

# Davis School for Independent Study School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 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>	Siobhan Truesdale
<b>Email Address</b>	struesdale@djud.net
<b>School Website</b>	<a href="http://dsis.djud.net/">http://dsis.djud.net/</a>
<b>County-District-School (CDS) Code</b>	57726785730098

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Davis School for Independent Study (DSIS) is a small, innovative school for students in grades K-12 offering differentiated, high-quality curricular pathways to pursue educational and career goals. We combine independent study, home school, on-site classes, access to other high school and community college courses, and community learning experiences all incorporating individually tailored, challenging and engaging curriculum. We value and prioritize personal attention and strong relationships among staff, families and students. DSIS has three unique programs including fully virtual options for students in grades K-12. Since its launch during the 21-22 school year, our Virtual Academy remains the largest of our 3 programs. Our school site plan consists of three LCAP goals that support our district's Graduate Profile initiative: 21st Century Learning, Closing the Achievement Gap and Safe and Inclusive School Environment. We believe that DSIS gives students the opportunity to develop curiosity, confidence and agency. DSIS strives to ensuring equitable access for all students as they develop life, career, and college readiness skills. DSIS envisions a relationship-based, inclusive learning community that provides the flexibility and choice needed for students to develop independence and personal responsibility while prioritizing their goals and social emotional wellness.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	6
Grade 1	5
Grade 2	7
Grade 3	4
Grade 4	7
Grade 5	6
Grade 6	9
Grade 7	8
Grade 8	14
Grade 9	10
Grade 10	23
Grade 11	34
Grade 12	35
Total Enrollment	168

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4%
Male	43.5%
Asian	10.1%
Black or African American	4.2%
Hispanic or Latino	25%
Native Hawaiian or Pacific Islander	1.8%
Two or More Races	6.5%
White	50%
English Learners	3%
Homeless	0.6%
Socioeconomically Disadvantaged	23.2%
Students with Disabilities	13.7%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.50	31.34	338.00	85.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.10	1.05	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.60	2.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7.70	67.69	16.70	4.26	12115.80	4.41
<b>Unknown</b>	0.10	0.97	26.50	6.73	18854.30	6.86
<b>Total Teaching Positions</b>	11.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.80	49.43	382.10	87.86	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.00	2.07	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.40	2.40	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	8.00	50.31	10.50	2.41	11953.10	4.28
<b>Unknown</b>	0.00	0.19	22.80	5.25	15831.90	5.67
<b>Total Teaching Positions</b>	15.90	100.00	434.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00	0.00
Local Assignment Options	7.70	8.00
<b>Total Out-of-Field Teachers</b>	<b>7.70</b>	<b>8.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, 2017 10-12 English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002,	Yes	0%

	12th Steps to Writing Well, Wadsworth Publishing, 2005, 7-9 California Collections, Houghton Mifflin Harcourt		
<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 Gr 4-6 NGSS, Amplify Education, 2020 Middle School Gr 7-8 NGSS, Lab-Aids License Subscription 2020	Yes	0%
<b>History-Social Science</b>	Grade K: History Alive! Me and My World, Teachers Curriculum Institute (TCI), 2022 Grade 1: History Alive! My School and Family, Teachers Curriculum Institute (TCI), 2022 Grade 2: History Alive! My Community, Teachers Curriculum Institute (TCI), 2022 Grade 3: History Alive! California Communities, Teachers Curriculum Institute (TCI), 2022 Grade 4: History Alive! California's Promise, Teachers Curriculum Institute (TCI), 2022 Grade 5: History Alive! America's Past, Teachers Curriculum Institute (TCI), 2022 Grade 6: History Alive! The Ancient World, Teachers Curriculum Institute (TCI), 2022 Middle Grade 7: History Alive! The Medieval World and Beyond, Teachers Curriculum Institute (TCI), 2021 Grade 8: History Alive! The United States Through Industrialism. Teachers' Curriculum Institute (TCI), 2021 Grade 9: Human Geography- A Spatial Perspective, National Geographic/Cengage Learning , 2021 High School World Civilization: Modern World History Patterns of Interaction, McDougal Littell, 2021 World History: Grade 10 World History, Culture & Geography: The Modern World McGraw Hill, 2021 World History: Grade 12 Principles of Economics & Principles of American Democracy McGraw Hill, 2021 United States History: American Vision, Modern Times McGraw Hill, 2021 United States History: United States History: The Twentieth Century SAVVAS Learning Company, 2021 US History/Social Justice: The American Vision, Glencoe/McGraw; Race Relations in America, Greenwood Press; Different Mirror, Little Brown, 2021 United States History AP: Enduring Vision, Houghton Mifflin, 2021 US Government/Politics: Marauder's American Government, Prentice Hall, 2021 US Government/Politics AP: American Government Institutions and Policies, Houghton Mifflin, 2021 Economics: Economics Principles & Practices, Glencoe-McGraw, 2021	Yes	0%

