North Davis 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	North Davis Elementary School
Street	555 East 14th St.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5475
Principal	Dr. Ramon Cusi
E-mail Address	rcusi@djusd.net
Web Site	
Grades Served	K-6
CDS Code	57726786056261

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 North Davis Elementary School is to provide a working and learning environment in which every member of the school community thrives academically, socially and emotionally. Mutual respect, high expectations and joy for working and learning are the foundation for all we do. Students, parents, school staff, and community members work together, at school and at home, to achieve maximum growth and development for each child. We value a school setting in which all members demonstrate awareness and caring for the well-being of each individual, our school, our community and the world beyond, now and in the future. North Davis Elementary School is characterized by a strong feeling of community. All school staff, parents, and children enjoy working, learning, and playing together in an atmosphere of trust, mutual respect, and support.

Our site is located in the heart of Davis near the University of California, the county library, the Veterans' Memorial Building, Davis Senior High School, the Davis Art Center, Community Park, and Rainbow City Play Park. These nearby facilities provide enrichment opportunities for students. Our facilities are attractive and clean and were modernized in 2004–2005. Ramon Cusi has been the principal of North Davis Elementary for 5 years. He has 19 years of experience as an administrator, teacher and coach. Our school leadership team includes teacher representatives from each grade level. This group meets monthly to discuss concerns and to plan meeting agendas.

The teaching staff is talented and dedicated and makes sure classrooms are nurturing and academically challenging. Parents are an integral part of the school program. We attempt to involve all families in our school and we celebrate the diversity of our school population. Teachers on our site participate in school decision making on a regular basis. The School Site Council (SSC) and the Parent Teacher Association (PTA) meet regularly on a monthly basis. Our English Language Advisory Committee (ELAC) meets twice a year. We keep parent leaders informed about the school in person and via the school newsletter. We openly welcome input and ideas from parents, staff, students, and community members. The school's annual plan is reviewed and approved by our SSC, a group composed of five parents and five school staff members.

The PTA organizes activities to unify the school community and support students' educational experiences. The group raises funds to enrich the educational program for all students. More than 50 percent of North Davis families are members of PTA. The ELAC advises the district and school sites on matters pertaining to the instruction of English learners. Parents and are highly visible on our campus and participate in every facet of our programs.

The district tests all third graders to determine eligibility for the GATE program. A GATE program for fourth through sixth grade students is available at regional school sites. For GATE students who remain in neighborhood schools, classroom teachers provide individualized instruction through open-ended assignments, grouping within and across classrooms, and individual assignments. These strategies provide greater challenge, depth, and complexity.
To become more involved in our school, please contact our principal, Ramon Cusi, at (530) 757-5475.

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

Grade Level	Number of Students
Kindergarten	74
Grade 1	50
Grade 2	68
Grade 3	80
Grade 4	85
Grade 5	102
Grade 6	103
Total Enrollment	562

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.4
Asian	23.1
Filipino	1.2
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	0.2
White	48
Two or More Races	6.4
Socioeconomically Disadvantaged	24
English Learners	19.6
Students with Disabilities	10.5
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	24	28	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	85.1	.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)

North Davis Elementary is in good repair, according to the criteria established by the Office of Public School Construction. The school's deficiencies are minor ones resulting from common wear and tear, and there are few of them.

School Facility Good Repair Status (Most Recent Year)

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			Repair floor tile in classroom B15. Ceiling tiles need replaced in classroom D30 and F34. Establish work orders.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Vinyl flooring coming apart at the seam next to B6 . Establish work order.
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: 1/13/16				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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	69	68	44
Mathematics	66	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	81	70	86.4	16	19	21	44
	4	89	86	96.6	19	12	23	47
	5	104	93	89.4	22	15	31	32
	6	105	102	97.1	8	18	43	31
Male	3		39	48.1	23	26	21	31
	4		42	47.2	12	12	31	45
	5		39	37.5	33	18	28	21
	6		56	53.3	13	27	38	23
Female	3		31	38.3	6	10	23	61
	4		44	49.4	25	11	16	48
	5		54	51.9	13	13	33	41
	6		46	43.8	2	7	50	41
Black or African American	3		2	2.5	--	--	--	--
	5		5	4.8	--	--	--	--
	6		4	3.8	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
Asian	3		10	12.3	--	--	--	--
	4		27	30.3	11	4	26	59
	5		20	19.2	20	0	35	45
	6		15	14.3	0	27	47	27
Filipino	4		1	1.1	--	--	--	--
	5		3	2.9	--	--	--	--
	6		1	1.0	--	--	--	--
Hispanic or Latino	3		12	14.8	42	42	17	0
	4		12	13.5	50	17	33	0
	5		20	19.2	55	15	25	5
	6		16	15.2	19	19	38	25
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
White	3		40	49.4	8	18	23	53
	4		36	40.4	14	17	11	58
	5		43	41.3	5	23	30	42
	6		61	58.1	5	16	46	33
Two or More Races	3		5	6.2	--	--	--	--
	4		9	10.1	--	--	--	--
	5		2	1.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		5	4.8	--	--	--	--
Socioeconomically Disadvantaged	3		12	14.8	50	33	0	17
	4		19	21.3	37	21	32	11
	5		32	30.8	50	13	31	6
	6		14	13.3	43	14	29	14
English Learners	3		8	9.9	--	--	--	--
	4		12	13.5	58	17	25	0
	5		12	11.5	83	17	0	0
	6		6	5.7	--	--	--	--
Students with Disabilities	3		7	8.6	--	--	--	--
	4		12	13.5	50	17	17	17
	5		9	8.7	--	--	--	--
	6		14	13.3	43	43	14	0
Students Receiving Migrant Education Services	5		1	1.0	--	--	--	--
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	81	70	86.4	11	19	37	33
	4	89	86	96.6	8	22	20	50
	5	104	98	94.2	21	20	22	35
	6	105	104	99.0	10	22	18	50
Male	3		39	48.1	13	23	28	36
	4		42	47.2	5	19	19	57
	5		43	41.3	28	19	16	37
	6		56	53.3	13	25	18	45
Female	3		31	38.3	10	13	48	29
	4		44	49.4	11	25	20	43
	5		55	52.9	16	22	27	33

