

Davis Senior High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Davis Senior High School
Street	315 West 14th St.
City, State, Zip	Davis, CA 95616-1914
Phone Number	(530) 757-5400
Principal	Thomas P. McHale
E-mail Address	tmchale@djUSD.net
Web Site	http://dshs.djUSD.net/
CDS Code	57726785732201

District Contact Information	
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
E-mail Address	superintendent@djud.net
Web Site	www.djud.net

School Description and Mission Statement (School Year 2017-18)

It is the mission of Davis Senior High School to educate students over a broad spectrum of academic and artistic areas; to expand their worlds socially and culturally; and to further their growth into mature, responsible adults.

Davis Senior High School offers students a full range of academic, athletic, and extracurricular activities. Results from the Spring 2017 CAASPP exam generated strong results. Parents play an integral part in the school's success. The PTA supports the school through teacher grants and a regularly updated website that provides the community with site news and information. Our students can find challenge and variety in the numerous electives, AP courses, career tech (CTE) classes and extracurricular programs such as Speech and Debate, while at the same time they can also access supports such as the Academic Center, Student Success Center, ACES, and MAST. Efforts continue in creating, maintaining, and structuring supports for all student to be as successful as possible, and programs for students who want an academic challenge are securely established.

Tom McHale serves as Davis Senior High School's principal in the 2017-18 school year. Three assistant principals, Amelia Hess, Kellie Sequeira, Mark Simi, Athletic Director, Jeff Lorenson, and Counselor Cathie Pereira complete the DSHS administrative team, working with students, staff, parents and community members in many program areas. The school is focusing on collaboration among and between departments and grade level teams in order to improve learning for all students. D.S.H.S. functions with a wide range of committees focused on direct communication and decision-making to providing support and accomplish site priorities to meet the needs of students, families, and staff. Committees include Site Council, Climate Committee, Curriculum and Instruction, Site Liaison, Site Leadership Team, English Language Advisory Committee, and CARES.

Davis Senior High School Learner Outcomes-

SLO #1: Students are expected to demonstrate mastery of academic content and concepts.

SLO #2: Students are expected to become life-long learners.

SLO #3: Students are expected to develop respect for self, others and property.

SLO #4: Students are expected to be active and informed members of their local and global communities and make contributions to them.

SLO #5: Students are expected to communicate effectively.

SLO #6: Students are expected to be prepared to be productive citizens in the workplace.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	580
Grade 11	593
Grade 12	532
Total Enrollment	1,705

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	19.3
Filipino	1.9
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.1
White	55
Two or More Races	4.5
Socioeconomically Disadvantaged	17
English Learners	4.5
Students with Disabilities	8.1
Foster Youth	0.1

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	74	72	75	400
Without Full Credential	0	3	1	5
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments *	1	2	0
Vacant Teacher Positions	2	1	0

