



Davidson Middle School

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

Bob Marcucci, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200
<http://www.srcs.org>

District Governing Board

Greg Knell, President
Maika Llorens Gulati, Vice President
Linda Jackson, Board Member
Rachel Kertz, Board Member
Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent
Dr. Mayra Perez
Deputy Superintendent

School Description

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 2017-2018 school-wide goals are:

- School-wide AVID Strategies, including binder organization and WICOR
- School Culture and Climate and continued implementation of PBIS, Capturing Kids' Hearts, and Challenge Days
- Implementation of A/B Master schedule for Intervention/Enrichment
- Instructional Coaching and site based professional development

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 or Math receive a support classes called Extended Math or ELA. We provide English Language Development classes for all levels of English Learners, and students with disabilities receive services as outlined in their Individual Education Plans. 6th grade students participate in a Skills Wheel that cover four areas - Brainology, Team Building, Digital Citizenship, and AVID Strategies.

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	422
Grade 7	386
Grade 8	393
Total Enrollment	1,201

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	3.4
Filipino	0.3
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	0.3
White	28.1
Two or More Races	0.3
Socioeconomically Disadvantaged	66.7
English Learners	44.1
Students with Disabilities	9.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Davidson Middle School	15-16	16-17	17-18
With Full Credential	58	60	57
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	3	3	0
San Rafael City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	194
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Davidson Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials Year and month in which data were collected: 2017, August	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt/Harcourt Brace– Elements of Literature Pearson– Language Central Hampton Brown– High Point Scholastic– Read 180 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Mind Institute– Algebra Readiness Houghton Mifflin– Larson Big Ideas California The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt, Rinehardt and Winston–California Science– Earth, Life and Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Prentice Hall– Social Studies The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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 the district's elementary and middle school facilities.

Over the next several 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. Site Design Teams and architects, led by the District's Capital Facilities Team, are making significant progress on the plans for these improvements, and work is taking shape throughout the district.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 12: counter top needs repair W.O#9673 Room 15: counter top needs repair W.O#9673
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			20 Wing Hallway: light out W.O#9674 Portable Girls Restroom: light out W.O#9696 Room 10: light out W.O#9672 Room 30: lights out W.O#9689 Room 37: plug cover broken W.O#9692 Room 42: light out W.O#9693
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 55: loose drinking fountain W.O#9694
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Portable 75: needs new door stop W.O#9695 Room 32: top door hinge loose W.O#9690 Room 35: door handle loose W.O#9691
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	47	44	45	43	48	48
Math	35	34	40	39	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	72	55	59	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16	22.9	39.9

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	"1,223"	"1,153"	94.28	44
Male	613	574	93.64	42.06
Female	610	579	94.92	45.93
Black or African American	12	11	91.67	36.36
American Indian or Alaska Native	--	--	--	--
Asian	41	41	100	82.93
Filipino	--	--	--	--
Hispanic or Latino	787	751	95.43	24.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	335	329	98.21	82.98
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	813	764	93.97	25.56
English Learners	659	645	97.88	19.57
Students with Disabilities	116	108	93.1	8.33
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,223	1,180	96.48	34.39
Male	613	591	96.41	34.77
Female	610	589	96.56	34.02
Black or African American	12	10	83.33	20
American Indian or Alaska Native	--	--	--	--
Asian	41	41	100	78.05
Filipino	--	--	--	--
Hispanic or Latino	787	764	97.08	16.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	335	326	97.31	72.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	813	789	97.05	17.44
English Learners	659	642	97.42	12.56
Students with Disabilities	115	107	93.04	6.54
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Genevieve Weirsema

To Reach Contact Person: holaviva@yahoo.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 association, 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 in partnership with the Youth Services Bureau.

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.

School Safety Plan

Date Reviewed and Updated: August 2017 Date Discussed with School Faculty: September 2017

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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.1	0.2	1.3
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.1	0.8	0.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
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	6	
Percent of Schools Currently in Program Improvement	85.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	5.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	1,216

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English			19			24			27			
Mathematics			23			5			12			1
Science			27			2			25			
Social Science			28						25			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Elementary School District number of dedicated negotiated staff development days:

2017-2018 – 3

District professional development during the 2017-2018 school year will focus on using assessments to inform differentiated reading instruction through small groups and conferencing, building on the previous years' professional learning. Teachers are also able to choose from a wide range of differentiated professional development opportunities such as "Math Talks" and "Next Generation Science Standards: Key Instructional Shifts," among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

In 2017-18, the site based professional development includes instructional coaching, PLC release days, and teacher-led professional development such as AVID strategies, writing, student engagement, ELD strategies, and instructional technology. The school partners with the Marin County Office of Education, UC Berkeley History and Social Science Project, Project Adventure, and more.

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (ES)		\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary		\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7257	1459	5798	74785
District	♦	♦	6147	
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-5.7	
Percent Difference: School Site/ State			-11.8	0.8

* Cells with ♦ do not require data.

Types of Services Funded

Davidson Middle School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2017-2018 school year, these programs and services included the following:

- Supplementary educational and social-emotional programs in partnership with community-based organizations such as LEAP, Huckleberry Youth Services, Crossroads, Community Institute for Psychotherapy, Canal Alliance, ForWords, CASS, BACR
- Materials
- Staff development on a wide variety topics that include student engagement, writing, instructional coaching
- Parent education on topics such as PIQE, 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).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.