

Cesar Chavez 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	Cesar Chavez Elementary School
Street	1221 Anderson Rd.
City, State, Zip	Davis, CA 95616
Phone Number	(530) 757-5490
Principal	Sra. Denise Beck
E-mail Address	dbeck@djustd.net
Web Site	
Grades Served	K-6
CDS Code	57726786056295

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

School Description and Mission Statement (Most Recent Year)

Cesar Chavez Elementary is a kindergarten through sixth grade school that offers an alternative program to any interested student who is a resident in the Davis Joint Unified School District. Cesar Chavez is the main campus for the district's K-6 Spanish Immersion program. In 1982 the Spanish Immersion program opened with a kindergarten/first grade combination class; today 640 students are enrolled in our campus. The program has as goals to develop students who are bilingual, biliterate, and bicultural. The majority of the students enrolled in the program (66%) are English-only students, other students (33%) are students whose first language is Spanish. About 6% of the total population of students are English Language Learners. We believe that this program gives both groups of students the opportunity to learn a second language while they are developing their first language. The academic curriculum offered to students in our program follows the state guidelines and parallels that of the other elementary schools in the district. The Spanish Immersion program delivers the curriculum in Spanish to all students enrolled in the program. The percentage of Spanish used to deliver the curriculum changes in each grade level and follows the Spanish Immersion Master Plan guidelines.

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

Grade Level	Number of Students
Kindergarten	95
Grade 1	95
Grade 2	94
Grade 3	106
Grade 4	83
Grade 5	81
Grade 6	84
Total Enrollment	638

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	6
Filipino	1.9
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.3
White	55
Two or More Races	5.8
Socioeconomically Disadvantaged	12.9
English Learners	8.8
Students with Disabilities	5.2

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	29	25	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	0	0	0

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

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

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)

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			Missing floor tile in MPR. Stained ceiling tiles in classroom 15
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility 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	68	68	44
Mathematics	69	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	105	104	99.0	17	27	29	27
	4	84	83	98.8	16	16	39	30
	5	80	78	97.5	10	14	41	35
	6	84	84	100.0	10	13	40	36
Male	3		47	44.8	17	30	34	19
	4		38	45.2	21	8	37	34
	5		34	42.5	12	15	44	29
	6		30	35.7	17	20	33	30
Female	3		57	54.3	18	25	25	33
	4		45	53.6	11	22	40	27
	5		44	55.0	9	14	39	39
	6		54	64.3	6	9	44	39
Black or African American	3		2	1.9	--	--	--	--
	4		1	1.2	--	--	--	--
	5		3	3.8	--	--	--	--
	6		2	2.4	--	--	--	--
American Indian or Alaska Native	5		1	1.3	--	--	--	--
Asian	3		5	4.8	--	--	--	--
	4		4	4.8	--	--	--	--
	5		7	8.8	--	--	--	--
	6		5	6.0	--	--	--	--
Filipino	3		2	1.9	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.5	--	--	--	--
	6		1	1.2	--	--	--	--
Hispanic or Latino	3		37	35.2	32	38	22	8
	4		24	28.6	25	29	33	13
	5		11	13.8	36	36	9	18
	6		16	19.0	38	25	25	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	6		1	1.2	--	--	--	--
White	3		46	43.8	9	20	37	35
	4		45	53.6	13	9	40	38
	5		52	65.0	6	10	48	37
	6		56	66.7	4	7	43	45
Two or More Races	3		12	11.4	17	17	17	50
	4		6	7.1	--	--	--	--
	5		2	2.5	--	--	--	--
	6		2	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		15	14.3	67	27	7	0
	4		8	9.5	--	--	--	--
	5		5	6.3	--	--	--	--
	6		9	10.7	--	--	--	--
English Learners	3		11	10.5	91	9	0	0
	4		4	4.8	--	--	--	--
	5		2	2.5	--	--	--	--
	6		6	7.1	--	--	--	--
Students with Disabilities	3		8	7.6	--	--	--	--
	4		5	6.0	--	--	--	--
	5		1	1.3	--	--	--	--
	6		7	8.3	--	--	--	--
Students Receiving Migrant Education Services	3		6	5.7	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.3	--	--	--	--
	6		3	3.6	--	--	--	--
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	105	104	99.0	13	13	41	33
	4	84	84	100.0	6	27	39	27
	5	80	78	97.5	4	27	37	32
	6	84	84	100.0	12	21	39	27
Male	3		47	44.8	13	9	38	40
	4		38	45.2	5	21	34	39
	5		34	42.5	3	18	35	44
	6		30	35.7	13	20	47	20
Female	3		57	54.3	12	18	44	26
	4		46	54.8	7	33	43	17
	5		44	55.0	5	34	39	23
	6		54	64.3	11	22	35	31
Black or African American	3		2	1.9	--	--	--	--
	4		1	1.2	--	--	--	--
	5		3	3.8	--	--	--	--
	6		2	2.4	--	--	--	--
American Indian or Alaska Native	5		1	1.3	--	--	--	--
Asian	3		5	4.8	--	--	--	--
	4		4	4.8	--	--	--	--
	5		7	8.8	--	--	--	--
	6		5	6.0	--	--	--	--
Filipino	3		2	1.9	--	--	--	--
	4		3	3.6	--	--	--	--
	5		2	2.5	--	--	--	--
	6		1	1.2	--	--	--	--
Hispanic or Latino	3		37	35.2	27	24	35	14
	4		25	29.8	12	40	40	8
	5		11	13.8	18	45	18	18
	6		16	19.0	44	19	31	6
Native Hawaiian or Pacific Islander	6		1	1.2	--	--	--	--
White	3		46	43.8	4	9	52	35
	4		45	53.6	4	20	42	33
	5		52	65.0	0	23	42	35
	6		56	66.7	4	20	39	38
Two or More Races	3		12	11.4	8	8	25	58

