2	2	2	2	0	0	0
Science	15	22	22	4	3	2	2	2	2	0	0	0
Social Science	15	23	22	4	2	2	2	1	2	0	0	0

### 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.

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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 29,326.42
School: From Supplemental/Restricted Sources	\$ 14,319.71
School: From Basic/Unrestricted Sources	\$ 16,243.08
District: From Basic/Unrestricted Sources	\$ 17,611.42
Percentage of Variation between School & District	- 7.77 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	45.73 %

### 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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 52,445.00	\$ 54,773.28
Mid-Range Teachers	\$ 81,725.00	\$ 78,980.97
Highest Teachers	\$ 106,662.00	\$ 117,336.77
Elementary School Principals	\$ 132,154.00	\$ 128,425.24
Middle School Principals	\$ 132,154.00	\$ 137,946.86
High School Principals	\$ 132,154.00	\$ 138,809.37
Superintendent	\$ 0.00	\$ 176,162.14
Teacher Salaries	20.67 %	24.71 %
Administrative Salaries	9.99 %	5.91 %

**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.

<b>2023-24 Average Teacher Salary</b>	
School	\$ 146,245.29
District	\$ 86,581.00
Percentage of Variation between School & District	68.91 %
All Similar School Districts	\$ 86,335.00
Percentage of Variation between School & State	69.39 %

**PROFESSIONAL DEVELOPMENT DAYS OFFERED**

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

<b>Professional Development Days</b>			
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
Number of Professional Development Days	3	3	3

**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.