Patwin 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	Patwin Elementary School
Street	2222 Shasta Dr.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5383
Principal	Gay Bourguignon
E-mail Address	gbourguignon@djusd.net
Web Site	
Grades Served	K-6
CDS Code	57726786110894

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 Patwin Mission is to establish a school that stimulates creativity and curiosity, and challenges each of our students to reach their highest potential. We provide an environment that is a safe, friendly, joyful place to learn where children feel free to explore and discover, to experiment with ideas, and to take creative risks. We foster a learning community where, with effort and concentration, and with strong home and school support, all children can successfully acquire the basic skills needed to become lifelong learners and to participate fully in society and the workplace. We believe that thinking must pervade the curriculum for all students in all grades. Therefore, we seek to provide a curriculum for all children that engages them as active and responsible learners, encourages student collaboration, and provides students with real-life learning activities. We teach students to think, analyze, and find acceptable solutions to problems. Because we recognize that children have different learning styles, we employ a variety of teaching strategies.

We pledge that our evaluation of student progress be sensitive and thorough. We strive to close the Achievement Gap by monitoring student progress carefully, engaging all children, and by providing the individualized instruction and intervention needed to promote academic growth and success. We stand for the universal moral values that all members of our community can support: honesty, respect, and compassion. We revere self-expression and we cherish diversity. We model the behavior we expect of our children, and we demonstrate our commitment to collaboration and shared decision-making through participation in the leadership of our school. Our strength lies in our bond, in the interdependence of willing parents, teachers, and children. We believe and delight in the unlimited potential of our students. The hawk's flight symbolizes our vision for our children; to soar, to experience joy and freedom, and to apply strength, grace and a keen eye to a noble purpose.

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	48
Grade 2	45
Grade 3	49
Grade 4	62
Grade 5	48
Grade 6	62
Total Enrollment	404

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.5
Asian	14.4
Filipino	0.2
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.2
White	54.2
Two or More Races	3.7
Socioeconomically Disadvantaged	31.9
English Learners	24.3
Students with Disabilities	13.6
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	21	19	18	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)

Patwin Elementary school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor, resulting from common wear and tear. New technology has been provided to students and staff, including a new computer lab with LCD and a voice amplification system and ceiling mounted LCDs, document cameras, and speakers in classrooms. Installation of some classroom technology is still in progress.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/12/16				
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		Replace stained ceiling tiles in classrooms 1, 2, 23, 34, 35. Replace baseboard in classroom 20. Replace floor tiles in classroom 36. Establish work orders.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/12/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Light cover is missing classroom 29. Establish work order.
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: 1/12/16				
	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	55	68	44
Mathematics	56	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	52	48	92.3	33	23	21	21
	4	62	57	91.9	18	28	21	33
	5	55	43	78.2	16	9	35	37
	6	62	62	100.0	23	23	26	29
Male	3		28	53.8	43	21	14	18
	4		29	46.8	28	28	21	24
	5		23	41.8	22	17	30	30
	6		26	41.9	38	19	15	27
Female	3		20	38.5	20	25	30	25
	4		28	45.2	7	29	21	43
	5		20	36.4	10	0	40	45
	6		36	58.1	11	25	33	31
Black or African American	3		3	5.8	--	--	--	--
	4		3	4.8	--	--	--	--
	5		4	7.3	--	--	--	--
	6		2	3.2	--	--	--	--
American Indian or Alaska Native	6		1	1.6	--	--	--	--
Asian	3		4	7.7	--	--	--	--
	4		5	8.1	--	--	--	--
	5		5	9.1	--	--	--	--
	6		5	8.1	--	--	--	--
Hispanic or Latino	3		17	32.7	65	24	12	0
	4		14	22.6	29	29	29	14
	5		6	10.9	--	--	--	--
	6		18	29.0	44	28	22	6
Native Hawaiian or Pacific Islander	3		1	1.9	--	--	--	--
White	3		23	44.2	13	22	26	35
	4		33	53.2	18	24	21	36
	5		26	47.3	8	8	50	35
	6		34	54.8	12	15	29	44
Two or More Races	4		2	3.2	--	--	--	--
	5		1	1.8	--	--	--	--
	6		2	3.2	--	--	--	--
Socioeconomically Disadvantaged	3		14	26.9	64	14	21	0
	4		21	33.9	19	33	24	24

