

# Davis Senior High 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 Senior High School
<b>Street</b>	315 West 14th St.
<b>City, State, Zip</b>	Davis, CA 95616-1914
<b>Phone Number</b>	(530) 757-5400 X112
<b>Principal</b>	Bryce Geigle, Ed.D.
<b>Email Address</b>	bgeigle@djUSD.net
<b>School Website</b>	dshs.djUSD.net
<b>County-District-School (CDS) Code</b>	57726785732201

## 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@djUSD.net
<b>District Website</b>	www.djUSD.net

## 2023-24 School Description and Mission Statement

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 2023 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, Mark McGreevy, 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 COST/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

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	602
Grade 11	622
Grade 12	577
<b>Total Enrollment</b>	<b>1,801</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	50.7%
American Indian or Alaska Native	0.3%
Asian	17%
Black or African American	3.1%
Filipino	1.3%
Hispanic or Latino	25.2%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	7.7%
White	44.3%
English Learners	5.5%
Foster Youth	0.3%
Homeless	0.8%
Migrant	0.8%
Socioeconomically Disadvantaged	19.3%
Students with Disabilities	12.2%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 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>	65.90	84.16	338.00	85.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.40	0.51	4.10	1.05	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	2.94	8.60	2.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.17	16.70	4.26	12115.80	4.41
<b>Unknown</b>	9.50	12.20	26.50	6.73	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	68.00	84.59	382.10	87.86	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.30	2.90	9.00	2.07	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.70	3.46	10.40	2.40	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	1.48	10.50	2.41	11953.10	4.28
<b>Unknown</b>	6.00	7.54	22.80	5.25	15831.90	5.67
<b>Total Teaching Positions</b>	80.40	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	2.30	2.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.30</b>	<b>2.70</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	0.10	1.10
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.10</b>	<b>1.10</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)	4.6	4.8
<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)	2.9	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	English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth	Yes	0%

	Publishing, 2005, ELA, National Geographic/Hampton Brown, 2009		
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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 Littell, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
<b>Health</b>	Health, Perspectives on Health, HEATH, D.C, 1996 (10-12)	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

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.

Through our Bond Program, The Engineering/Robotics Pathway scope includes 7,800 sq ft of additional instructional space and new outdoor learning spaces. (Completed Spring of 2023). The Transportation Pathway scope includes construction of an additional vehicle repair bay specific to electric vehicles, a new canopy shade structure in front of all vehicle bays and an additional restroom (Completed Spring of 2023) The Agriculture Pathway scope includes improvements to existing shops, improvements to the barn and greenhouse, a shade structure and improvements to the animal care area. (Completed Spring of 2023)

Projects that are in progress at DSHS are a new STEM Building with twelve, 1,440 sq. ft. lab classrooms. This new building will include a large collaboration space of 2,800 sq. ft., as well as prep rooms, restrooms, and storage. (Scheduled to be completed Summer Of 2024), a new Aquatic Center (scheduled to be completed Summer of 2025), and additional tennis courts (scheduled to be completed Summer of 2024).

Year and month of the most recent FIT report

10/26/2023

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)	78	75	69	67	47	46
<b>Mathematics</b> (grades 3-8 and 11)	62	60	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>	608	490	80.59	19.41	75.05
<b>Female</b>	290	217	74.83	25.17	84.33
<b>Male</b>	307	264	85.99	14.01	67.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	107	102	95.33	4.67	87.25
<b>Black or African American</b>	16	14	87.50	12.50	50.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	165	127	76.97	23.03	48.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	54	38	70.37	29.63	89.47
<b>White</b>	256	202	78.91	21.09	84.58
<b>English Learners</b>	33	25	75.76	24.24	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	108	81	75.00	25.00	40.74
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	80	51	63.75	36.25	18.00

## 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>	609	494	81.12	18.88	60.24
<b>Female</b>	290	212	73.10	26.90	64.15
<b>Male</b>	308	272	88.31	11.69	57.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	107	100	93.46	6.54	76.00
<b>Black or African American</b>	16	14	87.50	12.50	35.71
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	166	127	76.51	23.49	30.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	54	39	72.22	27.78	79.49
<b>White</b>	256	205	80.08	19.92	69.61
<b>English Learners</b>	33	25	75.76	24.24	8.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	109	80	73.39	26.61	22.50
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	80	51	63.75	36.25	4.00

## 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)	60.91	59.29	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>	1169	911	77.93	22.07	58.68
<b>Female</b>	558	400	71.68	28.32	60.50
<b>Male</b>	596	498	83.56	16.44	57.34
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	201	181	90.05	9.95	74.03
<b>Black or African American</b>	32	25	78.13	21.87	36.00
<b>Filipino</b>	14	12	85.71	14.29	50.00
<b>Hispanic or Latino</b>	302	231	76.49	23.51	29.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	101	68	67.33	32.67	64.71
<b>White</b>	508	386	75.98	24.02	69.69
<b>English Learners</b>	56	43	76.79	23.21	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	213	160	75.12	24.88	27.04
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	138	89	64.49	35.51	10.11

## 2022-23 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.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	860
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	86.8
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	98.85
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	76.19

## 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
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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.

