

# Robert E. Willett 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>	Robert E. Willett Elementary School
<b>Street</b>	1207 Sycamore Ln.
<b>City, State, Zip</b>	Davis, CA 95616
<b>Phone Number</b>	530-757-5460
<b>Principal</b>	Heidi Perry
<b>E-mail Address</b>	hperry@djusd.net
<b>Web Site</b>	<a href="http://willett.djusd.net/">http://willett.djusd.net/</a>
<b>CDS Code</b>	57726786056303

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

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

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.djUSD.net/hwkp01>.

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 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	52
Grade 1	72
Grade 2	70
Grade 3	73
Grade 4	87
Grade 5	86
Grade 6	89
<b>Total Enrollment</b>	<b>529</b>

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	25.5
Filipino	0.8
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.6
White	52.7
Two or More Races	6.2
Socioeconomically Disadvantaged	14.2
English Learners	14.7
Students with Disabilities	9.1
Foster Youth	0.6

## 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
<b>With Full Credential</b>	26	22	21	391
<b>Without Full Credential</b>	0	0	0	10
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	94.0	6.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	Mathematics, K-6: Envision Math, 2015	Yes	0%
<b>Science</b>	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%
<b>History-Social Science</b>	History-Social Science K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%

**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 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			
<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	Tripping hazards by the south door at the office, boys restroom by B8, C14, E32, and F28 (Concrete grinding crew will be notified). Asphalt surfacing on playground is cracked (Project scheduled for completion this summer).

**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	75	79	69	71	44	48
Mathematics	73	76	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	77	64	83.1	89.1
	4	89	87	97.8	73.6
	5	86	82	95.3	72.0
	6	92	86	93.5	83.7
Male	3	41	32	78.0	81.3
	4	47	46	97.9	76.1
	5	57	54	94.7	72.2
	6	50	46	92.0	82.6
Female	3	36	32	88.9	96.9
	4	42	41	97.6	70.7
	5	29	28	96.5	71.4
	6	42	40	95.2	85.0
Asian	3	21	11	52.4	100.0
	4	24	24	100.0	79.2
	5	17	15	88.2	93.3
	6	30	27	90.0	85.2
Hispanic or Latino	4	13	13	100.0	61.5
	6	12	12	100.0	83.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	41	39	95.1	89.7
	4	45	43	95.6	74.4
	5	52	50	96.2	70.0
	6	42	40	95.2	87.5
Socioeconomically Disadvantaged	4	16	16	100.0	50.0
	5	17	16	94.1	31.3
	6	11	10	90.9	80.0
English Learners	3	14	4	28.6	50.0

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	77	70	90.9	85.7
	4	89	88	98.9	76.1
	5	86	84	97.7	64.3
	6	92	88	95.7	80.7
Male	3	41	36	87.8	83.3
	4	47	47	100.0	80.8
	5	57	56	98.3	64.3
	6	50	47	94.0	80.8
Female	3	36	34	94.4	88.2
	4	42	41	97.6	70.7
	5	29	28	96.5	64.3
	6	42	41	97.6	80.5
Asian	3	21	15	71.4	93.3
	4	24	24	100.0	95.8
	5	17	17	100.0	82.3
	6	30	29	96.7	93.1
Hispanic or Latino	4	13	13	100.0	30.8
	6	12	12	100.0	83.3
White	3	41	40	97.6	85.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	45	44	97.8	79.5
	5	52	50	96.2	60.0
	6	42	40	95.2	75.0
Socioeconomically Disadvantaged	4	16	16	100.0	37.5
	5	17	17	100.0	23.5
	6	11	11	100.0	63.6
English Learners	3	14	10	71.4	60.0

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)	97	88	76	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	86	84	97.7	76.2
Male	57	56	98.3	71.4
Female	29	28	96.6	85.7
Asian	17	17	100.0	82.4
White	52	50	96.2	78.0
Socioeconomically Disadvantaged	17	17	100.0	58.8

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)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.1	0.2	0.5	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)

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.

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

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2013-2014
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	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	26	0	3	0	24	0	3	0	17	3	0	0
1	25	0	3	0	25	0	3	0	24	0	3	0
2	26	0	3	0	24	0	3	0	24	0	3	0
3	26	0	3	0	25	0	3	0	24	0	3	0
4	30	0	3	0	28	0	3	0	30	0	3	0
5	31	0	3	0	30	0	3	0	28	0	3	0
6	31	0	3	0	29	0	3	0	30	0	3	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)	.6	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	.8	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8,864	2,772	6,092	61,181
District	N/A	N/A	7,315	\$64,865
Percent Difference: School Site and District	N/A	N/A	-16.7	-5.7
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	7.3	-14.5

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

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

In 2015-16 Willett Elementary School received funding and services through the following state and local resources: 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, 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)**

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)