

**School Accountability Report Card Reported
for School Year 2007-08**
(Published During 2008-09)

Brandon School

Address	195 Brandon Drive; Goleta, CA 93117	Phone	805/ 571-3770
Principal	Lynette Meyer	Grade Span	K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are primarily reported for the 2006-07 school year with portions relying upon data from 2007-2008 as well as 2008-2009. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Brandon School is one of the nine elementary schools of the Goleta Union School District. The Goleta Union School District (GUSD) serves the Goleta Valley, a suburban community of 80,000 people that includes the newly formed City of Goleta and a large unincorporated area. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

The district serves 3,610 students in Kindergarten through Grade 6. Class size is under 20 in Grades K-3, and averages 24 in Grades 4-6.

The district has a stimulating and challenging atmosphere with a capable and articulate professional staff. Many teachers, classified employees, and administrators have enjoyed long careers with GUSD. The staff is skilled at working to develop individual student potential by providing basic skills and problem solving strategies. Every GUSD school offers programs in technology, music, art, and physical education. Gifted and Talented Education (GATE) offers a specialized program during the school day to students in Grades 4-6. Every GUSD school has a computer center, and all classrooms and offices are wired for high-speed communications.

Student Enrollment		Teachers	
Group	Enrollment	Indicator	Teachers
Number of students	424	Teachers with full credential	25
African American	1.89 %	Teachers without full credential	0
American Indian or Alaska Native	0.94 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	9.43 %	Misassignments of Teachers of English Learners	0
Filipino	0.24 %	Total Teacher Misassignments	0
Hispanic or Latino	51.42 %		
Pacific Islander	0.00 %		
White (not Hispanic)	35.85 %		
Multiple or No Response	0.24 %		
Socioeconomically Disadvantaged	39.00 %		
English Learners	22.00 %		
Students with Disabilities	13.00 %		

School Facilities

Summary of Most Recent Site Inspection

On-site inspections were completed on November 24, 2008. Site visit concluded with a brief meeting with the principal to discuss any outstanding repairs and/or safety issues.

Repairs Needed

All major repairs have been completed.

Corrective Actions Taken or Planned

None needed at this time.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,316
District	\$7,316
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	52.3%
Mathematics	51.6%
Science	50.0%

Academic Progress

Indicator	Result
2008 API Growth Score (from 2008 API Growth Report)	773
Statewide Rank (from 2007 API Base Report)	5
2008-09 Program Improvement Status (PI Year)	N/A

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](http://www.cde.ca.gov/ta/ac/sa/) web site <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

School		District	
School Name	Brandon Elementary	District Name	Goleta Union Elementary
Street	195 Brandon Drive	Phone Number	805/681-1200, x201
City, State, Zip	Goleta, CA 93117	Web Site	www.goleta.k12.ca.us
Phone Number	805/571-3770, x111	Superintendent	Dr. Kathleen Boomer, Ed.D.
Principal	Lynette Meyer	E-mail Address	kboomer@goleta.k12.ca.us
E-mail Address	lmeyer@goleta.k12.ca.us	CDS Code	42 69195 6067110

School Description and Mission Statement

This section provides information about the school's goals and programs.

Brandon School is one of the nine elementary schools of the Goleta Union School District. The Goleta Union School District (GUSD) serves the Goleta Valley, a suburban community of 80,000 people that includes the newly formed City of Goleta and a large unincorporated area. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

The district serves 3,610 students in Kindergarten through Grade 6. Class size is under 20 in Grades K-3, and averages 24 in Grades 4-6. The district has a diverse student population and professional staff. Approximately 22% of students are English-Language Learners.

The district has a stimulating and challenging atmosphere with a capable and articulate professional staff. Many teachers, classified employees, and administrators have enjoyed long careers with GUSD. The staff is skilled at working to develop individual student potential by providing basic skills and problem solving strategies. Every GUSD school offers programs in technology, music, art, and physical education. Gifted and Talented Education (GATE) offers a specialized program during the school day to students in Grades 4-6. Every GUSD school has a computer center, and all classrooms and offices are wired for high-speed communications.

The Board of Trustees has defined the educational mission for the district's schools: To help all students reach their highest potential.

