Frances Ellen Watkins Harper Junior High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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).

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Frances Ellen Watkins Harper Junior High School
Street	4000 East Covell Blvd.
City, State, Zip	Davis, CA 95618
Phone Number	530-757-5330
Principal	Ms. Kellie Sequeira
Email Address	ksequeira@djusd.net
Website	https://harper.djusd.net/
County-District-School (CDS) Code	57726780106674

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
Email Address	superintendent@djusd.net
Website	www.djusd.net

School Description and Mission Statement (School Year 2020-2021)

Frances Ellen Harper Junior High School is a comprehensive secondary school that serves students in grades 7 - 9. The school includes nearly 625 students, 40 teachers, 2 counselors, .5 librarian, 1 library tech, 4 office personnel and 18 para-educators. Harper provides a rigorous academic program and strives to provide each student with an engaging and relevant learning experience. All students are enrolled in five core subjects, including English, math, physical education, science and social studies. Since Harper operates with a seven period day, most students also complete two electives each year, choosing from Career & Technical Education, fine and performing arts, cross-age tutoring, leadership and world language. Students may also enroll in special support classes such as AVID, Reading, Writing, Math Clinic, ELD, and Bridge.

In 2011, the staff revised the previous mission statement to: "Harper Junior High School: A caring community, inspiring everyone to learn, achieve, and thrive." Working in professional learning communities, the staff is focused on each grade level's developmental stages and specific activities which are planned for each grade level. There is also a great deal of attention given to high academic achievement and college readiness for all students. All freshmen complete the Freshman Showcase where they compile a portfolio that features samples of their work, assessments, artifacts from projects, and reflective writing. In the spring, students deliver a culminating presentation to a panel consisting of staff, parents and community members. The Freshman Showcase has been on hiatus during the COVID 19 pandemic and will return once school shifts away from Distance Learning and back to our School Site.

Harper's state testing results continue to be strong and put us on a par with the other high-performing schools in the district, all of which are in the top ten percent of schools in California. The Harper community remains concerned about the student groups that are under-achieving, however, and is providing these students with both the resources and the instruction needed become higher performing students. With an emphasis on closing the achievement gap, intervention and support programs are provided for students needing additional skills. These programs include AVID, Bridge, ELD classes, Homework Club, Jump Start, Wednesday morning late start program, lunchtime activities and extended library hours. Based on the belief that a safe and healthy climate fosters good attitudes and promotes high achievement, Harper also provides programs such as WEB and leadership. These programs are part of an overall concern for school climate and the desire to make Harper a safe, welcoming, inclusive school for all students. The 2020-21 school year has started in a Distance Learning format where students are learning from home via their Learning Management System - Canvas. Additional, two in person cohorts are receiving learning center support by two Harper staff members as intervention for our most vulnerable students during the COVID 19 pandemic.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	194
Grade 8	219
Grade 9	207
Total Enrollment	620

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.2
Asian	15
Filipino	0.8
Hispanic or Latino	31.5
Native Hawaiian or Pacific Islander	0.6
White	41.3
Two or More Races	7.6
Socioeconomically Disadvantaged	29.7
English Learners	8.1
Students with Disabilities	14.2
Foster Youth	0.5
Homeless	0.8

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	31	34	28.10	362.25
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	2
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7-9, California Collections, Houghton Mifflin Harcourt	Yes	0%
Mathematics	Big Ideas Course 1, Houghton Mifflin Harcourt, 2014 Big Ideas Course 2, Houghton Mifflin Harcourt, 2014 Big Ideas Course 3, 2014, Houghton Mifflin Harcourt Big Ideas Accelerated, Houghton Mifflin Harcourt, 2014	Yes	0%
Science	Science 7-8 NGSS, Lab-Aids License Subscription 2020	Yes	0%
History-Social Science	6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%
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%

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

School Facility Conditions and Planned Improvements

Frances Ellen Watkins Harper 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. As the newest middle school in the district, we offer students beautiful and modern facilities including having science classrooms with space for labs, as well as cabinets supporting the needs of the work including their cabinet doors with glass inlays to ensure students are able to see their science materials. In addition, we have collaborative meeting space for staff in both the science and library wings, and two collaborative spaces in the front office.

