

Brandon 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.



Ryan Sparre, Principal

Principal, Brandon Elementary

About Our School

At Brandon School, we believe that every child is an individual with the right to grow and to develop all of his/her abilities to their full potential. Our curricula and daily programs reflect the following goals for our students. Each student will:

1. Master the basic skills of reading, writing, and computation.
2. Develop positive relationships with peers and adults.
3. Have the opportunity to extend and enrich their learning to develop interests and engagement within learning.
4. Explore and pursue interests in the arts and sciences.
5. Be physically fit and healthy.
6. Promote and practice the moral and civic values of the entire community.

Contact

Brandon Elementary
195 Brandon Dr.
Goleta, CA 93117-1036

Phone: 805-571-3770
E-mail: rsparre@goleta.k12.ca.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Goleta Union Elementary
Phone Number	(805) 681-1200
Superintendent	Donna Lewis
E-mail Address	dlewis@goleta.k12.ca.us
Web Site	www.goleta.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Brandon Elementary
Street	195 Brandon Dr.
City, State, Zip	Goleta, Ca, 93117-1036
Phone Number	805-571-3770
Principal	Ryan Sparre, Principal
E-mail Address	rsparre@goleta.k12.ca.us
County-District-School (CDS) Code	42691956067110

Last updated: 1/18/2018

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

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 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 offers a stimulating and challenging instructional program and school environment 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. The Board of Trustees has defined the strategic direction for the District and the schools through a comprehensive Strategic Plan and Local Accountability Plan, which are available on the District's website. The aspirations of the Goleta Union School District for each student are reflected in the following core components of the Strategic Plan:

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.

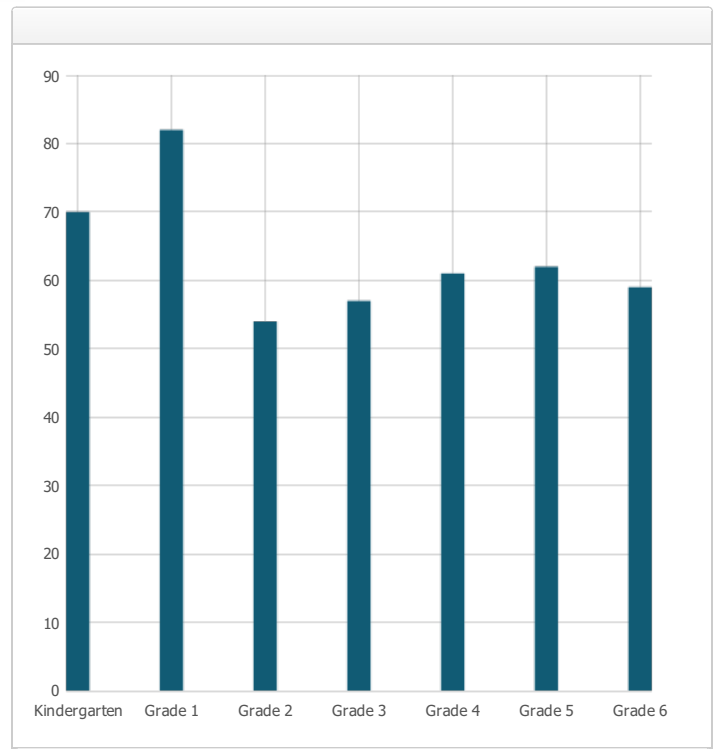
Shared Values and Beliefs

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: 1/18/2018

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	82
Grade 2	54
Grade 3	57
Grade 4	61
Grade 5	62
Grade 6	59
Total Enrollment	445



Last updated: 1/18/2018

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

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.2 %
Asian	7.6 %
Filipino	0.4 %
Hispanic or Latino	51.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	32.8 %
Two or More Races	5.6 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.5 %
English Learners	25.4 %
Students with Disabilities	8.8 %
Foster Youth	0.0 %

