

# Davis School for Independent Study School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

| School Contact Information |   |
|----------------------------|---|
| <b>School Name</b>         | Davis School for Independent Study School                   |
| <b>Street</b>              | 526 B St.   |
| <b>City, State, Zip</b>    | Davis, CA 95616   |
| <b>Phone Number</b>        | 530-757-5333  |
| <b>Principal</b>           | Robert Kinder   |
| <b>E-mail Address</b>      | rkinder@djusd.net   |
| <b>Web Site</b>            | <a href="http://dsis.djusd.net/">http://dsis.djusd.net/</a> |
| <b>CDS Code</b>            | 57726785730098  |

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

#### School Description and Mission Statement (School Year 2017-18)

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

#### Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 1                  |
| Grade 1          | 3                  |
| Grade 2          | 3                  |
| Grade 3          | 4                  |
| Grade 4          | 3                  |
| Grade 5          | 2                  |
| Grade 6          | 4                  |
| Grade 7          | 3                  |
| Grade 8          | 9                  |
| Grade 9          | 17                 |
| Grade 10         | 20                 |
| Grade 11         | 23                 |
| Grade 12         | 31                 |
| Total Enrollment | 123                |

### Student Enrollment by Group (School Year 2016-17)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.6                         |
| American Indian or Alaska Native    | 2.4                         |
| Asian                               | 7.3                         |
| Filipino                            | 0.8                         |
| Hispanic or Latino                  | 17.1                        |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 63.4                        |
| Two or More Races                   | 7.3                         |
| Socioeconomically Disadvantaged     | 16.3                        |
| English Learners                    | 0                           |
| Students with Disabilities          | 12.2                        |
| Foster Youth                        | 0.8                         |

## 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 |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   | 11      | 12      | 12      | 400      |
| Without Full Credential  | 0       | 0       | 0       | 5        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

| Subject   | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|--|----------------------------------|---|
| <b>Reading/Language Arts</b>                      | K-6 Benchmark Advance, 2017 10-12 English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth Publishing, 2005, 7-9 California Collections, Houghton Mifflin Harcourt   | Yes                              | 0%  |
| <b>Mathematics</b>                                | Envision, Pearson, 2015, Geometry Connections, McDougal Littell Algebra I, McDougal, 2007 McDougal Littell Algebra 2, McDougal, 2007 Geometry, Prentice Hall, 2008, Big Ideas Course 1, Houghton Mifflin Harcourt, 2013, Big Ideas Course 2, Houghton Mifflin Harcourt, 2013, Big Ideas Course 3, Houghton Mifflin Harcourt, 2013, Big Ideas Accelerated, Houghton Mifflin Harcourt, 2013, Integrated Math I, College Preparatory Mathematics, 2015, Integrated Math II, College Preparatory Mathematics, 2015, Integrated Math III, College Preparatory Mathematics, 2015 | Yes                              | 0%  |
| <b>Science</b>                                    | Elementary - K-5 Delta Education, Full Option Science System (FOSS), 2007, Middle School - 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006, High School - Earth Science, Glencoe/McGraw Hill, 2001, Physical Science, Glencoe McGraw Hill, 2001, Biology, Prentice Hall, 2002   | Yes                              | 0%  |
| <b>History-Social Science</b>                     | 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 Vision, Glencoe/McGraw, 2006, United States History, Economics: Principles & Practices, Glencoe McGraw Hill, 1999, Economics: Today & Tomorrow, Glencoe/McGraw Hill, 2005, Magruder's American Gov't, Prentice Hall, 2006, United States Government, 2001   | Yes                              | 0%  |
| <b>Foreign Language</b>                           | N/A  |                                  |   |
| <b>Health</b>                                     | Middle School - Holt, Rinehart and Winston, Holt Decisions for Health, High School Level - Glencoe/McGraw Hill, 2007   | Yes                              | 0%  |
| <b>Visual and Performing Arts</b>                 |  |                                  |   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | College prep biology is offered at DSIS. The district adopted resolutions defining "sufficiency" apply to this course; the site verifies there is a sufficient supply of materials and equipment to conduct biology labs.  | Yes                              | 0%  |

### School Facility Conditions and Planned Improvements (Most Recent Year)

Davis School for Independent Study is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them. In 2008, DSIS also acquired additional office space and a classroom at the north wing of the district office building to help expand our k-6 homeschool program and allow for better space use for 7-12 students and staff in our main building. The school is working with the district to update the facility per the safety evaluation conducted in the Spring of 2016. They school will also work with their new leadership to try to maximize space for the changing program.

### 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: 03/2018                   |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|   | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X             |      |      |   |
| <b>Interior:</b> Interior Surfaces                                      |               | X    |      | Stained carpeting.                        |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | X             |      |      |   |
| <b>Electrical:</b> Electrical   | X             |      |      |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | X             |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences |               | X    |      |   |

### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 03/2018 |           |      |      |      |
|---|-----------|------|------|------|
| Overall Rating  | Exemplary | Good | Fair | Poor |
|   |           | X    |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 73  | 85      | 71       | 69      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    | 50  | 54      | 65       | 64      | 36      | 37      |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 63               | 52            | 82.54          | 84.62                   |
| Male                             | 28               | 23            | 82.14          | 86.96                   |
| Female                           | 35               | 29            | 82.86          | 82.76                   |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | --               | --            | --             | --                      |
| White                            | 41               | 33            | 80.49          | 93.94                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 13               | 12            | 92.31          | 91.67                   |
| Students with Disabilities       | --               | --            | --             | --                      |

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 2016-17)**

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 63               | 50            | 79.37          | 54                      |
| Male                             | 28               | 22            | 78.57          | 50                      |
| Female                           | 35               | 28            | 80             | 57.14                   |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | --               | --            | --             | --                      |
| White                            | 41               | 30            | 73.17          | 63.33                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 13               | 12            | 92.31          | 16.67                   |
| Students with Disabilities       | --               | --            | --             | --                      |

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                       | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|-------------------------------|---|---------|----------|---------|---------|---------|
|                               | School  |         | District |         | State   |         |
|                               | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 59  | 80      | 81       | 78      | 56      | 54      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

DSIS students are eligible to enroll in CTE courses that are offered at DSHS.

