

Frances Ellen Watkins Harper 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

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	Katie Sluis
Email Address	ksluis@djUSD.net
School Website	https://harper.djUSD.net/
County-District-School (CDS) Code	57726780106674

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Frances Ellen Harper Junior High School is a comprehensive secondary school that serves students in grades 7 - 9. The school includes nearly 600 students, 32 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.

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 underachieving, however, and is providing these students with both the resources and the instruction needed to 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	176
Grade 8	185
Grade 9	203
Total Enrollment	564

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
American Indian or Alaska Native	0.4%
Asian	16.3%
Black or African American	5.5%
Filipino	1.1%
Hispanic or Latino	33.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	6.6%
White	35.6%
English Learners	10.6%
Homeless	2.1%
Migrant	3%
Socioeconomically Disadvantaged	30%
Students with Disabilities	10.3%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.90	77.47	338.00	85.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.10	1.05	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	5.67	8.60	2.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.24	16.70	4.26	12115.80	4.41
Unknown	4.20	13.63	26.50	6.73	18854.30	6.86
Total Teaching Positions	30.80	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	78.16	382.10	87.86	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	2.07	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	14.15	10.40	2.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.50	2.41	11953.10	4.28
Unknown	2.10	7.65	22.80	5.25	15831.90	5.67
Total Teaching Positions	27.70	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	0.80
Misassignments	1.70	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	3.90

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	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3	12.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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%
Mathematics	Big Ideas Course 1, Houghton Mifflin Harcourt, 2014 Big Ideas Course 2, Houghton Mifflin Harcourt, 2014 Big Ideas	Yes	0%

	Course 3, 2014, Houghton Mifflin Harcourt Big Ideas Accelerated, Houghton Mifflin Harcourt, 2014		
Science	Science 7-8 NGSS, Lab-Aids License Subscription 2020	Yes	0%
History-Social Science	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%
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 Littell, 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%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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.

Year and month of the most recent FIT report

10/24/2023

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

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
English Language Arts/Literacy (grades 3-8 and 11)	63	54	69	67	47	46
Mathematics (grades 3-8 and 11)	48	47	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
All Students	367	339	92.37	7.63	53.98
Female	182	168	92.31	7.69	57.74
Male	185	171	92.43	7.57	50.29
American Indian or Alaska Native	0	0	0	0	0
Asian	55	49	89.09	10.91	71.43
Black or African American	20	19	95.00	5.00	31.58
Filipino	--	--	--	--	--
Hispanic or Latino	131	120	91.60	8.40	32.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	21	87.50	12.50	47.62
White	132	126	95.45	4.55	71.43
English Learners	42	29	69.05	30.95	3.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	103	91.15	8.85	21.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	33	94.29	5.71	18.18

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
All Students	367	349	95.10	4.90	46.70
Female	182	171	93.96	6.04	40.94
Male	185	178	96.22	3.78	52.25
American Indian or Alaska Native	0	0	0	0	0
Asian	55	54	98.18	1.82	70.37
Black or African American	20	19	95.00	5.00	15.79
Filipino	--	--	--	--	--
Hispanic or Latino	131	123	93.89	6.11	23.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	54.55
White	132	127	96.21	3.79	61.42
English Learners	42	39	92.86	7.14	10.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	104	92.04	7.96	10.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	33	94.29	5.71	12.12

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
Science (grades 5, 8 and high school)	47.83	51.76	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
All Students	186	173	93.01	6.99	51.45
Female	93	85	91.40	8.60	48.24
Male	93	88	94.62	5.38	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	65.71
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	57	53	92.98	7.02	30.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	11	78.57	21.43	45.45
White	71	66	92.96	7.04	63.64
English Learners	20	18	90.00	10.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	45	86.54	13.46	17.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	18	90.00	10.00	22.22

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

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. Additionally they host 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 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>.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	604	590	121	20.5
Female	301	297	71	23.9
Male	303	293	50	17.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	101	99	4	4.0
Black or African American	36	34	11	32.4
Filipino	6	6	0	0.0
Hispanic or Latino	202	196	65	33.2
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	40	37	7	18.9
White	205	204	29	14.2
English Learners	76	72	24	33.3
Foster Youth	1	1	1	100.0
Homeless	18	14	10	71.4
Socioeconomically Disadvantaged	193	183	73	39.9
Students Receiving Migrant Education Services	21	17	7	41.2
Students with Disabilities	66	65	31	47.7

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	4.27	4.97	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	4.97	0
Female	2.66	0
Male	7.26	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.98	0
Black or African American	5.56	0
Filipino	0	0
Hispanic or Latino	7.92	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.5	0
White	2.93	0
English Learners	5.26	0
Foster Youth	0	0
Homeless	22.22	0
Socioeconomically Disadvantaged	10.36	0
Students Receiving Migrant Education Services	9.52	0
Students with Disabilities	3.03	0

2023-24 School Safety Plan

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 October 2023 Site Council Meeting. Furthermore, School Safety training occurs twice a year with all staff to review the plans and practice our drills for safety during our safety weeks.

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	26	6	13	6
Mathematics	28	4	14	4
Science	31	1	9	9
Social Science	29	2	10	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	26	7	13	5
Mathematics	28	1	20	
Science	31		15	3
Social Science	30	2	7	6

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	9	15	1
Mathematics	27	2	15	4
Science	30	0	16	1
Social Science	30	0	14	2

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
Pupils to Academic Counselor	282

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
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

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
School Site	\$12,850	\$4,117	\$8,733	\$69,388
District	N/A	N/A	\$8,670	\$74,036
Percent Difference - School Site and District	N/A	N/A	0.7	-7.2
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	27.9	-18.0

Fiscal Year 2022-23 Types of Services Funded

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.

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

Professional Development

- 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
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	34