

# Hollister Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Elizabeth Blair, Interim Principal

 Principal, Hollister Elementary

### About Our School

Welcome to Hollister Elementary School, where we empower our students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.

Hollister's school motto is *Dedicated to Excellence*, and it suits us perfectly. We are an extraordinary school where excellence is an ordinary event. The classrooms and the campus are evidence of the strong child-centered program that serves the academic, social, emotional, and physical needs of every child in a positive, fun and nurturing environment. We take great pride in our partnership with parents and the community to provide an exemplary curriculum and an innovative instructional program.

Hollister's strengths are best reflected in the attitudes, behavior, and performance of students, teachers, staff and parents. Our students see themselves as thinkers, problem solvers, and decision-makers. They are immersed in a positive and enriching learning environment, which sets the stage for rigorous instruction and application of the California State Standards. All students receive access to the core curriculum through exceptional teaching and individualized support systems that strive to meet the learning needs of each student.

### Contact

Hollister Elementary  
4950 Anita Ln.  
Santa Barbara, CA 93111-2704

Phone: 805-681-1271  
E-mail: [eblair@qoleta.k12.ca.us](mailto:eblair@qoleta.k12.ca.us)

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Goleta Union Elementary
<b>Phone Number</b>	(805) 681-1200
<b>Superintendent</b>	Donna Lewis
<b>E-mail Address</b>	<a href="mailto:dlewis@goleta.k12.ca.us">dlewis@goleta.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.goleta.k12.ca.us">www.goleta.k12.ca.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Hollister Elementary
<b>Street</b>	4950 Anita Ln.
<b>City, State, Zip</b>	Santa Barbara, Ca, 93111-2704
<b>Phone Number</b>	805-681-1271
<b>Principal</b>	Elizabeth Blair, Interim Principal
<b>E-mail Address</b>	<a href="mailto:eblair@goleta.k12.ca.us">eblair@goleta.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.hollister.goleta.k12.ca.us">http://www.hollister.goleta.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	42691956045462

*Last updated: 1/7/2018*

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

Hollister School is one of nine elementary schools of the Goleta Union School District. Our staff is committed to, and firmly believe that all students can learn and prosper in our setting. Through our planning and actions we share the same vision as well as the shared values and belief statements as identified by the Goleta Union School District.

### **Vision**

Powerful Instruction  
 Purposeful Individualization  
 Productive Partnerships  
 Solid Evidence of Student Success

### **Mission**

The Mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.

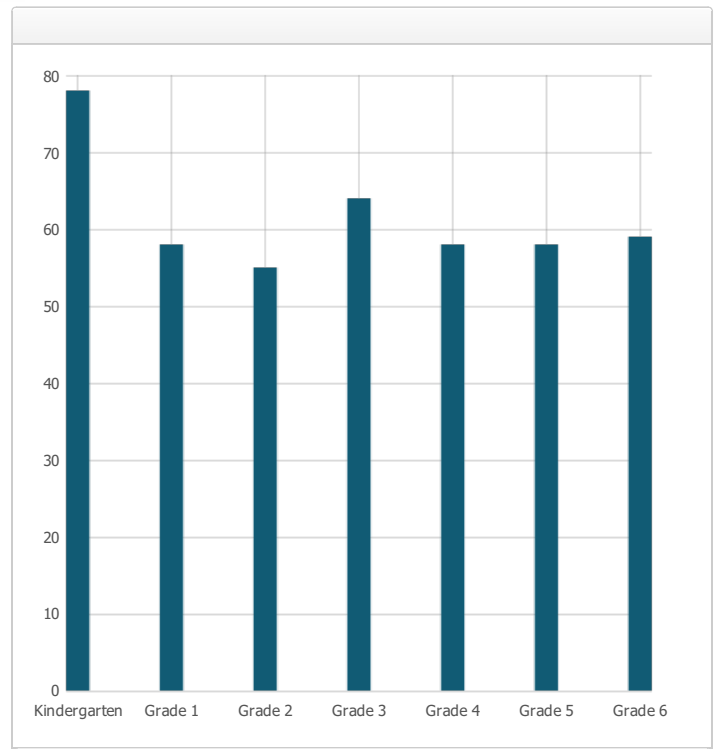
### **Shared Values and Beliefs**

Success for every student  
 Effort, perseverance, and responsibility  
 Learning beyond the basics  
 Safe, healthy, and secure environments  
 Teamwork, partnership, and respect  
 High-quality services  
 Best instructional practices  
 Equity of experience

