

Davis School for Independent Study School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Davis School for Independent Study School
Street	526 B St.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5333
Principal	Sarah Roseen
E-mail Address	sroseen@djud.net
Web Site	
Grades Served	K-12
CDS Code	57726785730098

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

School Description and Mission Statement (Most Recent Year)

Davis School for Independent Study (DSIS) is a unique learning community. We offer educational options for students in kindergarten through twelfth grade who are seeking an alternative to traditional modes of instruction. This includes home school support for K-6, a one-to-one student to teacher ratio for secondary independent study, and hybrid online courses for high school credit recovery. Employing home school (K-6) and independent study (7-12) methodologies, our students, parents, and teachers work closely together to build student self-responsibility, academic growth, and social-emotional well being. DSIS is a fully WASC-accredited high school. We use district-approved curricula and tailor each student's experience to individual learning style and interests. Visitors consistently comment on the enthusiasm and success-oriented attitude that prevails among students, staff, and parents. We provide guidance and materials to students and families and give students opportunities for accomplishment, both individually and as community members. By its very design, DSIS celebrates diversity. We are a school where education and life are intertwined and where learning is a product of daily living.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	5
Grade 1	3
Grade 2	6
Grade 3	1
Grade 4	2
Grade 5	3
Grade 6	4
Grade 7	4
Grade 8	11
Grade 9	11
Grade 10	13
Grade 11	26
Grade 12	37
Total Enrollment	126

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	6.3
Hispanic or Latino	15.1
White	73.8
Two or More Races	4
Socioeconomically Disadvantaged	17.5
Students with Disabilities	8.7

