

# Ralph Waldo Emerson Junior High School And Da Vinci Junior High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Ralph Waldo Emerson Junior High School And Da Vinci Junior High School
<b>Street</b>	2121 Calaveras Ave.
<b>City, State, Zip</b>	Davis, CA 95616
<b>Phone Number</b>	530-757-5430
<b>Principal</b>	Michael Dufresne
<b>Email Address</b>	mdufresne@djud.net
<b>School Website</b>	<a href="https://emerson.djud.net">https://emerson.djud.net</a>
<b>County-District-School (CDS) Code</b>	57726786066245

## 2023-24 District Contact Information

<b>District Name</b>	Davis Joint Unified School District
<b>Phone Number</b>	(530) 757-5300
<b>Superintendent</b>	Matt Best
<b>Email Address</b>	superintendent@djud.net
<b>District Website</b>	www.djud.net

## 2023-24 School Description and Mission Statement

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 AIM identified students into an accelerated academic core program as opposed to a self-contained model. We offer a rigorous Spanish Immersion Program, which provides opportunities for students to become bilingual and bi-cultural, and we are an AVID site. We also offer an outstanding student leadership program, and a growing CTE program that offers welding, computer/robotics, multimedia/digital media, Agricultural Mechanics and Agricultural Biology.

Emerson's goals fall within the overarching DJUSD goals of 21st Century Teaching and Learning by closing the Achievement/Opportunity Gap and providing Safe and Inclusive Environments. Our staff has developed a PBIS team and we are engaged in the process of moving to full implementation of PBIS in the coming years. Staff is also focusing on Multiple Tiered Systems of Support (MTSS), to better serve the social-emotional and academic needs of our student body with a specific focus on Universal Design for Learning(UDL) We are embedding these instructional practices into our curriculum as we move forward with our work on the Common Core Standards and Next Generation Science standards. 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. Staff at Emerson bring both competence and heart to their work.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	141
Grade 8	170
Grade 9	174
Total Enrollment	485

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.3%
American Indian or Alaska Native	1%
Asian	10.5%
Black or African American	2.5%
Filipino	1%
Hispanic or Latino	21.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	9.7%
White	52.2%
English Learners	3.7%
Foster Youth	0.2%
Homeless	0.6%
Migrant	0.2%
Socioeconomically Disadvantaged	13.4%
Students with Disabilities	9.7%

#### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.10	86.32	338.00	85.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.57	4.10	1.05	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	1.43	8.60	2.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	16.70	4.26	12115.80	4.41
<b>Unknown</b>	2.40	8.68	26.50	6.73	18854.30	6.86
<b>Total Teaching Positions</b>	27.90	100.00	394.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.10	83.53	382.10	87.86	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	2.28	9.00	2.07	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	3.22	10.40	2.40	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	10.50	2.41	11953.10	4.28
<b>Unknown</b>	3.10	10.90	22.80	5.25	15831.90	5.67
<b>Total Teaching Positions</b>	28.90	100.00	434.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.20
Misassignments	0.40	0.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.40</b>	<b>0.90</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1	2.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
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%

<b>Mathematics</b>	Core Connections Course 1 Version 5.0, CPM, 2014 Core Connections Course 2 Version 5.0, CPM, 2014 Core Connections Course 3 Version 5.0, CPM, 2014 Core Connections Course 2 Volume 2, CPM, 2014 Core Connections Course 3, CPM, 2014	Yes	0%
<b>Science</b>	Science 7-8 NGSS, Lab-Aids License Subscription 2020	Yes	0%
<b>History-Social Science</b>	History Alive! The Medieval World and Beyond, TCI, 2021 (World History); History Alive! The United States Through Industrialism, TCI, 2021 (US History); Human Geography - A Spatial Perspective, National Geographic/Cengage, 2021 (Geography)	Yes	0%
<b>Foreign Language</b>	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 Littell, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
<b>Health</b>	District-created and Board Approved Health Curriculum,	Yes	0%
<b>Visual and Performing Arts</b>	n/a		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Ralph Waldo Emerson Junior High school is in good condition, according to the criteria established by the Office of Public School Construction. It shares a campus with Da Vinci Jr. High School, a Charter PBL 7-9 program. Facility deficiencies are minor ones resulting from common wear and tear. Emerson is a priority to receive upgrades with a new bond measure, as the campus has never been modernized. Four new science classrooms were completed in 2021. Renovation of existing science classrooms will follow.

**Year and month of the most recent FIT report**

10/26/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	76	69	67	47	46
<b>Mathematics</b> (grades 3-8 and 11)	63	69	61	61	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	313	280	89.46	10.54	76.07
<b>Female</b>	156	134	85.90	14.10	81.34
<b>Male</b>	157	146	92.99	7.01	71.23
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	28	87.50	12.50	82.14
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	64	57	89.06	10.94	63.16
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	33	94.29	5.71	84.85
<b>White</b>	168	150	89.29	10.71	81.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	40	31	77.50	22.50	41.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	29	85.29	14.71	31.03

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	313	272	86.90	13.10	69.49
<b>Female</b>	156	130	83.33	16.67	67.69
<b>Male</b>	157	142	90.45	9.55	71.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	27	84.38	15.62	74.07
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	64	57	89.06	10.94	54.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	32	91.43	8.57	90.63
<b>White</b>	168	144	85.71	14.29	73.61
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	40	31	77.50	22.50	29.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	29	85.29	14.71	24.14