#### 2023-24 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.

Our administrators and counseling team also host informal Wednesday morning meetings with parents and guardians: Pastries with the Principal, Cafecito (Spanish-speaking), and Coffee with the Counselors.

## 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>	0.7	1	1.8	1.3	1.5	1.9	9.4	7.8	8.2
<b>Graduation Rate</b>	97.1	97.6	95.4	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>	571	545	95.4
<b>Female</b>	268	258	96.3
<b>Male</b>	299	283	94.6
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	95	94	98.9
<b>Black or African American</b>	16	16	100.0
<b>Filipino</b>	11	11	100.0
<b>Hispanic or Latino</b>	137	121	88.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	43	43	100.0
<b>White</b>	261	253	96.9
<b>English Learners</b>	36	30	83.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	144	131	91.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	67	54	80.6

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1855	1829	370	20.2
Female	890	879	187	21.3
Male	943	929	178	19.2
Non-Binary	22	21	5	23.8
American Indian or Alaska Native	6	6	2	33.3
Asian	312	311	31	10.0
Black or African American	57	56	17	30.4
Filipino	24	24	3	12.5
Hispanic or Latino	467	459	142	30.9
Native Hawaiian or Pacific Islander	11	10	0	0.0
Two or More Races	140	138	29	21.0
White	825	812	141	17.4
English Learners	106	105	34	32.4
Foster Youth	8	8	6	75.0
Homeless	30	25	14	56.0
Socioeconomically Disadvantaged	395	380	139	36.6
Students Receiving Migrant Education Services	15	14	6	42.9
Students with Disabilities	236	228	84	36.8

### 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	0.06	2.60	3.50	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	3.5	0
Female	2.36	0
Male	4.56	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.28	0
Black or African American	10.53	0
Filipino	4.17	0
Hispanic or Latino	6.64	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.86	0
White	2.06	0
English Learners	7.55	0
Foster Youth	0	0
Homeless	30	0
Socioeconomically Disadvantaged	9.62	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.59	0

## 2023-24 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 December 2023 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.

## 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

## 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	28	9	33	23
Mathematics	28	8	39	17
Science	30	1	46	3
Social Science	29	6	41	21

## 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	391.52

## 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)	4.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
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	\$13,638.00	\$5,106.00	\$8,531.00	\$71,845.00
District	N/A	N/A	\$8,670.00	\$74,036
Percent Difference - School Site and District	N/A	N/A	-1.6	-3.7
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	25.6	-14.5

## Fiscal Year 2022-23 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.

## 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	46.4
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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	9
Foreign Language	7
Mathematics	16
Science	9
Social Science	14
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	55

## 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	34

STATE OF CALIFORNIA  
**FACILITY INSPECTION TOOL**  
 SCHOOL FACILITY CONDITIONS EVALUATION  
 (REV 04/22)

STATE ALLOCATION BOARD  
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

<b>PART IIa: EVALUATION DATA</b>		Date of Inspection: 09/16/2023 - 10/26/2023										Name of School: Davis Senior High				
Building/Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
A/V		OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	OK
	COMMENTS:	4. WO 36587 - complete Multiple stained ceiling tiles 9. Slight flow restriction in faucet (D) A Leak is evident (D) Water pressure is inadequate														
A1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	4. WO36587 - complete Multiple missing/damaged ceiling tiles														
A2		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	10. WO36228 - complete Missing fire extinguisher														
A3		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	7. WO36253 - complete (actually A4) Exposed wiring on south wall(missing plate) 9. WO36222-complete Restricted or non operational faucets														
A4		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	4. WO36587 - complete Missing ceiling tiles in far office														
A5		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	4. WO 36587 - complete West side ceiling has damaged tiles and water staining 9. WO36222-complete Water flow out of sink is restricted in back office														
A6		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
ASC		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
ASC RR 1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
ASC RR 2		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
ASC RR 3		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
ASC100		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															

Building/ Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
ASC100 (Storage Room)		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Auto Shop		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Boys Locker		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Boys restroom		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
C RR 1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	4. WO36592- complete Missing mirror. Graffiti on light fixtures. Due for paint														
C RR 2		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	4. Soap dispensers missing. Due for paint														
C1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	4. WO36587 - complete Cracked ceiling tile above teachers desk														
C2		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
C3		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
C4		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Counseling		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	4. WO36587 - complete Stained ceiling tiles across from mail room														
Dance		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Girls Locker		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															
Kitchen		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:															

