

Robert E. Willett 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	Robert E. Willett Elementary School
Street	1207 Sycamore Ln.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5460
Principal	Heidi Perry
E-mail Address	hperry@djusd.net
Web Site	http://willett.djusd.net/
Grades Served	K-6
CDS Code	57726786056303

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)

Mission: Willett is a community that strives to help all students reach their academic potential while fostering respect, responsibility and resourcefulness.

1. What all students should know, understand, and be able to do: Willett is a collaborative learning community in which the success and well-being of all children is a high priority. Math and reading/language arts are the focus of our curriculum. Our parents are very supportive. Staff members work in grade-level, academic conferencing, and site based teams to plan together for student success. Twenty-eight different languages and dialects are spoken at Willett. Students who need extra assistance in reading, language arts, math, or English language acquisition participate in intensive support programs inside and outside of the classroom. Our school achieved a 928 Academic Performance Index (API) on the 2013 STAR.

2. Expectations of positive character traits: Students and staff are expected to treat each other respectfully and act responsibly. Students are rewarded for positive behavior by obtaining a "High Five Referral" to the principal. Students receive this referral for going above and beyond what is expected of a student on campus, meeting a specific goal or helping our school. Students meet with the principal, contact a parent or guardian by phone to tell them the good news, receive a pencil and have their name on the office bulletin board. Students can also receive Golden Tickets for good citizenship. These tickets are given to students by custodians, noon supervisors and secretaries as a way of increasing positive interactions. One name is pulled per classroom per month and those students bring a friend and have popsicles with the principal. Monthly assemblies highlight students and classes being successful and having good character. These assemblies focus on a local organization and how students can give back to their community.

3. Current research and practice: Teachers have been involved with Academic Conferencing to guide and align instruction. We will continue to support students not achieving, using appropriate classroom and reading and math lab instruction. We will continue to support all students with differentiated instruction as needed. We strive to integrate technology into the curriculum, to provide additional learning support and opportunities for students. Our teachers evaluate students' skills using oral questioning, written tests, and project-based evaluations. During the first weeks of school we administer the California English Language Development Test (CELDT) to students who are learning English. We are on a trimester system and have three report card periods each school year. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in early November. Parents may also attend conferences in the spring or at any other mutually agreeable time during the year. Holding students responsible for completing homework results in significant educational gains. Teachers direct assignments and parents support students to ensure that homework is completed. At Willett, teachers assign homework four days per week to complement classroom instruction. Homework is school-related, assigned work that students must complete outside the classroom. We provide after school support for 1st - 3rd graders in the computer lab, where students have the opportunity to complete Reading Counts quizzes and read or work on homework. We also expect students to read nightly for practice and enjoyment. The district's revised homework policy is available at: <http://www.djud.net/hwkp0l>.

4. The district provides three days of paid time for teachers to attend academic conferences with their grade levels, support staff and the principal. This is a time to look deeply at data and individual students to work towards the best possible educational program for the students. We dismiss students early on Wednesdays to provide time for teachers to collaborate, discuss best practices, and set goals for student achievement. Many teachers attend classes and workshops in the summer. We continue to work towards differentiating instruction within the classroom. At staff meetings, we are articulating within grade levels and across grade levels to ensure a smooth progression of concepts. As we move towards implementation of the Common Core Standards, teachers are being trained in implementation, differentiation, Project Based Learning, technology uses and the new Smarter Balanced assessments. 4. Collaboration among all segments of the school community: The Willett community works very closely together. Parents are actively involved in programs on campus including gardening, recycling, Kids in Motion, math club, and classroom volunteering. Willett has an active PTA, ELAC and Site Council whose members collaborate often and are proactive about including new parents in the school.

5. Other elements of importance to school's vision/mission: The Willett staff is dedicated to high expectations for their students academically and socially. The staff works very closely together to create the best learning environment for students. Staff meetings include significant blocks of time to articulate within and between grade levels about curriculum and student growth. Grade level teams meet regularly to continue the high quality of education that families receive at the school. Enrichment activities, including field trips are also a priority for the Willett staff to ensure the whole child is addressed and given opportunities to experience new things.

