<div style="border:1px solid;">

Oliver Wendell Holmes Junior High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians 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 and the county. 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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Oliver Wendell Holmes Junior High School
Street	1220 Drexel Dr.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5445
Principal	Derek Brothers
E-mail Address	dbrothers@djusd.net
Web Site	http://holmes.djusd.net
CDS Code	57726786060396

District Contact Information	
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Superintendent John Bowes
E-mail Address	superintendent@djusd.net
Web Site	www.djusd.net

School Description and Mission Statement (School Year 2016-17)

The parents, students, faculty and support staff at Holmes Junior High School are committed to the achievement of excellence in academics and all other curricular and co-curricular pursuits. They are also committed to the cultivation of individual abilities and talents in a supportive environment where respect for individual and group differences and for the rights of others guides behavior.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	280
Grade 8	229
Grade 9	222
Total Enrollment	731

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.5
Asian	20
Filipino	1.4
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.5
White	56.1
Two or More Races	4
Socioeconomically Disadvantaged	14.8
English Learners	4.4
Students with Disabilities	11.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	40	30	39	391
Without Full Credential	0	1	1	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.5	19.5
All Schools in District	94.0	6.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	89.4	10.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 6, 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002, 9th California Collections, Houghton Mifflin Harcourt	Yes	0%
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom	Yes	0%
Science	6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%
History-Social Science	6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 1-3, Avancemos! Holt McDougal, 2010, 1996, Spanish 4, Imagina, Vista Higher Learning, 2007, Spanish 5, iA toda Vela EMC Publishing, 2008, French 1-3, C'est A Toi, EMC Paradigm, 2007, German 1 & 2, Deutsch Aktuell, 1997, German 3-6, Kaleidoskop, McDougal Littel, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
Health	Middle School - Holt, Rinehart and Winston, Holt< Decisions for Health	Yes	0%
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school's permanent buildings are approximately 50 years old. In the fall of 2005, the school district completed work on an extensive modernization plan for Holmes that includes interior remodeling, a new data and electrical backbone, accessibility improvements for disabled students, and structural repairs to all existing buildings. Over the last ten years, we also added student and staff bathrooms and replaced the roofs on all original buildings and updated our HAVC systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			H47 - Stained ceiling tiles and wallpaper is peeling. H48 - Blinds need repair. H49 - Blinds need repair. H54 - Door latch needs repair and ceiling tiles replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Office - Main entrance sidewalk cracked; needs replacment

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	77	71	69	71	44	48
Mathematics	75	71	65	65	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	281	268	95.4	71.6
	8	233	223	95.7	71.2
Male	7	152	143	94.1	65.7
	8	120	116	96.7	65.2
Female	7	129	125	96.9	78.4
	8	113	107	94.7	77.6
Asian	7	47	46	97.9	87.0
	8	57	55	96.5	76.4
Hispanic or Latino	7	51	48	94.1	47.9
	8	31	28	90.3	39.3
White	7	159	150	94.3	75.3
	8	122	119	97.5	78.0
Socioeconomically Disadvantaged	7	46	45	97.8	33.3
	8	34	31	91.2	25.8
English Learners	7	15	14	93.3	
	8	13	10	76.9	10.0

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	7	46	42	91.3	28.6
	8	19	14	73.7	28.6

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	281	268	95.4	67.2
	8	281	268	95.4	67.2
Male	7	152	143	94.1	62.9
	8	152	143	94.1	62.9
Female	7	129	125	96.9	72.0
	8	129	125	96.9	72.0
Asian	7	47	46	97.9	89.1
	8	47	46	97.9	89.1
Hispanic or Latino	7	51	48	94.1	39.6
	8	51	48	94.1	39.6
White	7	159	150	94.3	69.3
	8	159	150	94.3	69.3
Socioeconomically Disadvantaged	7	46	45	97.8	24.4
	8	46	45	97.8	24.4
English Learners	7	15	14	93.3	14.3
	8	15	14	93.3	14.3
Students with Disabilities	7	46	42	91.3	9.5
	8	46	42	91.3	9.5

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91	88	87	82	81	78	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	232	220	94.8	86.8
Male	119	113	95.0	86.7
Female	113	107	94.7	86.9
Asian	57	55	96.5	98.2
Hispanic or Latino	30	25	83.3	68.0
White	122	119	97.5	87.4
Socioeconomically Disadvantaged	34	30	88.2	53.3
English Learners	13	10	76.9	70.0
Students with Disabilities	19	13	68.4	46.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.5	30.8	53.1
9	6.9	24.1	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Our school's annual plan and its budget are approved by our School Site Council, which includes parent and student members. We have an English Language Advisory Committee, an active PTA, a Positive School Climate committee, an active Student leadership class, and strong music booster groups. Parents volunteer for curriculum advisory groups such as AIM and Superintendent Advisory. Many also volunteer for site supervision, library assistance, new student orientation, on site field trips, and classroom support. To find out how to volunteer, contact Ellen Shields, Head Counselor.

State Priority: 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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.9	3.3	2.5	3.7	2.4	3.0	4.4	3.8	3.7
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Davis schools place the highest priority on student safety. We review emergency plans frequently and it approved by the site concil on 10/10/ 2016. Holmes Junior High hold student fire and earthquake drills twice a year as well as annual training on safety procedures with staff. The district's careful use of resources ensures that students have access to clean and safe facilities. Holmes has several campus supervisors who monitor the grounds and address student safety needs. Visitors must check in with the office, sign in and wear a badge identifying their presence on campus. All campus facilities have both phone and intercom access. Each classroom is equipped with an Emergency Kit in a clearly identified location.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	12	18	5	20	14	13	8	28	5	17	3
Mathematics	21	14	19	3	21	15	12	7	28	2	20	3
Science	27	6	14	6	25	5	18	2	29	4	18	2
Social Science	28	3	11	8	25	5	17	2	30	2	13	1

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	292
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.625	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	5.2	N/A
Other	.60	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10,920	3,167	7,752	68,562
District	N/A	N/A	7,315	$64,865
Percent Difference: School Site and District	N/A	N/A	6.0	5.7
State	N/A	N/A	$5,677	$71,517
Percent Difference: School Site and State	N/A	N/A	36.6	-4.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

In 2015-16 Oliver Wendell Holmes Junior High School received funding and services through the following state and local resources: Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Types of funded services include: counseling services, reading support, para-educator support, AVID program support, library, technology and instructional supplies, after-school and summer school support, and professional development.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,305	$43,821
Mid-Range Teacher Salary	$59,425	$69,131
Highest Teacher Salary	$79,525	$89,259
Average Principal Salary (Elementary)	$104,453	$108,566
Average Principal Salary (Middle)	$111,180	$115,375
Average Principal Salary (High)	$118,111	$125,650
Superintendent Salary	$181,560	$198,772
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff has opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning and in context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)