Birch Lane Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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

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

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Birch Lane Elementary School
Street	1600 Birch Lane
City, State, Zip	Davis, CA 95616
Phone Number	(530) 757-5395
Principal	Jim Knight, Principal
E-mail Address	jknight@djusd.net
Web Site	
Grades Served	K-6
CDS Code	57 72678 6056246

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

School Description and Mission Statement (Most Recent Year)

The mission of Birch Lane teachers, parents and the community is to provide every child with a safe, challenging, and creative environment for learning, to nurture self esteem, to develop citizenship, and to equip students with the skills and knowledge necessary to achieve their full potential, become lifelong learners, and responsible members of society.

Birch Lane Elementary School offers a choice in education. Our traditional program has an influence based on nurturing the whole child and is integrating Project Based Learning into our daily learning. Our Montessori Program offers K-6 education using the foundations of that philosophy. Both programs use Common Core Standards as a basis for implementing and assessing learning. Beyond our positive performance demonstrated by reports and statistics, Birch Lane Elementary School is first and foremost a lively and inviting school. Our students and staff benefit greatly from our university location, the area's keen interest in education, and a wide range of community resources. Birch Lane is Parents and community members are an important part of our school's culture. We welcome your family's participation in our many special events and encourage you to join our PTA, our MPAC, join our Garden Club, or serve on the School Site Council (SSC).

The Birch Lane Campus has 10 acres with an arboretum, gardens throughout the campus dedicated to raising produce to serve in our schools, and a spacious playground. The campus also has easy access through the Davis community bike paths.

In achieving our mission, Birch Lane School is guided by the following beliefs:
Every child is capable of learning.
Our staff is our greatest asset and the foundation of our success.
Each member of our staff is responsible and accountable for excellence in providing quality learning for students.
Our staff will strive to provide the highest quality of education, materials, and school climate that is possible using the resources we have available.
All members of the Birch Lane community are treated with respect and courtesy in a professional and confidential manner.
Our staff and students are dedicated to solving problems through positive solutions and use Kelso's Choices as a foundation for positive interactions.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	94
Grade 1	91
Grade 2	90
Grade 3	85
Grade 4	87
Grade 5	63
Grade 6	98
Total Enrollment	608

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	12.8
Filipino	1.3
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.8
White	62.2
Two or More Races	6.7
Socioeconomically Disadvantaged	26.5
English Learners	13.7
Students with Disabilities	10.7
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	28	30	28	394
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99.5	.5
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.4	.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 15, 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts K-5 Houghton Mifflin, Houghton Mifflin Reading: A Legacy of Literacy, 2003, 6-8 Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002	Yes	0%
Mathematics	Mathematics, K-6: Envision Math, 2015	Yes	0%
Science	Science K-5 Delta Education, Full Option Science System (FOSS), 2007, 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%
History-Social Science	History-Social Science K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

Birch Lane Elementary School was built in 1963, and classrooms were renovated in 2000. The campus is beautiful and includes an arboretum and many gardens that have been improved through student and parent projects. The school has a fully equipped science lab, an art room, a large multipurpose room, a library, and a computer lab. The playground is expansive and includes several play structures and fields as well as a separate kindergarten playground.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/9/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/9/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			2 Classroom fire extinguishers missing, contact vendor for replacement.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Poured in-place surfacing material is damaged. Under contract for replacement in March 2016.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/9/16				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	61	68	44
Mathematics	53	64	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	**3**	90	79	87.8	18	18	22	43
	4	89	83	93.3	25	16	23	36
	5	65	62	95.4	21	24	31	24
	6	95	86	90.5	14	20	42	23
Male	**3**		39	43.3	23	15	26	36
	4		41	46.1	34	20	10	37
	5		36	55.4	31	22	33	14