DJUSD currently offers pathways in the fields of Agriculture, Automotive, and Technology. Additional pathways of Science, Media Art & Entertainment 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), Drafting, Environmental Science, Fashion Careers, Intro, Fashion, Textiles & Apparel, Advanced, Fashion, Textiles & Apparel, Beginning & Intermediate, Food Science and Nutrition, Food Service & Hospitality, Internet Working Levels I & II (CISCO), Journalism 2 / Multimedia (semester), Journalism 2 / The HUB (Semester newspaper), Ornamental Horticulture, Robotics Engineering, Stagecraft Production

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, fashion and interior design, hospitality, tourism and recreation, 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 2016-17)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 2                         |
| % of pupils completing a CTE program and earning a high school diploma                                   | 0%                        |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0%                        |

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission          | 71.65   |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 15.38   |

## 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.

## California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 21.4  | 21.4                  | 28.6                 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

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 in the homeschool program.

### 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   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate    | 13.8    | 10      | 0       | 3.4      | 3       | 1.6     | 11.5    | 10.7    | 9.7     |
| Graduation Rate | 86.21   | 82      | 100     | 95.14    | 94.37   | 96.25   | 80.95   | 82.27   | 83.77   |

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group                            | Graduating Class of 2016 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 100                      | 95.43    | 87.11 |
| Black or African American        | 0                        | 75       | 79.19 |
| American Indian or Alaska Native | 0                        | 100      | 80.17 |
| Asian                            | 100                      | 100      | 94.42 |
| Filipino                         | 0                        | 100      | 93.76 |
| Hispanic or Latino               | 100                      | 87.66    | 84.58 |
| Native Hawaiian/Pacific Islander | 0                        | 0        | 86.57 |
| White                            | 100                      | 97.16    | 90.99 |
| Two or More Races                | 100                      | 97.06    | 90.59 |
| Socioeconomically Disadvantaged  | 100                      | 88.62    | 85.45 |
| English Learners                 | 100                      | 68.18    | 55.44 |
| Students with Disabilities       | 100                      | 82.54    | 63.9  |
| Foster Youth                     | 0                        | 50       | 68.19 |

## 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   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| <b>Suspensions</b> | 1.6     | 0.0     | 0.5     | 2.4      | 3.0     | 2.9     | 3.8     | 3.7     | 3.6     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2017-18)

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

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

| Indicator  | School | District  |
|--|--------|-----------|
| <b>Program Improvement Status</b>                          |        | In PI     |
| <b>First Year of Program Improvement</b>                   |        | 2013-2014 |
| <b>Year in Program Improvement*</b>                        |        | Year 2    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A    | 3         |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A    | 60        |

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15         |                   |       |     | 2015-16         |                   |       |     | 2016-17         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     |
|             |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2014-15         |                      |       |     | 2015-16         |                      |       |     | 2016-17         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 5               | 21                   |       |     | 6               | 20                   |       |     | 5               | 21                   |       |     |
| Mathematics    | 12              | 5                    |       |     | 13              | 4                    | 1     |     | 12              | 5                    |       |     |
| Science        | 6               | 5                    |       |     | 9               | 4                    |       |     | 8               | 5                    |       |     |
| Social Science | 5               | 24                   |       |     | 4               | 29                   |       |     | 4               | 26                   |       |     |

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 2016-17)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | n/a   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | .250                             | N/A   |
| Psychologist  | .20                              | N/A   |
| Social Worker                                       | .75                              | N/A   |
| Nurse   | .03                              | N/A   |
| Speech/Language/Hearing Specialist                  | 0                                | N/A   |
| Resource Specialist                                 | .4                               | 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 2015-16)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 13407.27               | 1901.89                  | 11505.38            | 74725.26               |
| District                                     | N/A                    | N/A                      | 7705.19             | \$67,085               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 39.6                | 10.8                   |
| State  | N/A                    | N/A                      | \$6,574             | \$74,476               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 54.6                | 0.3                    |

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$38,050        | \$46,511                                     |
| Mid-Range Teacher Salary                      | \$60,613        | \$73,293                                     |
| Highest Teacher Salary                        | \$84,563        | \$92,082                                     |
| Average Principal Salary (Elementary)         | \$106,541       | \$113,263                                    |
| Average Principal Salary (Middle)             | \$113,403       | \$120,172                                    |
| Average Principal Salary (High)               | \$120,473       | \$131,203                                    |
| Superintendent Salary                         | \$185,681       | \$213,732                                    |
| Percent of Budget for Teacher Salaries        | 37%             | 36%  |
| Percent of Budget for Administrative Salaries | 5%              | 5%   |

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 2016-17)**

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

Cells with N/A values do not require data.

\*Where there are student course enrollments 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)