

Davis Senior High 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 Senior High School
Street	315 West 14th St.
City, State, Zip	Davis, CA 95616-1914
Phone Number	
Principal	William Brown
E-mail Address	wbrown@djusd.net
Web Site	
Grades Served	10-12
CDS Code	57726785732201

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 Senior High School offers students a full range of academic, athletic, and extracurricular activities. Results from the Spring 2012 STAR exam generated a strong API of 864. 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.

William Brown is Davis Senior High School's principal since the 2013-2014 school year. He has ten years of school administration experience, 19 years of experience as a Teacher, Counselor, Outreach Consultant and Athletic Coach. Three assistant principals 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.

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

Grade Level	Number of Students
Grade 10	579
Grade 11	549
Grade 12	587
Total Enrollment	1,715

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.6
Asian	18.5
Filipino	1.6
Hispanic or Latino	17.2
White	54.9
Two or More Races	4.4
Socioeconomically Disadvantaged	18.5
English Learners	4.4
Students with Disabilities	6.6
Foster Youth	0.3

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	77	72	74	394
Without Full Credential	0	2	0	2
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments *	2	1	1
Vacant Teacher Positions	1	1	2

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	99.3	.7
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	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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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, McDougall 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%
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, McDougall 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%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Davis Senior High School is in good physical condition, according to the criteria established by the Office of Public School Construction. The newer buildings that have been added to the campus are still in good condition, but many of the older buildings require attention. Among those buildings requiring attention was the DSHS Multipurpose Room, which was demolished in the summer of 2013, and replaced with outdoor seating for students.

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	Wall corner cracked in Counseling Office. Carpet torn in Admin. Counter chipped in A5, S2, S7. Backsplash rusted in S1, S8, and S9. Peeling paint in S6. Discolored ceilings L20-L26. Baseboard peeling in L27, L28. Broken floor tile in Auto Shop. peeling tackable surfacing in O7. Stained ceiling tiles in N11. Worn carpet in theatre hallway. Broken in lobby and door missing in restroom. Laminate countertop chipped in PA3, Floor worn in PA8. Baseboard cracked in PA10. Establish work orders.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cluttered classroom M1. Contact site administration.
Electrical: Electrical	X			Electrical box needs securing in A2. Missing electrical outlet in S2. Cracked electrical outlet cover in P14. Establish work orders.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Lower drinking fountain inoperative; 2nd floor library. Establish work order.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Dry rot in overhang by S8. Summer project 2016.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Pavement damaged, student parking. Tennis courts need resurfacing. Contracts in progress for summer of 2016.

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	82	68	44
Mathematics	68	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	11	544	511	93.9	6	11	29	53
Male	11		270	49.6	9	11	31	48
Female	11		241	44.3	4	11	27	58
Black or African American	11		7	1.3	--	--	--	--
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		90	16.5	2	8	23	66
Filipino	11		7	1.3	--	--	--	--
Hispanic or Latino	11		118	21.7	15	22	34	26
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		261	48.0	3	7	31	59
Two or More Races	11		24	4.4	0	8	21	71
Socioeconomically Disadvantaged	11		98	18.0	21	31	33	13
English Learners	11		29	5.3	38	45	14	0
Students with Disabilities	11		30	5.5	40	23	20	7
Students Receiving Migrant Education Services	11		3	0.6	--	--	--	--
Foster Youth	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	11	544	514	94.5	15	15	25	44
Male	11		272	50.0	14	15	20	50
Female	11		242	44.5	17	15	30	37
Black or African American	11		8	1.5	--	--	--	--
American Indian or Alaska Native	11		2	0.4	--	--	--	--
Asian	11		92	16.9	4	11	22	61
Filipino	11		7	1.3	--	--	--	--
Hispanic or Latino	11		118	21.7	38	18	25	17
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		261	48.0	10	15	27	48
Two or More Races	11		24	4.4	0	17	17	67
Socioeconomically Disadvantaged	11		98	18.0	47	26	12	13
English Learners	11		31	5.7	58	19	13	3
Students with Disabilities	11		30	5.5	63	17	13	0
Students Receiving Migrant Education Services	11		3	0.6	--	--	--	--
Foster Youth	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)	83	--	86	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	86
Male	84
Female	88
Black or African American	84
American Indian or Alaska Native	--
Asian	92
Filipino	75
Hispanic or Latino	57
White	92
Two or More Races	91
Socioeconomically Disadvantaged	36
English Learners	29
Students with Disabilities	60
Students Receiving Migrant Education Services	--
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)