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		46	48.4	20	20	41	17
Female	3		40	44.4	13	20	18	50
	4		42	47.2	17	12	36	36
	5		26	40.0	8	27	27	38
	6		40	42.1	8	20	43	30
Black or African American	3		2	2.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		3	4.6	--	--	--	--
	6		3	3.2	--	--	--	--
American Indian or Alaska Native	5		1	1.5	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		7	7.8	--	--	--	--
	4		7	7.9	--	--	--	--
	5		6	9.2	--	--	--	--
	6		6	6.3	--	--	--	--
Filipino	5		1	1.5	--	--	--	--
Hispanic or Latino	3		12	13.3	17	25	42	17
	4		19	21.3	53	26	5	16
	5		7	10.8	--	--	--	--
	6		17	17.9	18	41	35	6
Native Hawaiian or Pacific Islander	4		2	2.2	--	--	--	--
	6		3	3.2	--	--	--	--
White	3		47	52.2	13	19	17	51
	4		48	53.9	13	10	31	46
	5		43	66.2	12	19	37	33
	6		55	57.9	13	16	42	27
Two or More Races	3		11	12.2	27	9	27	36
	4		6	6.7	--	--	--	--
	5		1	1.5	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		17	18.9	35	24	24	18
	4		28	31.5	36	21	18	25
	5		15	23.1	53	20	27	0
	6		23	24.2	35	30	26	9
English Learners	3		3	3.3	--	--	--	--
	4		5	5.6	--	--	--	--
	5		3	4.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		4	4.2	--	--	--	--
Students with Disabilities	3		10	11.1	--	--	--	--
	4		14	15.7	79	14	0	7
	5		6	9.2	--	--	--	--
	6		10	10.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	90	87	96.7	21	21	33	24
	4	89	83	93.3	19	22	39	19
	5	65	62	95.4	21	35	21	23
	6	95	87	91.6	18	29	30	22
Male	3		45	50.0	18	20	38	22
	4		42	47.2	19	31	31	17
	5		36	55.4	25	39	17	19
	6		46	48.4	20	30	24	24
Female	3		42	46.7	24	21	29	26
	4		41	46.1	20	12	46	22
	5		26	40.0	15	31	27	27
	6		41	43.2	17	27	37	20
Black or African American	3		2	2.2	--	--	--	--
	4		1	1.1	--	--	--	--
	5		3	4.6	--	--	--	--
	6		3	3.2	--	--	--	--
American Indian or Alaska Native	5		1	1.5	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		14	15.6	7	36	29	29
	4		8	9.0	--	--	--	--
	5		6	9.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	6	6.3	--	--	--	--	
Filipino	5	1	1.5	--	--	--	--	
Hispanic or Latino	3	13	14.4	31	31	15	23	
	4	19	21.3	47	21	21	5	
	5	7	10.8	--	--	--	--	
	6	17	17.9	35	41	24	0	
Native Hawaiian or Pacific Islander	4	2	2.2	--	--	--	--	
	6	3	3.2	--	--	--	--	
White	3	47	52.2	19	15	38	26	
	4	47	52.8	4	19	53	23	
	5	43	66.2	9	35	28	28	
	6	56	58.9	14	25	32	27	
Two or More Races	3	11	12.2	27	9	45	18	
	4	6	6.7	--	--	--	--	
	5	1	1.5	--	--	--	--	
	6	1	1.1	--	--	--	--	
Socioeconomically Disadvantaged	3	21	23.3	43	24	24	5	
	4	27	30.3	30	26	33	7	
	5	15	23.1	40	40	7	13	
	6	23	24.2	35	35	26	0	
English Learners	3	11	12.2	18	55	18	9	
	4	6	6.7	--	--	--	--	
	5	3	4.6	--	--	--	--	
	6	4	4.2	--	--	--	--	
Students with Disabilities	3	10	11.1	--	--	--	--	
	4	14	15.7	71	21	7	0	
	5	6	9.2	--	--	--	--	
	6	10	10.5	--	--	--	--	
Foster Youth	3	--	--	--	--	--	--	
	4	--	--	--	--	--	--	
	5	--	--	--	--	--	--	
	6	--	--	--	--	--	--	

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	80	84	84	83	82	81	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	81
All Students at the School	84
Male	81
Female	88
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	--
White	90
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	46
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	n/a	n/a	n/a

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parent involvement is key to the academic success of students at Birch Lane Elementary School. Parents support the school through the PTA, SSC, Bilingual Advisory Committee, School Climate Committee, Superintendent's Advisory Committee, AIM Committee, and Montessori Advisory Committee. Parent volunteers regularly work at the school in the gardens, the Reading Room. and as part of our visual and performing arts program including the BRAVO music program. Classroom volunteers provide another set of hands for the teacher and help with a variety of activities. Parents also assemble and distribute our weekly newsletter, provide car service for field trips, and coordinate the school's gardening program.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	1.88	2.97	0.63	3.86	3.72	2.42	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.02	0.02	0.01	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

We place strong emphasis on safety for both students and staff. Our safety plan includes disaster drills to test our procedures, emergency backpacks and a red emergency card near the door of each classroom with simplified instructions for children and adults. We review our safety plan annually and regularly hold fire and shelter in place drills. Practical use of resources ensures that students have access to clean and safe facilities. Facilities staff members employ a scheduled preventive maintenance program to avoid costly repairs.

