

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

**Davis School for Independent Study
School**

Davis Joint Unified District

**Published During
2011-12**

**Principal:
Kim Wallace**

**Address:
526 B St.
Davis, California 95616-3811**

**Phone:
530-757-5333**

**Email:
kwallace@djud.k12.ca.us**

**Website:
<http://www.djud.k12.ca.us/IndependentStudy/index>.**



I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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. Employing homeschool (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.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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.

Student Enrollment by Grade Level (School Year 2010-11)

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 5 |
| Grade 1 | 3 |
| Grade 2 | 6 |
| Grade 3 | 6 |
| Grade 4 | 3 |
| Grade 5 | 5 |
| Grade 6 | 5 |
| Grade 7 | 6 |
| Grade 8 | 14 |
| Grade 9 | 16 |
| Grade 10 | 24 |
| Grade 11 | 29 |
| Grade 12 | 26 |
| Total Enrollment | 148 |

Student Enrollment by Group (School Year 2010-11)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 1.4 | White | 77.7 |
| American Indian or Alaska Native | 0.7 | Two or More Races | 5.4 |
| Asian | 3.4 | Socioeconomically Disadvantaged | 15.5 |
| Filipino | 0 | English Learners | 2 |
| Hispanic or Latino | 10.1 | Students with Disabilities | 8.1 |
| Native Hawaiian/Pacific Islander | 0.7 | | |

Average Class Size and Class Size Distribution (Elementary)

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

| Grade Level | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | | | | | 1 | | | | | | | |
| 1 | | | | | 1 | | | | | | | |
| 2 | | | | | 1 | | | | | | | |
| 3 | | | | | 1 | | | | | | | |
| 4 | | | | | 1 | | | | | | | |
| 5 | | | | | 1 | | | | | | | |
| 6 | | | | | 1 | | | | | | | |
| K-3 | | | | | | | | | | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

Average Class Size and Class Size Distribution (Secondary)

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

| Subject | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | | | | | 1 | | | | 1 | | | |
| Mathematics | | | | | 1 | | | | 1 | | | |
| Science | | | | | 1 | | | | 1 | | | |
| Social Science | | | | | 1 | | | | 1 | | | |

III. School Climate

School Safety Plan (School Year 2010-11)

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

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.

Suspensions and Expulsions

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

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 0 | 0 | 1.35 | 5.9 | 5.1 | 4.55 |
| Expulsions | 0 | 0 | 0 | 0.1 | 0.1 | 0.05 |

IV. School Facilities










School Facility Conditions and Planned Improvement (School Year 2011-12)

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

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. (School Year 2011-12)

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

| Inspected On: 1/5/2012 | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|---|------|------|---|
| System Inspected | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | — |  | — | — | |
| Interior: Interior Surfaces | — |  | — | — | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | — |  | — | — | |
| Electrical: Electrical | — |  | — | — | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | — |  | — | — | |
| Safety: Fire Safety, Hazardous Materials | — |  | — | — | |
| Structural: Structural Damage, Roofs | — |  | — | — | Overhang needs paint--possible dry rot. Work order issued to correct 1-10-2012. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | — |  | — | — | |
| Overall Rating | — |  | — | — | |

V. Teachers

Teacher Credentials

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| Teachers with Full Credential | 10 | 12 | 12 | 439 |
| Teachers without Full Credential | 1 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence | 0 | 0 | 0 | N/A |

Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 20 | 80 |
| All Schools in District | 77.29 | 22.71 |
| High-Poverty Schools in District | 95.08 | 4.92 |
| Low-Poverty Schools in District | 76.08 | 23.92 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | 0.75 | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non - teaching) | | N/A |
| Other | | N/A |

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

DSIS is an independent study program that is compliant in progress towards meeting William's Settlement requirements.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|-----------------------|--|--|--|
| Reading/Language Arts | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 | K-5 Houghton Mifflin, Houghton Mifflin Reading: A Legacy of Literacy, 2003, 6-8 Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002 |

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|-------------------------------|--|--|---|
| Mathematics | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 | K-5 Wright Group / McGraw Hill, Everyday Mathematics, 2007, Grade 6 Glencoe / McGraw Hill, California Mathematics: Concepts, Skills, and Problem Solving, 2008, CGP, CA Standards-Driven Mathematics Program, 2007, McDougal Littell, McDougal Littell CA Pre-Algebra and Algebra 1, 2008, Algebra 1, CA Ed. McDougal Littell, Geometry, CA Ed, Prentice Hall, 2008, Algebra 2, CA Ed McDougal Littell, 2007, Trigonometry, DC Heath, 1993, Pre-Calculus, Holt, 2002 |
| Science | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 | 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 |
| History-Social Science | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 | 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 |

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|---|---|--|--|
| Foreign Language | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 | N/A |
| Health | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 | Middle School - Holt, Rinehart and Winston, Holt Decisions for Health, High School Level - Glencoe/McGraw Hill, 2007 |
| 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. | | N/A |
| Visual and Performing Arts | These text materials are aligned with state content standards and officially adopted for use in the classroom. | 0 | N/A |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|--|------------------------|
| School Site | \$10,193.00 | \$1,895.00 | \$8,298.00 | \$67,067.00 |
| District | N/A | N/A | \$6,287.00 | \$65,683.00 |
| Percent Difference - School Site and District | N/A | N/A | 31.99 | 2.11 |
| State | N/A | N/A | \$5,455.00 | \$66,511.00 |
| Percent Difference - School Site and State | N/A | N/A | 52.12 | 0.84 |

