School Accountability Report Card
School Year 2017-18
(Published during 2018-19)

James Denman Middle School

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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 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 more information about the school, parents and community members should contact the school principal or district office.

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

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

James Denman Middle School is a comprehensive middle school, grades 6-8. It is located in the heart of the Excelsior District of San Francisco and our school motto is "Denman Pride on the South Side." Denman has a diverse student population and school community. Denman has a strong relationship with its five feeder school communities: Lakeshore ES, Longfellow ES, Miraloma ES, Sheridan ES and Sunnyside ES.

At James Denman Middle School we believe that each student will develop the habits and skills necessary to become a successful and productive member of a diverse community. Our staff, students, and families are committed to creating an effective structure and supportive learning atmosphere. All available resources will be used to create an engaging curriculum for students.

James Denman Middle School students are preparing for high school and their future education. Our diverse and dynamic community is developing social and academic skills along with the core values needed to be successful citizens. The students of James Denman Middle School are safe, responsible, respectful, engaged learners who celebrate diversity, and show compassion and commitment towards their community.
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Student Enrollment By Grade Level (School Year 2017-18)

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

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	274
7	306
8	253
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	833

Student Enrollment By Group (School Year 2017-18)

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

Group	Percent of Total Enrollment
African American	7.2
American Indian or Alaska Native	0.5
Asian	22.3
Filipino	12.5
Hispanic or Latino	36.9
Pacific Islander	1.9
White (Not Hispanic)	12.6
Two or More Races	3.4
Socioeconomically Disadvantaged	66.7
English Learners	24.2
Students with Disabilities	15.2
Foster Youth	0.4

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	39	45	43	3165
Without Full Credential	9	9	10	310
Teaching Outside Subject Area of Competence	4	5	2	91

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments	4	6	3
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)
The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:
http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			- 2nd Floor Hallway: Damaged Linoleum floor at water fountain next to room 214, also at Boys restroom entrance next to J182
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- Entrance/ Ground Floor: Several corridor lights out of order. Several missing Exit Door holding magnets. - 1st Floor Hallway: Several corridor lights out of order. Several missing Exit Door holding magnets. - 2nd Floor Hallway: Several corridor lights out of order. Several missing Exit Door holding magnets.
Restrooms/Sinks/Fountains			X	- 2nd Floor Boy's Toilets: Broken faucet in boys restroom - 3rd Floor Teachers Bathroom: Broken exhaust fan in 3rd floor teachers bathroom. - Gym/ Rm 150: Water fountain at gym out of order.
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		
Inspection Date	Fall 2018			

Additional Comments: Note: Several corridor and room lights out

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The building provides for mobility for students as they move through the middle school curricular program including access to hall lockers. Classrooms are equipped for specialized subjects such as science, exploratory/elective courses (art, music, computer/technology) and physical education.The schoolyard and gymnasium are utilized to address the specific recommendations of the Physical Education Framework. Students

avail themselves of the support services of the Counseling Center.The library allows students, parents and teachers to practice and promote literacy in a non-classroom environment.Proposition A bond work is in progress. This work includes upgrades to ADA work such as, shoring and bracing doors, toilet partitions and accessories, and an elevator lift.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results
for All Students

| | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
Subject	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	41	43	55	55	48	50
Mathematics (grades 3-8 and 11)	32	33	50	50	37	38

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

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	840	808	96.19	42.66
Male	462	446	96.54	37.84
Female	378	362	95.77	48.61
African American	62	53	85.48	7.55
American Indian/Alaskan	--	--	--	--
Asian	185	184	99.46	64.48
Filipino	104	104	100	51.92
Hispanic or Latino	304	289	95.07	19.86
Pacific Islander/Hawaiian	17	17	100	17.65
White	107	104	97.2	77.88
Two or More Races	31	29	93.55	53.57
Economically Disadvantaged	548	524	95.62	32.76
English Learners	369	361	97.83	26.74
Students with Disabilities	120	106	88.33	5.71
Migrant Education Services	--	--	--	--
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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	841	803	95.48	33.29
Male	463	442	95.46	32.65
Female	378	361	95.5	34.07
African American	62	55	88.71	3.64
American Indian/Alaskan	--	--	--	--
Asian	185	184	99.46	61.41
Filipino	104	100	96.15	39
Hispanic or Latino	305	287	94.1	9.79
Pacific Islander/Hawaiian	17	16	94.12	6.25
White	107	104	97.2	62.5
Two or More Races	31	29	93.55	41.38
Economically Disadvantaged	548	523	95.44	24.52
English Learners	369	357	96.75	20.51
Students with Disabilities	121	108	89.26	7.48
Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Math 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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administrated operationally during the 2018-19 school year. The California Alternative Assessment (CAA) for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and will be field-tested in 2018-19.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5			
Grade 7	17.7	19	18.4
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
   - High school dropout rates; and
   - High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate				7	7.6	13.1	10.7	9.7	9.1
Graduation Rate				84.9	86.5	73.1	82.3	83.8	82.7

