Davis Senior High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Davis Senior High School
Street	315 West 14th St.
City, State, Zip	Davis, CA 95616-1914
Phone Number	(530) 757-5400 X112
Principal	Thomas P. McHale
E-mail Address	tmchale@djusd.net
Web Site	http://dshs.djusd.net/
CDS Code	57726785732201

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

School Description and Mission Statement (School Year 2018-19)

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

Davis Senior High School offers students a full range of academic, athletic, and extracurricular activities. Results from the Spring 2018 CAASPP exam generated strong results. Parents play an integral part in the school's success. The PTA supports the school through teacher grants and a regularly updated website that provides the community with site news and information. Our students can find challenge and variety in the numerous electives, AP courses, Career Technical Education (CTE) classes and extracurricular programs such as Speech and Debate. At the same time they can also access supports such as the Academic Center, Student Success Center, ACES, and Math and Science Tutors (MAST.) Efforts continue to create, maintain, and structure supports for all students to foster academic success. Our school provides health and wellness supports through our counselors, Crisis Counselor, School Nurse, Physical Education Courses, and Student Success Center.

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

Davis Senior High School embraces the DJUSD Graduate Profile Competency Areas:
- Communication
- Civic and Cultural Awareness
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Adaptability and Resilience
- Collaboration

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	611
Grade 11	574
Grade 12	565
Total Enrollment	1,750

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.1
Asian	18.3
Filipino	2.2
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.1
White	52.1
Socioeconomically Disadvantaged	18.1
English Learners	5.0
Students with Disabilities	8.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	72	74	77	407
Without Full Credential	3	1	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	2	1	1
Total Teacher Misassignments *	2	0	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth Publishing, 2005, ELA, National Geographic/Hampton Brown, 2009	Yes	0%
Mathematics	Geometry, Prentice Hall, 2008, Algebra 2, McDougall Littell, 2007, Trigonometry, DC Health, 1996, Trigonometry, A Unit Circle Approach, Pearson, 2008, Pre-Calculus, Holt, 2004, Algebra 2, Holt, 2004 (Algebra 2/Trig), Calculus Early Transcendental, Brooks-Cole, 2007 (Calc BC), Thomas' Calculus Early Transcendental, Addison-Wesley, 2007 (Calc AB), 2008 (Transition to College), Stats Modeling the World, Pearson, 2007 (Statistics), Practical Mathematics for Consumers, Globe Fearon, 2004 (Consumer Math), Integrated Math I, College Preparatory Mathematics, 2015, Integrated Math II, College Preparatory Mathematics, 2015, Integrated Math III, College Preparatory Mathematics, 2015	Yes	0%
Science	Earth Science, Physical Science, Glencoe, 2002 (Earth Science), Prentice< Hall Biology, Prentice Hall, 2002 (Biology, ZooBot, Int. Ag Bio), Biology, Scott Foresman, 2001 (AP Bio), Prentice Hall Chemistry, Prentice Hall, 2002 (Chemistry), Chemistry: A Central Science, Prentice Hall, 2000, (AP Chem). Chemistry in the Community, Freeman, 2008 (Chem Com), Conceptual Physics, (Physics) Hole's Physiology and Anatomy, McGraw Hill, 2003 (Physiology), Visualizing Environmental Science, Prentice Hall, 2003 (Env. Sci) Physics, Wiley, 2007 (Honors Physics) Physics Principles with Applications, Prentice Hall, 1998 (AP Physics)	Yes	0%
History-Social Science	Modern World History: Patterns of Interaction, McDougal Littell, 2006 (World Civ), American Vision, Modern Times McGraw Hill, 2007 (US History), Enduring Vision, Houghton Mifflin, 2007 (AP US History), Introduction to Human Geography, Prentice Hall, 2000 (Human Geography), Economics: Policies and Practices, Glencoe, 2000 (Econ), Economics, Policies and Principles, Southwestern Publishing, 2009, 1999 (AP Econ), Magruders 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, McDougal Littel, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Health, Perspectives on Health, HEATH, D.C, 1996 (10-12)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Davis Senior High School facilities are for the most part aging but in fair condition. The school has experienced rapid growth over the last two decades necessitating expansion of the campus. This has created a piecemeal and not so cohesive physical plant. The number of and placement of both student and staff bathrooms are inadequate. Although the school consists of separated and alphabetized wings, they are not clearly marked. In addition, the different wings of the school housing the different curricular departments are not always physically together. Thus, in some departments like Social Studies, classrooms are housed in different wings by necessity. However, the buildings are well maintained by an excellent, caring district maintenance and operations team as well as a dynamic custodial staff. In recent years a new gym has been added as well as a sports stadium including an all-weather track and field area as well as an artificial turf athletic field. In addition, a state of the art All Student Center was built and opened in January of 2018 as a central meeting place for students and staff. This building includes food service, Athletic Director's office, and our Career Center.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/5/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Work orders put in for missing/dirty ceiling tiles and Leak in utilities closet in North Gym and stained carpets and missing glass on fire ext. case.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/5/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	84.0	80.0	69.0	70.0	48.0	50.0
Mathematics (grades 3-8 and 11)	71.0	72.0	64.0	66.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	571	493	86.34	79.71
Male	303	253	83.50	75.10
Female	268	240	89.55	84.52
Black or African American	21	16	76.19	53.33
Asian	104	101	97.12	90.10
Filipino	--	--	--	--
Hispanic or Latino	101	79	78.22	58.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	307	262	85.34	82.63
Two or More Races	28	26	92.86	84.62
Socioeconomically Disadvantaged	107	86	80.37	51.81

