

# North Davis Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	North Davis Elementary School
<b>Street</b>	555 East 14th St.
<b>City, State, Zip</b>	Davis, CA 95616
<b>Phone Number</b>	530-757-5475
<b>Principal</b>	Rebecca Pinto
<b>Email Address</b>	rpinto@djud.net
<b>School Website</b>	<a href="https://northdavis.djud.net">https://northdavis.djud.net</a>
<b>County-District-School (CDS) Code</b>	57726786056261

## 2023-24 District Contact Information

<b>District Name</b>	Davis Joint Unified School District
<b>Phone Number</b>	(530) 757-5300
<b>Superintendent</b>	Matt Best
<b>Email Address</b>	superintendent@djud.net
<b>District Website</b>	www.djud.net

## 2023-24 School Description and Mission Statement

North Davis Elementary School is located in the heart of Davis, California, close to downtown, parks, recreation areas, our city library, and Davis Senior High School. Davis is about 15 miles outside of Sacramento, and is home to approximately 70,000 people. Davis is also home to the University of California, Davis, which along with Davis Senior High School, provides our school with unique and enriching opportunities for our students. Interns currently studying at UC Davis and Peer Tutors from Davis Senior High School provide support to our students in almost every classroom. Each year we welcome dozens of elementary students and their families from countries around the world through the UC Davis visiting scholar program, adding to our wonderfully diverse campus. Our students descend from 31 different countries, and approximately one-third of our student population speaks a language other than English.

The staff at North Davis Elementary School is committed to providing a welcoming and nurturing environment for all students. We provide a rigorous course of study for every child. We regularly assess to ensure that we are instructing our students appropriately, that we are challenging every student to grow, and that we are providing sufficient enrichment opportunities for students to show their learning in different ways. We support our students' social-emotional growth by promoting acts of kindness, teaching empathy, encouraging a "growth mindset," and asking them to take risks academically and socially with support and encouragement from staff.

Parents are our partners in the education of their children. Parents play an integral role at our school, providing many of the enrichment opportunities we are so fortunate to offer art, music, theater, choir, fitness, and more. We involve all families in our school and we celebrate the diversity of our school population. We keep parents informed about the school through Parent Teacher Association, School Site Council, and English Learner Advisory Committee meetings, as well as through electronic communication including, but not limited to, the principal and PTA newsletter. Our goal at North Davis is to continually improve our services to students, and we welcome any and all input from students, staff, families, and the community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	63
Grade 2	78
Grade 3	78
Grade 4	76
Grade 5	73
Grade 6	92
<b>Total Enrollment</b>	<b>540</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.6%
American Indian or Alaska Native	0.9%
Asian	20.7%
Black or African American	3.7%
Filipino	0.6%
Hispanic or Latino	17.6%
Two or More Races	8.9%
White	45.7%
English Learners	10.9%
Foster Youth	0.4%
Socioeconomically Disadvantaged	19.1%
Students with Disabilities	14.6%

#### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.60	85.16	338.00	85.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.10	1.05	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.60	2.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	16.70	4.26	12115.80	4.41
<b>Unknown</b>	3.20	14.84	26.50	6.73	18854.30	6.86
<b>Total Teaching Positions</b>	21.90	100.00	394.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.00	82.28	382.10	87.86	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.73	9.00	2.07	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.40	2.40	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	10.50	2.41	11953.10	4.28
<b>Unknown</b>	3.70	13.99	22.80	5.25	15831.90	5.67
<b>Total Teaching Positions</b>	26.80	100.00	434.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
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%

<b>Science</b>	Science 4-6 NGSS, Amplify Education, 2020	Yes	0%
<b>History-Social Science</b>	Grade K: History Alive! Me and My World, Teachers Curriculum Institute (TCI), 2022 Grade 1: History Alive! My School and Family, Teachers Curriculum Institute (TCI), 2022 Grade 2: History Alive! My Community, Teachers Curriculum Institute (TCI), 2022 Grade 3: History Alive! California Communities, Teachers Curriculum Institute (TCI), 2022 Grade 4: History Alive! California's Promise, Teachers Curriculum Institute (TCI), 2022 Grade 5: History Alive! America's Past, Teachers Curriculum Institute (TCI), 2022 Grade 6: History Alive! The Ancient World, Teachers Curriculum Institute (TCI)	Yes	0%
<b>Visual and Performing Arts</b>			

### School Facility Conditions and Planned Improvements

North Davis Elementary is in good repair, according to the criteria established by the Office of Public School Construction. The school's deficiencies are minor ones resulting from common wear and tear, and there are few of them.

**Year and month of the most recent FIT report**

10/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	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			

### Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	68	71	69	67	47	46
<b>Mathematics</b> (grades 3-8 and 11)	66	63	61	61	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	320	310	96.88	3.12	70.65
<b>Female</b>	147	143	97.28	2.72	72.03
<b>Male</b>	173	167	96.53	3.47	69.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	72	68	94.44	5.56	64.71
<b>Black or African American</b>	12	11	91.67	8.33	45.45
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	59	58	98.31	1.69	60.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	29	29	100.00	0.00	55.17
<b>White</b>	143	139	97.20	2.80	82.73
<b>English Learners</b>	32	30	93.75	6.25	26.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	57	53	92.98	7.02	50.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	56	94.92	5.08	46.43