Career Technical courses offered at DSHS 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

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	775
% of pupils completing a CTE program and earning a high school diploma	7.2%
% 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	97.76
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	78.1

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	83	80	84	83	44	47	57	56	58
Mathematics	90	87	90	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	16	20	64	10	35	55
Male	20	24	55	13	33	54
Female	11	16	73	8	37	55
Black or African American	19	25	56	25	44	31
Asian	11	17	72	2	20	78
Filipino	18	9	73	18	9	73
Hispanic or Latino	47	30	23	34	46	20
White	9	19	72	6	38	56
Socioeconomically Disadvantaged	43	24	32	25	48	27
English Learners	88	13		29	59	12
Students with Disabilities	39	26	35	29	54	18

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)

Parents support our students in a variety of ways. The PTA provides more than \$33,000 a year to support school activities. The PTA funded a variety of staff grants including instructional technology, teachers' professional development, support for friendship day, entry fees for academic competition teams, and our Naviance program that supports students with their four year plans and college and career goals. Several parent booster groups support athletics, performing arts, clubs, and academic activities. Our Blue and White foundation is a major contributor to various projects including our instructional technology. Our Davis Education Foundation provides funding for specific site programs and personnel. Our Site Leadership Team is comprised of teachers, administrators, and parents and directs the vision and mission of the school.

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	0.80	0.50	1.10	2.40	1.50	3.40	13.10	11.40	11.50
Graduation Rate	98.02	98.44	97.72	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	96.63	97.32	84.6
Black or African American	92.86	76.19	76
American Indian or Alaska Native		100	78.07
Asian	93.55	95	92.62
Filipino	133.33	133.33	96.49
Hispanic or Latino	92.22	96.33	81.28
Native Hawaiian/Pacific Islander	200	200	83.58
White	98.06	98.29	89.93
Two or More Races	100	103.7	82.8
Socioeconomically Disadvantaged	71.79	78.57	61.28
English Learners	44.44	33.33	50.76
Students with Disabilities	100.9	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	7.40	7.05	4.25	3.86	3.72	2.42	5.07	4.36	3.80
Expulsions	0.00	0.05	0.00	0.02	0.02	0.01	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

DSHS is a safe school. The DSHS school safety plan was updated in 2012-13, with oversight of the administrative emergency responsibilities being assigned to Tom McHale, the school's vice principal. Campus supervisors are charged with student and community safety by monitoring the school grounds 30 minutes before school, during school hours, and 30 minutes after school. DSHS has an open campus for lunch, so supervisory responsibilities have been expanded to include off-campus areas during lunchtime. Surveys reveal that DSHS students feel safe on campus. The number of crimes on campus has remained static over the past several years.

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	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	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	N/A	Yes	Yes
Met Graduation Rate	Yes	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 (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	27	17	19	35	27	19	28	24	27	18	29	24
Mathematics	31	5	22	26	30	1	31	22	29	9	25	22
Science	31	4	14	32	29	8	24	17	31	2	26	18
Social Science	31	5	27	31	30	7	23	33	32	1	26	32

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	5.6	306
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	2.3	N/A
Psychologist	1.2	N/A
Social Worker	0	N/A
Nurse	.85	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	6.8	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	9,816	2,565	7,251	68,211
District	N/A	N/A	7,046	\$67,244
Percent Difference: School Site and District	N/A	N/A	2.9	1.4
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	35.6	-1.5

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Davis Senior High School received funding and services through the following state and local resources: Local Control Funding Formula, Agriculture Vocational Education Grant, 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	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	7	N/A
Mathematics	12	N/A
Science	10	N/A
Social Science	14	N/A
All courses	49	1.8

* 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