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		9	16.4	--	--	--	--
	6		18	29.0	44	28	17	11
English Learners	3		14	26.9	79	14	7	0
	4		5	8.1	--	--	--	--
	5		2	3.6	--	--	--	--
	6		10	16.1	--	--	--	--
Students with Disabilities	3		7	13.5	--	--	--	--
	4		6	9.7	--	--	--	--
	5		11	20.0	55	18	9	18
	6		14	22.6	57	21	14	7
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	52	51	98.1	33	20	31	16
	4	62	62	100.0	16	26	29	29
	5	55	48	87.3	17	23	15	46
	6	62	62	100.0	24	19	27	29
Male	3		30	57.7	37	20	27	17
	4		34	54.8	18	26	26	29
	5		25	45.5	20	24	16	40
	6		26	41.9	35	15	23	27
Female	3		21	40.4	29	19	38	14
	4		28	45.2	14	25	32	29
	5		23	41.8	13	22	13	52
	6		36	58.1	17	22	31	31
Black or African American	3		3	5.8	--	--	--	--
	4		3	4.8	--	--	--	--
	5		4	7.3	--	--	--	--
	6		2	3.2	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	6		1	1.6	--	--	--	--
Asian	3		5	9.6	--	--	--	--
	4		9	14.5	--	--	--	--
	5		8	14.5	--	--	--	--
	6		5	8.1	--	--	--	--
Hispanic or Latino	3		17	32.7	65	35	0	0
	4		15	24.2	27	47	20	7
	5		6	10.9	--	--	--	--
	6		18	29.0	50	17	33	0
Native Hawaiian or Pacific Islander	3		1	1.9	--	--	--	--
White	3		25	48.1	16	12	48	24
	4		33	53.2	15	21	36	27
	5		28	50.9	7	18	25	50
	6		34	54.8	12	21	21	47
Two or More Races	4		2	3.2	--	--	--	--
	5		1	1.8	--	--	--	--
	6		2	3.2	--	--	--	--
Socioeconomically Disadvantaged	3		15	28.8	47	40	13	0
	4		22	35.5	27	41	14	18
	5		10	18.2	--	--	--	--
	6		18	29.0	61	11	28	0
English Learners	3		17	32.7	53	29	12	6
	4		9	14.5	--	--	--	--
	5		7	12.7	--	--	--	--
	6		10	16.1	--	--	--	--
Students with Disabilities	3		7	13.5	--	--	--	--
	4		7	11.3	--	--	--	--
	5		11	20.0	55	27	0	18
	6		14	22.6	71	7	14	7
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)	79	72	76	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	76
Male	71
Female	80
Black or African American	--
Asian	--
Hispanic or Latino	--
White	80
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
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)

The Patwin Community strives to foster a strong connection and positive relationships between the school, the families, and the students. This partnership must be based on honest, clear, and frequent communication. The following are vehicles for that communication and participation:

Patwin PTA
Our PTA meets on the second Monday of each month from 7:00-8:00 p.m. in the Library. The group is made up of parents and teachers who do much of the behind the scenes work at school. Current fundraisers sponsored by the PTA include the Unfundraiser, Book Fair, Auction, and Walk-a-thon.

Patwin School Site Council (SSC)
This is an elected group of parents, teachers, and staff who are key in determining the direction of our school. In addition to helping in the development of the school plan, they make the final determination on how funds are spent at the site. This group meets one Monday of each month at varying times, to accommodate community member needs, and is open to everyone. SSC Agendas are posted on the office door in advance of the meetings.

Patwin Climate Committee
This committee meets at monthly, to allow for parent participation. The meetings are announced in the school newsletter and on the list-serve. This committee works to improve and maintain a positive school climate for all students.

English Learner Advisory Committee (ELAC)
This group meets throughout the year, and includes the families of our English Learners. The goal is to encourage participation, exchange information, develop relationships, and address the needs of English Learners. This committee is led by our EL Specialist, Arlene Den Dulk.

Title I Meetings
These meetings occur at least twice a year and include the students and families of students identified as Title I students. It provides opportunities for parents to learn about what programs are available to their students, ask questions, and learn strategies for supporting their students at home. These are evening meetings that occur in the winter and spring.

Patwin Press
This school newsletter is published in hard copy and distributed electronically on the first Monday of every month. It is available in English and Spanish, and provides important dates, helpful information and school and district news.

Classroom Newsletters
Many teachers send home classroom newsletters. These newsletters include class information on events, projects, curriculum, and school happenings.

Patwin Website
The Patwin website can be accessed through the DJUSD home page, and provides helpful links and information. More detailed information can be found on the Patwin PTA website at www.patwinelementary.org.

Patwin Participation Opportunities
Family Math Nights, Nature Bowl, Running Club, Guest Speakers, Field Trip Volunteers, Patwin Day, Special Events, Parent Conferences, Library Volunteers, Back to School Night, Battle of the Books, Open House and Classroom Volunteer are all additional opportunities for parents to participate in school life.

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	3.40	2.53	1.83	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)

Patwin Elementary updated its emergency response plan to reflect new procedures put in place district-wide. All required emergency equipment is in place at each classroom's emergency exit, and Emergency Responses posters are placed at all

exits. Evacuation maps and posters were updated to include a plan for an off campus evacuation. Patwin has regular emergency response drills that follow district established procedures. We also continue to work with Maintenance and Operations to make sure that buildings and the playground are up to code.

We are working with the Patwin Community so they know to check into the office whenever on campus. They will then receive a badge indicating they are a visitor/volunteer. All staff members wear Patwin Staff badges, and have been given information about how to approach adults on campus if they are not wearing a badge. We are also working with the city's Safe Routes to School group to ensure the safety of our students as they approach and leave the campus, and make sure public signs regarding safety are clear and visible. Ways to secure more radios/walkie-talkies to improve the communication between supervisors, teachers and the office are being considered.

New noon supervisors have been hired and informal training was provided. Systems were put in place that allow us to provide direct and interactive supervision, and to communicate consistent safety rules and behavior expectations. We are also recruiting parent volunteers to help supervise during lunch recess.

A Climate Survey was provided as a way to gather input from the Patwin School Community. Results were tabulated so that a Climate Action Plan could be developed. Three areas of focus include: overall climate, communication, and community involvement. The Climate Committee is holding meetings at varied times to maximize attendance and provide equal access to all families.

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	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	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		3		23		5		27		4	1
1	28		4		20	4			24		4	
2	30		3		28		3		23		2	
3	27		3		27		3		24		3	
4	35			4	21		3		31		3	
5	30		4		32		4		22		4	
6	34			4	25	1	4		26	1	4	

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	.6	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	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	9,910	3,086	6,824	70,559
District	N/A	N/A	7,046	$67,244
Percent Difference: School Site and District	N/A	N/A	-3.2	4.9
State	N/A	N/A	$5,348	$69,257
Percent Difference: School Site and State	N/A	N/A	27.6	1.9

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Patwin 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