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
   - Pupil suspension rates;
   - Pupil expulsion rates; and
   - Other local measures on the sense of safety.

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

 The school has developed a comprehensive school safety plan covering all the necessary aspects of planning for emergency response, staff training, and support and student safety. Regular drills and practices are held for various
emergency events. Students, staff and parents are informed as to what to do in case of natural and man-made emergency activities. James Denman Middle School staff has also become partners with community agencies and the SFFD/SFPD to work on safety and support issues in our neighborhood. Students at our school receive instruction on acceptance of diverse cultures, personal responsibility and an understanding of the laws, rules and regulations of our society and school district. Our school has also developed a zero tolerance policy for fighting,assault,and violence

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District			State		
Subject	*15-16*	*16-17*	*17-18*	*15-16*	*16-17*	*17-18*	*15-16*	*16-17*	*17-18*
Suspensions	5.21	6.68	4.58	1.28	1.6	1.65	3.65	3.65	3.51
Expulsions	0	0	0	0.01	0.01	0	0.09	0.09	0.08

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
 - Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Denman holds monthly Coffee with Admin meetings to review school initiatives and promote communication with families. Denman has a thriving ELAC and PTSA which meet monthly. Denman has a new AAPAC, which is slowly growing and has increased its meeting frequency from quarterly to monthly. A 14 week parenting workshop series, Strengthening Families, is offered through our Beacon after-school program to increase SEL supports for families. Denman has a full-time parent liaison to help strengthen the communication and partnership of Denman families.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Lisa Jovick-Berrueta   **415-469-4535**

Section D (Other SARC Information) begins on next page.

Section D - Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2015-16 Number of Classrooms			Avg Class Size	2016-17 Number of Classrooms			Avg Class Size	2017-18 Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	25	12	29	7	26	11	52	13	28	10	23	29
Other												

Average Class Size and Class Size Distribution (Secondary)

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

Subject	Avg Class Size	2015-16 Number of Classrooms			Avg Class Size	2016-17 Number of Classrooms			Avg Class Size	2017-18 Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	13	13	4	21	12	14		23	11	13	4
Math	19	13	11		19	15	10		22	13	13	
Science	24	5	13	1	22	12	9	1	24	10	9	6
Social Science	26	3	11	4	24	5	14	1	25	5	12	5

Academic Counselors and Other Support Staff (School Year 2017-18)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	208
Library Media Teacher (Librarian)	2	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

This table displays a comparison of the school's per pupil expeditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	$5,747	$188	$5,558	$71,563
District	----	----	$5,558	$71,563
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$7,125	$80,764
Percent Difference - School Site and State	----	----	-22%	-11%

Types of Services Funded (Fiscal Year 2017-18)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Beacon Center
JCYC
First Graduates
VILs Grant
Breakfast in the Classroom

Beginning Teacher Support & Assessment (BTSA)
Peer Assistance & Review (PAR)
TCI/History Alive!

Teacher and Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,658	$47,903
Mid-Range Teacher Salary	$74,799	$74,481
Highest Teacher Salary	$93,655	$98,269
Average Principal Salary (Elementary)	$114,693	$123,495
Average Principal Salary (Middle)	$121,529	$129,482
Average Principal Salary (High)	$124,451	$142,414
Superintendent Salary	$310,000	$271,429
Percent of Budget for Teacher Salaries	30	35
Percent of Budget for Administrative Salaries	7	5

Advanced Placement Courses (School Year 2017-18)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.