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

In 2010-11 Davis School for Independent Study received categorical funding and services through the following federal, state and local resources: Title II Professional Development; Economic Impact Aid - Limited English Proficient; Davis Schools Foundation, Davis School Arts Foundation and parcel tax funding.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$35,081 | \$41,284 |
| Mid-Range Teacher Salary | \$55,886 | \$65,173 |
| Highest Teacher Salary | \$77,965 | \$83,460 |
| Average Principal Salary (Elementary) | \$100,355 | \$102,834 |
| Average Principal Salary (Middle) | \$106,819 | \$108,953 |
| Average Principal Salary (High) | \$113,477 | \$118,384 |
| Superintendent Salary | \$199,742 | \$179,397 |
| Percent of Budget for Teacher Salaries | 42 | 40 |
| Percent of Budget for Administrative Salaries | 6 | 6 |

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

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

| Subject | School | | | District | | | State | | |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 61 | 73 | 75 | 75 | 75 | 75 | 49 | 52 | 54 |
| Mathematics | 29 | 44 | 50 | 66 | 69 | 68 | 46 | 48 | 50 |
| Science | 62 | 73 | 78 | 81 | 81 | 82 | 50 | 54 | 57 |
| History-Social Science | 70 | 50 | 64 | 75 | 71 | 76 | 41 | 44 | 48 |

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 75 | 68 | 82 | 76 |
| All Students at the School | 75 | 50 | 78 | 64 |
| Male | 77 | 68 | 88 | 76 |
| Female | 75 | 36 | 67 | 54 |
| Black or African American | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | | | | |
| Asian | 0 | 0 | 0 | 0 |
| Filipino | | | | |
| Hispanic or Latino | 67 | 18 | 0 | 0 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 80 | 55 | 84 | 77 |
| Two or More Races | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 67 | 36 | 0 | 0 |
| English Learners | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Education Services | | | | |

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject | 2008-09 | | | 2009-10 | | | 2010-11 | | |
|-----------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| English-Language Arts | 67 | 86 | 52 | 67 | 81 | 54 | 85 | 84 | 59 |
| Mathematics | 67 | 88 | 53 | 68 | 85 | 54 | 66 | 88 | 56 |

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 16 | 21 | 63 | 12 | 33 | 54 |
| All Students at the School | 15 | 30 | 55 | 34 | 41 | 25 |
| Male | 25 | 33 | 42 | 25 | 42 | 33 |
| Female | 10 | 29 | 62 | 40 | 40 | 20 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 13 | 22 | 65 | 36 | 36 | 27 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 |
| English Learners | 0 | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 | 0 |

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 0 | 40 | 0 |
| 7 | 0 | 25 | 50 |
| 9 | 23.1 | 7.7 | 23.1 |

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|------------------------|------|------|------|
| Statewide | | | 9 |
| Similar Schools | | | |

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

| Group | Actual API Change | | |
|--|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | | B | |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | |
|--|-----------------|-----|-------|
| | School | LEA | State |
| All Students at the School | | 874 | 778 |
| Black or African American | | 771 | 696 |
| American Indian or Alaska Native | | 776 | 733 |
| Asian | | 928 | 898 |
| Filipino | | 899 | 859 |
| Hispanic or Latino | | 746 | 729 |
| Native Hawaiian or Pacific Islander | | 801 | 764 |
| White | | 903 | 845 |
| Two or More Races | | | 836 |
| Socioeconomically Disadvantaged | | 738 | 726 |
| English Learners | | 752 | 707 |
| Students with Disabilities | | 638 | 595 |

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | No | No |
| Participation Rate - English-Language Arts | No | Yes |
| Participation Rate - Mathematics | No | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | No |
| API | No | Yes |
| Graduation Rate | N/A | Yes |

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|--------|----------|
| Program Improvement Status | | |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 12.5 |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Davis School for Independent Study 2010-11

School Accountability Report Card

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

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

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Dropout Rate (1-year) | 3.4 | 1.9 | 5.3 | 1.1 | 1 | 1 | 4.9 | 5.7 | 4.6 |
| Graduation Rate | | | | 96.13 | 95.96 | 95.5 | 80.21 | 78.59 | 80.44 |

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2011 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 96 | 92 | 36 |
| Black or African American | 100 | 94 | 6 |
| American Indian or Alaska Native | | 100 | 9 |
| Asian | 100 | 96 | 12 |
| Filipino | | | 15 |
| Hispanic or Latino | 100 | 78 | 19 |
| Native Hawaiian/Pacific Islander | 0 | 50 | 32 |
| White | 100 | 95 | 53 |
| Socioeconomically Disadvantaged | 80 | 73 | 40 |
| English Learners | 100 | 71 | 43 |
| Students with Disabilities | 67 | 79 | 13 |
| Two or More Races | 100 | 90 | 23 |

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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 2010-11)

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

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

| UC/CSU Course Measure | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 79.5 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 24.4 |

Advanced Placement Courses (School Year 2010-11)

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

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All courses | 0 | 0 |

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Time is reserved weekly for staff collaboration by sites under the direction of site administrators. Categorical dollars are also used to support staff participation in professional development.