School Climate is critical to student success and we work to ensure that every child feels included and respected at school. Big and Little Buddies, our School Counselor, Friendship Groups, Student Council and a variety of family events connect students and their families across grade levels and cultural barriers. Respect for all living things and personal responsibility are taught through the "Birch Lane Four" . The commitment of every adult and child on campus to interact respectfully provides for a warm and welcoming environment.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement*	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		8		25	1	7		24	1	6	1
1	24		2		25		2		17	1	2	
2	26		3		28		3		23		3	
3	28		5		28		7		24	1	5	
4	32		1	2	26		1		29		3	
5	32		1	2	30		5		20	2	1	
6	33		1	2	32		4	2	30		5	
Other	5	2										

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.9	N/A
Psychologist	.7	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1.0	N/A
Other	.6	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,956	2,808	6,148	64,297
District	N/A	N/A	7,046	$67,244
Percent Difference: School Site and District	N/A	N/A	-12.7	-4.4
State	N/A	N/A	$5,348	$69,257
Percent Difference: School Site and State	N/A	N/A	15.0	-7.2

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Birch Lane Elementary School received funding and services through the following federal, state and local resources: Title I, Part A, Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,305	$42,315
Mid-Range Teacher Salary	$59,425	$66,451
Highest Teacher Salary	$79,525	$85,603
Average Principal Salary (Elementary)	$104,453	$105,079
Average Principal Salary (Middle)	$111,180	$111,005
Average Principal Salary (High)	$118,111	$121,310
Superintendent Salary	$178,000	$189,899
Percent of Budget for Teacher Salaries	39%	39%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

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

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 DJUSD, staff has opportunities during the school year and summer to complete professional development activities. These activities are supported by federal, state, and local funding and generous local parcel taxes. The professional development within Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators, staff also has the opportunity to collaborate with grade level/content peers through the Common Core Collaboration Grants, and collaboration opportunities are built in to all of the professional development sessions. DJUSD also has instructional coaches that provide professional development through model lessons, collaborative planning and in context learning. Examples of recent DJUSD professional learning activities include:

* Site Developed Training (K-12) provided professional development to meet specific needs of site staff; professional development sources included outside trainers, teacher-trainers/experts, and administrators.

* DJUSD Secondary (7-12) Grade Level Articulation breakout sessions provided a venue for teacher experts to share with their colleagues and facilitate discussions on a variety of topics related to the Common Core State Standards as they applied to secondary education.

* UC Davis Mathematics Project Teacher Leadership program (K-12) trained math and English Learner specialists to collaborate on how to address significant instructional shifts in the Common Core State Standards (CCSS) for mathematics.

* English Language Learner Support (K-12) trainings in the area of English Language Long-Term Learner at Yolo County Office of Education; in addition to in-district trainings for the administration of English Language Development assessments.

* UC Davis Math Project Series presented by DJUSD content expert and UC Davis Math Project presenter.

* Next Generation Science Standards focus professional development and collaboration.

*Science in the River City

*Area 3 Writing Project writing series for K-6

*Project Based Learning Conference and series presented by DJUSD experts

*Gender Inclusiveness training

*Anti-bullying series of workshops

* Yolo County Mental Health First Aid

*Restorative Practices

*Behavior Prevention Strategies

*Staff Book Clubs and collaboration time

*Positive Behavior Intervention in Schools (PBIS)

* Love and Logic as part of PBIS

* Academic Vocabulary Toolkit Training by AVT Co-author Theresa Hancock Grades 3-6

* Google Docs Training: K-6 by BLE staff

* Montessori National Convention Training: Two Montessori teachers who brought back concepts and Ideas to the Montessori staff.

* Local Control Accountability Plan training for BLE staff to align instruction and intervention.