

# Ralph Waldo Emerson Junior High 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Ralph Waldo Emerson Junior High School
<b>Street</b>	2121 Calaveras Ave.
<b>City, State, Zip</b>	Davis, CA 95616
<b>Phone Number</b>	530-757-5430
<b>Principal</b>	Stacy Desideri
<b>E-mail Address</b>	sdesideri@djustd.net
<b>Web Site</b>	
<b>Grades Served</b>	7-9
<b>CDS Code</b>	57726786066245

<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 Winfred Roberson
<b>E-mail Address</b>	superintendent@djud.net
<b>Web Site</b>	www.djud.net

### School Description and Mission Statement (Most Recent Year)

Emerson Junior High School is a connected, caring community where we value the whole child and desire that all students achieve at high levels in both academic and personal life. We are committed to the pursuit of excellence in all endeavors, to the development of intellectual curiosity, and to the cultivation of individual abilities and talents in a supportive environment, where respect for individual and group differences and for the rights of others guide behavior. We provide a holistic approach to education for all students. We integrate our GATE students into an accelerated academic core program in which GATE and High Achieving Students participate, and we are a magnet school for the district's Spanish Immersion Program, which provides opportunities for students to become bilingual and bi-cultural. Instructors bring both competence and heart to their work. We also offer an outstanding student leadership program, a "Respect for All" diversity program, and a Garden-Based Instruction program that utilizes the Emerson Garden for integrated, hands-on experiences. We want our students to be prepared for learning and life in the 21st century and become global citizens. We are embedding these instructional practices into our curriculum as we move forward with our work on the Common Core Standards, newly adopted by the state. Emerson continues to perform in the top echelon of schools in California, and is still a place where students can find a special niche to nurture their talents and learning.

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

<b>Grade Level</b>	<b>Number of Students</b>
Grade 7	175
Grade 8	142
Grade 9	165
<b>Total Enrollment</b>	<b>482</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	3.3
Asian	10.2
Filipino	2.5
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.4
White	61.8
Two or More Races	4.4
Socioeconomically Disadvantaged	15.8
English Learners	4.6
Students with Disabilities	6.2
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	26	28	28	394
Without Full Credential	1	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	1	1	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	96.5	3.5
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	6-8 Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002	Yes	0%
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom	Yes	0%
Science	6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%
Foreign Language	Spanish 1-3, Avancemos! Holt McDougal, 2010, 1996, Spanish 4, Imagina, Vista Higher Learning, 2007, Spanish 5, iA toda Vela EMC Publishing, 2008, French 1-3, C'est A Toi, EMC Paradigm, 2007, German 1 & 2, Deutsch Aktuell, 1997, German 3-6, Kaleidoskop, McDougal Littel, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
Health	Middle School - Holt, Rinehart and Winston, Holt Decisions for Health	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Ralph Waldo Emerson Junior High school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them. Emerson is due for modernization and the school community is engaging in dialogue with the district and facilities as to when that may happen. Over the past year, we have had many maintenance issues addressed. The IDC was repainted. We received new curtains for the stage. All doors were repainted and new carpeting was placed in the hallways of A and B Wing. M & O also spent hours during the summer trimming back trees and landscaping.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/16/16				
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	Replace carpet in classrooms C8-C11, B1-B5, and B-8. Replace baseboard in classroom B8. Chipped countertop in classroom SC1 and SC2. Broken cabinet door in the Art classroom.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/16/16				
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	77	68	44
Mathematics	76	64	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	172	168	97.7	10	15	46	29
	8	151	139	92.1	6	13	40	40
Male	7		78	45.3	17	15	50	18
	8		67	44.4	9	19	39	31
Female	7		90	52.3	4	16	42	38
	8		72	47.7	4	7	42	47
Black or African American	7		6	3.5	--	--	--	--
	8		5	3.3	--	--	--	--
Asian	7		13	7.6	0	15	31	54
	8		12	7.9	0	0	42	58
Filipino	7		6	3.5	--	--	--	--
	8		1	0.7	--	--	--	--
Hispanic or Latino	7		34	19.8	21	15	50	15
	8		26	17.2	12	19	50	19
White	7		97	56.4	5	16	47	31
	8		93	61.6	6	12	38	43