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	13	11	394
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99.5	.5
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.4	.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 15, 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin, Houghton Mifflin Reading: A Legacy of Literacy, 2003 6-8 Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002 9-12 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	Yes	0%
Mathematics	Envision, Pearson, 2015, Geometry Connections, McDougal Littell Algebra I, McDougal, 2007 McDougal Littell Algebra 2, McDougal, 2007 Geometry, Prentice Hall, 2008, Big Ideas Course 1, Houghton Mifflin Harcourt, 2013, Big Ideas Course 2, Houghton Mifflin Harcourt, 2013, Big Ideas Course 3, Houghton Mifflin Harcourt, 2013, Big Ideas Accelerated, Houghton Mifflin Harcourt, 2013, Integrated Math I, College Preparatory Mathematics, 2015, Integrated Math II, College Preparatory Mathematics, 2015, Integrated Math III, College Preparatory Mathematics, 2015	Yes	0%
Science	Elementary - K-5 Delta Education, Full Option Science System (FOSS), 2007, Middle School - 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006, High School - Earth Science, Glencoe/McGraw Hill, 2001, Physical Science, Glencoe McGraw Hill, 2001, Biology, Prentice Hall, 2002	Yes	0%
History-Social Science	K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! CA Middle School Social Studies, 2006, High School - Geography, McDougal Littell, 2003, Modern World History, McDougal Littell, 2006, World History, Pearson/Prentice Hall, American Vison, Glencoe/McGraw, 2006, United States History, Economics: Principles & Practices, Glencoe McGraw Hill, 1999, Economics: Today & Tomorrow, Glencoe/McGraw Hill, 2005, Magruder's American Gov't, Prentice Hall, 2006, United States Government, 2001	Yes	0%
Foreign Language	N/A		
Health	Middle School - Holt, Rinehart and Winston, Holt Decisions for Health, High School Level - Glencoe/McGraw Hill, 2007	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	College prep biology is offered at DSIS. The district adopted resolutions defining "sufficiency" apply to this course; the site verifies there is a sufficient supply of materials and equipment to conduct biology labs.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Davis School for Independent Study 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. In 2008, DSIS also acquired additional office space and a classroom at the north wing of the district office building to help expand our k-6 homeschool program and allow for better space use for 7-12 students and staff in our main building.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/9/16				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Contact Student Services for new Emergency Kits for classrooms 2 & 3. No fire extinguisher in classroom 3. Contact vendor.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Drainage issue in the parking lot. A summer project has been established.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/9/16				
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], Science California Standards Tests); 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 (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	63	68	44
Mathematics	43	64	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	2	1	50.0	--	--	--	--
	4	2	0	0.0	--	--	--	--
	5	4	4	100.0	--	--	--	--
	6	4	4	100.0	--	--	--	--
	7	8	7	87.5	--	--	--	--
	8	16	12	75.0	0	50	42	8
	11	38	20	52.6	10	30	25	35
Male	3		1	50.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		3	75.0	--	--	--	--
	7		4	50.0	--	--	--	--
	8		4	25.0	--	--	--	--
	11		6	15.8	--	--	--	--
Female	5		1	25.0	--	--	--	--
	6		4	100.0	--	--	--	--
	7		3	37.5	--	--	--	--
	8		8	50.0	--	--	--	--
	11		14	36.8	7	29	29	36
Black or African American	7		1	12.5	--	--	--	--
	8		0	0.0	--	--	--	--
	11		1	2.6	--	--	--	--
Asian	8		1	6.3	--	--	--	--
	11		1	2.6	--	--	--	--
Hispanic or Latino	3		0	0.0	--	--	--	--
	5		1	25.0	--	--	--	--
	6		1	25.0	--	--	--	--
	7		1	12.5	--	--	--	--
	8		3	18.8	--	--	--	--
	11		2	5.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		1	50.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		3	75.0	--	--	--	--
	6		3	75.0	--	--	--	--
	7		5	62.5	--	--	--	--
	8		8	50.0	--	--	--	--
	11		14	36.8	7	21	29	43
Two or More Races	11		2	5.3	--	--	--	--
Socioeconomically Disadvantaged	6		1	25.0	--	--	--	--
	7		2	25.0	--	--	--	--
	8		4	25.0	--	--	--	--
	11		5	13.2	--	--	--	--
English Learners	7		1	12.5	--	--	--	--
	11		1	2.6	--	--	--	--
Students with Disabilities	4		0	0.0	--	--	--	--
	11		3	7.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 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 percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	2	1	50.0	--	--	--	--
	4	2	0	0.0	--	--	--	--
	5	4	4	100.0	--	--	--	--
	6	4	4	100.0	--	--	--	--
	7	8	7	87.5	--	--	--	--
	8	16	12	75.0	25	17	42	17
	11	38	21	55.3	38	38	19	5
Male	3		1	50.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		3	75.0	--	--	--	--
	7		4	50.0	--	--	--	--
	8		4	25.0	--	--	--	--
	11		7	18.4	--	--	--	--
Female	5		1	25.0	--	--	--	--
	6		4	100.0	--	--	--	--
	7		3	37.5	--	--	--	--
	8		8	50.0	--	--	--	--
	11		14	36.8	36	36	21	7
Black or African American	7		1	12.5	--	--	--	--
	8		0	0.0	--	--	--	--
	11		1	2.6	--	--	--	--
Asian	8		1	6.3	--	--	--	--
	11		1	2.6	--	--	--	--
Hispanic or Latino	3		0	0.0	--	--	--	--
	5		1	25.0	--	--	--	--
	6		1	25.0	--	--	--	--
	7		1	12.5	--	--	--	--
	8		3	18.8	--	--	--	--
	11		2	5.3	--	--	--	--
White	3		1	50.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		3	75.0	--	--	--	--
	6		3	75.0	--	--	--	--
	7		5	62.5	--	--	--	--
	8		8	50.0	--	--	--	--
	11		15	39.5	27	40	27	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11		2	5.3	--	--	--	--
Socioeconomically Disadvantaged	6		1	25.0	--	--	--	--
	7		2	25.0	--	--	--	--
	8		4	25.0	--	--	--	--
	11		5	13.2	--	--	--	--
English Learners	7		1	12.5	--	--	--	--
	11		1	2.6	--	--	--	--
Students with Disabilities	4		0	0.0	--	--	--	--
	11		3	7.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 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 percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	66	55	59	83	82	81	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	81
All Students at the School	59
Male	--
Female	--
Black or African American	--
Asian	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

DSIS students are eligible to enroll in CTE courses that are offered at DSHS. These courses include Agricultural Mechanics, Animal Science, ROP Environmental Science, Music Theory AP, Photography, ROP Journalism 2/Desktop Publishing, ROP Stagecraft Production, Video & Filmmaking, Drafting, ROP Architectural Design CAD, ROP Engineering Drafting CAD, ROP Internetworking, Fashion, Textiles & Apparel, ROP C++ JAVA, ROP Biotechnology, ROP Biotechnology Internship, ROP Certified Nursing Assistant, ROP CNA Clinical, Food Science/Nutrition, ROP Food Service, Information Technology, Graphic Art & Design, Auto Engines, Basic Auto, ROP Automotive Technology, and Work Experience.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	84
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	65%

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	69.72
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	34.62

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	80	59	69	83	44	47	57	56	58
Mathematics	84	63	67	89	46	51	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	18	21	61	12	38	50
All Students at the School	31	54	15	33	58	8

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.

