

Davis Senior High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Bryce Geigle, Ed.D.
Email Address	bgeigle@djUSD.net
School Website	dshs.djUSD.net
County-District-School (CDS) Code	57726785732201

2022-23 District Contact Information

District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Matt Best
Email Address	superintendent@djUSD.net
District Website Address	www.djUSD.net

2022-23 School Overview

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. The Spring 2022 CAASPP Summative generated strong results overall. 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, Wellness Center, and Math and Science Tutors (MAST). Efforts at DSHS 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. Staff is developing a Multi-tiered System of Supports and Response to Intervention (RTI) to meet the academic, behavioral and social-emotional needs of all students.

Dr. Bryce Geigle serves as Davis Senior High School's principal. Three assistant principals, Chandra Wengler, Sonam Singh, and Dr. Karen Gardias, Athletic Director, Jeff Lorensen, complete the D.S.H.S. 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 School Site Council, Culture & Climate Team, Instructional Leadership Team, Site Liaison, English Language Advisory Committee, and MTSS Team.

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

2022-23 School Overview

D.S.H.S. supports three school-wide goals: 1) 21st Century Teaching and Learning, 2) Closing the Opportunity Gap, and 3) Creating an Inclusive and Safe Environment, and is developing a Multi-tiered System of Supports.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	639
Grade 11	583
Grade 12	588
Total Enrollment	1,810

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	50.8
American Indian or Alaska Native	0.4
Asian	17.1
Black or African American	2.8
Filipino	1.5
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.7
White	46.3
English Learners	4.6
Foster Youth	0.2
Homeless	0.4
Migrant	0.6
Socioeconomically Disadvantaged	17.1
Students with Disabilities	11.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.90	84.16	338.00	85.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.51	4.10	1.05	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	2.94	8.60	2.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.17	16.70	4.26	12115.80	4.41
Unknown	9.50	12.20	26.50	6.73	18854.30	6.86
Total Teaching Positions	78.30	100.00	394.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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: Earth Science, Glencoe, 2022 Earth Science: Physical Science, Glencoe, 2022 Biology: Miller & Levine Biology for California, 2020, SAVVAS, 2022 Biology AP: Campbell Biology 12th Edition, SAVVAS, 2022 Chemistry: Experience Chemistry, SAVVAS, 2022 Chemistry AP: Chemistry: The Central Science, Prentice Hall, 2022 Chem/Comm: Chemistry in the Community, ACS, 2022 Physics: Conceptual Physics, SAVVAS, 2022 Physics Honors: Physics, Wiley, 2022 Physics AP: Physics: Principles with Applications, SAVVAS, 2022 Physiology/Anatomy: Hole's Physiology and Anatomy, Glencoe, 2022 ROP Biotech: DNA Science, Cold Spring Harbor, 2022 ROP Environmental Science: Environment: The Science Behind the Stories, SAVVAS, 2022 Zoology & Botany: Miller & Levine Biology for California, 2020, SAVVAS, 2022	Yes	0%
History-Social Science	World History, Culture, and Geography- The Modern World 2021 (World History); United States History - The Twentieth Century, Pearson Savvas, 2021 (US History and Geography); Principles of Economics, McGraw Hill, 2021 (Economics); Principles of American Democracy, McGraw Hill, 2021 (Government); Principles of Economics, National Geographic.Cengage, 2021 (AP Economics); American Government - Stories of a Nation, Bedford, Freeman, & Worth, 2021 (AP Government); Thinking about Psychology - The Science of Mind and Behavior, Bedford, Freeman & Worth, 2021 (Psychology)	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%
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%
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School Facility Conditions and Planned Improvements

The Davis Senior High School facilities are for the most part aging but in good 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 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. D.J.U.S.D Maintenance and Operations and Facilities departments check the status of our safety/alarm system.

Year and month of the most recent FIT report	11/1/2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	78	N/A	69	N/A	47
Mathematics (grades 3-8 and 11)	N/A	62	N/A	61	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	580	481	82.93	17.07	78.08
Female	278	220	79.14	20.86	82.73
Male	302	261	86.42	13.58	74.13
American Indian or Alaska Native	--	--	--	--	--
Asian	96	92	95.83	4.17	88.04
Black or African American	16	13	81.25	18.75	69.23
Filipino	--	--	--	--	--
Hispanic or Latino	143	111	77.62	22.38	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	33	73.33	26.67	84.85
White	266	219	82.33	17.67	87.61
English Learners	29	17	58.62	41.38	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	100	82	82.00	18.00	48.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	47	72.31	27.69	17.39

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	580	455	78.45	21.55	62.08
Female	278	202	72.66	27.34	59.70
Male	302	253	83.77	16.23	64.00
American Indian or Alaska Native	--	--	--	--	--
Asian	96	90	93.75	6.25	79.78
Black or African American	16	13	81.25	18.75	53.85
Filipino	--	--	--	--	--
Hispanic or Latino	143	107	74.83	25.17	28.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	29	64.44	35.56	65.52
White	266	203	76.32	23.68	72.64
English Learners	29	19	65.52	34.48	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	100	78	78.00	22.00	25.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	45	69.23	30.77	2.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	60.91	NT	57.68	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1144	638	55.77	44.23	60.91
Female	562	285	50.71	49.29	58.95
Male	578	351	60.73	39.27	62.57
American Indian or Alaska Native	--	--	--	--	--
Asian	204	130	63.73	36.27	76.15
Black or African American	35	19	54.29	45.71	52.63
Filipino	23	16	69.57	30.43	37.5
Hispanic or Latino	251	147	58.57	41.43	29.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	36	46.15	53.85	58.33
White	544	284	52.21	47.79	72.18
English Learners	47	28	59.57	40.43	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	194	114	58.76	41.24	24.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	116	66	56.9	43.1	9.09

2021-22 Career Technical Education Programs

DJUSD currently offers pathways in the industry sectors of Agriculture & Natural Sciences, Health Science and Medical Technology, Information & Communication Technologies, Software and Systems Development, Transportation, Arts, Media, & Entertainment, and Engineering & Architecture.