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	320	312	97.50	2.50	62.82
<b>Female</b>	147	144	97.96	2.04	58.33
<b>Male</b>	173	168	97.11	2.89	66.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	72	70	97.22	2.78	74.29
<b>Black or African American</b>	12	11	91.67	8.33	27.27
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	59	58	98.31	1.69	44.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	29	29	100.00	0.00	48.28
<b>White</b>	143	139	97.20	2.80	69.78
<b>English Learners</b>	32	32	100.00	0.00	34.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	57	53	92.98	7.02	26.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	56	94.92	5.08	33.93

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	52.44	63.01	57.68	56.97	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	75	98.68	1.32	64.00
Female	37	37	100.00	0.00	62.16
Male	39	38	97.44	2.56	65.79
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	76.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	43.75

## B. Pupil Outcomes

### 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 area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	95%	95%
Grade 7	96%	96%	97%	96%	98%
Grade 9	94%	94%	95%	93%	92%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

North Davis is proud to partner with families to provide a rich and engaging educational experience for our students. Opportunities for involvement range from formal committees such as School Site Council, Climate Committee, and English Learner Advisory Committee, to joining the active and supportive PTA, to volunteering with fitness, art, and music programs, or in the classroom with our students. The Parent Teacher Association board meets monthly to discuss and plan for family involvement activities, school improvement projects, and fundraisers.

All parents and interested family members are encouraged to talk with their child's teacher to get involved, or contact the school principal, Rebecca Pinto, @rpinto@djUSD.net

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	572	81	14.2
Female	278	273	30	11.0
Male	306	298	51	17.1
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	130	126	6	4.8
Black or African American	25	22	8	36.4
Filipino	3	3	1	33.3
Hispanic or Latino	105	103	21	20.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	49	49	9	18.4
White	256	254	33	13.0
English Learners	75	72	10	13.9
Foster Youth	2	2	0	0.0
Homeless	7	6	5	83.3
Socioeconomically Disadvantaged	125	117	40	34.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	107	28	26.2

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.09	0.85	0.06	1.86	3.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0
Female	0.36	0
Male	1.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4	0
Filipino	0	0
Hispanic or Latino	2.86	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.04	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.93	0

## 2023-24 School Safety Plan

Safety is our priority at North Davis and in DJUSD. Our Comprehensive Safety Plan is reviewed annually by our School Site Council, most recently on 10/30/23. Our school participates in Safety Weeks twice yearly where we practice emergency drills. We conduct monthly fire drills, per Ed. Code. District staff regularly maintain and inspect our facilities for potential safety hazards, and all staff are vigilant about ensuring they are wearing appropriate identification, as well as enforcing our visitors on campus protocols. We have emergency communication protocols in place, and our crisis team has been trained in our safety protocols. As a staff, we review our emergency protocols yearly, ensuring all staff are equipped with the information they would need in the case of an emergency.

Along with physical safety, our students' emotional safety is our priority. Students can't learn if they don't feel safe. Our staff is dedicated to providing consistent school-wide behavior expectations, consequences, and incentives. We create safe spaces for our children, explicitly teach mindfulness practices, have a counseling center available to all students, and deliver a social-emotional curriculum including scripted lessons, class meetings, assemblies, and teaching/re-teaching of school expectations. We use Positive Behavior Incentives and Systems (PBIS) school-wide.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	1	1	1
1	34		2	1
2	31		2	1
3	22		3	
4	25		6	
5	26		6	
6	29		15	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	2		1
1	25		3	
2	24		3	
3	33		2	1
4	21	2	4	
5	28		6	
6	27	1	15	
Other	106			1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	1	1	2
1	21	2	1	0
2	26	0	3	0
3	35	0	2	1
4	27	1	3	0
5	26	1	4	0
6	31	0	6	0
Other	40	0	2	2

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	900

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,348.00	\$4,236.00	\$8,112.00	\$71,105.00
<b>District</b>	N/A	N/A	\$8,670	\$74,036
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.6	-4.7
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	20.6	-15.6

## Fiscal Year 2022-23 Types of Services Funded

In 2019-20 North Davis Elementary School received funding and services through the following state and local resources: Title I, 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, differentiation specialist support, school counselor support, reading para-educator support, instructional technician specialist support, instructional supplies, after-school program support, and professional development.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,210	\$54,190
<b>Mid-Range Teacher Salary</b>	\$68,681	\$85,111
<b>Highest Teacher Salary</b>	\$94,651	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$121,552	\$132,492
<b>Average Principal Salary (Middle)</b>	\$129,381	\$140,987
<b>Average Principal Salary (High)</b>	\$137,448	\$153,884
<b>Superintendent Salary</b>	\$282,199	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	30.54%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	6.08%	5.25%

## Professional Development

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, sites use portions of their return to school teacher work days for 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



## Professional Development

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:

- District-wide Training for Universal Design for Learning (UDL) with two Professional Development days in August of 2023 and monthly site trainings with CAST.
- Next Generation Science Standards (NGSS)
- Ethnic Studies Institute to develop and support Ethnic Studies teachers, in addition to Ethnic Studies framework and curricular supports from the UC Davis History Project
- 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
- Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project to support the DJUSD Administrative Leadership Team, students, and staff in developing capacity as equity leaders
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Elementary and Secondary Canvas resource pages
- 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
- NCI training which is nonviolent crisis intervention to address increased behavior challenges. Staff learns how to be proactive in behavioral expectations, de-escalate escalating behavior, and maintain relationships along with safety.
- District-wide professional learning for “Grading for Equity” to support equitable, transparent, and content-focused grading practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	34	34	34