

# Foothill 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.



### Felicia Roggero, Principal

Principal, Foothill Elementary

#### About Our School

Greetings! Welcome to Foothill/GFS Elementary School, a place where learning is evident in the daily engagement of children, families, and staff members! You will find that campus is a special place; a place that brings together children, families, and educators to create a community that values and depends upon each other to construct the finest educational experience for all.

We are part of the Goleta Union School District whose *mission is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.* In fact, at Foothill/GFS Elementary Schools, we envision maximizing student capacity through educating the whole child. Our school mission, then, is to *create a safe learning environment that addresses the needs of the whole child.*

Each day we strive to exemplify our mission where parents, teachers and students work as a team to meet the academic, social, emotional and physical needs of all children through consistent communication, timely information, and shared knowledge. Our commitment to Character Counts, a character education program, helps us to fulfill our mission. With a focus on the Character Counts concepts of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship, parents, teachers, and students work to create a positive culture.

Our district mission as well as our campus mission, provides the foundation for our educational environment- a strong academic program balanced with engaging activities and attitudes that foster school spirit, warmth, and friendliness. A productive relationship among parents, teachers, and staff creates the type of education we seek for all children. We encourage parents to become actively involved, and in fact, cannot accomplish all that we do without our cadre of volunteers. Foothill/GFS is fortunate to have a rich history of collaborative efforts between the home and school and that is evident in the daily engagement of children, families, and staff members!

#### Contact

*Foothill Elementary*  
711 Ribera Dr.  
Santa Barbara, CA 93111-1808

Phone: 805-681-1268  
E-mail: [froggero@goleta.k12.ca.us](mailto:froggero@goleta.k12.ca.us)



# About This School

## Contact Information (School Year 2017-18)

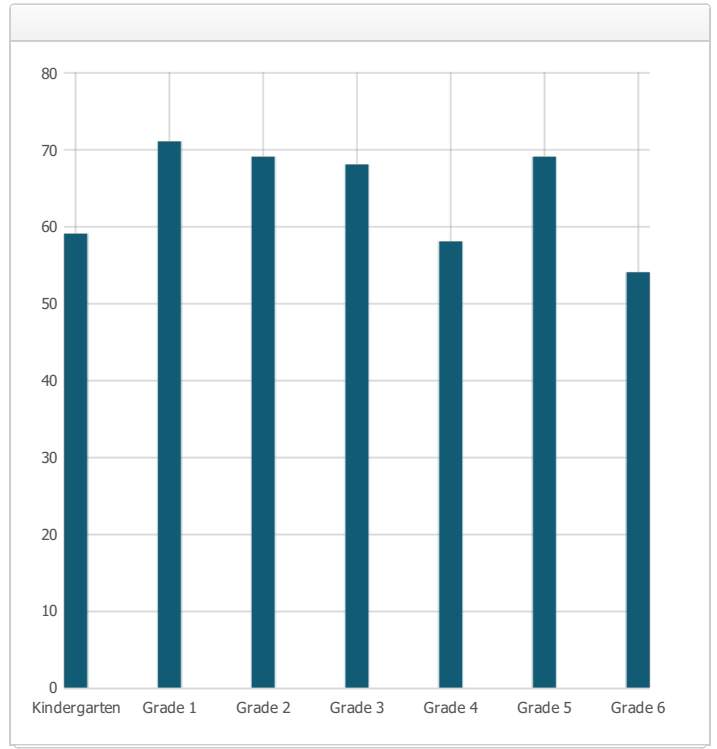
District Contact Information (School Year 2017-18)	
<b>District Name</b>	Goleta Union Elementary
<b>Phone Number</b>	(805) 681-1200
<b>Superintendent</b>	Donna Lewis
<b>E-mail Address</b>	<a href="mailto:dlewis@goleta.k12.ca.us">dlewis@goleta.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.goleta.k12.ca.us">www.goleta.k12.ca.us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