	Economics: EPACK: K12AE Principles Economics AP ed. + MT National Geographic/Cengage Learning, 2021 Macroeconomics AP: Principals and Policies, Southwestern Press INC, 2021 Human Geography: Introduction to Human Geography, Prentice Hall, 2021 Psychology: Understanding Psychology, McGraw Hill, 2021 Psychology: Thinking about Psychology, High School Version, Bedford, Freeman & Worth, 2021		
<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>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

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

<b>Year and month of the most recent FIT report</b>	12/14/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	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 Rate

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 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	68	74	69	67	47	46
<b>Mathematics</b> (grades 3-8 and 11)	53	55	61	61	33	34

## 2022-23 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
<b>All Students</b>	91	34	37.36	62.64	73.53
<b>Female</b>	51	22	43.14	56.86	68.18
<b>Male</b>	40	12	30.00	70.00	83.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	24	10	41.67	58.33	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	5	41.67	58.33	--
<b>White</b>	44	17	38.64	61.36	82.35
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	6	28.57	71.43	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	3	21.43	78.57	--

## 2022-23 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
<b>All Students</b>	91	33	36.26	63.74	54.55
<b>Female</b>	51	21	41.18	58.82	47.62
<b>Male</b>	40	12	30.00	70.00	66.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	24	10	41.67	58.33	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	5	41.67	58.33	--
<b>White</b>	44	16	36.36	63.64	56.25
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	6	28.57	71.43	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	3	21.43	78.57	--

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	63.89	68.75	57.68	56.97	29.47	30.29

## 2022-23 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
<b>All Students</b>	99	33	33.33	66.67	68.75
<b>Female</b>	58	18	31.03	68.97	64.71
<b>Male</b>	40	14	35.00	65.00	71.43
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	8	32.00	68.00	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	53	16	30.19	69.81	80.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	25	8	32.00	68.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	2	14.29	85.71	--

## 2022-23 Career Technical Education Programs

DSIS students are eligible to enroll in DSHS to take CTE courses and participate in DSHS program pathways.

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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	32
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.08
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	31.82

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 5	96%	96%	96%	95%	95%
Grade 7	96%	96%	97%	96%	98%
Grade 9	94%	94%	95%	93%	92%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Davis School for Independent Study (DSIS) staff values the input and involvement of parents and community members. Parents and guardians are an integral and vital part of the educational and social program at DSIS. Our parents serve on School Site Council (SSC) as well as volunteer on campus regularly in the homeschool program with activities in the classroom and our garden area. All of these groups are deeply invested in building a positive school climate and providing substantial support that enriches our students' experiences. The SSC develops and approves our annual School Plan for Student Achievement (SPSA) as well as our Comprehensive School Safety Plan. Independent study offers a unique opportunity for teachers and staff to partner with parents and guardians to support the educational pursuits of the DSIS students. Parents and guardians also have the opportunity to provide feedback through various surveys including our annual YouthTruth survey.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	8	4.2	2.6	1.3	1.5	1.9	9.4	7.8	8.2
<b>Graduation Rate</b>	80	91.7	97.4	94.8	95	94.3	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	38	37	97.4
<b>Female</b>	24	23	95.8
<b>Male</b>	13	13	100.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	22	21	95.5
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	15	15	100.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	249	231	108	46.8
Female	133	122	58	47.5
Male	107	100	45	45.0
Non-Binary	9	9	5	55.6
American Indian or Alaska Native	1	0	0	0.0
Asian	21	20	2	10.0
Black or African American	11	8	5	62.5
Filipino	0	0	0	0.0
Hispanic or Latino	61	57	29	50.9
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	21	21	11	52.4
White	127	118	58	49.2
English Learners	8	7	4	57.1
Foster Youth	0	0	0	0.0
Homeless	5	3	2	66.7
Socioeconomically Disadvantaged	72	58	40	69.0
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	34	33	17	51.5

