

DAVIDSON MIDDLE SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for School Year 2015-2016,
Published during 2016-2017*

District Information:

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200

<http://www.srcs.org>

Dr. Michael R. Watenpaugh, Superintendent



School Information:

Davidson Middle School

280 Woodland Avenue
San Rafael, CA 94901
415-485-2400

<http://dms.srcs.ca.schoolloop.com/>

Bob Marcucci, Principal



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I. DATA AND ACCESS

SARC Data

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the new 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.

Additional Information

- 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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.

II. ABOUT THIS SCHOOL

School Description and Mission Statement (Most Recent Year)

Davidson Middle School is a sixth- through eighth-grade comprehensive school located in the central section of San Rafael. Davidson students represent diverse ethnic, social, and economic backgrounds. Davidson offers a challenging and comprehensive common core, state standards-aligned academic program, as well as a variety of elective classes. It is the mission of Davidson Middle School to create college, career, and community ready students for adult life through a quality education, which emphasizes rigorous academics, wellness, diversity, persistence and resilience, cooperation, and problem solving.

Our 2016-2017 school-wide goals are:

- School-wide AVID binder use and Thursday Advisory time to support organization or implementation
- School Culture and Climate and implementation of Capturing Kids' Hearts and Challenge Days
- Implementation and revision of the Common Core Implementation Plan
- Master Schedule process built around student needs

Davidson Middle School provides an appropriate, challenging program of classes for every student. This is accomplished by using student data as the foundation for development of each year's master schedule. For example, students who demonstrate the need for support in English receive a support class called Strategic English Language Arts, or English Language Development, and students with disabilities receive services as outlined in their Individual Education Plans. Eighth grade students who need support in math may also take an intervention math class.

The school offers a comprehensive program of elective classes, including Beginning, Intermediate, and Advanced Band, Orchestra, Steel Pans, Chorus, Woodshop, Multimedia Design, Spanish, Spanish for Native Speakers, and an Elective Wheel for sixth graders. Davidson has made great progress with ensuring that all students have access to an elective.

Student Enrollment by Grade Level (School Year 2015-2016)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|------------------|--------------------|
| 6 | 398 |
| 7 | 382 |
| 8 | 368 |
| Total Enrollment | 1,148 |

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II. ABOUT THIS SCHOOL

Student Enrollment by Group (School Year 2015-2016)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 1.3% | Two or More Races | 0.2% |
| American Indian or Alaska Native | 0% | Other | 0.3% |
| Asian | 3.5% | Socioeconomically Disadvantaged | 63.4% |
| Filipino | 0.3% | English Learners | 33.7% |
| Hispanic or Latino | 63.4% | Students with Disabilities | 10.6% |
| Native Hawaiian or Pacific Islander | 0.3% | Foster Youth | 0.3% |
| White | 30.7% | | |

III. 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 (Three-Year Comparison)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

| Teachers | School | | | District |
|--|-----------|-----------|-----------|-----------|
| | 2014-2015 | 2015-2016 | 2016-2017 | 2016-2017 |
| With Full Credential | 51 | 58 | 60 | 253 |
| Without Full Credential | 0 | 0 | 1 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 2 | 3 | 3 | 4 |

Teacher Misassignments and Vacant Teacher Positions (Three-Year Comparison)

A "teacher misassignment" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. A "vacant teacher position" is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period. Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

| Indicator | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 3 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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III. CONDITIONS OF LEARNING

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

The Federal Elementary and Secondary Education Act (ESEA) of 2005-2006 requires that core academic subjects be taught by Highly Qualified Teachers (HQT), defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. This table displays the percent of classes in core academic subjects taught by and not taught by Highly Qualified Teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High-poverty schools are defined as those with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program. For more information, see the *Improving Teacher and Principal Quality* Web page at <http://www.cde.ca.gov/nclb/sr/tq>.

| Location of Classes | Percent of Classes in Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100% | 0% |
| All Schools in District | 100% | 0% |
| High-Poverty Schools in District | 100% | 0% |
| Low-Poverty Schools in District | 100% | 0% |

Quality and Currency of Textbooks and Instructional Materials (Most Recent Year)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council, composed of administrators, teachers, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade 6-8 students. A comprehensive list of all textbooks is available at the district office.