Building/ Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
L RR 1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L RR 2		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L10		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	4. WO36587- complete Water stained ceiling tiles over teachers desk . Abandoned data rack attached to wall													
L11		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L12		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L13		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L14		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L15		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	2. WO36249 - complete System operating as expected. Refrigerator and microwave placed directly under t stat													
L16		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L17		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L18		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L19		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L20		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L21		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L22		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														



COMMENTS:

12. WO36252 - complete Door does not swing freely

Building/ Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
L23		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L24		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L25		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	2. WO36250 - complete T stat has no readout but is operational													
L26		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L27		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L28		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
L29		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Learning Center		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Library First Floor		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	8. Edwin - complete Tampon dispenser in ladies room is non operational													
Library Second Floor		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
M1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
M2		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Main Office		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	7. WO36265- complete Missing clock in principal secretary area exposed wiring													
O-1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
O-1A		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														

		COMMENTS:	
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Building/ Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
O-2		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
O3		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
O4		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
O5		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
O6		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
O7		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Office		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P Wing Classrooms		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P10		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P10		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	4. Cracked tiles													
P11		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P12		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P13		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P14		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P20		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D
		COMMENTS:	15. Multiple blinds need replacement													

Building/ Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
P21		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P22		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	D
		COMMENTS:	9. WO36222-complete Restricted faucets/sinks in need of cleaning 15. Replacement blinds needed													
P23		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P24		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
P25		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
PA1 Theater		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
PA3		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	9. WO36222-complete Drinking fountain missing depressor													
PA8		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
S1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	4. WO36587 - complete Missing ceiling tile as well as multiple water stained 9. WO36222-complete Plug needed on eye wash station													
S10		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	9. WO36222-complete Couple of restricted faucets 15. WO36252 - complete South door has trouble closing													
S2		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	3. WO36222 - complete Plug needed on eye wash station. Restricted/low water pressure on multiple faucets 4. WO36587 - complete Water stained ceiling tiles													
S3		OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	4. Floorboards missing/damaged													
S4		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	4. WO36587- complete Water stained ceiling tiles 9. WO36222-complete Leaking faucet on one of six sinks													

Building/ Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
S5		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	4. WO36587 - complete Water stained ceiling tiles 7. WO36253 - complete Broken outlets on lab tables													
S6		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	9. WO36222-complete One restricted faucet													
S7		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
S8		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	2. WO36249 - complete Registers blocked with paper and tape 9. WO36222-complete Low water pressure or restricted faucets found													
S9		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	4. Lab tables separating from. Rust marks and missing paint found along back wall and windows. WO36587 - complete Water marks on a single ceiling tile													
South Gym		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
South Gym RR 1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Staff Restroom		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Staff RR		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Teachers Office		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
Weight Room		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
District's Plan to Address:		Will submit work orders to have the deficiencies addressed.														
Deficiency Noted in Prior Year?																

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA= Not Applicable

Use additional sheets as necessary

STATE OF CALIFORNIA  
**FACILITY INSPECTION TOOL**  
 SCHOOL FACILITY CONDITIONS EVALUATION  
 (REV 04/22)

STATE ALLOCATION BOARD  
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Davis Joint Unified School District				COUNTY Yolo			
SCHOOL SITE Davis Senior High				SCHOOL TYPE (GRADE LEVELS) 9-12		NUMBER OF CLASSROOMS ON SITE 38	
INSPECTOR'S NAME Anderson, Brian				INSPECTOR'S TITLE Maintenance III tech		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Brian Anderson	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		0		TIME OF INSPECTION		09/16/2023 09:25 AM - 10/26/2023 07:05 AM	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:		10.1		WEATHER CONDITION AT TIME OF INSPECTION			
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:		47,371		clear		SITE ENROLLMENT 590	

**PART III: CATEGORY TOTALS AND RANKING** (Round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
95	Number of "✓" "s":	95	95	95	92	95	95	95	95	94	95	95	95	95	95	93
	Number of "D"s:	0	0	0	3	0	0	0	0	1	0	0	0	0	0	2
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "N/A"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓" "s" divided by (Total Areas - "NA"s)		100.00%	100.00%	100.00%	96.84%	100.00%	100.00%	100.00%	100.00%	98.95%	100.00%	100.00%	100.00%	100.00%	100.00%	97.89%
Total Percent per Category (average of above)*		100.00%			96.84%	100.00%		100.00%	99.47%		100.00%		100.00%		98.95%	
Rank (Circle One) Good = 90%-100% Fair = 75%-89.99% Poor = 0%-74.99%		GOOD FAIR POOR			GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR	

Note: An extreme deficiency in any section automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair."

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 99.41% SCHOOL RATING\* Exemplary

\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

**INSPECTOR'S COMMENTS AND RATING EXPLANATION:**

**DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary)**