Some of the 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, Electric Vehicle Technology and Build, Biotechnology & Biotech Internship, Computer Programming (C++/JAVA), Cyber Security, Internet Engineering I & II (CISCO), Journalism 2 / Multimedia (semester), Journalism 2 / The HUB (Semester newspaper), Ornamental Horticulture, Robotics Engineering, Principals of Biomedical Science, AP 2D Art and Design, and Stagecraft Production.

The primary representative of the District's CTE program is Garry Pearson. 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	895
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	88.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	76.12

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents support our students in a variety of ways. The PTA funds a variety of staff initiatives through its Partners in Education grant 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 regular 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 D.S.H.S. 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.) We have formed a Spanish Speakers Support Group to help families connect better to our programs and services. 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, athletics teams, performing music groups and more.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.7	1		2.3	1.5		8.9	7.8
Graduation Rate		97.8	97.6		94.4	95		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	578	564	97.6
Female	288	285	99.0
Male	286	275	96.2
American Indian or Alaska Native	--	--	--
Asian	107	106	99.1
Black or African American	20	20	100.0
Filipino	13	12	92.3
Hispanic or Latino	117	114	97.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	29	27	93.1
White	284	278	97.9
English Learners	36	34	94.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	154	147	95.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	61	52	85.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1882	1851	377	20.4
Female	917	897	202	22.5
Male	949	938	171	18.2
American Indian or Alaska Native	9	8	4	50.0
Asian	313	313	24	7.7
Black or African American	54	53	21	39.6
Filipino	27	27	1	3.7
Hispanic or Latino	474	461	137	29.7
Native Hawaiian or Pacific Islander	9	9	1	11.1
Two or More Races	128	125	26	20.8
White	855	844	158	18.7
English Learners	107	105	31	29.5
Foster Youth	4	3	1	33.3
Homeless	17	17	12	70.6
Socioeconomically Disadvantaged	371	358	131	36.6
Students Receiving Migrant Education Services	16	15	3	20.0
Students with Disabilities	236	225	99	44.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.62	1.77	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.06	2.60	0.06	1.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.60	0.00
Female	1.74	0.00
Male	3.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.32	0.00
Black or African American	11.11	0.00
Filipino	3.70	0.00
Hispanic or Latino	3.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.91	0.00
White	2.34	0.00
English Learners	7.48	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.04	0.00
Students Receiving Migrant Education Services	6.25	0.00
Students with Disabilities	7.63	0.00

2022-23 School Safety Plan

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 January 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 D.S.H.S. 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 District Safety Coordinator. 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. Campus supervisors and the supervising administrator meet daily to make any necessary adjustments.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	11	34	23
Mathematics	30	4	32	23
Science	30		49	6
Social Science	29	5	39	25

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	11	47	11
Mathematics	30	1	42	14
Science	29	5	41	9
Social Science	30	6	38	22

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	7	39	18
Mathematics	29	5	41	14
Science	30		46	5
Social Science	31	3	33	30

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	348.08

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.2
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.2
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,638.00	\$5,106.00	\$8,531.00	\$71,845.00
District	N/A	N/A	\$8,670.00	\$74,547
Percent Difference - School Site and District	N/A	N/A	-1.6	-3.7
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	25.6	-14.5

2021-22 Types of Services Funded

In 2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$43,471	\$52,478
Mid-Range Teacher Salary	\$67,531	\$80,810
Highest Teacher Salary	\$93,067	\$101,276
Average Principal Salary (Elementary)	\$121,552	\$127,080
Average Principal Salary (Middle)	\$129,381	\$134,264
Average Principal Salary (High)	\$137,448	\$147,200
Superintendent Salary	\$262,058	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	44.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	8
Foreign Language	9
Mathematics	13
Science	10
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	53

Professional Development

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, sites use portions of their return to school teacher work days for professional development. Davis Joint Unified School District focuses on professional growth offerings on our mission and objectives. Our focus is given to professional learning that promotes DJUSD goals of 21st Century Teaching and Learning, Closing the Opportunity and Achievement Gaps, and Creating Safe and Inclusive Environments. DJUSD goals also include professional learning structures that support teaching and learning that will build student competencies identified within our Graduate Profile. These areas of focus were developed with wide-scale stakeholder input and are embedded within our Local Control Accountability Plan.

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 have 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 dedicated site-based staff collaboration in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade-level/content peers. 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:

- Comprehensive site focuses on the foundational understanding, implementation, and sustenance of MTSS and PBIS
- Next Generation Science Standards (NGSS)
- Ethnic Studies Institute to develop and support Ethnic Studies teachers, in addition to Ethnic Studies framework and curricular supports from the UC Davis History Project
- Reading Apprenticeship literacy series and mentorship through WestEd
- 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
- Elementary and Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project to support the DJUSD Administrative Leadership Team, students, and staff in developing capacity as equity leaders
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Elementary and Secondary Canvas resource pages
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- 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

District-wide professional learning for “Grading for Equity” to support equitable, transparent, and content-focused grading practices

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	33	34	34