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	47	33	70.21	48.48
Students with Disabilities	55	35	63.64	36.36
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	571	451	78.98	71.62
Male	303	237	78.22	67.93
Female	268	214	79.85	75.7
Black or African American	21	12	57.14	33.33
Asian	104	96	92.31	88.54
Filipino	--	--	--	--
Hispanic or Latino	101	72	71.29	43.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	307	237	77.2	75.11
Two or More Races	28	26	92.86	73.08
Socioeconomically Disadvantaged	107	76	71.03	39.47
English Learners	47	33	70.21	48.48
Students with Disabilities	55	33	60	21.21
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

DJUSD currently offers pathways in the fields of Agriculture & Natural Resources, Information & Communication Technologies, and Transportation. Additional pathways of Arts, Media, & Entertainment, Engineering & Architecture and Robotics are currently in development.

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

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

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	408
% of pupils completing a CTE program and earning a high school diploma	94
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	84.7

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.1	1.3	1.1	3.0	1.6	2.0	10.7	9.7	9.1
Graduation Rate	97.0	97.0	95.8	94.4	96.3	94.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	95.5	95.9	88.7
Black or African American	90.9	92.9	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	99.0	98.3	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	94.7	88.8	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	94.6	97.4	92.1
Two or More Races	94.4	92.3	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	46.2	41.2	56.7
Students with Disabilities	77.4	79.6	67.1
Foster Youth	0.0	100.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.2	3.5	2.3	3.0	2.9	2.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	27.0	17	24	29	26.0	19	32	20	28.0	14	24	29
Mathematics	28.0	15	23	20	29.0	9	17	31	29.0	7	26	26
Science	28.0	6	32	8	29.0	5	33	13	30.0	3	38	8
Social Science	29.0	7	32	24	28.0	13	32	24	28.0	12	21	36

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.6	301
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	2.3	N/A
Psychologist	1.6	N/A
Social Worker	0	N/A
Nurse	.80	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	9.8	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11135.24	3370.13	7765.11	69253.71
District	N/A	N/A	7705.19	$69,412
Percent Difference: School Site and District	N/A	N/A	0.8	3.2
State	N/A	N/A	$7,125	$76,522
Percent Difference: School Site and State	N/A	N/A	16.6	-7.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,811	$47,547
Mid-Range Teacher Salary	$61,825	$74,775
Highest Teacher Salary	$86,253	$93,651
Average Principal Salary (Elementary)	$108,671	$116,377
Average Principal Salary (Middle)	$115,671	$122,978
Average Principal Salary (High)	$122,883	$135,565
Superintendent Salary	$215,000	$222,853
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	10	N/A
Foreign Language	9	N/A
Mathematics	11	N/A
Science	8	N/A
Social Science	13	N/A
All courses	54	44.3

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff has opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning and in context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)