| Subject Area | Textbook Publisher and Title | Grade Level | Year of Adoption |
|------------------------------|--|-------------|------------------|
| English-Language Arts | Holt/Harcourt Brace– <i>Elements of Literature</i> | 6-5 | 2003 |
| English Language Development | Pearson– <i>Language Central</i> | K-8 | 2001 |
| English Language Development | Hampton Brown– <i>High Point</i> | 6-8 | 2001 |
| Reading Intervention | Scholastic– <i>Read 180</i> | 6-8 | 2002 |
| Mathematics | Mind Institute– <i>Algebra Readiness</i> | 6-8 | 2007 |
| Mathematics | Houghton Mifflin– <i>Larson Big Ideas California</i> | 6-8 | 2015 |
| History-Social Science | Prentice Hall– <i>Social Studies</i> | 6-8 | 2006 |
| Science | Holt, Rinehardt and Winston– <i>California Science– Earth, Life and Physical Science</i> | 6-8 | 2007 |

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III. CONDITIONS OF LEARNING

Availability of Textbooks and Instructional Materials (Most Recent Year)

With textbook funding assistance from the state and other sources, the district has been able to purchase sufficient materials to provide one textbook per student in all core subject areas. The Board of Education last approved the sufficiency of textbooks and instructional materials for the San Rafael City Schools Elementary District on October 10, 2016.

| Curriculum Area | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|----------------------------|--|
| English-Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Student safety is a top priority at Davidson Middle School. The campus is orderly, and students feel safe at school. The school ensures that on-site supervision is provided before, during and after school as well as during special events and/or programs. Students involved in after-school programs and clubs are always directly under the supervision of a qualified staff member. Davidson Middle School has two campus supervisors whose sole responsibility is the safety of all students. The campus supervisors work closely with site administration to ensure the safest possible environment.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students. Every teacher has his/her own classroom to support the highest quality of education.

Davidson Middle School was originally built in 1953. The school has a total of 52 classrooms (40 permanent and 12 portable). With monies from voter-approved school bond measures and state modernization funds, Davidson Middle School underwent multiple phases of modernization that began in 2001 and were completed in 2006. Improvements included installation of new modular classrooms around a courtyard, complete modernization of all existing classroom wings, the music building, industrial arts and art classrooms, multipurpose building with fitness center, library/technology center, newly expanded student services (administration) building, and eating area with steel benches and tables under canopies.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update: Bahia Vista Elementary School, Glenwood Elementary School, Laurel Dell Elementary School, San Pedro Elementary School, Venetia Valley School and Davidson Middle School.

Over the next eight years, SRCS' bond program will provide much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment will reduce overcrowding in our schools and will meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes.

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III. CONDITIONS OF LEARNING

School Facility Good Repair Status (Most Recent Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | | | n/a |
| Interior: Interior Surfaces | | ✓ | | n/a |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | ✓ | | | n/a |
| Electrical: Electrical | | | ✓ | Custodial staff to replace light bulbs by 11/1/2016 |
| Restrooms/Fountains: Restrooms, Sinks, Fountains | ✓ | | | n/a |
| Safety: Fire Safety, Hazardous Materials | ✓ | | | n/a |
| Structural: Structural Damage, Roofs | ✓ | | | n/a |
| External: Playground/School Grounds, Windows, Doors, Gates, Fences | ✓ | | | n/a |

Date of Inspection: October 5, 2016

Overall Rating of School Facility Good Repair Status (Most Recent Year)

This table displays the overall rating from the results of the most recently completed school site inspection.

| System Inspected | Overall Facility Condition | | | |
|------------------|----------------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Rating | | ✓ | | |

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IV. PUPIL OUTCOMES

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System); and
- The percentage of pupils 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.

Statewide Student Assessments

The Standardized Testing and Reporting (STAR) Program was last administered during the 2012-2013 school year. California's new statewide student assessment system, the California Assessment of Student Performance and Progress (CAASPP), was established January 1, 2014 and first administered during the 2013-2014 school year. The CAASPP comprises the following assessments:

- Smarter Balanced Summative Assessments for students in the general education population for English language arts/literacy (ELA) and mathematics given in grades 3 through 8 and 11;
- California Alternate Assessments (CAAs) for ELA and mathematics given in grades 3 through 8 and 11. 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
- Science assessments including California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA), in grades 5, 8, and 10.

