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Ralph Waldo Emerson Junior High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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	Ralph Waldo Emerson Junior High School
Street	2121 Calaveras Ave.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5430
Principal	Stacy Desideri
E-mail Address	sdesideri@djusd.net
CDS Code	57726786066245

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)

Emerson Junior High School is a connected, caring community where we value the whole child and desire that all students achieve at high levels in both academic and personal life. We are committed to the pursuit of excellence in all endeavors, to the development of intellectual curiosity, and 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 guide behavior. We provide a holistic approach to education for all students. We integrate our GATE students into an accelerated academic core program in which GATE and High Achieving Students participate, and we are a magnet school for the district's Spanish Immersion Program, which provides opportunities for students to become bilingual and bi-cultural. Instructors bring both competence and heart to their work. We also offer an outstanding student leadership program, a "Respect for All" diversity program, and a Garden-Based Instruction program that utilizes the Emerson Garden for integrated, hands-on experiences. We want our students to be prepared for learning and life in the 21st century and become global citizens. We are embedding these instructional practices into our curriculum as we move forward with our work on the Common Core Standards, newly adopted by the state. Emerson continues to perform in the top echelon of schools in California, and is still a place where students can find a special niche to nurture their talents and learning.

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

Grade Level	Number of Students
Grade 7	147
Grade 8	173
Grade 9	157
Total Enrollment	477

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.4
Asian	10.3
Filipino	1.7
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0
White	58.7
Two or More Races	4.2
Socioeconomically Disadvantaged	17.4
English Learners	6.9
Students with Disabilities	8
Foster Youth	0.2

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	28	28	26	391
Without Full Credential	0	0	2	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	1	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	91.8	8.2
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)

Ralph Waldo Emerson Junior High school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them.

Emerson is due for modernization and the school community is engaging in dialogue with the district and facilities as to when that may happen. Over the past year, we have had many maintenance issues addressed. The IDC was repainted. We received new curtains for the stage. All doors were repainted and new carpeting was placed in the hallways of A and B Wing. M & O also spent hours during the summer trimming back trees and landscaping.

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: 12/2016				
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		Lockers need repair in the boys locker room. Missing floor tiles in the boys and girls locker rooms. Ball arks on wall in Gym, repaint. Art - Cabinets need repair again and the room needs to be painted. Loose/missing tile by boys restroom by the library. Loose trim over door in the library.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Missing outlet cover in room C14. Loose wire hanging in Art room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Low water pressure in the Music room. Loose outlet on west wall in room B5.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Window leaking in the Indoor Commons. Tripping hazard by the north bike rack and by the hall of the Art room.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2016				
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	74	69	71	44	48
Mathematics	76	76	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	156	142	91.0	66.9
	8	173	166	96.0	79.9
Male	7	71	67	94.4	58.2
	8	80	79	98.8	73.1
Female	7	85	75	88.2	75.0
	8	93	87	93.5	86.0
Asian	7	21	11	52.4	72.7
	8	14	12	85.7	83.3
Hispanic or Latino	7	37	36	97.3	33.3
	8	35	32	91.4	68.8
White	7	83	80	96.4	83.1
	8	99	98	99.0	84.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	8	11	11	100.0	90.9
Socioeconomically Disadvantaged	7	34	32	94.1	18.8
	8	36	35	97.2	51.4
English Learners	7	22	12	54.5	
Students with Disabilities	7	17	16	94.1	18.8
	8	16	14	87.5	7.1

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	156	145	93.0	72.3
	8	156	145	93.0	72.3
Male	7	71	68	95.8	67.7
	8	71	68	95.8	67.7
Female	7	85	77	90.6	76.7
	8	85	77	90.6	76.7
Asian	7	21	15	71.4	80.0
	8	21	15	71.4	80.0
Hispanic or Latino	7	37	36	97.3	36.1
	8	37	36	97.3	36.1
White	7	83	80	96.4	88.2
	8	83	80	96.4	88.2
Socioeconomically Disadvantaged	7	34	32	94.1	18.8
	8	34	32	94.1	18.8
English Learners	7	22	16	72.7	31.3
	8	22	16	72.7	31.3
Students with Disabilities	7	17	16	94.1	25.0
	8	17	16	94.1	25.0

