Davis Senior High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Davis Senior High School
Street	315 West 14th St.
City, State, Zip	Davis, CA 95616-1914
Phone Number	
Principal	William Brown
E-mail Address	wbrown@djusd.net
Web Site	
CDS Code	57726785732201

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

School Description and Mission Statement (Most Recent Year)

Davis Senior High School offers students a full range of academic, athletic, and extracurricular activities. Results from the Spring 2012 STAR exam generated a strong API of 864. Parents play an integral part in the school's success. The PTA supports the school through teacher grants and a regularly updated website that provides the community with site news and information.

William Brown is Davis Senior High School's principal since the 2013-2014 school year. He has ten years of school administration experience, 19 years of experience as a Teacher, Counselor, Outreach Consultant and Athletic Coach. Three assistant principals complete the DSHS administrative team, working with students, staff, parents and community members in many program areas. The school is focusing on collaboration among and between departments and grade level teams in order to improve learning for all students.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 10	572
Grade 11	598
Grade 12	534
Total Enrollment	1,704

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.5
Asian	18.0
Filipino	1.1
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.1
White	55.0
Two or More Races	4.6
Socioeconomically Disadvantaged	21.5
English Learners	5.6
Students with Disabilities	6.6

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	74	77	72	432
Without Full Credential	0	0	2	3
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	1	2
Total Teacher Misassignments *	1	2	1
Vacant Teacher Positions	0	1	1

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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	96.56	3.44
All Schools in District	91.71	8.29
High-Poverty Schools in District	89.55	10.45
Low-Poverty Schools in District	91.82	8.18

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 2014-15)

Year and month in which data were collected: October 14, 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth Publishing, 2005, ELA, National Geographic/Hampton Brown, 2009	Yes	0%
Mathematics	Algebra 1, McDougal Littell, 2007, Geometry, Prentice Hall, 2008, Algebra 2, McDougall Littell, 2007, Trigonometry, DC Health, 1996, Trigonometry, A Unit Circle Approach, Pearson, 2008, Pre-Calculus, Holt, 2004, Algebra 2, Holt, 2004 (Algebra 2/Trig), Calculus Early Transcendental, Brooks-Cole, 2007 (Calc BC), Thomas' Calculus Early Transcendental, Addison-Wesley, 2007 (Calc AB), 2008 (Transition to College), Stats Modeling the World, Pearson, 2007 (Statistics), Practical Mathematics for Consumers, Globe Fearon, 2004 (Consumer Math)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Earth Science, Physical Science, Glencoe, 2002 (Earth Science), Prentice< Hall Biology, Prentice Hall, 2002 (Biology, ZooBot, Int. Ag Bio), Biology, Scott Foresman, 2001 (AP Bio), Prentice Hall Chemistry, Prentice Hall, 2002 (Chemistry), Chemistry: A Central Science, Prentice Hall, 2000, (AP Chem). Chemistry in the Community, Freeman, 2008 (Chem Com), Conceptual Physics, (Physics) Hole's Physiology and Anatomy, McGraw Hill, 2003 (Physiology), Visualizing Environmental Science, Prentice Hall, 2003 (Env. Sci) Physics, Wiley, 2007 (Honors Physics) Physics Principles with Applications, Prentice Hall, 1998 (AP Physics)	Yes	0%
History-Social Science	Modern World History: Patterns of Interaction, McDougal Littell, 2006 (World Civ), American Vision, Modern Times McGraw Hill, 2007 (US History), Enduring Vision, Houghton Mifflin, 2007 (AP US History), Introduction to Human Geography, Prentice Hall, 2000 (Human Geography), Economics: Policies and Practices, Glencoe, 2000 (Econ), Economics, Policies and Principles, Southwestern Publishing, 2009, 1999 (AP Econ), Magruders American Government, Prentice Hall, 2002 (Gov), American Government: Institutions and Policies, Houghton Mifflin, 2006 (AP Gov)	Yes	0%
Foreign Language	Spanish 1-3, Avancemos! Holt McDougal, 2010, 1996, Spanish 4, Imagina, Vista Higher Learning, 2007, Spanish 5, iA toda Vela EMC Publishing, 2008, French 1-3, C'est A Toi, EMC Paradigm, 2007, German 1 & 2, Deutsch Aktuell, 1997, German 3-6, Kaleidoskop, McDougal Littel, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
Health	Health, Perspectives on Health, HEATH, D.C, 1996 (10-12)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Davis Senior High School is in good physical condition, according to the criteria established by the Office of Public School Construction. The newer buildings that have been added to the campus are still in good condition, but many of the older buildings require attention. Among those buildings requiring attention was the DSHS Multipurpose Room, which was demolished in the summer of 2013, and replaced with outdoor seating for students.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/17/15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/17/15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces	[X]	[ ]	[ ]	Ceiling tile repair in the Learning Center, O-5, N-5, P-11, and North Gym foyer.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	Loose light cover in room A-2. Damage cover on floor receptacle in the library. Low voltage speaker wire hanging by weight doorway. Loose electrical floor cover in N-1. Damage cover on floor receptacle cover in T-1. Work orders established.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Drinking fountain leaking in stadium.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Missing fire extinguishers in rooms L-22, L-24, L-28, L-29, and the Boy's Locker Room.
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	Plugged drain by Nurse's Office.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Holes in ramp assembly.