Note: "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)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth Publishing, 2005, ELA, National Geographic/Hampton Brown, 2009	Yes	0%
Mathematics	Geometry, Prentice Hall, 2008, Algebra 2, McDougall Littell, 2007, Trigonometry, DC Health, 1996, Trigonometry, A Unit Circle Approach, Pearson, 2008, Pre-Calculus, Holt, 2004, Algebra 2, Holt, 2004 (Algebra 2/Trig), Calculus Early Transcendental, Brooks-Cole, 2007 (Calc BC), Thomas' Calculus Early Transcendental, Addison-Wesley, 2007 (Calc AB), 2008 (Transition to College), Stats Modeling the World, Pearson, 2007 (Statistics), Practical Mathematics for Consumers, Globe Fearon, 2004 (Consumer Math), Integrated Math I, College Preparatory Mathematics, 2015, Integrated Math II, College Preparatory Mathematics, 2015, Integrated Math III, College Preparatory Mathematics, 2015	Yes	0%
Science	Earth Science, Physical Science, Glencoe, 2002 (Earth Science), Prentice< Hall Biology, Prentice Hall, 2002 (Biology, ZooBot, Int. Ag Bio), Biology, Scott Foresman, 2001 (AP Bio), Prentice Hall Chemistry, Prentice Hall, 2002 (Chemistry), Chemistry: A Central Science, Prentice Hall, 2000, (AP Chem). Chemistry in the Community, Freeman, 2008 (Chem Com), Conceptual Physics, (Physics) Hole's Physiology and Anatomy, McGraw Hill, 2003 (Physiology), Visualizing Environmental Science, Prentice Hall, 2003 (Env. Sci) Physics, Wiley, 2007 (Honors Physics) Physics Principles with Applications, Prentice Hall, 1998 (AP Physics)	Yes	0%
History-Social Science	Modern World History: Patterns of Interaction, McDougal Littell, 2006 (World Civ), American Vision, Modern Times McGraw Hill, 2007 (US History), Enduring Vision, Houghton Mifflin, 2007 (AP US History), Introduction to Human Geography, Prentice Hall, 2000 (Human Geography), Economics: Policies and Practices, Glencoe, 2000 (Econ), Economics, Policies and Principles, Southwestern Publishing, 2009, 1999 (AP Econ), Magruder's American Government, Prentice Hall, 2002 (Gov), American Government: Institutions and Policies, Houghton Mifflin, 2006 (AP Gov)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 Littel, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
Health	Health, Perspectives on Health, HEATH, D.C, 1996 (10-12)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Davis Senior High School facilities are for the most part aging but in fair condition. The school has experienced rapid growth over the last two decades necessitating expansion of the campus. This has created a piecemeal and not so cohesive physical plant. The number of and placement of both student and staff bathrooms are inadequate. Although the school is separated out in alphabetized wings, they are not clearly marked. In addition, the different wings of the school housing the different curricular departments are not always physically together. Thus, in some departments like Social Studies, classrooms are housed in different wings by necessity. However, the buildings are well maintained by an excellent, caring district maintenance and operations team as well as a dynamic custodial staff. In recent years a new gym has been added as well as a sports stadium including an all-weather track and field area as well as an artificial turf athletic field. In addition, a state of the art All Student Center was built and opened this year as a central meeting place for students and staff. This building includes food service and a Career Center.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Green House - Ventilator motor/linkage inoperative ((work order in progress)
Interior: Interior Surfaces		X		S8 - Replace ceiling tiles. M1 - Needs painting. O4 - Stained ceiling tiles and carpet. O5 - Carpet need replacement. O6 - Stained carpet and ceiling tiles. O7 - Stained ceiling tiles. T5 - Replace ceiling tiles. T7 - Replace ceiling tiles. N1 - Replace ceiling tiles. N2 - Replace ceiling tiles. N4 - Replace ceiling tiles. N8 - Replace ceiling tiles. N12A - Repair blinds and covebase. P-22 - Wall moulding is coming apart.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			S8 - Repair dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/2018				
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. 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); 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	87	84	71	69	48	48
Mathematics (grades 3-8 and 11)	74	71	65	64	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	580	532	91.72	83.93
Male	280	264	94.29	78.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	300	268	89.33	89.47
Black or African American	18	17	94.44	58.82
American Indian or Alaska Native	--	--	--	--
Asian	116	111	95.69	94.59
Filipino	12	11	91.67	90
Hispanic or Latino	93	82	88.17	60.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	302	278	92.05	87.36
Two or More Races	35	31	88.57	90.32
Socioeconomically Disadvantaged	109	93	85.32	62.64
English Learners	48	43	89.58	52.38
Students with Disabilities	51	38	74.51	26.32
Students Receiving 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 (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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	580	514	88.62	71.4
Male	280	250	89.29	72.4
Female	300	264	88	70.45
Black or African American	18	14	77.78	35.71
American Indian or Alaska Native	--	--	--	--
Asian	116	113	97.41	89.38
Filipino	12	11	91.67	72.73
Hispanic or Latino	93	75	80.65	37.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	302	268	88.74	74.25
Two or More Races	35	30	85.71	80
Socioeconomically Disadvantaged	109	90	82.57	47.78
English Learners	48	43	89.58	41.86
Students with Disabilities	51	34	66.67	11.76
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	86	81	81	78	56	54

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.

Career Technical Education Programs (School Year 2016-17)

DJUSD currently offers pathways in the fields of Agriculture, Automotive, and Technology. Additional pathways of Science, Media Art & Entertainment and Robotics are currently in development.