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	7		11	6.4	9	9	45	36
	8		2	1.3	--	--	--	--
Socioeconomically Disadvantaged	7		31	18.0	35	19	42	3
	8		16	10.6	31	25	25	19
English Learners	7		6	3.5	--	--	--	--
	8		3	2.0	--	--	--	--
Students with Disabilities	7		13	7.6	69	8	8	15
	8		10	6.6	--	--	--	--
Students Receiving Migrant Education Services	7		1	0.6	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	172	170	98.8	10	12	25	54
	8	151	145	96.0	13	13	19	54
Male	7		80	46.5	15	9	26	50
	8		70	46.4	17	17	11	53
Female	7		90	52.3	6	14	23	57
	8		75	49.7	9	9	25	56
Black or African American	7		6	3.5	--	--	--	--
	8		5	3.3	--	--	--	--
Asian	7		13	7.6	8	0	31	62
	8		17	11.3	0	0	12	88
Filipino	7		6	3.5	--	--	--	--
	8		1	0.7	--	--	--	--
Hispanic or Latino	7		35	20.3	20	20	31	29
	8		26	17.2	27	27	15	31
White	7		98	57.0	4	12	21	62
	8		94	62.3	13	11	21	54
Two or More Races	7		11	6.4	9	0	27	64

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		2	1.3	--	--	--	--
Socioeconomically Disadvantaged	7		32	18.6	31	25	28	16
	8		16	10.6	50	31	0	19
English Learners	7		8	4.7	--	--	--	--
	8		8	5.3	--	--	--	--
Students with Disabilities	7		13	7.6	54	23	0	23
	8		10	6.6	--	--	--	--
Students Receiving Migrant Education Services	7		1	0.6	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	90	81	85	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	85
Male	80
Female	87
Black or African American	--
Asian	94
Filipino	--
Hispanic or Latino	76
White	84
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	53
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.90	30.40	47.00
9	7.70	27.70	56.10

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)

We ask parents to participate in our school's formal structures through the PTA, the School Site Council (SSC), , and the English Language Advisory Committee (ELAC). The PTA collaborates on school issues and supports teachers and students through fund-raising. We also have the backing and fundraising support from the Davis Schools Foundation. The SSC helps develop and implement the school improvement plan and allocates State funds to meet identified goals. ELAC parents represent our second-language students. We, also, invite parents to participate in interview panels during teacher hiring. In addition, the PTA requests parent volunteers for a number of school needs throughout the year, including chaperoning our field trips and dances.

Emerson parents are enthusiastic and passionate about participating in any way necessary. Interested parents can contact Principal Alicia Cummings or PTA President Pam Pacelli for more information about becoming involved.

## 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
<b>Suspensions</b>	3.43	1.86	2.30	3.86	3.72	2.42	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.02	0.02	0.01	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

Emerson annually reviews the school safety plan, which outlines procedures and guidelines for emergencies. Teachers discuss the plan with students early in the school year. All visitors must sign in at the front office, and staff is vigilant about reporting unknown persons and directing them to the office. In addition, we hold fire drills and a safety week every year. During the safety week, we dedicate each day to a specific emergency procedure and practice drill. We hold debriefings to determine how all parts of the system effectively responded to the procedure. In addition to the plan, classrooms have a color-coded listing of expected procedural responses for the different types of emergency situations which could occur.

Emerson has a closed campus. One full-time supervisor monitors school grounds. We also have a noon- supervisor to assist us with supervision at lunch time. Certificated staff members supervise designated areas during first period and after school. Staff and parents also supervise/chaperone school dances and other events.

In addition we have support programs on site through our Peer Helpers program. These students help mediate conflicts and also make presentations to the health classes about safe and healthy behaviors. We were the first school in the district to create and support a Diversity training program which continues to be supported by staff, students and parents. Many of our teachers sponsor clubs and activities which keep kids connected to school and supports a caring environment. Our AVID program and AVID tutors help students in class and at lunch. We also have an after school tutoring/study space program in the library which is open to all students. Our weekly RTI (Response to Intervention) meetings keep us focused on students who are struggling or in need so that we can provide resources and assistance. It is our belief that the more connected kids are to their school community, the safer it is!

## 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
<b>Made AYP Overall</b>	Yes	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	No	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	No	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	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 (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	6	11	3	25	4	13	2	26	5	5	9
Mathematics	24	8	3	6	27	5	6	5	26	3	9	4
Science	25	5	5	5	29	2	8	5	28	2	8	6
Social Science	25	4	9	1	27	2	10	2	28	2	9	4

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	346
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.4	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	4.0	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	10,111	2,408	7,703	51,620
District	N/A	N/A	7,046	\$67,244
Percent Difference: School Site and District	N/A	N/A	9.3	-23.2
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	44.0	-25.5

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

## Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Emerson Junior High School 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
<b>Beginning Teacher Salary</b>	\$37,305	\$42,315
<b>Mid-Range Teacher Salary</b>	\$59,425	\$66,451
<b>Highest Teacher Salary</b>	\$79,525	\$85,603
<b>Average Principal Salary (Elementary)</b>	\$104,453	\$105,079
<b>Average Principal Salary (Middle)</b>	\$111,180	\$111,005
<b>Average Principal Salary (High)</b>	\$118,111	\$121,310
<b>Superintendent Salary</b>	\$178,000	\$189,899
<b>Percent of Budget for Teacher Salaries</b>	39%	39%
<b>Percent of Budget for Administrative Salaries</b>	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