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	78	84		83	84	83	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	74	73	74	75	76	74	54	56	55
Mathematics	46	48	47	68	69	68	49	50	50
History-Social Science	77	75	79	76	74	77	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	10	9	10
Similar Schools	3	2	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	**2011-12**	**2012-13**
All Students at the School	9	-5	12
Black or African American			
American Indian or Alaska Native			
Asian	-17	9	0
Filipino			
Hispanic or Latino	39	-10	19
Native Hawaiian/Pacific Islander			
White	21	-3	2
Two or More Races			
Socioeconomically Disadvantaged	46	8	3
English Learners		10	
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Career Technical courses offered at DSHS include DSHS – Agricultural Mechanics I; Animal Science; Basic Auto; Fashion, Textile, & Apparel 1 & 2; Fashion, Textile, & Apparel/Beginning; Fashion, Textile, & Apparel 2 & 3; Floral Design; Food Science and Nutrition; Food Science/ Nutrition 1A; Food Science/ Nutrition 1B; Integrated Agricultural Biology; Journalism 1; ROP Auto Tech; ROP Automotive Technology; ROP Biotechnology Internship; ROP Biotechnology; ROP Environmental Science; ROP Journalism 2/Desktop Publishing; ROP Journalism 2/Desktop Publishing; ROP Stagecraft Production.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	378
% of pupils completing a CTE program and earning a high school diploma	36%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	86.06
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	79.54

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 English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

	Percent of Students Scoring at Proficient or Advanced								
Subject	**School**			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	84	83	80	83	83	44	56	57	56
Mathematics	88	90	87	86	89	46	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

	English-Language Arts			Mathematics		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	20	21	59	14	33	52
All Students at the School	20	21	59	13	31	55
Male	20	24	56	9	29	62
Female	19	18	63	18	33	48
Black or African American	40	7	53	23	46	31
American Indian or Alaska Native						
Asian	15	14	71	2	18	80
Filipino						
Hispanic or Latino	45	26	29	31	37	31
Native Hawaiian or Pacific Islander						
White	8	22	71	8	31	60
Two or More Races						
Socioeconomically Disadvantaged	50	27	23	35	41	24
English Learners	92	6	3	50	24	26
Students with Disabilities	80	7	13	45	39	15
Students Receiving Migrant Education Services						

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

C. Engagement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents support our students in a variety of ways. The PTA provides more than $33,000 a year to support school activities. The PTA funded a variety of staff grants including instructional technology, teachers' professional development, support for friendship day, entry fees for academic competition teams, and our Naviance program that supports students with their four year plans and college and career goals. Several parent booster groups support athletics, performing arts, clubs, and academic activities. Our Blue and White foundation is a major contributor to various projects including our instructional technology. Our Davis Education Foundation provides funding for specific site programs and personnel. Our Site Leadership Team is comprised of teachers, administrators, and parents and directs the vision and mission of the school.