*Last updated: 2/1/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	78
Grade 1	58
Grade 2	55
Grade 3	64
Grade 4	58
Grade 5	58
Grade 6	59
<b>Total Enrollment</b>	<b>430</b>



Last updated: 1/7/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.0 %
Asian	4.9 %
Filipino	1.2 %
Hispanic or Latino	54.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	32.6 %
Two or More Races	5.6 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.8 %
English Learners	25.1 %
Students with Disabilities	7.4 %
Foster Youth	0.0 %

Last updated: 1/7/2018

## A. Conditions of Learning

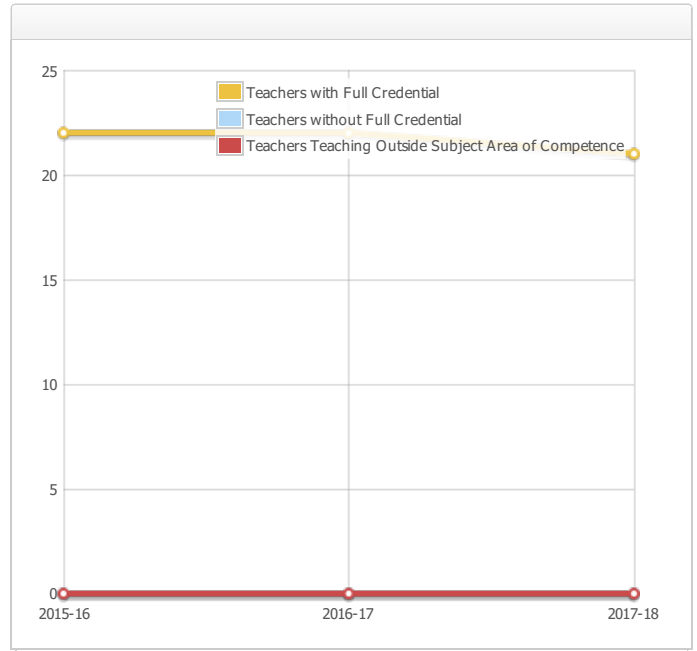
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	22	21	166
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/4/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/4/2018

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

Year and month in which the data were collected: September 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Reading Wonders K-6 World of Wonders PreK Wonderworks (Intervention)	Yes	0.0 %
Mathematics	Bridges (K-5) College Preparatory Math (CPM) Core Connections I (6th)	Yes	0.0 %
Science	Full Option Science Systems (K - 5) Holt California Science: Earth Science (Grade 6)	No	0.0 %
History-Social Science	Reflections (K-6)	Yes	0.0 %
Foreign Language			0.0 %
Health	SPARK (K-6)	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2018

## School Facility Conditions and Planned 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

Three custodians work at the site. One custodian works during the day, the others work at night. The custodians are responsible for general cleaning and upkeep of the site, classrooms, offices, walkways, and restrooms. Of the two night custodians, there is one full-time custodian and one part-time custodian that works for two (2) hours each night.

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 site 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 funds 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.

*Last updated: 12/12/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness,	Good	

Pest/Vermin Infestation		
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	<p>The rubber matting under the Big Toy has deteriorated and needs replacing.</p> <p>The asphalt on all playgrounds need replacing but could be patched one more time.</p>

**Overall Facility Rate**

Year and month of the most recent FIT report: September 2017

Overall Rating	Good
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*Last updated: 12/12/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	50%	50%	58%	59%	48%	48%
Mathematics (grades 3-8 and 11)	45%	50%	54%	57%	36%	37%