Note on ELA and Mathematics tests: results include both 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.

Note on Science tests: results include CST's, CMA, and CAPA. The "Percent 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 on all tests: 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. Double dashes appear (—) when the number of students tested is ten or less.

CAASPP Test Results in ELA and Mathematics for All Students (Two-Year Comparison)

This table displays the percent of students meeting or exceeding the state standards on the CAASPP in the areas of English language arts/literacy and mathematics.

| Subject | Percentage of Students Meeting or Exceeding State Standards | | | | | |
|--------------------------------|---|-----------|-----------|-----------|-----------|-----------|
| | School | | District | | State | |
| | 2014-2015 | 2015-2016 | 2014-2015 | 2015-2016 | 2014-2015 | 2015-2016 |
| English Language Arts/Literacy | 42% | 47% | 42% | 45% | 44% | 48% |
| Mathematics | 32% | 35% | 35% | 40% | 34% | 36% |

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

The following tables display testing data, including the percent of students meeting or exceeding the state standards in English language arts/literacy and mathematics, by student group, and by grade level.

| Grade 6 | | | | | | | | |
|---|------------------|------|---------------|------|----------------|-------|-------------------------|-------|
| Student Group | Total Enrollment | | Number Tested | | Percent Tested | | Percent Met or Exceeded | |
| | ELA | Math | ELA | Math | ELA | Math | ELA | Math |
| All Students | 401 | 401 | 387 | 397 | 96.5% | 99% | 43.3% | 31.9% |
| Male | 204 | 204 | 196 | 202 | 96.1% | 99% | 40.1% | 32% |
| Female | 197 | 197 | 191 | 195 | 97% | 99% | 46.6% | 31.8% |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 15 | 15 | 15 | 15 | 100% | 100% | 86.7% | 86.7% |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 261 | 261 | 254 | 259 | 97.3% | 99.2% | 23.6% | 14% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 109 | 109 | 108 | 108 | 99.1% | 99.1% | 84% | 68.5% |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 263 | 263 | 253 | 261 | 96.2% | 99.2% | 23.8% | 13.1% |
| English Learners | 190 | 190 | 183 | 188 | 96.3% | 99% | 12.8% | 7% |
| Students with Disabilities | 52 | 52 | 51 | 52 | 98.1% | 100% | 14.3% | 13.7% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- |

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

| Grade 7 | | | | | | | | |
|---|------------------|------|---------------|------|----------------|-------|-------------------------|-------|
| Student Group | Total Enrollment | | Number Tested | | Percent Tested | | Percent Met or Exceeded | |
| | ELA | Math | ELA | Math | ELA | Math | ELA | Math |
| All Students | 395 | 395 | 371 | 389 | 93.9% | 98.5% | 47.7% | 36.1% |
| Male | 198 | 198 | 184 | 193 | 92.9% | 97.5% | 47% | 39.6% |
| Female | 197 | 197 | 187 | 196 | 94.9% | 99.5% | 48.4% | 32.6% |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 238 | 238 | 231 | 237 | 97.1% | 99.6% | 27.4% | 17% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 127 | 127 | 124 | 125 | 97.6% | 98.4% | 82.6% | 71.2% |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 245 | 245 | 233 | 245 | 95.1% | 100% | 29.7% | 18.9% |
| English Learners | 103 | 103 | 98 | 103 | 95.2% | 100% | 2% | 1% |
| Students with Disabilities | 31 | 31 | 31 | 31 | 100% | 100% | 6.7% | 3.2% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- |

