

# Robert E. Willett Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<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	Dr. John Bowes
E-mail Address	superintendent@djud.net
Web Site	www.djud.net

### School Description and Mission Statement (School Year 2017-18)

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 community works together as classroom teachers, support teachers and support staff to best meet the needs of each individual student.

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, and are acknowledged at the monthly assembly. 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 are student led and are organized and run by our student council.

3. Current research and practice: Teachers have been involved with Academic Conferencing to guide and align instruction. Teachers articulate in grade levels and between grade levels to insure alignment. Our staff is trained in PBL, EDI, common core, PBIS, trauma sensitive teaching, Kelso's Choices, and 21st century learning styles of teaching. Our counselor does a series of in class lessons with each class and also runs small support groups for students with specific needs. We pride ourselves in being progressive and meeting students at their level to support them as they grow academically. We will continue to support students not achieving, using appropriate classroom and reading and math instruction. We will continue to support all students with differentiated instruction. 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 state English learner assessment 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 also expect students to read nightly for practice and enjoyment. The district's homework policy is available at: <http://www.djud.net/hwkppl>.

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 continue to implement Common Core Standards, teachers are using the newer Envision math and Benchmark ELA curriculum to meet state standards and prepare students for the CAASPP assessments in the spring.

5. Collaboration among all segments of the school community: The Willett community works very closely together. Parents are actively involved in programs on campus including in class volunteering, Kids in Motion, robotics club, etc. Willett has an active PTA, ELAC and Site Council whose members collaborate often and are proactive about including new parents in the school. Our site council is involved in a self study once a year in which they spend the day in classrooms seeing how the work we do aligns with our LCAP and site plan. PTA is a strong supporter of our school and classrooms and financially give a lot of money to support special programs and events for our students.

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 2016-17)

Grade Level	Number of Students
Kindergarten	47
Grade 1	65
Grade 2	75
Grade 3	73
Grade 4	89
Grade 5	90
Grade 6	88
Total Enrollment	527

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0
Asian	25.2
Filipino	0.6
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.6
White	54.6
Two or More Races	6.3
Socioeconomically Disadvantaged	14.4
English Learners	11.6
Students with Disabilities	9.7
Foster Youth	0

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	21	21	400
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Subject	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-6 Benchmark Advance	Yes	0%
Mathematics	Mathematics, K-6: Envision Math, 2015	Yes	0%
Science	Science K-5 Delta Education, Full Option Science System (FOSS), 2007, 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%
History-Social Science	History-Social Science K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%

## 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. Our hope is that we will one day have an appropriate MPR and administration building to accomodate staff and families. We currently have no Nurse's room or private bathroom for students. There are two toilets for a staff of 75, who are often in line at the bathrooms during recess, which decreases coverage on the playground. There is no private meeting room for parents and no appropriate office for the psychologist, speech therapist, OT, and counselor. The front office is cramped and small. The MPR is too small to fit the shole school for lunch or an assembly. The kitschen is insufficient, with food and containers needing to be housed in hte MPR where community and staff and students perform and use the room. There is also not enough storage for the custodian or librarian.

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

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/2018				
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			There are not enough restrooms for staff (2:75 ratio) and no private restroom for students with special needs or who are ill.
<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).

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/2018				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	79	80	71	69	48	48
Mathematics (grades 3-8 and 11)	76	73	65	64	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	327	95.89	79.51
Male	194	185	95.36	75.14
Female	147	142	96.6	85.21
Black or African American	--	--	--	--
Asian	89	80	89.89	93.75
Filipino	--	--	--	--
Hispanic or Latino	34	32	94.12	43.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	186	183	98.39	80.33
Two or More Races	19	19	100	84.21
Socioeconomically Disadvantaged	57	53	92.98	50.94
English Learners	70	56	80	66.07
Students with Disabilities	36	35	97.22	48.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	336	98.53	72.92
Male	194	192	98.97	72.4
Female	147	144	97.96	73.61
Black or African American	--	--	--	--
Asian	89	87	97.75	90.8
Filipino	--	--	--	--
Hispanic or Latino	34	32	94.12	40.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	186	185	99.46	70.81
Two or More Races	19	19	100	73.68
Socioeconomically Disadvantaged	57	55	96.49	41.82
English Learners	70	65	92.86	66.15
Students with Disabilities	35	34	97.14	41.18
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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**  
**Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	88	76	81	78	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.6	40.2	27.6

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 State priority: Parental Involvement (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 2017-18)

#### 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, at the monthly principal coffees, 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.
- \* The Willett parent community is very actively involved in our community at the district level, at the board, DSF, DSAF, and district meeting levels.
- 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.2	0.5	0.2	2.4	3.0	2.9	3.8	3.7	3.6
<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 2017-18)

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 29, 2017. Site Council reviewed and approved the School Safety Plan on October 18, 2017. We also hold regular fire, earthquake, outdoor drills, teacher down 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. 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 6 week lesson 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. Yard supervisors are trained in supervision, and emergency drills and expectations for students. The principal is in daily contact with them about specific needs, and works at lunch with them regularly.

We have developed a consistent system of progressive discipline 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. 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 2017-18)

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	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	60

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

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

Grade Level	2014-15				2015-16				2016-17			
	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	29	1	1	1	23	2		1	24		2	
1	24		3		24		3		22		3	
2	23		5		23		5		25		5	
3	26		4		24		4		24		4	
4	29		3		29		4		30		4	
5	34		5	1	29		5		30		4	
6	28		6		30		6		29		6	

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 2016-17)

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)	.875	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9303.36	2768.85	6534.51	57284.58
District	N/A	N/A	7,705.19	\$67,085
Percent Difference: School Site and District	N/A	N/A	-16.4	-15.8
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-0.6	-26.1

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

#### Types of Services Funded (Fiscal Year 2016-17)

In 2016-2017 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$38,050	\$46,511
<b>Mid-Range Teacher Salary</b>	\$60,613	\$73,293
<b>Highest Teacher Salary</b>	\$84,563	\$92,082
<b>Average Principal Salary (Elementary)</b>	\$106,541	\$113,263
<b>Average Principal Salary (Middle)</b>	\$113,403	\$120,172
<b>Average Principal Salary (High)</b>	\$120,473	\$131,203
<b>Superintendent Salary</b>	\$185,681	\$213,732
<b>Percent of Budget for Teacher Salaries</b>	37%	36%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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)