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

*Last updated: 1/19/2018*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	236	229	97.03%	50.22%
Male	114	111	97.37%	45.95%
Female	122	118	96.72%	54.24%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	13	12	92.31%	66.67%
Filipino	--	--	--	
Hispanic or Latino	135	132	97.78%	37.12%
Native Hawaiian or Pacific Islander				
White	68	66	97.06%	72.73%
Two or More Races	15	15	100.00%	53.33%
Socioeconomically Disadvantaged	104	99	95.19%	25.25%
English Learners	83	80	96.39%	37.50%
Students with Disabilities	32	31	96.88%	12.90%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/19/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	235	232	98.72%	50.43%
Male	114	113	99.12%	50.44%
Female	121	119	98.35%	50.42%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	13	13	100.00%	84.62%
Filipino	--	--	--	
Hispanic or Latino	135	134	99.26%	34.33%
Native Hawaiian or Pacific Islander				
White	68	66	97.06%	75.76%
Two or More Races	15	15	100.00%	53.33%
Socioeconomically Disadvantaged	103	102	99.03%	31.37%
English Learners	83	83	100.00%	39.76%
Students with Disabilities	32	31	96.88%	--
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/19/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	64.0%	55.0%	70.0%	67.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

*Last updated: 1/19/2018*

# 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

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	31.6%	31.6%	14.0%

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.

*Last updated: 1/19/2018*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

Hollister Elementary has many opportunities for parent involvement.

- Classroom Participation: Parents are invited to volunteer in the class to support the students and teachers.
- PTA: Parents are invited to join and actively participate in the PTA. Meetings are quarterly. Volunteer opportunities include creating a yearbook, planning fundraisers, organizing enrichment opportunities after school and more.
- School Site Council: Parents are invited to run for election. The School Site Council helps make site decisions in collaboration with the Principal and school site staff.
- English Learner Advisory Committee: All parents are invited to join this organization that is focused on advocating for English learners. Meetings are monthly.

More information regarding all of these opportunities can be found by contacting the Hollister Elementary School Office at (805) 681-1271.

### State Priority: Pupil Engagement

*Last updated: 1/7/2018*

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

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

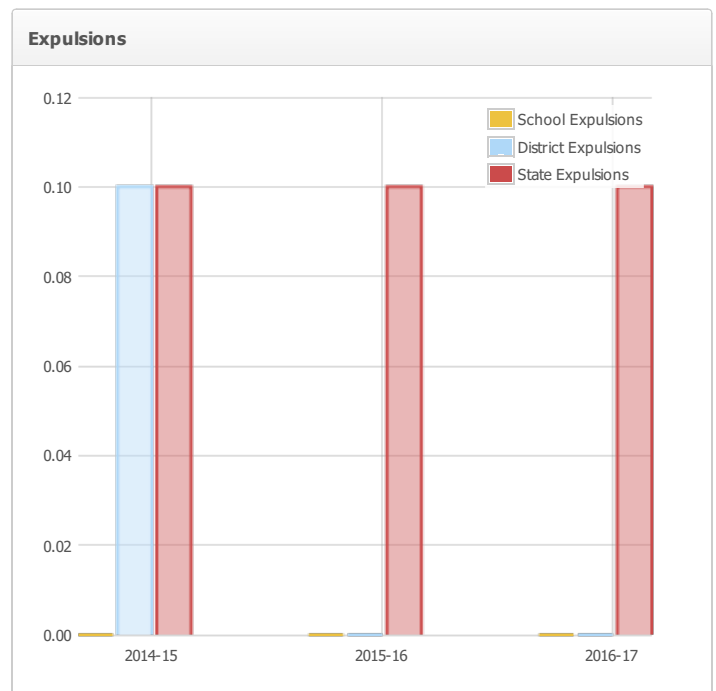
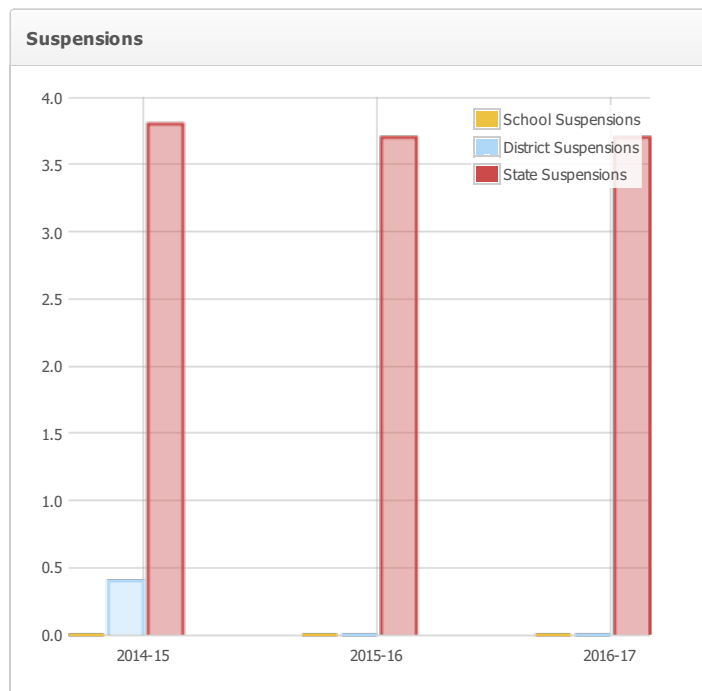
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	0.0%	0.0%	0.4%	0.0%	0.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

