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Frances Ellen Watkins Harper Junior High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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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	Frances Ellen Watkins Harper Junior High School
Street	4000 East Covell Blvd.
City, State, Zip	Davis, CA 95618
Phone Number	530-757-5330
Principal	Ms. Kerin Kelleher
E-mail Address	kkelleher@djusd.net
Web Site	
Grades Served	7-9
CDS Code	57726780106674

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)

Frances Harper Junior High School is a comprehensive secondary school that serves students in grades 7 - 9. The school includes nearly 630 students, 40 teachers, 2 counselors, .5 librarian, 1 library tech, 4 office personnel and 18 para-educators. Harper provides a rigorous academic program and strives to provide each student with an engaging and relevant learning experience. All students are enrolled in five core subjects, including English, math, physical education, science and social studies. Since Harper operates with a seven period day, most students also complete two electives each year, choosing from Career & Technical Education, fine and performing arts, cross-age tutoring, leadership and world language. Students may also enroll in special support classes such as AVID, Reading, Writing, Math Tech, ELD, and Bridge.

In 2011, the staff revised the previous mission statement to: "Harper Junior High School: A caring community, inspiring everyone to learn, achieve, and thrive." Working in professional learning communities, the staff is focused on each grade level's developmental stages and specific activities which are planned for each grade level. There is also a great deal of attention given to high academic achievement and college readiness for all students. All freshmen complete the Freshman Showcase where they compile a portfolio that features samples of their work, assessments, artifacts from projects, and reflective writing. In the spring, students deliver a culminating presentation to a panel consisting of staff, parents and community members.

Harper's state testing results continue to be strong and put us on a par with the other high-performing schools in the district, all of which are in the top ten percent of schools in California. The Harper community remains concerned about the student groups that are under-achieving, however, and is providing these students with both the resources and the instruction needed become higher performing students. With an emphasis on closing the achievement gap, intervention and support programs are provided for students needing additional skills. These programs include AVID, Bridge, ELD classes, Homework Club, Jump Start, Wednesday morning late start program, lunchtime activities and extended library hours. Based on the belief that a safe and healthy climate fosters good attitudes and promotes high achievement, Harper also provides programs such as WEB, peer tutors, and leadership. These programs are part of an overall concern for school climate and the desire to make Harper a safe, welcoming, inclusive school for all students.

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

Grade Level	Number of Students
Grade 7	196
Grade 8	209
Grade 9	204
Total Enrollment	609

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.3
Asian	17.2
Filipino	2.1
Hispanic or Latino	25
White	47.5
Two or More Races	4.9
Socioeconomically Disadvantaged	29.4
English Learners	8.9
Students with Disabilities	10.8
Foster Youth	0.2

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	32	33	30	394
Without Full Credential	0	1	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	2	2	0
Total Teacher Misassignments *	1	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	6-8 Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002	Yes	0%
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom.	Yes	0%
Science	6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%
History-Social Science	6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%
Foreign Language	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 Littel, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
Health	Middle School - Holt, Rinehart and Winston, Holt Decisions for Health	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Frances Ellen Watkins Harper Junior High school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/6/16				
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			Countertop has damaged laminate in E34. Establish work order.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Gopher holes on fields and remaining grounds area. Under contract, will contact vendor for resolution.
Electrical: Electrical	X			Missing remote for dust exhaust system in A1.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/6/16				
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			
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: 1/6/16				
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	57	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	7	197	187	94.9	22	20	35	21
	8	211	200	94.8	17	26	39	19
Male	7		96	48.7	26	25	31	16
	8		101	47.9	24	25	41	11
Female	7		91	46.2	18	14	40	27
	8		99	46.9	9	26	36	26
Black or African American	7		3	1.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		11	5.2	18	45	27	0
American Indian or Alaska Native	7		1	0.5	--	--	--	--
Asian	7		25	12.7	4	20	52	24
	8		40	19.0	13	13	35	38
Filipino	7		0	0.0	--	--	--	--
	8		6	2.8	--	--	--	--
Hispanic or Latino	7		59	29.9	41	24	27	5
	8		39	18.5	28	33	36	3
White	7		90	45.7	16	19	33	31
	8		94	44.5	13	28	44	16
Two or More Races	7		9	4.6	--	--	--	--
	8		10	4.7	--	--	--	--
Socioeconomically Disadvantaged	7		52	26.4	50	23	21	2
	8		52	24.6	38	33	23	2
English Learners	7		13	6.6	77	8	0	0
	8		11	5.2	45	36	18	0
Students with Disabilities	7		21	10.7	81	0	14	5
	8		27	12.8	56	22	11	7
Students Receiving Migrant Education Services	7		5	2.5	--	--	--	--
	8		1	0.5	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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	7	197	192	97.5	22	23	20	33
	8	211	199	94.3	21	26	17	36
Male	7		100	50.8	23	21	20	34
	8		101	47.9	24	23	20	34
Female	7		92	46.7	21	25	20	33
	8		98	46.4	18	29	14	39