Programs and classes offered that are specifically focused on career preparation and/or preparation for work include: Agricultural Engineering- Advanced Design and Fabrication, Agricultural Engineering I & II, Animal Science, Automotive Technology- Advanced, Automotive Technology- Basic, Biotechnology & Biotech Internship, Computer Programming (C++/JAVA), Drafting, Environmental Science, Fashion Careers, Intro, Fashion, Textiles & Apparel, Advanced, Fashion, Textiles & Apparel, Beginning & Intermediate, Food Science and Nutrition, Food Service & Hospitality, Internet Working Levels I & II (CISCO), Journalism 2 / Multimedia (semester), Journalism 2 / The HUB (Semester newspaper), Ornamental Horticulture, Robotics Engineering, Stagecraft Production

The primary representative of the district's CTE advisory committee is DJUSD CTE Coordinator Alex Hess. Industries represented on the committee include engineering and architecture, fashion and interior design, hospitality, tourism and recreation, health sciences and medical technologies, information and communication technologies, and transportation. Additionally, our existing programs collaborate and partner with various educational institutions, including Yolo County Office of Education, the Yolo County Regional Occupational Program, Sacramento City College and American River College, Woodland Community College and Yuba Community College (the Los Rios and Yuba Community College Districts) and the University of California, Davis.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	723
% of pupils completing a CTE program and earning a high school diploma	94.29%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	85%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.45
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	79.33

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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)

Parents support our students in a variety of ways. The PTA funds a variety of staff grants through its Partners in Education program including instructional technology, support for Friendship Day, helping students in need to participate fully in campus activities, and our Naviance program that supports students with their four year plans and college and career goals. Parents receive a monthly PTA newsletter highlighting important upcoming events and information and includes messages from the principal and head counselor. Parents are invited to Back to School Night, Open House, College Night, and Parent Night for incoming 10th grade students. Several parent booster groups support athletics, performing arts, clubs, and academic activities. Our Blue and White foundation is a major contributor to various campus projects. The Davis Schools Foundation provides funding for specific site programs and personnel. The DHS Site Council is comprised of teachers, students, administrators, and parents and directs the vision and mission of the school. Parents organize Grad Night for seniors and chaperone dances and field trips. Parents participate on the English Language Advisory Committee (ELAC.) Parents representatives serve on every interview panel to select new personnel.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.1	1.1	1.3	3.4	3	1.6	11.5	10.7	9.7
Graduation Rate	97.72	97.02	96.96	95.14	94.37	96.25	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95.85	95.43	87.11
Black or African American	85.71	75	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	88.89	87.66	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	97.82	97.16	90.99
Two or More Races	96.15	97.06	90.59
Socioeconomically Disadvantaged	92.55	88.62	85.45
English Learners	64.71	68.18	55.44
Students with Disabilities	77.5	82.54	63.9
Foster Youth	100	50	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.0	5.2	3.5	2.4	3.0	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Davis Senior High School administration updates its Comprehensive Safety Plan at the beginning of every school year. The plan is approved by School Site Council in the fall and by the BOE in the spring. The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel. Elements of the DSHS Comprehensive Safety Plan include child abuse reporting, disaster procedures, suspension/expulsion policies, procedures to notify teachers of dangerous pupils, discrimination and harassment policies, school wide dress code, safe ingress and egress, policies for safe & orderly environment, school discipline, and hate crime reporting. The safety plan is implemented with the support of our Safety Team, which includes four campus supervisors, our Site Safety Coordinator, Administration, and Safety Resource Officer. Elements of the safety plan are monitored and reviewed by the Safety Team in collaboration with District Leadership, Davis Police Department, and the Davis Fire Department. Teachers and staff are invited to attend all weekly safety meetings held every Tuesday at 3pm in the ASC Career Center.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	18	29	24	27	17	24	29	26	19	32	20
Mathematics	29	9	25	22	28	15	23	20	29	9	17	31
Science	31	2	26	18	28	6	32	8	29	5	33	13
Social Science	32	1	26	32	29	7	32	24	28	13	32	24

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.6	301
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	2.525	N/A
Psychologist	1.7	N/A
Social Worker	0	N/A
Nurse	.70	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	8.20	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11135.24	3370.13	7765.11	69253.71
District	N/A	N/A	7705.19	\$67,085
Percent Difference: School Site and District	N/A	N/A	0.8	3.2
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	16.6	-7.3

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

Types of Services Funded (Fiscal Year 2016-17)

In 2016-17 Davis Senior High School received funding and services through the following state and local resources: Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Types of funded services include: Academic Center tutoring support, academic intervention team support, library resources, school climate programs, and professional development.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,050	\$46,511
Mid-Range Teacher Salary	\$60,613	\$73,293
Highest Teacher Salary	\$84,563	\$92,082
Average Principal Salary (Elementary)	\$106,541	\$113,263
Average Principal Salary (Middle)	\$113,403	\$120,172
Average Principal Salary (High)	\$120,473	\$131,203
Superintendent Salary	\$185,681	\$213,732
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	3	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All courses	19	43.9

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

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 has 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 staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. 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:

- 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.
- 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.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)