

Pioneer 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	Pioneer Elementary School
Street	5215 Hamel St.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5480
Principal	Matthew Duffy
E-mail Address	mduffy@djUSD.net
Web Site	
Grades Served	K-6
CDS Code	57726786056279

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

School Description and Mission Statement (Most Recent Year)

At Pioneer Elementary School we believe that all children will learn. We strive to know each child as an individual supporting their growth academically, socially, and emotionally. We provide individualized lessons to help students build the skills required for success in the new Common Core State Standards. These lessons provide appropriate support for general education students, GATE students, English learners, and special education students.

Our dedicated staff continually works to establish an environment that is conducive to learning. We do this by building strong relationships with our students and their families. We emphasize using life skills: organization, cooperation, initiative, caring and kindness, effort, friendship, problem solving, perseverance, and flexibility. Our school community recognizes and reciprocates these efforts with a high level of parent involvement in our school programs. As a result of the incredible resources in our school community, our students enjoy a valuable educational experience as they progress through the grade levels.

Thanks to our PTA, we have hired a part-time Student Support Counselor to work with classrooms to empower students to do and be the best individuals possible. With the support of our Site Council and PTA we are also able to add reading, math, and ELD aides to support student learning

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	61
Grade 2	77
Grade 3	76
Grade 4	81
Grade 5	90
Grade 6	92
Total Enrollment	545

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.4
Asian	18.7
Filipino	1.3
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.4
White	56.5
Two or More Races	5.9
Socioeconomically Disadvantaged	19.4
English Learners	7.2
Students with Disabilities	7.7
Foster Youth	1.3

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	27	24	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	1	0	0
Total Teacher Misassignments *	1	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)

Pioneer Elementary 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: 1/9/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace carpet in classroom A4. Replace ceiling tiles in classrooms C15, E32, F36, H42. Repair baseboard in classroom C16. Repair blinds in classroom E33. Establish work orders
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/9/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repair drinking fountain in classroom C17. Establish work order.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair playground surfacing material. Contact vendor. Replace window screens in classroom F36. Door hinge is loose. Establish work orders.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/9/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	70	68	44
Mathematics	73	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	75	71	94.7	13	41	17	28
	4	79	78	98.7	15	9	22	51
	5	91	88	96.7	7	14	35	44
	6	91	88	96.7	8	15	40	36
Male	3		29	38.7	14	52	10	24
	4		38	48.1	16	16	16	47
	5		48	52.7	6	21	29	44
	6		55	60.4	9	22	38	29
Female	3		42	56.0	12	33	21	31
	4		40	50.6	15	3	28	55
	5		40	44.0	8	5	43	45
	6		33	36.3	6	3	42	48
Black or African American	3		5	6.7	--	--	--	--
	4		3	3.8	--	--	--	--
	5		3	3.3	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		16	21.3	0	25	13	56
	4		7	8.9	--	--	--	--
	5		14	15.4	0	14	43	43
	6		16	17.6	6	6	19	69
Filipino	3		1	1.3	--	--	--	--
	4		2	2.5	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
Hispanic or Latino	3		11	14.7	18	64	9	9
	4		10	12.7	--	--	--	--
	5		14	15.4	14	14	36	36
	6		12	13.2	17	17	58	8
Native Hawaiian or Pacific Islander	4		1	1.3	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		33	44.0	18	42	18	21
	4		48	60.8	15	6	19	58
	5		53	58.2	6	15	32	47
	6		57	62.6	7	16	42	33
Two or More Races	3		5	6.7	--	--	--	--
	4		7	8.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	2.2	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		12	16.0	33	50	17	0
	4		12	15.2	42	8	33	8
	5		12	13.2	17	33	17	33
	6		15	16.5	20	27	40	13
English Learners	3		5	6.7	--	--	--	--
	4		4	5.1	--	--	--	--
	5		6	6.6	--	--	--	--
	6		1	1.1	--	--	--	--
Students with Disabilities	3		2	2.7	--	--	--	--
	4		8	10.1	--	--	--	--
	5		5	5.5	--	--	--	--
	6		12	13.2	50	17	25	8
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	75	71	94.7	13	15	41	30
	4	79	76	96.2	7	20	22	49
	5	91	88	96.7	11	20	23	44
	6	91	86	94.5	6	12	19	63
Male	3		29	38.7	10	17	55	17
	4		37	46.8	5	14	27	54
	5		48	52.7	10	17	29	44
	6		53	58.2	6	15	21	57
Female	3		42	56.0	14	14	31	38
	4		39	49.4	8	26	18	44
	5		40	44.0	13	25	15	45
	6		33	36.3	6	6	15	73