Last updated: 1/18/2018

A. Conditions of Learning

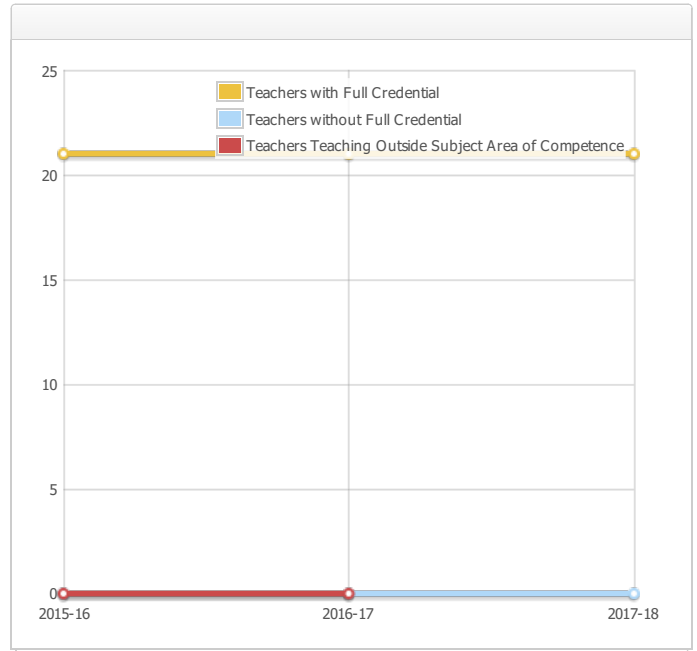
State Priority: Basic

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

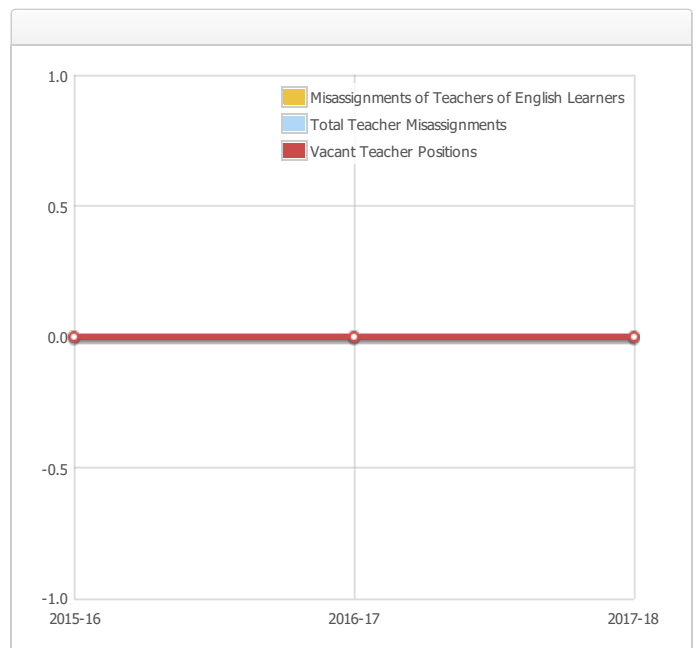
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	21	21	166
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/3/2018

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders K-6 World of Wonders PreK Wonderworks (Intervention)	Yes	0.0 %
Mathematics	Bridges (K-5) College Preparatory Math: Core Connections 1 (Grade 6)	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: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Multipurpose Room - Tackable fabric is ripped and falling off in multiple

places.		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
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	Asphalt is deteriorated on the north playground and back fire line. The asphalt has deteriorated to the point that it needs replacing.

Overall Facility Rate

Year and month of the most recent FIT report: August 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)	52%	53%	58%	59%	48%	48%
Mathematics (grades 3-8 and 11)	45%	52%	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: 1/18/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	237	98.34%	53.16%
Male	128	125	97.66%	48.80%
Female	113	112	99.12%	58.04%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	18	18	100.00%	50.00%
Filipino	--	--	--	
Hispanic or Latino	126	124	98.41%	37.90%
Native Hawaiian or Pacific Islander				
White	80	79	98.75%	77.22%
Two or More Races	15	14	93.33%	50.00%
Socioeconomically Disadvantaged	93	91	97.85%	35.16%
English Learners	87	85	97.70%	38.82%
Students with Disabilities	17	17	100.00%	--
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: 1/18/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	238	98.76%	52.10%
Male	128	126	98.44%	50.79%
Female	113	112	99.12%	53.57%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	18	18	100.00%	66.67%
Filipino	--	--	--	
Hispanic or Latino	126	125	99.21%	39.20%
Native Hawaiian or Pacific Islander				
White	80	79	98.75%	68.35%
Two or More Races	15	14	93.33%	50.00%
Socioeconomically Disadvantaged	93	92	98.92%	30.43%
English Learners	87	86	98.85%	38.37%
Students with Disabilities	17	17	100.00%	--
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: 1/18/2018

