

# Patwin Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Patwin Elementary School
<b>Street</b>	2222 Shasta Dr.
<b>City, State, Zip</b>	Davis, CA 95616
<b>Phone Number</b>	530-757-5383
<b>Principal</b>	Gay Bourguignon
<b>E-mail Address</b>	<a href="mailto:gbourguignon@djusd.net">gbourguignon@djusd.net</a>
<b>Web Site</b>	<a href="https://pat-djusd-ca.schoolloop.com/">https://pat-djusd-ca.schoolloop.com/</a>
<b>CDS Code</b>	57726786110894

<b>District Contact Information</b>	
<b>District Name</b>	Davis Joint Unified School District
<b>Phone Number</b>	(530) 757-5300
<b>Superintendent</b>	Superintendent John Bowes
<b>E-mail Address</b>	superintendent@djud.net
<b>Web Site</b>	www.djud.net

### **School Description and Mission Statement (School Year 2016-17)**

The Patwin Mission Statement: Patwin Fosters a Learning Environment that Respects Diversity, Engages Students in Challenging, Creative and Collaborative Learning and Prepares Them to Thrive in the 21st Century.

Patwin Elementary Vision Statement: Patwin is Committed to Cultivating an Environment Where Everyone Learns and Belongs

Patwin's is a school that endeavors to engage student's creativity and curiosity, and challenges each of our them 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 Mission Statement:

Our character education program focuses monthly on a different characteristic to help students learn how to respect and value each other and to develop problem solving skills that will serve them throughout their lifetime. These monthly themes are reinforced in the classroom and students are given "Patwin Hawk" tickets when observed demonstrating these behaviors. Students are recognized for their positive behaviors at our monthly assembly.

Patwin Hawks Act Responsibly by:

- Showing Respect
- Making Good Decisions
- Solving Problems

September 2015

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	71
Grade 1	64
Grade 2	51
Grade 3	45
Grade 4	63
Grade 5	59
Grade 6	51
<b>Total Enrollment</b>	<b>404</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.2
Asian	15.3
Filipino	0.5
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.5
White	54.5
Two or More Races	4.7
Socioeconomically Disadvantaged	26.7
English Learners	22.8
Students with Disabilities	12.6
Foster Youth	0.7

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	18	19	391
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
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 2015-16)**

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	0.0
All Schools in District	94.0	6.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	89.4	10.6

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 2016-17)**

Year and month in which data were collected: October 6, 2016

Subject	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 of the most recent FIT report: 12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			MPR Needs to be painted. Loose ceiling tiles in rooms G31 & H35. TV stand loose in room H33.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Outlet cover missing in room G32.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Low water pressure on water fountain in room E26.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Roof leak in the center of room M45 (Warranty work, contractor has been notified)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground surfacing material damaged (Contracted for the summer of 2017)

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	64	69	71	44	48
Mathematics	56	59	65	65	34	36

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 Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	52	42	80.8	66.7
	4	63	57	90.5	52.6
	5	59	51	86.4	76.0
	6	54	48	88.9	64.6
Male	3	25	20	80.0	65.0
	4	41	38	92.7	44.7
	5	34	28	82.3	74.1
	6	30	25	83.3	56.0
Female	3	27	22	81.5	68.2
	4	22	19	86.4	68.4
	5	25	23	92.0	78.3
	6	24	23	95.8	73.9
Asian	3	13	7	53.9	85.7
Hispanic or Latino	4	22	19	86.4	21.1
	5	15	13	86.7	75.0
White	3	26	23	88.5	73.9
	4	29	27	93.1	74.1
	5	30	28	93.3	71.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	32	31	96.9	71.0
Socioeconomically Disadvantaged	3	15	12	80.0	25.0
	4	19	16	84.2	12.5
	5	17	15	88.2	64.3
	6	13	10	76.9	30.0
English Learners	3	15	8	53.3	25.0
	4	19	15	79.0	20.0
Students with Disabilities	4	11	9	81.8	11.1
	6	14	12	85.7	8.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	52	45	86.5	65.9
	4	63	57	90.5	42.1
	5	59	53	89.8	60.4
	6	54	49	90.7	71.4
Male	3	25	21	84.0	66.7
	4	41	39	95.1	35.9
	5	34	29	85.3	58.6
	6	30	26	86.7	65.4
Female	3	27	24	88.9	65.2
	4	22	18	81.8	55.6
	5	25	24	96.0	62.5
	6	24	23	95.8	78.3
Asian	3	13	10	76.9	90.0
Hispanic or Latino	4	22	19	86.4	26.3
	5	15	14	93.3	35.7
White	3	26	23	88.5	68.2
	4	29	27	93.1	44.4
	5	30	28	93.3	67.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	32	31	96.9	80.7
Socioeconomically Disadvantaged	3	15	13	86.7	46.1
	4	19	16	84.2	12.5
	5	17	15	88.2	33.3
	6	13	10	76.9	30.0
English Learners	3	15	11	73.3	63.6
	4	19	16	84.2	25.0
Students with Disabilities	4	11	9	81.8	11.1
	6	14	12	85.7	25.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72	76	68	82	81	78	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	59	53	89.8	67.9
Male	34	29	85.3	65.5
Female	25	24	96.0	70.8
Hispanic or Latino	15	14	93.3	50.0
White	30	28	93.3	75.0
Socioeconomically Disadvantaged	17	15	88.2	60.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

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 (School Year 2016-17)

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, Spanish, Chinese and Korean 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 information can be found on the Patwin PTA website at [www.patwinelementary.org](http://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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	2.5	1.8	1.6	3.7	2.4	3.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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 holds monthly meetings before the PTA meeting to maximize attendance.

Our current safety plan was approved by the Site Council on October 3, 2016.

## 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.

### Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	23	0	2	0	23	1	1	0	24	0	2	0
1	22	0	2	0	23	0	2	0	23	0	3	0
2	28	0	2	0	23	0	2	0	25	0	2	0
3	23	0	2	0	26	0	2	0	24	0	2	0
4	21	0	2	0	31	0	2	0	31	0	2	0
5	30	0	2	0	22	0	2	0	28	0	2	0
6	23	0	2	0	31	0	2	0	26	0	2	0

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 2015-16)

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)	.826	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.1	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10,310	3,498	6,812	61,869
District	N/A	N/A	7,315	\$64,865
Percent Difference: School Site and District	N/A	N/A	-6.9	-4.6
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	20.0	-13.5

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

**Types of Services Funded (Fiscal Year 2015-16)**

In 2015-16 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 and Davis School Arts Foundation.

Types of funded services include: reading specialist support, math specialist support, English learner specialist support, school counselor support, reading, math and English learner para-educator support, instructional technician specialist support, instructional supplies, translation services, after-school program support, family math events, and professional development.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,305	\$43,821
Mid-Range Teacher Salary	\$59,425	\$69,131
Highest Teacher Salary	\$79,525	\$89,259
Average Principal Salary (Elementary)	\$104,453	\$108,566
Average Principal Salary (Middle)	\$111,180	\$115,375
Average Principal Salary (High)	\$118,111	\$125,650
Superintendent Salary	\$181,560	\$198,772
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	6%	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)

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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 instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

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 our district, staff has opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in 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 Common Core Collaboration Grants and collaboration is built into all professional development sessions. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning and in context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)