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	43.04	53.15	57.68	56.97	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	173	145	83.82	16.18	53.10
<b>Female</b>	88	72	81.82	18.18	59.72
<b>Male</b>	85	73	85.88	14.12	46.58
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	18	75.00	25.00	61.11
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	38	32	84.21	15.79	40.63
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	15	93.75	6.25	73.33
<b>White</b>	86	72	83.72	16.28	56.94
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	22	18	81.82	18.18	22.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	18	85.71	14.29	16.67

## B. Pupil Outcomes

### 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 area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	95%	95%
Grade 7	96%	96%	97%	96%	98%
Grade 9	94%	94%	95%	93%	92%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

We ask parents to participate in our school's formal structures through our Parent/Teacher Association (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. Our staff also hosts parent education nights about various topics that are important for parents to be aware of as they support their students during their Junior High experience.

Emerson's parents are enthusiastic and passionate about participating in any way necessary. Many parents and guardians have come to guest-speak in our classrooms. Interested parents & guardians can contact Principal Mike Dufresne for more information about becoming involved.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	507	500	62	12.4
Female	247	247	34	13.8
Male	257	250	27	10.8
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	5	5	4	80.0
Asian	52	52	5	9.6
Black or African American	12	12	4	33.3
Filipino	5	5	1	20.0
Hispanic or Latino	113	111	17	15.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	48	48	3	6.3
White	263	258	27	10.5
English Learners	20	19	7	36.8
Foster Youth	1	1	0	0.0
Homeless	6	6	6	100.0
Socioeconomically Disadvantaged	74	73	28	38.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	61	57	15	26.3

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.52	4.14	0.06	1.86	3.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.14	0
Female	2.43	0
Male	5.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	16.67	0
Filipino	0	0
Hispanic or Latino	7.08	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.17	0
White	2.66	0
English Learners	20	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	13.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.56	0

## 2023-24 School Safety Plan

Emerson annually reviews the school safety plan, which outlines procedures and guidelines for emergencies. The 2023-2024 Safety Plan was approved by the Site Council in Feb. 2024. 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 and 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 before first period and after school. Staff and parents also supervise/chaperone school dances, sporting events, and other school activities.

In addition, we have support programs on site through our WEB (Where Everyone Belongs) and our Leadership class to assist with the transition from Elementary school to Junior High and campus activities and student tours. Our site also emphasizes restorative practices and wrap-around services for students that require extra emotional and academic support. Many of our teachers sponsor clubs and activities which keep kids connected to school and support a caring environment. We also have an after-school tutoring/study space program in the library which is open to all students. Our Monthly Care of Student Team (COST) meetings along with UDL/PBIS 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!

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	7	12	3
Mathematics	25	7	7	5
Science	29	3	7	6
Social Science	26	3	8	5

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	6	8
Mathematics	22	9	12	1
Science	33		5	9
Social Science	29	3	8	4

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	15	1
Mathematics	22	9	12	1
Science	28	5	5	6
Social Science	26	3	11	1

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	269.44

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.8
<b>Library Media Teacher (Librarian)</b>	0.5
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.8
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,278.00	\$4,778.00	\$9,500.00	\$72,757.00
<b>District</b>	N/A	N/A	\$8,670	\$74,036
<b>Percent Difference - School Site and District</b>	N/A	N/A	9.1	-2.4
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	36.1	-13.3



## Fiscal Year 2022-23 Types of Services Funded

In 2020-2021 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. Further funding provided by COVID funding from Federal and State sources.

Types of funded services include: counseling services, reading support, para-educator support, Distance Learning music program support, AVID program support, library, technology and instructional supplies, school climate programs, after-school and summer school support, and professional development for online distance learning pedagogy.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,210	\$54,190
<b>Mid-Range Teacher Salary</b>	\$68,681	\$85,111
<b>Highest Teacher Salary</b>	\$94,651	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$121,552	\$132,492
<b>Average Principal Salary (Middle)</b>	\$129,381	\$140,987
<b>Average Principal Salary (High)</b>	\$137,448	\$153,884
<b>Superintendent Salary</b>	\$282,199	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	30.54%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	6.08%	5.25%

## Professional Development

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, sites use portions of their return to school teacher work days for 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:

- District-wide Training for Universal Design for Learning (UDL) with two Professional Development days in August of 2023 and monthly site trainings with CAST.
- Next Generation Science Standards (NGSS)

## Professional Development

- Ethnic Studies Institute to develop and support Ethnic Studies teachers, in addition to Ethnic Studies framework and curricular supports from the UC Davis History Project
- 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
- Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project to support the DJUSD Administrative Leadership Team, students, and staff in developing capacity as equity leaders
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Elementary and Secondary Canvas resource pages
- 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
- NCI training which is nonviolent crisis intervention to address increased behavior challenges. Staff learns how to be proactive in behavioral expectations, de-escalate escalating behavior, and maintain relationships along with safety.
- District-wide professional learning for “Grading for Equity” to support equitable, transparent, and content-focused grading practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	34	34	34