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)	74.0%	66.0%	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: 1/18/2018

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	24.1%	34.5%	27.6%

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

Last updated: 1/18/2018

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)

Parents are partners in the education of our students. Parents are encouraged to 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/District English Learner Advisory Committee (DELAC), District Gifted Education Advisory Committee, or District Advisory Council. Meetings occur regularly over the course of the year.

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

District communication, school and classroom newsletters, new forums for electronic communication, and general announcements provide parents/guardians with information about their school. Schools communicate regularly with parents/guardians.

State Priority: Pupil Engagement

Last updated: 1/18/2018

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

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

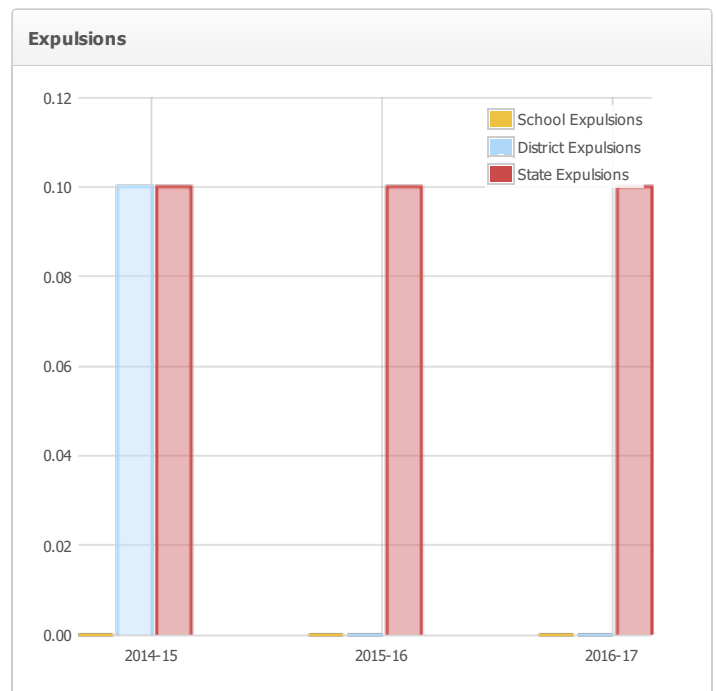
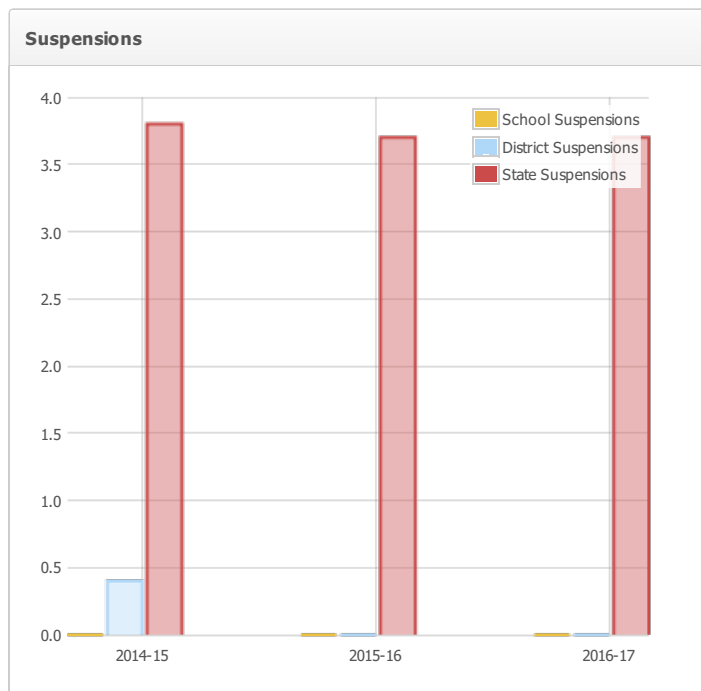
State Priority: School Climate

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: 1/18/2018

School Safety Plan (School Year 2017-18)