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

| Grade 8 | | | | | | | | |
|---|------------------|------|---------------|------|----------------|-------|-------------------------|-------|
| Student Group | Total Enrollment | | Number Tested | | Percent Tested | | Percent Met or Exceeded | |
| | ELA | Math | ELA | Math | ELA | Math | ELA | Math |
| All Students | 377 | 377 | 356 | 370 | 94.4% | 98.1% | 50.7% | 37.7% |
| Male | 216 | 216 | 205 | 214 | 94.9% | 99.1% | 44.1% | 34% |
| Female | 161 | 161 | 151 | 156 | 93.8% | 96.9% | 59.9% | 42.9% |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 17 | 17 | 16 | 16 | 94.1% | 94.1% | 93.3% | 75% |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 229 | 229 | 223 | 227 | 97.4% | 99.1% | 29.7% | 18.8% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 111 | 111 | 108 | 108 | 97.3% | 97.3% | 86.1% | 75.7% |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 237 | 237 | 227 | 234 | 95.8% | 98.7% | 30.6% | 20.3% |
| English Learners | 89 | 89 | 84 | 88 | 94.4% | 98.9% | 4.9% | 3.5% |
| Students with Disabilities | 36 | 36 | 34 | 35 | 94.4% | 97.2% | 6.3% | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- |

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IV. PUPIL OUTCOMES

CAASPP Test Results in Science for All Students (Three-Year Comparison)

This table displays the percent of students scoring at the Proficient or Advanced level in science.

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|---------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | School | | | District | | | State | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Science | 76% | 72% | 55% | 65% | 59% | 49% | 60% | 56% | 54% |

CAASPP Test Results by Student Group – Science (School Year 2015-2016)

This table displays testing data, including the percent of students who scored at the Proficient or Advanced level in Science, by student group, in grades 5, 8, and 10 combined (if applicable).

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 378 | 353 | 93.4% | 55.2% |
| Male | 217 | 203 | 93.6% | 54.2% |
| Female | 161 | 150 | 93.2% | 56.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% |
| Asian | 17 | 15 | 88.2% | 80% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 229 | 217 | 94.8% | 39.2% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 112 | 105 | 93.8% | 88.6% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 237 | 223 | 94.1% | 39.5% |
| English Learners | 89 | 86 | 96.6% | 15.1% |
| Students with Disabilities | 37 | 36 | 97.3% | 13.9% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% |
| Foster Youth | -- | -- | -- | -- |

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IV. PUPIL OUTCOMES

State Priority: Other Pupil Outcome

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.

California Physical Fitness Test Results (School Year 2015-2016)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the cumulative percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness testing Web page at <http://www.cde.ca.gov/ta/tq/pf>.

Note: Percentages 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. Double dashes appear (—) when the number of students tested is ten or less.

| Grade Level | Cumulative Percent of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 78.2% | 62.1% | 39.5% |

V. 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 school site.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person Name: Whitney O'Neill

To Reach Contact Person: whitsey@gmail.com

Parent involvement is a vital component of the educational program at Davidson Middle School. San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including School Site Council, Davidson's Dad's Club, general volunteering, Friends of Davidson Music, district and school English language advisory committees (DELAC, SELAC), parent teacher associations, district and school site committees, Bond Construction Committee, and fundraising campaigns and special events.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, open houses, sixth grade orientation, PTA events, concerts, and athletic events. Davidson parents are also provided with a series of parenting workshops to support parenting around topics such as communication, drugs and alcohol, media literacy, and bullying.

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V. ENGAGEMENT

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 (Three-Year Comparison)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state levels.

| Rate | School | | | District | | | State | | |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Suspensions | 5.9% | 4.1% | 0.3% | 2.7% | 2.1% | 0.8% | 4.4% | 3.8% | 3.7% |
| Expulsions | 0% | 0.1% | 0% | 0% | 0% | 0% | 0.1% | 0.1% | 0.1% |

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: August 2016

Date Discussed with School Faculty: August 2016

Davidson has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. The school also participates in an annual county-wide disaster preparedness drill.

Key elements included in the school safety plan include: emergency fire, earthquake, and lock down procedures and drills. The plan also includes provisions for major disasters.