California Physical Fitness Test Results (School Year 2014-15)

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 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 (Most Recent Year)

Davis School for Independent Study staff values the input and involvement of parents and community members. Parents are an integral and vital part of the educational and social program for their children. Our parents serve on School Site Council and the Positive School Climate Committee as well as volunteer on campus regularly.

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 (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.90	3.40	13.80	2.40	1.50	3.40	13.10	11.40	11.50
Graduation Rate	88.24	96.55	86.21	94.85	97.45	95.14	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	108.33	97.32	84.6
Black or African American	100	76.19	76
American Indian or Alaska Native	100	100	78.07
Asian	100	95	92.62
Filipino		133.33	96.49
Hispanic or Latino	300	96.33	81.28
Native Hawaiian/Pacific Islander		200	83.58
White	88.24	98.29	89.93
Two or More Races	100	103.7	82.8
Socioeconomically Disadvantaged	133.33	78.57	61.28
English Learners		33.33	50.76
Students with Disabilities	71.43	92.52	81.36
Foster Youth	--	--	--

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.87	2.34	1.47	3.86	3.72	2.42	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.02	0.02	0.01	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

DSIS places a strong emphasis on student and staff safety. We pay special attention to creating opportunities for students to have positive interactions during their limited time on site. A committee of parents and staff work together to assure that a positive school climate exists for each child. Students have access to clean and safe facilities. Maintenance staff follows a scheduled preventive program to offset costly repairs. Fire drills, evacuation, and shelter-in-place is practiced at the beginning of every school year with staff and students.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	2	2			1	2						
1					2	2						
2					1	1						
3	2	3			1	1						
4	2	3			2	2						
5	2	3			1	3						
6	1	1			2	4						

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	5	20			5	21			5	21		
Mathematics	4	11			7	10			12	5		
Science	3	12			5	6			6	5		
Social Science	4	25			5	21			5	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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.3	N/A
Psychologist	.2	N/A
Social Worker	.75	N/A
Nurse	.13	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	.4	N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	12,404	1,359	11,044	72,093
District	N/A	N/A	7,046	\$67,244
Percent Difference: School Site and District	N/A	N/A	56.7	7.2
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	106.5	4.1

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 DSIS 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.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,305	\$42,315
Mid-Range Teacher Salary	\$59,425	\$66,451
Highest Teacher Salary	\$79,525	\$85,603
Average Principal Salary (Elementary)	\$104,453	\$105,079
Average Principal Salary (Middle)	\$111,180	\$111,005
Average Principal Salary (High)	\$118,111	\$121,310
Superintendent Salary	\$178,000	\$189,899
Percent of Budget for Teacher Salaries	39%	39%
Percent of Budget for Administrative Salaries	5%	6%

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 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

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 learning, implementation of the Common Core State Standards and the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals and process along with teacher surveys to ensure relevancy and meaningfulness.

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 DJUSD, staff has opportunities during the school year and summer to complete professional development activities. These activities are supported by federal, state, and local funding and generous local parcel taxes. The professional development within 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 the Common Core Collaboration Grants, and collaboration opportunities are built in to all of the professional development sessions. DJUSD also has instructional coaches that provide professional development through model lessons, collaborative planning and in context learning. Examples of recent DJUSD professional learning activities include:

- * Site Developed Training (K-12) provided professional development to meet specific needs of site staff; professional development sources included outside trainers, teacher-trainers/experts, and administrators.
- * DJUSD Secondary (7-12) Grade Level Articulation breakout sessions provided a venue for teacher experts to share with their colleagues and facilitate discussions on a variety of topics related to the Common Core State Standards as they applied to secondary education.
- * UC Davis Mathematics Project Teacher Leadership program (K-12) trained math and English Learner specialists to collaborate on how to address significant instructional shifts in the Common Core State Standards (CCSS) for mathematics.
- * English Language Learner Support (K-12) trainings in the area of English Language Long-Term Learner at Yolo County Office of Education; in addition to in-district trainings for the administration of English Language Development assessments.
- * UC Davis Math Project Series presented by DJUSD content expert and UC Davis Math Project presenter.
- * Next Generation Science Standards focus professional development and collaboration.
- *Science in the River City
- *Area 3 Writing Project writing series for K-6
- *Project Based Learning Conference and series presented by DJUSD experts
- *Gender Inclusiveness training
- *Anti-bullying series of workshops
- * Yolo County Mental Health First Aid
- *Restorative Practices
- *Behavior Prevention Strategies
- *Staff Book Clubs and collaboration time