School Facility Good Repair Status
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The rate for each system inspected
   • The overall rating

Year and month of the most recent FIT report: 6/2/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Track and ball fields have surfacing issues related to erosion and gopher issues. Currently resolving the gopher issues through IPM practices and the track renovation project will be going out to bid in the future.
Overall Rating	Good	

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. 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	61	N/A	72	N/A	50	N/A
Mathematics (grades 3-8 and 11)	55	N/A	66	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	45	N/A	53	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Harper Junior High School offers the following 9th grade Career Technical Education programs: Agricultural Biology, Drafting, and Industrial Technology

DJUSD currently offers pathways in the fields of Agriculture & Natural Resources, Information & Communication Technologies, and Transportation. Additional pathways of Arts, Media, & Entertainment, Engineering & Architecture and Robotics are currently in development.

Programs and classes offered that are specifically focused on career preparation and/or preparation for work include: Agricultural Engineering- Advanced Design and Fabrication, Agricultural Engineering I & II, Animal Science, Automotive Technology- Advanced, Automotive Technology- Basic, Biotechnology & Biotech Internship, Computer Programming (C++/JAVA), Fashion Careers, Intro, Fashion, Textiles & Apparel, Advanced, Fashion, Textiles & Apparel, Beginning & Intermediate, Food Science and Nutrition, Food Service & Hospitality, Internet Working Levels I & II (CISCO), Journalism 2 / Multimedia (semester), Journalism 2 / The HUB (Semester newspaper), Ornamental Horticulture, Robotics Engineering, Stagecraft Production

The primary representative of the District's CTE advisory committee is DJUSD CTE Coordinator Alex Hess. Industries represented on the committee include engineering and architecture, health sciences and medical technologies, information and communication technologies, and transportation. Additionally, our existing programs collaborate and partner with various educational institutions, including Yolo County Office of Education, the Yolo County Regional Occupational Program, Sacramento City College and American River College, Woodland Community College and Yuba Community College (the Los Rios and Yuba Community College Districts) and the University of California, Davis.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	279
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

There are a variety of opportunities for parents to become involved at Harper. Parents participate in our school through the Harper Parent-Teacher Organization (PTO), the School Site Council (SSC), the English Language Advisory Committee (ELAC), the Bridge program and the School Climate Committee. The PTO focuses on the school community and supports teachers and students through fund-raising and event planning. The Harper PTO provides tremendous financial support to a variety of school programs. In recent years the PTO has provided support to the school library, activities and athletic programs, technology, PE Department, our ELD Classes, and field trips. The PTO continuously helps our school obtain items and fill special needs that enrich the school experience for all students. In addition, provides advisers for our WEB Program, and hosts an array of parent education programs for our school community. The Site Council helps develop and implement the school improvement plan and allocates state/federal funds to meet identified goals. The highest priority for this Council is closing the Achievement Gap along with 21st Century Learning and teaching. The School Climate Committee focuses on school safety and human relations. We invite parents to participate on short-term committees, such as Facilities Modernization, or on interview panels when we hire new teachers and other staff. Parents are also an important part of the panels when students complete their culminating presentations, both at the end of course units and in the Freshman Showcase. Parents are responsible for transporting students to numerous events, including athletic events, concerts, and field trips. We also welcome parents and students to our Friends of Frances site beautification Saturdays, which happen throughout the school year.