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

Grade Level	Number of Students
Kindergarten	66
Grade 1	71
Grade 2	69
Grade 3	76
Grade 4	87
Grade 5	87
Grade 6	84
Total Enrollment	540

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	25.2
Filipino	1.1
Hispanic or Latino	9.8
Native Hawaiian or Pacific Islander	0.7
White	54.6
Two or More Races	6.5
Socioeconomically Disadvantaged	17.2
English Learners	13.7
Students with Disabilities	6.7
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	23	26	22	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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)

Robert E. Willett 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			Window blinds inoperative in classroom G32.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Faucet leaks in classroom B9. Establish work order.
Safety: Fire Safety, Hazardous Materials	X			.Replace fire extinguisher in classroom D21. Contact vendor.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tripping hazard by classroom C14 and G33. 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	75	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	81	71	87.7	8	20	31	41
	4	87	79	90.8	22	15	27	37
	5	90	84	93.3	7	6	31	56
	6	89	84	94.4	4	20	43	32
Male	3		39	48.1	10	23	28	38
	4		52	59.8	23	19	25	33
	5		44	48.9	7	9	39	45
	6		54	60.7	6	26	41	26
Female	3		32	39.5	6	16	34	44
	4		27	31.0	19	7	30	44
	5		40	44.4	8	3	23	68
	6		30	33.7	0	10	47	43
Black or African American	3		2	2.5	--	--	--	--
	4		2	2.3	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
American Indian or Alaska Native	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		17	21.0	0	0	29	71
	4		15	17.2	7	0	27	67
	5		23	25.6	4	4	30	61
	6		16	18.0	0	13	44	44
Filipino	4		1	1.1	--	--	--	--
	5		2	2.2	--	--	--	--
	6		1	1.1	--	--	--	--
Hispanic or Latino	3		7	8.6	--	--	--	--
	4		6	6.9	--	--	--	--
	5		9	10.0	--	--	--	--
	6		15	16.9	7	47	27	20

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	3		2	2.5	--	--	--	--
	6		1	1.1	--	--	--	--
White	3		41	50.6	10	22	32	37
	4		50	57.5	20	22	22	36
	5		41	45.6	5	2	29	63
	6		41	46.1	5	12	49	32
Two or More Races	3		2	2.5	--	--	--	--
	4		5	5.7	--	--	--	--
	5		7	7.8	--	--	--	--
	6		7	7.9	--	--	--	--
Socioeconomically Disadvantaged	3		10	12.3	--	--	--	--
	4		14	16.1	71	14	14	0
	5		11	12.2	18	9	27	45
	6		9	10.1	--	--	--	--
English Learners	3		2	2.5	--	--	--	--
	4		3	3.4	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	2.2	--	--	--	--
Students with Disabilities	3		7	8.6	--	--	--	--
	4		8	9.2	--	--	--	--
	5		5	5.6	--	--	--	--
	6		7	7.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

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

CAASPP Assessment Results - Mathematics

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	77	95.1	6	16	38	39
	4	87	82	94.3	10	24	35	29
	5	90	87	96.7	10	14	29	47
	6	89	88	98.9	5	20	16	59
Male	3		41	50.6	2	15	44	37
	4		53	60.9	11	25	34	28
	5		44	48.9	9	16	32	43
	6		57	64.0	7	19	14	60
Female	3		36	44.4	11	17	31	42
	4		29	33.3	7	24	38	31
	5		43	47.8	12	12	26	51
	6		31	34.8	0	23	19	58
Black or African American	3		2	2.5	--	--	--	--
	4		2	2.3	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
American Indian or Alaska Native	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
Asian	3		22	27.2	0	9	32	59
	4		16	18.4	0	6	25	69
	5		26	28.9	4	12	27	58
	6		18	20.2	0	11	11	78
Filipino	4		1	1.1	--	--	--	--
	5		2	2.2	--	--	--	--
	6		1	1.1	--	--	--	--
Hispanic or Latino	3		8	9.9	--	--	--	--
	4		8	9.2	--	--	--	--
	5		9	10.0	--	--	--	--
	6		17	19.1	12	41	12	35
Native Hawaiian or Pacific Islander	3		2	2.5	--	--	--	--
	6		1	1.1	--	--	--	--
White	3		41	50.6	7	15	41	34
	4		50	57.5	10	24	40	24
	5		41	45.6	10	17	27	46
	6		41	46.1	2	20	20	59
Two or More Races	3		2	2.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		5	5.7	--	--	--	--
	5		7	7.8	--	--	--	--
	6		7	7.9	--	--	--	--
Socioeconomically Disadvantaged	3		11	13.6	27	27	36	9
	4		16	18.4	44	38	13	6
	5		13	14.4	15	15	31	38
	6		10	11.2	--	--	--	--
English Learners	3		7	8.6	--	--	--	--
	4		6	6.9	--	--	--	--
	5		3	3.3	--	--	--	--
	6		6	6.7	--	--	--	--
Students with Disabilities	3		7	8.6	--	--	--	--
	4		8	9.2	--	--	--	--
	5		5	5.6	--	--	--	--
	6		7	7.9	--	--	--	--
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)	92	97	88	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	88
Male	93
Female	83
Black or African American	--
American Indian or Alaska Native	--
Asian	84
Filipino	--
Hispanic or Latino	--
White	95
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	69
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)