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)	81	85	83	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	173	169	97.7	83.4
Male	80	80	100.0	78.8
Female	93	89	95.7	87.6
Asian	14	13	92.9	92.3
Hispanic or Latino	35	33	94.3	66.7
White	99	98	99.0	87.8
Two or More Races	11	11	100.0	90.9
Socioeconomically Disadvantaged	36	35	97.2	62.9
Students with Disabilities	16	14	87.5	21.4

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	9.6	29.5	39
9	11.8	30.1	46.4

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)

We ask parents to participate in our school's formal structures through the PTA, the School Site Council (SSC), , and the English Language Advisory Committee (ELAC). The PTA collaborates on school issues and supports teachers and students through fund-raising. We also have the backing and fundraising support from the Davis Schools Foundation. The SSC helps develop and implement the school improvement plan and allocates State funds to meet identified goals. ELAC parents represent our second-language students. We, also, invite parents to participate in interview panels during teacher hiring. In addition, the PTA requests parent volunteers for a number of school needs throughout the year, including chaperoning our field trips and dances.

Emerson parents are enthusiastic and passionate about participating in any way necessary. Interested parents can contact Principal Alicia Cummings or PTA President Pam Pacelli for more information about becoming involved.

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	1.9	2.3	4.1	3.7	2.4	3.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Emerson annually reviews the school safety plan, which outlines procedures and guidelines for emergencies. Teachers discuss the plan with students early in the school year. All visitors must sign in at the front office, and staff is vigilant about reporting unknown persons an directing them to the office. In addition, we hold fire drills and a safety week every year. During the safety week, we dedicate each day to a specific emergency procedure and practice drill. We hold debriefings to determine how all parts of the system effectively responded to the procedure. In addition to the plan, classrooms have a color-coded listing of expected procedural responses for the different types of emergency situations which could occur.

Emerson has a closed campus. One full-time supervisor monitors school grounds. We also have a noon- supervisor to assist us with supervision at lunch time. Certificated staff members supervise designated areas during first period and after school.
Staff and parents also supervise/chaperone school dances and other events.

In addition we have support programs on site through our Peer Helpers program. These students help mediate conflicts and also make presentations to the health classes about safe and healthy behaviors. We were the first school in the district to create and support a Diversity training program which continues to be supported by staff, students and parents. Many of our teachers sponsor clubs and activities which keep kids connected to school and supports a caring environment. Our AVID program and AVID tutors help students in class ant at lunch. We also have an after school tutoring/study space program in the library which is open to all students. Our weekly RTI(Response to Intervention) meetings keep us focused on students who are struggling or in need so that we can provide resources and assistance. It is our belief that the more connected kids are to their school community, the safer it is!

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	25	4	13	2	26	5	5	9	31	2	8	6
Mathematics	27	5	6	5	26	3	9	4	26	5	6	7
Science	29	2	8	5	28	2	8	6	28	3	10	3
Social Science	27	2	10	2	28	2	9	4	29	3	5	5

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	1.5	318
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.438	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	4.2	N/A
Other	.20	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	10,377	2,799	7,577	64,045
District	N/A	N/A	7,315	$64,865
Percent Difference: School Site and District	N/A	N/A	3.6	-1.3
State	N/A	N/A	$5,677	$71,517
Percent Difference: School Site and State	N/A	N/A	33.5	-10.4

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

Types of Services Funded (Fiscal Year 2015-16)

In 2015-16 Ralph Waldo Emerson 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, music program support, AVID program support, library, technology and instructional supplies, school climate programs, 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)