We have expanded our outreach to families through our social media offerings on Facebook, Instagram, and Twitter. To find out more about becoming involved at the school, parents are invited to contact the school office at 530-757-5330 or see the school website at: http://harperjhs.org/ or the Harper PTO website at: http://groups.dcn.org/harperpto. Due to this COVID 19 pandemic some of the offerings are limited due to health orders and safety of participants. All community meetings have been shifted to virtual option to ensure participation and support by each parent group.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				94	93.1	95.3	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.8	5.1	2.3	2.5	3.5	3.5
Expulsions	0.3	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5	0.018	
Expulsions	0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Harper places the highest priority on student safety. Maintaining a closed campus, staff help supervise students at lunches, before and after school. Harper also has campus supervisors who monitor the grounds and assist students throughout the day. We have developed a safe school plan and schedule a safety week twice each year during which we hold intruder, fire, earthquake, and other safety drills. There are safety supplies located in classrooms and in strategic locations around campus. We also provide annual training to staff and students on safety procedures. All campus facilities have both phone and intercom access. In addition, the Harper community focuses on providing a caring and safe environment for all students. The Climate Committee meets monthly and is open to all students, parents and staff to attend. Honest, open communication is encouraged and the Climate Committee serves as a communication link with student clubs, PTO, Site Council and district administration. Harper all has very active student groups that focus on school climate, including WEB and student government. These groups hold students accountable for bullying, disrespect, and levels of misconduct. These groups assist in planning inclusive student activities and school assemblies that emphasize respect and a caring school climate. In addition, Harper offers Restorative Practices as a positive and practical response to improve and repair relationships between people and community. Our site links to the greater district and utilizes the support of our District Safety Coordinator to ensure proper levels of support address the needs of Harper students.

Our School Safety Plan was reviewed, updated and approved by the Harper School Climate Committee at the December 2021 Site Council Meeting. Further more, School Safety training occurs twice a year with all staff to review the plans and practice our drills for safety during our safety weeks. This year with the COVID-19 pandemic and most staff at home the safety information for site application was shared with staff at site during the beginning of our school year. School safety information will be shared with staff again in February 2021.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	24	9	17	3	25	8	13	7	27	5	15	5
Mathematics	25	10	10	6	24	9	16	3	24	6	17	3
Science	30		14	6	31		13	7	32		9	10
Social Science	29	1	11	6	30		15	3	30		14	2

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	310

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	0.2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,850	$4,117	$8,733	$69,388
District	N/A	N/A	$8,670	$70,675
Percent Difference - School Site and District	N/A	N/A	0.7	-1.8
State	N/A	N/A	$7,750	$79,209
Percent Difference - School Site and State	N/A	N/A	11.9	-13.2

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

Types of Services Funded (Fiscal Year 2019-2020)

In 2019-20 Frances Ellen Watkins Harper Junior High School received funding and services through the following federal, state and local resources: Title I, Part A, Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Types of funded services include: community liaison support, reading support, para-educator support, English learner support, AVID program support, library and instructional supplies, school climate programs, after-school and summer school support, grade level program coordination, and professional development.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,169	$49,782
Mid-Range Teacher Salary	$63,987	$76,851
Highest Teacher Salary	$89,268	$97,722
Average Principal Salary (Elementary)	$112,475	$121,304
Average Principal Salary (Middle)	$119,719	$128,629
Average Principal Salary (High)	$127,183	$141,235

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$221,450	$233,396
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	33	33	

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, the school has one (1) full day prior to the start of the school year and two (2) full days spread throughout the year, dedicated to professional development.

Davis Joint Unified School District focuses on professional growth offerings on our mission and objectives. Our focus is given to professional learning that promotes DJUSD goals of 21st Century Teaching and Learning, Closing the Opportunity and Achievement Gaps, and Creating Safe and Inclusive Environments. DJUSD goals also include professional learning structures that support teaching and learning that will build student competencies identified within our Graduate Profile. These areas of focus were developed with wide-scale stakeholder input and are embedded within our Local Control Accountability Plan.

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 have 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 dedicated site-based staff collaboration in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade-level/content peers. 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:

- Comprehensive site focuses on the foundational understanding, implementation, and sustenance of MTSS and PBIS
- Teacher book groups on Culturally Responsive Pedagogy and Anti-Racist Teaching Practices
- Ethnic Studies Institute based on "knowledge of self" as Ethnic Studies teacher and Scholar Lecture Series from UC experts on the content of Ethnic studies
- Reading Apprenticeship literacy series and mentorship through WestEd
- 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
- Elementary and Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Canvas Collaborative Courses where educators can self-select in collaboration using Canvas; this included professional development groups working on Anti-Racist pedagogy, Earth Science teachers learning about NGSS, Teacher

Librarian literacy lessons, and resources for the History-Social Science frameworks.

- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- 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
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- 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
- Response to school closures and distance learning included professional development in the following areas: Canvas (and use of the LMS), Structures and Systems for Distance Learning, Social Emotional Learning (SEL)