PARENT INVOLVEMENT PARENTAL INVOLVEMENT POLICY

At Willett Elementary School staff, parents and students have the right and responsibility to participate in the educational process. Parents are an integral part of this effort and it is essential that they contribute their support to the teachers and children in our school. The more elements of good parenting, good teaching, and good schooling that children experience, the greater likelihood that they will achieve their potential. We are in this process together for the children. In order to work with the parent community in accomplishing this goal, the school shall:

- Provide ongoing opportunities for parents to give input to the organized parent groups that exist within the school. Parents are directed to provide input to the following groups: School Site Council, School Climate Committee, English Learner Advisory Committee and PTA.
- Publish membership information for the above committees in the parent handbook distributed prior to the start of school, and again in the school newsletter, Who's News.
- Have available the Annual School Plan upon request in the school office throughout the year.
- Encourage and provide ongoing opportunities for parents to volunteer in the classroom.
- Provide parents with timely information about the program, using all or a combination of the following: 1. Parent Handbook, 2. Weekly Who's News, 3. Classroom newsletters 4. Back-to-School Orientations in Fall 5. Fall and Spring Parent Conferences, 6.

Individual conferences with staff/principal upon request 7. Open House in the Spring 8. Opportunities to provide input at the district level through advertised meetings and events 9. Curriculum reviews at the school site when the district is in the adoption process cycles 10. School Site Council, School Climate Committee, ELAC (English Learner Advisory Committee) and PTA meetings

- Provide parents with information about school curriculum, types of assessment, about individual student assessment results and proficiency levels students are expected to meet through the following: 1. Back-to-School Orientations 2. District packet sent out at the start of school 3. Fall and Spring Parent Conferences and report cards 4. Individualized Education Plan and Student Study Team meeting for identified students 5. Individually scheduled parent/teacher/principal conferences initiated by any party 6. Communications regarding ways for parents to assist students during the summer 7. Mailings (when necessary) of testing results with interpretative explanations 8. Timely recommendations for possible retention, including suggested interventions

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	0.52	1.08	0.16	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)

We emphasize the safety of our students and staff members and review our emergency plans yearly. As a staff, we reviewed the safety plan and drill protocol on August 25, 2015. Site Council reviewed and approved the School Safety Plan on October 21, 2015. We also hold regular fire, earthquake, outdoor drills, and shelter in place drills, and maintain clean and safe facilities. Facilities staff uses a scheduled preventive maintenance program to offset costly repairs in older sites. The Climate Committee has parents and staff working together to maintain a positive school climate. Student Council elections are held in the fall and student representatives from each 4th - 6th grade class support and relay information to all classes. In the spring, the School Climate Committee conducts a student survey for input on how school is going from the student perspective. LCAP funding pays for 20 hours per week and the site pays for an additional 1 hour per week of a counselor who works with families, individuals and small groups. She also does in class presentations. Kelso's Choices has been implemented and continues to be reviewed schoolwide.

Yard supervisors and teachers supervise the playground and follow specific safety guidelines. Yard supervisors and parents supervise younger students during lunch time. An Intramural Director have been hired to organize and run structured games during lunch recess.

We have developed a consistent system of progressive discipline that allow the teacher and the principal to work with students and parents to make sure that the necessary steps for behavior modification are in place in the school to support the student. We use restorative practices in working with students on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		2		28		2		29	1	1	1
1	31		4		28		4		24		3	
2	31		4		27		5		23		5	
3	31		5		26		5		26		4	
4	33			2	31		1	2	29		3	
5	33		1	4	39		3	1	34		5	1
6	37		5	1	32		6		28		6	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.9	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.7	N/A
Resource Specialist	0	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8,366	2,249	6,117	69,847
District	N/A	N/A	7,046	\$67,244
Percent Difference: School Site and District	N/A	N/A	-13.2	3.9
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	14.4	0.9

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Willett 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