The Hollister Safety Plan was last reviewed, updated and discussed with faculty and a student representative on January 12, 2018.

### Key Elements

- General points to remember
- Personnel assignments and locations
- Buddy teacher list
- Staff teams and responsibilities: First Aid, Communication, Search and Rescue, Assembly, Custodial, Command Center, Operations
- General procedures for different types of emergencies
- Map
- Earthquake procedures

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, 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. Each school is represented on the district Safety Committee. Monthly, concerns or issues regarding campus security are shared. The District Maintenance and Operations staff and principals all carry walkie-talkies in order to be available at all times. All are quick to respond to any concerns.

**Emergency Preparedness:** The school updates the emergency plan annually. Periodically, a staff inservice is held for members to review his or her role in an emergency situation according to the plan. The plan is on file in the school office. Emergency preparedness drills are conducted regularly to ensure students and staff safety in the event of fire, earthquake, or other disaster. The plan focuses on the three R's of disaster preparedness: readiness, response, and recovery to teach all students and staff to be prepared should any emergency occur.

**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. School policies regarding behavior are reviewed with students and staff regularly. Policies are sent home to parents annually. We are committed to student safety and a positive school climate.

**Badge Identification System for Employees, Volunteers, and Visitors:** Signs are posted on campus to advise visitors to sign in at the office. 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. The staff reminds any visitor without a badge to return to the office for one in order to heighten awareness of anyone who is on the campus.

*Last updated: 1/8/2018*

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	9.0%

Last updated: 1/19/2018

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

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	1	0	19.0	4	0	0	20.0	1	3	0
1	24.0	0	3	0	19.0	3	0	0	19.0	3	0	0
2	20.0	2	1	0	18.0	1	3	0	18.0	3	0	0
3	23.0	0	2	0	19.0	3	0	0	16.0	2	2	0
4	24.0	0	3	0	20.0	3	0	0	23.0	0	2	0
5	22.0	0	3	0	27.0	0	2	0	23.0	0	3	0
6	23.0	0	3	0	26.0	0	3	0	20.0	3	0	0
Other	4.0	2	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/12/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12178.7	\$565.4	\$11613.3	\$82579.0
District	N/A	N/A	\$11707.1	\$82579.0
Percent Difference – School Site and District	N/A	N/A	-0.8%	0.0%
State	N/A	N/A	\$6574.0	\$74194.0
Percent Difference – School Site and State	N/A	N/A	55.4%	10.7%