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	3		5	6.7	--	--	--	--
	4		3	3.8	--	--	--	--
	5		3	3.3	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		16	21.3	6	6	19	69
	4		7	8.9	--	--	--	--
	5		14	15.4	0	7	29	64
	6		16	17.6	0	6	13	81
Filipino	3		1	1.3	--	--	--	--
	4		2	2.5	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
Hispanic or Latino	3		11	14.7	18	18	36	27
	4		10	12.7	--	--	--	--
	5		14	15.4	29	21	21	21
	6		12	13.2	8	33	17	42
Native Hawaiian or Pacific Islander	4		1	1.3	--	--	--	--
	5		1	1.1	--	--	--	--
White	3		33	44.0	15	12	52	18
	4		46	58.2	9	17	24	46
	5		53	58.2	11	23	19	47
	6		55	60.4	7	7	22	62
Two or More Races	3		5	6.7	--	--	--	--
	4		7	8.9	--	--	--	--
	5		2	2.2	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		12	16.0	25	33	42	0
	4		12	15.2	17	42	0	42
	5		12	13.2	25	25	33	17
	6		15	16.5	7	33	20	33
English Learners	3		5	6.7	--	--	--	--
	4		4	5.1	--	--	--	--
	5		6	6.6	--	--	--	--
	6		1	1.1	--	--	--	--
Students with Disabilities	3		2	2.7	--	--	--	--
	4		6	7.6	--	--	--	--
	5		5	5.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		11	12.1	36	27	9	27
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)	82	83	79	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	79
Male	78
Female	80
Black or African American	--
Asian	78
Filipino	--
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	--
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	45
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)

Pioneer Elementary School offers parents and extended family members a wide variety of opportunities to be involved in the school including an active PTA, Bravo Music program, Gardening Program, 1st grade CAPON Physical Ed program, literature circles, classroom aides, art projects, after school Math support, and field trips, Parents on the Playground and general classroom volunteer work. Parents also can join the Climate Committee and School Site Council.

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	0.18	0.18	0.34	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)

Safety: We place a strong emphasis on safety. Staff and our School Site Council (SCC) review and revise emergency plans annually. This plan is also reviewed by district office staff. Every classroom has a copy of the Pioneer elementary Emergency Procedures with guidelines for emergencies. Staff reviews emergency procedures annually, at the beginning of the school year, and we schedule and practice fire drills every month, earthquake and lock down drills annually. Each teacher reviews emergency routines with their students twice annually, more often if needed. Core staff members have been trained and certified in CPI as well as the entire teaching staff have been trained on site in its basic concepts Our custodian checks the school grounds daily as a part of her safety check. Teachers supervise students before school, during recess periods, and at dismissal to ensure safety. We employ parents and young adults as yard duty supervisors to watch over our kids during lunch and lunch recess; parent volunteers sometimes join them. Yard duty supervisors have also reviewed CPI goals. Parent volunteers and visitors check into our school office and register. When they sign in, they wear a sticker to show their presence has been approved. When parents leave for the day, we ask them to check out at the office. The district's careful use of resources ensures that students have access to clean and safe facilities. Facilities staff works within a scheduled preventive maintenance program to offset costly repairs whenever possible. Climate: Our teachers and administration focus on the positive and maintain a warm and constructive atmosphere in their classrooms. Teachers work with their students to identify appropriate behavior expectations as well as positive and negative consequences. We rarely have serious disciplinary problems. We find that conversations, redirection, and class meetings take care of most misbehavior. Occasionally, a child needs a brief time-out, loss of recess, or another consequence—for example, a phone call home. We track behavior issues through the use of school citations and with a computerized student information management system. We are fortunate that our parents are active partners in helping their children conduct themselves responsibly. We suspend or expel students only for serious problems, such as physical violence or repeated acts of vandalism. Students returning from suspension are supported for and encouraged to learn from the past and make better choices in the future. A school Climate is supported by an active parent community and PTA includes programs for empowering students to make positive decisions for solving problems that may arise and supporting an active Friendship month that emphasizes positive relationships.

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	No	No	Yes
Met Participation Rate: English-Language Arts	No	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	37		2	1	28		4		23		5	
1	30		3		22	2	4		20	3	2	
2	31		2		27		4		25		6	
3	31		4		27		6		25		6	
4	31		5		28		6		27		6	
5	32		4	2	30		6		30		6	
6	30		5		28		6		31		6	
Other									5	1		

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	.23	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	9,051	2,532	6,519	71,391
District	N/A	N/A	7,046	\$67,244
Percent Difference: School Site and District	N/A	N/A	-7.5	6.2
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	21.9	3.1

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Pioneer 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