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	2.2	0.8	0.5	3.6	2.4	1.5	14.7	13.1	11.4
Graduation Rate	94.43	98.02	98.44	91.78	94.85	97.45	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	95.90	96.65	84.56
Black or African American	93.75	86.96	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	98.06	98.15	92.94
Filipino	80.00	85.71	92.20
Hispanic or Latino	91.21	93.44	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	96.23	97.80	90.15
Two or More Races	104.55	96.43	89.03
Socioeconomically Disadvantaged	92.59	93.24	82.58
English Learners	69.57	57.14	53.68
Students with Disabilities	76.32	85.96	60.31

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.6	7.4	7.0	3.8	3.9	3.7	5.7	5.1	4.4
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

DSHS is a safe school. The DSHS school safety plan was updated in 2012-13, with oversight of the administrative emergency responsibilities being assigned to Tom McHale, the school's vice principal. Campus supervisors are charged with student and community safety by monitoring the school grounds 30 minutes before school, during school hours, and 30 minutes after school. DSHS has an open campus for lunch, so supervisory responsibilities have been expanded to include off-campus areas during lunchtime. Surveys reveal that DSHS students feel safe on campus. The number of crimes on campus has remained static over the past several years.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	66.7

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.2	17	29	22	27	17	19	35	27	19	28	24
Mathematics	30.2	4	20	16	31	5	22	26	30	1	31	22
Science	29.8	4	21	14	31	4	14	32	29	8	24	17
Social Science	31.3	1	24	18	31	5	27	31	30	7	23	33

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.6	304
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (Paraprofessional)	2.3	---
Psychologist	1.1	---
Social Worker	0	---
Nurse	.84	---
Speech/Language/Hearing Specialist	.8	---
Resource Specialist	6.6	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9,238	2,478	6,759	68,376
District	---	---	6,578	$66,722
Percent Difference: School Site and District	---	---	2.8	2.5
State	---	---	$4,690	$67,762
Percent Difference: School Site and State	---	---	44.1	0.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

In 2013-14 Davis Senior High School received categorical funding and services through the following federal, state and local resources: Agriculture Vocational Education; Davis Schools Foundation; Davis School Arts Foundation and parcel tax funding.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,572	$41,243
Mid-Range Teacher Salary	$58,262	$64,893
Highest Teacher Salary	$77,965	$83,507
Average Principal Salary (Elementary)	$100,355	$103,404
Average Principal Salary (Middle)	$106,819	$109,964
Average Principal Salary (High)	$113,477	$120,078
Superintendent Salary	$178,000	$183,557
Percent of Budget for Teacher Salaries	39	40
Percent of Budget for Administrative Salaries	5	6

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts	1	---
Foreign Language	6	---
Mathematics	11	---
Science	10	---
Social Science	14	---
All courses	46	1.3

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based learning, implementation of the Common Core State Standards and the formative assessment process. These focus areas were developed through the Strategic Plan process along with teacher surveys to ensure relevancy and meaningfulness.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside DJUSD, staff has opportunities during the school year and summer to complete professional development activities. These activities are supported by federal, state, and local funding and generous local parcel taxes. The professional development within Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators, staff also has the opportunity to collaborate with grade level/content peers through the Common Core Collaboration Grants, and collaboration opportunities are built in to all of the professional development sessions. Examples of recent DJUSD professional learning activities include:

- Site Developed Training (K-12) provided professional development to meet specific needs of site staff; professional development sources included outside trainers, teacher-trainers/experts, and administrators.
- DJUSD Secondary (7-12) Grade Level Articulation breakout sessions provided a venue for teacher experts to share with their colleagues and facilitate discussions on a variety of topics related to the Common Core State Standards as they applied to secondary education.
- Sacramento County Office of Education in-district training in CCSS Overview (K-12).
- Sacramento County Office of Education (K-12) training about the Transition to CA Common Core State adopted K-12 English Language Arts standards, including English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects
- California Reading and Literature Project's Frontloading for Common Core trained teachers how to develop language skills while also developing course content.
- Sacramento County Office of Education (K-12) training about the Transition to CA Common Core State adopted K-12 Math standards.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math and English Learner specialists to collaborate on how to address significant instructional shifts in the Common Core State Standards (CCSS) for mathematics.
- English Language Learner Support (K-12) trainings in the area of English Language Long-Term Learner at Yolo County Office of Education; in addition to in-district trainings for the administration of English Language Development assessments.
- UC Davis Math Project Series presented by DJUSD content expert and UC Davis Math Project presenter.
- Secondary Common Core Math Common Core Integrated Math pathways
- Next Generation Science Standards focus professional development.
- *Science in the River City
- *Area 3 Writing Project
- Teacher collaborating and developing TK-6 report cards and assessments aligned with Common Core State Standards
- *Project Based Learning Conference and series presented by DJUSD experts
- *Gender Inclusiveness training
- *Anti-bullying series of workshops
- Yolo County Mental Health First Aid