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		48	45.7	6	19	19	56
Black or African American	3		2	2.5	--	--	--	--
	5		5	4.8	--	--	--	--
	6		4	3.8	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
Asian	3		11	13.6	0	9	45	45
	4		27	30.3	0	7	19	74
	5		23	22.1	13	13	17	52
	6		17	16.2	6	12	29	53
Filipino	4		1	1.1	--	--	--	--
	5		3	2.9	--	--	--	--
	6		1	1.0	--	--	--	--
Hispanic or Latino	3		12	14.8	58	25	8	8
	4		12	13.5	17	58	17	8
	5		22	21.2	55	23	14	9
	6		16	15.2	31	25	13	31
Native Hawaiian or Pacific Islander	4		1	1.1	--	--	--	--
White	3		39	48.1	0	18	46	36
	4		36	40.4	11	14	17	58
	5		43	41.3	9	23	23	44
	6		61	58.1	5	26	18	51
Two or More Races	3		5	6.2	--	--	--	--
	4		9	10.1	--	--	--	--
	5		2	1.9	--	--	--	--
	6		5	4.8	--	--	--	--
Socioeconomically Disadvantaged	3		13	16.0	62	8	31	0
	4		19	21.3	21	47	16	16
	5		33	31.7	48	24	15	12
	6		15	14.3	40	13	20	27
English Learners	3		9	11.1	--	--	--	--
	4		12	13.5	8	50	33	8
	5		17	16.3	71	12	0	18
	6		8	7.6	--	--	--	--
Students with Disabilities	3		7	8.6	--	--	--	--
	4		12	13.5	50	25	8	17
	5		9	8.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	14	13.3	57	29	14	0	
Students Receiving Migrant Education Services	5	1	1.0	--	--	--	--	
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)	85	90	71	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	71
Male	61
Female	79
Black or African American	--
Asian	77
Filipino	--
Hispanic or Latino	38
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	31
Students with Disabilities	38
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

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)

North Davis Elementary leadership includes the School Site Council, Positive School Climate Committee, PTA, and English Learners' Advisory Committee. The school's annual plan is reviewed and approved by our SSC, a group composed of five parents and five school staff members. The PTA organizes activities to unify the school community and support students' educational experiences. The group raises funds to enrich the educational program for all students. More than 85 percent of North Davis families are members of PTA. The ELAC advises the district and school sites on matters pertaining to the instruction of English learners. Parents and guardians are highly visible on our campus and participate in every facet of our programs. To become more involved in our school, please contact our principal, Ramon Cusi, at (530) 757-5475

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	0.46	0.34	0.33	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)

Davis schools strongly emphasize student and staff safety. The School Site Council (SSC) reviews, updates, and approves our emergency plan annually. We place crossing guards at nearby crosswalks. We hold regular fire, earthquake, and disaster drills. Students have access to clean, safe facilities, and staff members check playground equipment for safety on a regular basis. Our maintenance staff uses a preventive program to offset costly repairs. The school nurse instructs the staff in ways to support children with allergies and asthma. Committees of parents and staff ensure that we are maintaining a positive school climate. Our school climate committee meets prior to our SSC meeting which consists mainly of our SSC membership.

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	31		4		28		4		25		6	
1	31		4		28		4		25		4	
2	30		6		27		6		23		6	
3	29		6		27		6		27		6	
4	34			6	32		6		28		6	
5	33		2	4	32		4	2	29		6	
6	33		4	2	32		6		29		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	.7	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.8	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	8,604	2,287	6,317	63,518
District	N/A	N/A	7,046	$67,244
Percent Difference: School Site and District	N/A	N/A	-10.3	-5.5
State	N/A	N/A	$5,348	$69,257
Percent Difference: School Site and State	N/A	N/A	18.1	-8.3

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 North Davis received categorical 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