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

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

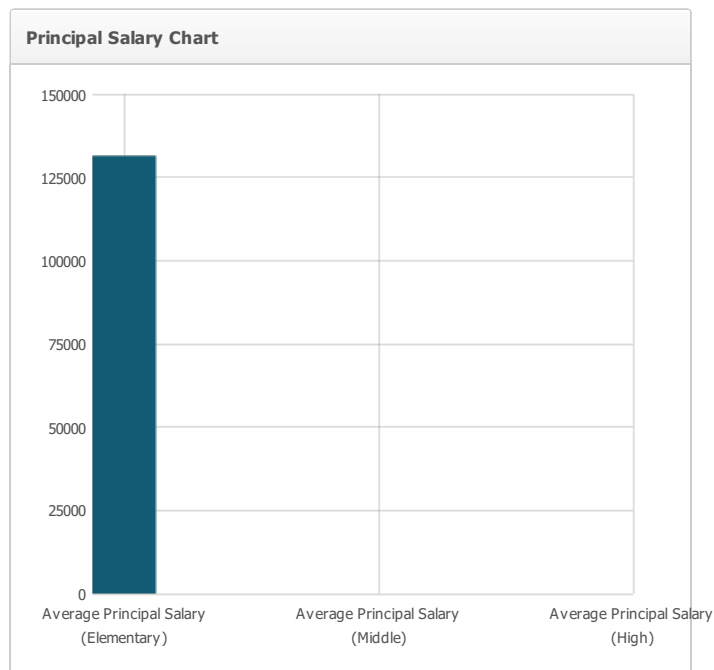
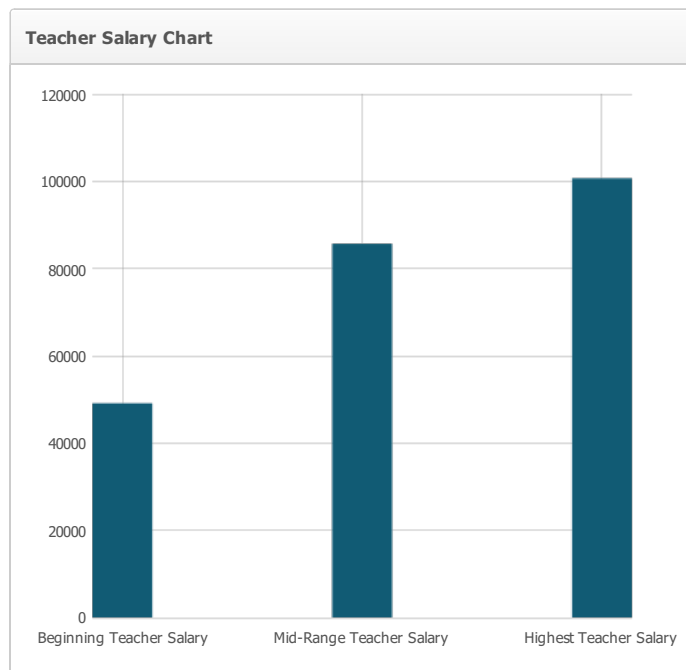
In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies,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

Last updated: 1/19/2018

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,118	\$47,034
Mid-Range Teacher Salary	\$85,691	\$73,126
Highest Teacher Salary	\$100,687	\$91,838
Average Principal Salary (Elementary)	\$131,472	\$116,119
Average Principal Salary (Middle)	\$	\$119,610
Average Principal Salary (High)	\$	\$115,194
Superintendent Salary	\$189,713	\$178,388
Percent of Budget for Teacher Salaries	45.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/12/2018

## Professional Development

Goleta Union School District annually provides three days of in-service to certificated staff and district-wide release time throughout the year. Teachers are afforded common plan time to work in Professional Learning Communities as well as opportunities to attend professional conferences and workshops. Classified staff members meet for training specific to their positions several times during the year.

Our Curriculum Council and related subcommittees provide formal structures as on-going steering committees. In 2015-2016, the Curriculum Council used the 2015 Adoption Toolkit: English Language Arts/Literacy and English Language Development (California County Superintendents Educational Services Association [CCSESA], 2015) to narrow pilot choices for a reading program. In 2016-2017, our committee of teachers and administrators recommended adopting Wonders Reading. Consequently, two initial in-service days were devoted to orienting teachers to the new adoption.

Our primary means of professional development is the PLC process. We have a trained cadre of teachers and administrators in the DuFour PLC process. In 2016-2017, we embarked on a journey rooted in the Standards for Staff Development (Learning Forward, 2006). We combined the work of Learning Forward with Doug Reeves' Data-Driven Decision Making (2006), DuFours' (2007) PLC philosophy and Victoria Bernhardt's Four Areas (2004) to provide a powerful school improvement process intended to increase the capacity of teacher-administrator teams and to align educator learning with student learning needs.

We began our journey by endeavoring to answer the questions 'what do students need to know and be able to do', 'what do educators need to know and be able to do to ensure student success', and 'what professional development will ensure educators acquire the necessary knowledge and skills?' (NSDC, 2006). Differentiating for adults is as important as differentiating for students. PLCs identify a study group focus. The study group plans take the place of an individual professional goal, a component of the teacher evaluation process. Instead, teachers work with their PLC throughout the year to focus on an area of their choosing based on evidence. PLC study group plans are aligned with our district mission, the LCAP, and school site plans. At the end of the year, PLCs share their learning outcomes with staff members by presenting their study group focus, what they learned along the way, and what they did differently because of their study group.

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