The Board has established that we accomplish our mission through application of the following core values:

1. Each child is important.
2. Each child can learn.
3. Learning flows from desire, effort, and responsibility.
4. Educating the whole person requires honesty, respect, truth, and compassion.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parents are partners in the education of our students. Parents can be involved as members of the Parent-Teacher Association, school or classroom volunteers, or as representatives to school governance organizations such as School Site Council, the English Learner Advisory Committee, Preschool Parent Advisory Committee, District GATE Advisory Committee, or District Advisory Council.

Parent-teacher conferences are held in the fall and spring of each school year to discuss individual student progress. Additional school site activities help parents understand school programs and to learn about support services for parents and children.

School newsletters, classroom newsletters, and general announcements provide parents/guardians with information about their school that will be sent home on a regular basis.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	62
Grade 1	50
Grade 2	58
Grade 3	71
Grade 4	64
Grade 5	62
Grade 6	57
Total Enrollment	424

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.89	White (not Hispanic)	35.85
American Indian or Alaska Native	0.94	Multiple or No Response	0.24
Asian	9.43	Socioeconomically Disadvantaged	39.0
Filipino	0.27	English Learners	22.0
Hispanic or Latino	51.42	Students with Disabilities	13.0
Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3			19.0	2			18.7	3.0		
1	20.0	2			19.0	3			20.0	2.0		
2	20.0	3			20.0	4			19.8	4.0		
3	19.0	1			18.0	2			20.0	2.0		
4	25.3		3		24.7		3		25.0		2.0	
5	26.0		1		22.5		2		24.0		4.0	
6	25.5		2		24.5		2		24.5		2.0	
K-3	18.8	4			16.0	2			18.0	1.0		
3-4					20.0	1						
4-8	24.0		2		21.0		1		17.0	1.0		

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

The following information on emergency preparedness and supervision of students is current with respect to student safety. The section on student conduct outlines the responsibilities of students for their own behavior and learning.

Security

The school posts required public signs to communicate rules prohibiting smoking, skateboarding, horses, and alcoholic beverages. Signs are also posted to inform visitors that the school grounds close at dusk. Alarm systems, fencing, and lighting are periodically tested to ensure a safe environment.

Emergency Preparedness

The school updates its emergency plan annually. The plan is on file in the school office. Emergency preparedness drills are conducted regularly to provide for students and staff safety in the event of fire, earthquake, or other disaster.

Supervision of Students

Classroom teachers are responsible for maintaining a safe learning environment. Students are carefully supervised within classrooms and on the playground. Yard duty supervisors are employed at recess and lunchtime to ensure a safe environment for students.

Badge Identification System for Employees, Volunteers, and Visitors

To systematically identify persons who have a legitimate presence on our campus, all employees, volunteers, or visitors are required to wear a pocket or lanyard identification badge. Visitor and volunteer badges are obtainable in the school office.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.1	1.4	1.4	1.1	1.1	1.1
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Description of the condition and cleanliness of the school grounds, buildings, and restrooms

The school has sufficient space to house its classrooms, mandated special programs, and site-developed programs. Renovations have been performed to modernize classrooms and upgrade the building infrastructure. Infrastructure projects included installation of new electrical, plumbing and gas utilities. New carpets, paint, flooring, wall fixtures, counters, and sinks were among the modernization projects.

School Cleanliness

Two custodians work at the site. One custodian works during the day, the other works at night. The two custodians are responsible for general cleaning and upkeep of the site, classrooms, offices, walkways, and restrooms.

During the summer, classrooms, offices and common areas are thoroughly cleaned. To a lesser degree, thorough cleaning is undertaken during winter and spring recesses. The custodial supervisor inspects site maintenance and cleanliness on a regularly scheduled basis.

District grounds keepers work at the school one full day per week. They perform general gardening duties necessary to maintain a safe and attractive school site.

District maintenance staff ensures that the repairs necessary to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2007-2008 school year, the district budgeted \$180,000 for the deferred maintenance program. This represents .48% of the district's general fund budget.

The district's governing board has approved a five-year deferred maintenance plan that includes repair and maintenance of all sites.

Copies of this plan are available in the Fiscal Services Office at 401 North Fairview Avenue.

