

# César Chávez Elementary School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **About This School**

### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	César Chávez Elementary School
<b>Street</b>	1221 Anderson Rd.
<b>City, State, Zip</b>	Davis, CA 95616
<b>Phone Number</b>	(530) 757-5490
<b>Principal</b>	Veronica L Dunn
<b>Email Address</b>	<a href="mailto:vdunn@djud.net">vdunn@djud.net</a>
<b>Website</b>	<a href="https://cesarchavez.djud.net/">https://cesarchavez.djud.net/</a>
<b>County-District-School (CDS) Code</b>	57726786056295

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
Email Address	superintendent@djusd.net
Website	www.djusd.net

### School Description and Mission Statement (School Year 2020-2021)

Cesar Chavez Elementary is a K-6 school Choice School that offers an alternative foreign language Spanish Immersion Program to any interested student who is a resident in the Davis Joint Unified School District. In 1982 the Spanish Immersion program opened with a kindergarten/first grade combination class; today 600 students are enrolled on our campus. The students are "immersed" in a second language, by receiving academic instruction in Spanish. Acquisition of the language is a natural outcome of hearing and using the language while gaining academic skills in the content curriculum areas. Our program's mission is to develop socially responsible lifelong learners who embrace multiculturalism, Spanish and English biliteracy and bilingualism. Our school plan consists of three LCAP goals that support our district's Graduate Profile initiative: 21st Century Learning, Closing the Achievement Gap and Safe and Inclusive School Environment. The majority of the students enrolled in the program (94%) are English-only students. About 6% of the total population of students are English Language Learners. We believe that this program gives students the opportunity to learn a second language while they are developing their first language. The academic curriculum offered to students in our program follows the state guidelines and parallels that of the other elementary schools in the district. The Spanish Immersion program delivers the curriculum in Spanish to all students enrolled in the program. The percentage of Spanish used to deliver the curriculum changes in each grade level and follows the Spanish Immersion Master Plan guidelines.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	78
Grade 1	86
Grade 2	94
Grade 3	94
Grade 4	90
Grade 5	87
Grade 6	69
Total Enrollment	598

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	5.9
Filipino	1
Hispanic or Latino	31.8
White	48.8
Two or More Races	9.9
Socioeconomically Disadvantaged	10.2
English Learners	6.2
Students with Disabilities	8.9
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	24	23	362.25
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	2
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts K-6, Benchmark Advance, 2017	Yes	0%
Mathematics	Mathematics, K-6: Envision Math, 2015	Yes	0%
Science	Science 4-6 NGSS, Amplify Education, 2020	Yes	0%
History-Social Science	History-Social Science K-5 Harcourt, Reflections: California Series, 2006, Social Studies Weekly, 2017, 6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%

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

## School Facility Conditions and Planned Improvements

During the FIT inspections at Cesar Chavez Elementary School, unsecured bookshelves and damaged ceiling tiles were noted. Bookshelves were secured and ceiling tiles were replaced. The Bond passed for a new MPR in November of 2018. This project is currently in the design phase.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 6/29/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	
Overall Rating	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	78	N/A	72	N/A	50	N/A
Mathematics (grades 3-8 and 11)	76	N/A	66	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	61	N/A	53	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Parent participation is essential to our Spanish Immersion program. Parent volunteers donate hundreds of hours volunteering in the classroom, library, Circulo de Lectura, Environmental Education Program (EEP)/Garden, and as members of the various committees and organizations. In particular, four parent groups are an integral part of our school community: the Spanish Immersion Parent and Teacher -SIPAT- (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and our School Climate Committee. All these groups are deeply invested in building a positive school climate and providing substantial funding to support programs that enriched our students' experiences. The SSC develops and approves our annual School Plan for Student Achievement (SPSA), sets goals for our academic program, ensures that all students are challenged to learn and allocates school improvement monies and grants from state sources. Climate Committee facilitates working groups among teachers and parents that align with DJUSD's 2017 Resolution on school projects that support our school where "We All Belong". ELAC is an excellent vehicle of communication for many of our families, the meetings are held in Spanish and English. SIPAT, our PTA organization, has changed its role in the school in the last three years. It has moved from solely providing enrichment opportunities for students to a central role on fundraising to pay for intervention programs, Social Emotional Learning (SEL) projects, Positive Behavior Interventions and Supports (PBIS), Multicultural grants for teachers, and much more to support our school-wide initiatives. They also play an integral role on maintaining the Circulo de Lectura Programa that complement the reading services and offer Parent Engagement Nights.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				94	93.1	95.3	82.7	83	84.5