VI. OTHER SARC INFORMATION

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

Federal Intervention Program (School Year 2016-2017)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2003-2004 | 2009-2010 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | n/a | 6 |
| Percent of Schools Currently in Program Improvement | n/a | 85.7% |

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VI. OTHER SARC INFORMATION

Average Class Size and Distribution (Three-Year Comparison)

This table displays, by subject area, the average class size and the number of classes that fall into each size category (a range of total students per classroom).

| Subject | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | |
|----------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| English | 21.0 | 17 | 24 | 0 | 20.0 | 33 | 20 | 0 | 23.0 | 13 | 42 | 0 |
| Mathematics | 24.0 | 5 | 24 | 0 | 23.0 | 7 | 12 | 0 | 26.0 | 7 | 33 | 1 |
| Science | 25.0 | 1 | 25 | 0 | 26.0 | 4 | 22 | 0 | 26.0 | 5 | 36 | 0 |
| Social Science | 18.0 | 12 | 24 | 0 | 27.0 | 2 | 23 | 0 | 26.0 | 2 | 41 | 0 |

Academic Counselors and Other Support Staff (School Year 2015-2016)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1.0 | 1,148 |
| Counselor (Social/Behavioral or Career Development) | 0 | n/a |
| Library Media Teacher (librarian clerk) | 1.0 | n/a |
| Library Media Services Staff (paraprofessional) | 0 | n/a |
| Psychologist | 1.0 | n/a |
| Social Worker | 0 | n/a |
| Nurse (district nurse on Davidson campus) | 1.0 | n/a |
| Speech/Language/Hearing Specialist | 1.0 | n/a |
| Resource Specialist (non-teaching) | 0 | n/a |

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VI. OTHER SARC INFORMATION

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-2015)

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor. Detailed information regarding school expenditures and teacher salaries for all school districts in California can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, visit the Ed-Data Web site at <http://www.ed-data.org>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|--|------------------------------|--|---|------------------------|
| School | \$6,191 | \$1,537 | \$4,654 | \$67,752 |
| District | n/a | n/a | \$4,734 | \$68,065 |
| Percent Difference - School and District | n/a | n/a | -1.7%% | <1% |
| State | n/a | n/a | \$5,677 | \$71,610 |
| Percent Difference - School and State | n/a | n/a | -22% | -5.6% |

Types of Services Funded (Fiscal Year 2015-2016)

Davidson Middle School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2015-2016 school year, these programs and services included the following:

- Supplementary educational and social-emotional programs in partnership with community-based organizations such as LEAP, Boys and Girls Club, Huckleberry Youth Services, Crossroads, Community Institute for Psychotherapy, California Alliance, and Sanzuma
- Materials
- Staff development on topics such as developing meaningful units of instruction aligned to the CCSS
- Parent education on topics such as Social Media, Parent University, and use of School Loop.

Tutoring is available during lunch time and after school. Computer-enhanced skills building programs and other enrichment programs are embedded both within the daily curriculum and as part of the school's comprehensive Learning Enrichment Afterschool Program (LEAP). Tutoring is also available after school through the Boys and Girls Club, which has a program for our students.

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VI. OTHER SARC INFORMATION

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|------------------------|---|
| Beginning Teacher Salary | \$42,000 | \$44,507 |
| Mid-Range Teacher Salary | \$63,000 | \$68,910 |
| Highest Teacher Salary | \$86,205 | \$88,330 |
| Average Principal Salary (Middle School) | \$110,816 | \$111,481 |
| Superintendent Salary | \$119,429* | \$169,821 |
| Percent of Budget for Teacher Salaries | 38% | 39% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

*The Superintendent serves the Elementary District for 50% of the assignment.

VI. OTHER SARC INFORMATION

Professional Development (Three-Year Comparison)

All teachers in the San Rafael Elementary District have the opportunity to participate in two formal professional development days scheduled as part of the district calendar. In addition to district-wide days, there are site specific days.

In 2015-2016, training topics included: developing, revising, and implementing CCSS-aligned meaningful units of instruction, implementation of a new math program, instructional strategies to meet the needs of English language learners, and high-impact instructional strategies.

Teachers and other key school staff members have additional opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

| Annual Number of School Days Dedicated to Staff Development | | |
|--|---------------------------------|---|
| 2013-2014 | 2014-2015 | 2015-2016 |
| 3 full days, 20 partial days | 3 full days, 20 partial days | 3 full district days, 2 site specific days |

DataQuest is an online data tool 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). The DataQuest Web page is located at <http://dq.cde.ca.gov/dataquest/>.

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.