School Facility Conditions Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Roofs	X		
Overall Cleanliness	X		

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	School			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	25	26	22.7	197.2
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence				n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

[Core Academic Classes Taught by No Child Left Behind Compliant Teachers \(School Year 2006-07\)](#)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

[Academic Counselors and Other Support Staff \(School Year 2007-08\)](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		
Library Media Services Staff (paraprofessional)	.75	
Psychologist	.8	
Social Worker		
Nurse	.2	
Speech/Language/Hearing Specialist	.9	
Resource Specialist (non-teaching)		

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SRA/McGraw Hill Open Court Reading, K-3, 2002; Houghton-Mifflin, A Legacy of Reading, 2002 (4-6)	0%
Mathematics	Scott Foresman, California Mathematics, 2001 (K-6); Glencoe, Mathematics Applications & Connections Course 1 & 2 (5-6)	0%
Science	Delta Education Full Option Science Systems 2008 (K-5); Holt, Rinehart & Winston Holt California Science: Earth Science (6)	0%
History-Social Science	Harcourt Reflections, 2007	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,908	\$2,592	\$7,316	\$70,487
District	\$10,428	\$2,329	\$7,316	\$67,286
State	N/A	N/A	\$5,300	\$61,488
Percent Difference - School Site and State	N/A	N/A	28%	14.64%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to personnel costs for teachers, support staff, classified staff, and administrators, the district budget funds purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies, and translations of school newsletters and meetings.

Teacher and Administrative Salaries (from recent school years)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,040	\$39,773
Mid-Range Teacher Salary	\$69,853	\$61,167
Highest Teacher Salary	\$82,076	\$78,093
Average Principal Salary (Elementary)	\$105,436	\$97,851
Superintendent Salary	\$144,000	\$140,582
Percent of Budget for Teacher Salaries	42.4 %	41.0 %
Percent of Budget for Administrative Salaries	5.0 %	5.9 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	48	49	50	54	56	57	42	43	46
Mathematics	52	50	49	59	58	59	40	40	43
Science	29	58	50	45	54	56	35	38	46

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	*	*	
American Indian or Alaska Native	*	*	*
Asian	76	72	*
Filipino	*	*	*
Hispanic or Latino	33	34	27
Pacific Islander			
White (not Hispanic)	65	63	70
Male	52	56	56
Female	48	42	42
Economically Disadvantaged	24	27	25
English Learners	9	14	0
Students with Disabilities	16	13	25
Students Receiving Migrant Education Services	*	*	

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Fitness Standards
5	47.1%

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	6	5	5
Similar Schools	2	1	2

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-19	27	10	773
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-21	38	10	693
Pacific Islander				
White (not Hispanic)	-16	16	16	842
Socioeconomically Disadvantaged	-21	35	0	650
English Learners	-18			710
Students with Disabilities				

"N/A"	means a number is not applicable or not available due to missing data.
"**"	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
"A"	means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
"B"	6067110
"C"	means the school had significant demographic changes and will not have any growth or target information.
"D"	means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
"E"	indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes

[Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	NOT in PI	NOT in PI
Number of Schools Currently in Program Improvement	n/a	0
Percent of Schools Currently in Program Improvement	n/a	0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

The district provides in-service to certificated staff through three days of professional development prior to the first school day for children. In the 2008-2009 school year, these days focused upon strategies for differentiated instruction to meet the varied learning needs of students. These strategies employ current educational research to maximize effectiveness and to assure that all children are provided with challenging grade-level content. Additional topics have included Explicit Direct Instruction, Differentiated Instruction and English Learners, a Technology Fair, Workshops in Writing and Mathematics, Full Inclusion Strategies for children with special needs, grade-level discussions on standards-based curriculum for students in combination grade classrooms, and the teaching and assessment of student writing. District-wide grade level meetings have focused upon the use of assessment data to diagnose learning needs and to plan instruction.

Other in-service opportunities are provided at each school. These trainings include the use of educational technology, assessment methods, and the instruction of reading comprehension, phonemic awareness and phonics.

The County Education Office (CEO) supplements professional development opportunities. Each year, the CEO distributes a catalog of workshops conducted by teachers and professional speakers. These workshops include topics as varied as data-driven instruction, meeting the needs of English Learners, and inclusion of children with special needs within the mainstream classroom.

Professional development has also included methods to teach acceptance and mutual respect among staff and students for their unique attributes. These include ethnic and cultural background, social expectations, health concerns, and life experiences. Staff development also addresses issues of identity, self-esteem, emotional development, anger management, student responsibility, bullying prevention, social expectations, decision-making, career choices, goal setting, and effective communications and relationships. These methods reflect the strategies of programs such as Responsive Classroom and Character Counts.

Including the 2008-2009 school year, the district has provided nine total days of staff development since 2006-2007.