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.3	2.3	2.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	0.018	
Expulsions	0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

We emphasize the safety of our students and staff members and review our emergency plans yearly. Our school organizes a Fall and Spring Safety Week. We also hold regular fire, earthquake, and other drills monthly. On campus we maintain clean and safe facilities. Facilities staff also 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. This year Student Council established a Comprehensive School Safety Plan Subcommittee to update and align our plan with the district's Safety Task Force Report from 2018 (Meetings took place 11/22/19, 12/9/19, 12/16/19, 9/29/20, 11/3/20). Yard supervisors and teachers supervise the playground and follow specific safety guidelines, while first grade parents volunteer to help supervise younger students during lunch time.

In addition, our school is in our second year of Positive Behavioral Interventions and Supports (PBIS) implementation. PBIS is a framework for organizing systems and practices that focus on creating a positive and supportive school culture for all. PBIS is NOT a curriculum, intervention, or practice, but is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for ALL students (OSEP Center on PBIS). This three-tiered model focuses heavily on school-wide core features (Tier I), which are in place at our school and are available to all students at all times. Our school have developed a consistent system of progressive discipline that aligns with our PBIS framework that allows 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.

Social Emotional Learning (SEL) and development has been a primary focus and goal at CCE. Our staff is currently training with Responsive Classroom, a research-based teaching approach that gives teachers concrete practices for promoting academic engagement, building a positive community, and teaching in a developmentally appropriate way.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2	8		23		8	3	26			
1	23		7		24		7		22		4	
2	23		7		24		7		24	4		
3	24		8		23		8		29		3	1
4	25		6		30		6		30		6	
5	28		6		25		5		29		3	
6	29		6		32		4	1	23		14	

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.8

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,406.00	\$3,430.00	\$7,976.00	\$73,910.00
District	N/A	N/A	\$8,670	\$70,675
Percent Difference - School Site and District	N/A	N/A	-8.3	4.5
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	2.9	-6.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

In 2019-20 Cesar Chavez 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 and English learner para-educator support, instructional technician specialist support, and family math and literacy events.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,169	\$49,782
Mid-Range Teacher Salary	\$63,987	\$76,851
Highest Teacher Salary	\$89,268	\$97,722
Average Principal Salary (Elementary)	\$112,475	\$121,304
Average Principal Salary (Middle)	\$119,719	\$128,629
Average Principal Salary (High)	\$127,183	\$141,235
Superintendent Salary	\$221,450	\$233,396
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	33	33	20

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, the school has one (1) full day prior to the start of the school year and two (2) full days spread throughout the year, dedicated to professional development.

Davis Joint Unified School District focuses on professional growth offerings on our mission and objectives. Our focus is given to professional learning that promotes DJUSD goals of 21st Century Teaching and Learning, Closing the Opportunity and Achievement Gaps, and Creating Safe and Inclusive Environments. DJUSD goals also include professional learning structures that support teaching and learning that will build student competencies identified within our Graduate Profile. These areas of focus were developed with wide-scale stakeholder input and are embedded within our Local Control Accountability Plan.

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 have 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 dedicated site-based staff collaboration in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade-level/content peers. 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:

- Comprehensive site focuses on the foundational understanding, implementation, and sustenance of MTSS and PBIS
- Teacher book groups on Culturally Responsive Pedagogy and Anti-Racist Teaching Practices
- Ethnic Studies Institute based on “knowledge of self” as Ethnic Studies teacher and Scholar Lecture Series from UC experts on the content of Ethnic studies
- Reading Apprenticeship literacy series and mentorship through WestEd
- 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
- Elementary and Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Canvas Collaborative Courses where educators can self-select in collaboration using Canvas; this included professional development groups working on Anti-Racist pedagogy, Earth Science teachers learning about NGSS, Teacher

Librarian literacy lessons, and resources for the History-Social Science frameworks.

- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- 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
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- 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
- Response to school closures and distance learning included professional development in the following areas: Canvas (and use of the LMS), Structures and Systems for Distance Learning, Social Emotional Learning (SEL)