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	7		3	1.5	--	--	--	--
	8		11	5.2	45	27	18	9
American Indian or Alaska Native	7		1	0.5	--	--	--	--
Asian	7		26	13.2	4	23	27	46
	8		39	18.5	8	10	18	64
Filipino	7		0	0.0	--	--	--	--
	8		6	2.8	--	--	--	--
Hispanic or Latino	7		63	32.0	43	27	19	6
	8		39	18.5	33	41	10	15
White	7		90	45.7	13	20	16	50
	8		94	44.5	20	27	18	35
Two or More Races	7		9	4.6	--	--	--	--
	8		10	4.7	--	--	--	--
Socioeconomically Disadvantaged	7		56	28.4	54	21	18	2
	8		51	24.2	43	33	12	12
English Learners	7		18	9.1	56	11	17	6
	8		11	5.2	36	45	9	9
Students with Disabilities	7		21	10.7	76	5	5	14
	8		27	12.8	63	26	4	7
Students Receiving Migrant Education Services	7		7	3.6	--	--	--	--
	8		2	0.9	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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)	83	85	75	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	75
Male	75
Female	76
Black or African American	--
Asian	87
Filipino	--
Hispanic or Latino	59
White	76
Two or More Races	--
Socioeconomically Disadvantaged	25
English Learners	45
Students with Disabilities	50
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
7	15.80	25.00	27.20
9	14.50	30.60	43.00

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)

There are a variety of opportunities for parents to become involved at Harper. Parents participate in our school through the Harper Parent-Teacher Organization (PTO), the School Site Council (SSC), the English Language Advisory Committee (ELAC), the Bridge program and the School Climate Committee. The PTO focuses on the school community and supports teachers and students through fund-raising and event planning. The Harper PTO provides tremendous financial support to a variety of school programs. In recent years the PTO has provided support to the school library, activities and athletic programs, technology, the garden program, and field trips. The PTO continuously helps our school obtain items and fill special needs that enrich the school experience for all students. In addition, provides advisers for our WEB Program, and hosts an array of parent education programs for our school community. The Site Council helps develop and implement the school improvement plan and allocates state/federal funds to meet identified goals. The highest priority for this Council is closing the Achievement Gap. The School Climate Committee focuses on school safety and human relations. We invite parents to participate on short-term committees, such as Facilities Modernization, or on interview panels when we hire new teachers and other staff. Parents are also an important part of the panels when students complete their culminating presentations, both at the end of course units and in the Freshman Showcase. Parents are responsible for transporting students to numerous events, including athletic events, concerts, and field trips. To find out more about becoming involved at the school, parents are invited to contact the school office at 530-757-5330 or see the school website at: http://harperjhs.org/ or the Harper PTO website at: http://groups.dcn.org/harperpto

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	5.41	6.06	4.72	3.86	3.72	2.42	5.07	4.36	3.80
Expulsions	0.14	0.00	0.00	0.02	0.02	0.01	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Harper places the highest priority on student safety. Maintaining a closed campus, staff help supervise students at lunches, before and after school. Harper also has campus supervisors who monitor the grounds and assist students throughout the day. We have developed a safe school plan and schedule a safety week twice each year during which we hold intruder, fire, earthquake, and other safety drills. There are safety supplies located in classrooms and in strategic locations around campus. We also provide annual training to staff and students on safety procedures. All campus facilities have both phone and intercom access. In addition, the Harper community focuses on providing a caring and safe environment for all students. The Climate Committee meets monthly and is open to all students, parents and staff to attend. Honest, open communication is encouraged and the Climate Committee serves as a communication link with student clubs, PTO, Site Council and district administration. Harper all has very active student groups that focus on school climate, including WEB and student government. These groups hold students accountable for bullying, disrespect, and levels of misconduct. These groups assist in planning inclusive student activities and school assemblies that emphasize respect and a caring school climate.

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	Not in PI	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 (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	8	15	6	24	8	15	6	24	8	17	3
Mathematics	25	8	12	6	22	12	12	5	20	11	19	
Science	32		13	7	30		15	4	27		19	
Social Science	32	2	6	9	30		11	6	28	1	16	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	305
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.6	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.31	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	3.0	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	9,836	2,408	7,428	59,595
District	N/A	N/A	7,046	$67,244
Percent Difference: School Site and District	N/A	N/A	5.4	-11.4
State	N/A	N/A	$5,348	$69,257
Percent Difference: School Site and State	N/A	N/A	38.9	-14.0

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Harper Junior High 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