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.06	1.86	3.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

DSIS places a strong emphasis on student and staff safety. Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and district officials work towards ensuring that grounds and buildings are safe. Maintenance staff follow a scheduled preventive program to offset costly repairs. Fire drills, evacuation, and shelter-in-place drills are practiced two times every school year with staff and students. We pay special attention to creating opportunities for students to have positive interactions during their time on site. The School Site Council (SSC) which consists of parents and staff work together to assure that a positive school climate exists for each child. The Comprehensive School Safety Plan (CSSP) was reviewed, discussed, and updated at our SSC meetings on 09/27/23, 10/25/23, and 11/29/23. The CSSP was approved by the DSIS SSC on 01/11/24. Additionally, DSIS focuses on social emotional learning (SEL) and wellness for all students. DSIS staff implement a teaching approach that integrates SEL into class lessons to promote academic engagement, build a positive community, and teaching in a developmentally appropriate way.

DSIS vision of school safety includes the following components:

- Every student has a right to a safe educational environment
- Welcoming, inclusive community built on strong relationships
- Feeling of belonging for everyone
- Emotionally safe space for all students
- Culture of trust and open communication
- Focus on overall wellness & mental health
- Active family involvement on campus
- Restorative practices: non-punitive, relationship focused approach to responding to challenging behavior

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	1	1		
6	4	1		
Other	12	5	1	

### 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	13	1		
3	18	1		
6	1	1		
Other	18	5	1	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	2	6	0	0
Other	9	5	0	0

## 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	7	15		
Mathematics	12	7		
Science	9	6		
Social Science	5	18		

## 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	7	19		
Mathematics	13	7	2	
Science	15	5		1
Social Science	8	16	1	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	17	0	0
Mathematics	9	11	0	0
Science	6	11	0	0
Social Science	6	23	0	0

## 2022-23 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	168

## 2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$17,571	\$2,954	\$14,618	\$71,135
District	N/A	N/A	\$8,670	\$74,036
Percent Difference - School Site and District	N/A	N/A	51.1	-4.7
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	75.7	-15.5

## Fiscal Year 2022-23 Types of Services Funded

In 2019-20 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,210	\$54,190
Mid-Range Teacher Salary	\$68,681	\$85,111
Highest Teacher Salary	\$94,651	\$104,999
Average Principal Salary (Elementary)	\$121,552	\$132,492
Average Principal Salary (Middle)	\$129,381	\$140,987
Average Principal Salary (High)	\$137,448	\$153,884
Superintendent Salary	\$282,199	\$255,503
Percent of Budget for Teacher Salaries	30.54%	32.09%
Percent of Budget for Administrative Salaries	6.08%	5.25%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## 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

## Professional Development

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:

- District-wide Training for Universal Design for Learning (UDL) with two Professional Development days in August of 2023 and monthly site trainings with CAST.
- 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
- 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
- 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
- NCI training which is nonviolent crisis intervention to address increased behavior challenges. Staff learns how to be proactive in behavioral expectations, de-escalate escalating behavior, and maintain relationships along with safety.
- 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>		34	34