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: 1/18/2018

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	16.0	5	0	0	17.0	5	0	0	19.0	1	3	0
1	20.0	3	0	0	22.0	0	2	0	19.0	4	0	0
2	22.0	0	2	0	22.0	0	3	0	23.0	0	2	0
3	22.0	0	3	0	21.0	0	2	0	22.0	0	3	0
4	26.0	0	2	0	23.0	0	3	0	25.0	0	2	0
5	26.0	0	3	0	25.0	0	2	0	24.0	0	3	0
6	27.0	0	2	0	25.0	0	3	0	20.0	3	0	0
Other	9.0	1	0	0	7.0	1	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: 1/18/2018

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)	1.0	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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12297.2	\$565.4	\$11731.8	\$82579.0
District	N/A	N/A	\$11707.1	\$82579.0
Percent Difference – School Site and District	N/A	N/A	0.2%	0.0%
State	N/A	N/A	\$6574.0	\$74194.0
Percent Difference – School Site and State	N/A	N/A	56.4%	10.7%

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

Types of Services Funded (Fiscal Year 2016-17)

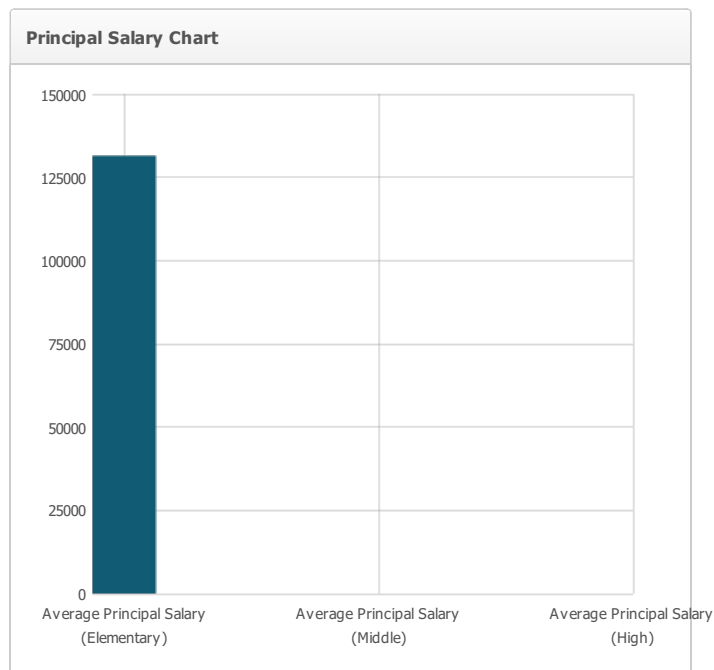
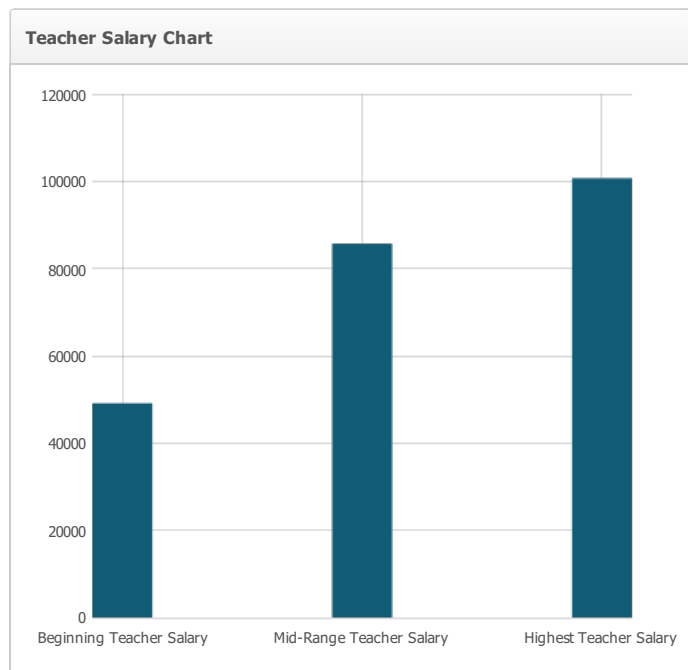
In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies, 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: 1/3/2018

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.

Last updated: 1/18/2018