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		6	7.1	--	--	--	--
	5		2	2.5	--	--	--	--
	6		2	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		15	14.3	47	40	7	7
	4		9	10.7	--	--	--	--
	5		5	6.3	--	--	--	--
	6		9	10.7	--	--	--	--
English Learners	3		11	10.5	64	36	0	0
	4		5	6.0	--	--	--	--
	5		2	2.5	--	--	--	--
	6		6	7.1	--	--	--	--
Students with Disabilities	3		8	7.6	--	--	--	--
	4		5	6.0	--	--	--	--
	5		1	1.3	--	--	--	--
	6		7	8.3	--	--	--	--
Students Receiving Migrant Education Services	3		6	5.7	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.3	--	--	--	--
	6		3	3.6	--	--	--	--
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	73	82	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	82
Male	82
Female	81
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	54
White	86
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
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 participation is essential to our Spanish Immersion program. Parent volunteers donate hundreds of hours volunteering in the classroom, library, Circulo de Lectura, gardens, Science Fairs and as members of the various committees and organizations including SIPAT (PTA), Site Council, School Climate Committee and ELAC. All these groups are deeply invested in building a positive school climate and providing substantial funding to support programs that enriched our students experiences. In particular, three parent groups are an integral part of our school community: the Spanish Immersion Parent and Teacher -SIPAT- (PTA), School Site Council (SSC) and ELAC. The SSC develops and approves our annual School Plan, sets goals for our academic program, ensures that all students are challenged to learn and allocates school improvement monies and grants from state sources . ELAC is an excellent vehicle of communication for many of our families, the meetings are held in Spanish. SIPAT,our PTA organization, has changed its role in the school in the last three years. It has moved from solely providing enrichment opportunities for students to a central role on fundraising to pay for the intervention programs provided by the reading room under the direction of the reading specialist. They also play an intrical role on mainataining the Circulo de Lectura Programa that complement the reading services.

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	0.31	0.31	0.00	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 emphasize the safety of our students and staff members and review our emergency plans yearly. We also hold regular fire, earthquake, and other drills, and maintain clean and safety facilities. Facilities staff uses a scheduled preventive maintenance program to offset costly repairs in older sites. The Climate Committee has parents and staff working together to maintain a positive school climate. This year a Student Council was established after elections held in Spring for next year's Student Body Representatives. A k-3 conflict resolution program was established in next year calendar. Thanks to a donation from SIPAT a counselor will be hired to work with 4-6 students next academic year.

Yard supervisors and teachers supervise the playground and follow specific safety guidelines. Yard supervisors and parents supervise younger students during lunch time.

We have developed a consistent system of progressive discipline that allow the teacher and the principal to work with students and parents to make sure that the necessary steps for behavior modification are in place in the school to support the student.

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	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	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
First Year of Program Improvement		2013-2014
Year in Program Improvement*		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	36		4	1	30		6		24		8	
1	29		5		24		7		24		7	
2	29		8		26		8		24		8	
3	31		6		30		6		27		8	
4	30		6		29		6		28		6	
5	29		5		29		6		27		6	
6	34			4	28		6		28		6	

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)	.5	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.9	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	0	N/A
Other		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	7,460	1,727	5,733	66,192
District	N/A	N/A	7,046	\$67,244
Percent Difference: School Site and District	N/A	N/A	-18.6	-1.6
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	7.2	-4.4

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Cesar Chavez received funding and services through the following state and local resources: Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Teacher and Administrative Salaries (Fiscal Year 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