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Foothill Elementary
<b>Street</b>	711 Ribera Dr.
<b>City, State, Zip</b>	Santa Barbara, Ca, 93111-1808
<b>Phone Number</b>	805-681-1268
<b>Principal</b>	Felicia Roggero, Principal
<b>E-mail Address</b>	<a href="mailto:froggero@goleta.k12.ca.us">froggero@goleta.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	42691956045447

*Last updated: 12/12/2017*

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

Grade Level	Number of Students
Kindergarten	59
Grade 1	71
Grade 2	69
Grade 3	68
Grade 4	58
Grade 5	69
Grade 6	54
<b>Total Enrollment</b>	<b>448</b>



*Last updated: 12/12/2017*

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

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.0 %
Asian	4.2 %
Filipino	0.4 %
Hispanic or Latino	25.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	60.9 %
Two or More Races	7.1 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.7 %
English Learners	10.9 %
Students with Disabilities	3.8 %
Foster Youth	0.0 %

*Last updated: 12/12/2017*

## A. Conditions of Learning

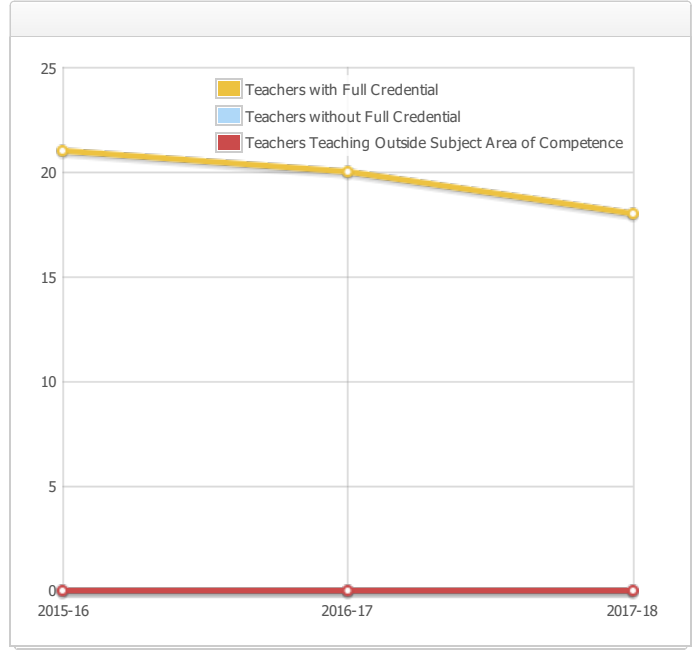
### State Priority: Basic

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

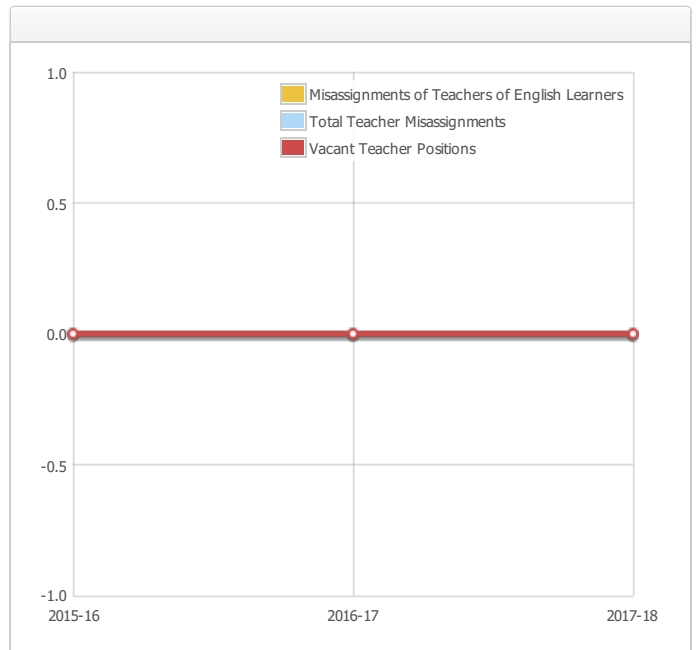
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	20	18	166
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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

<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 Eqmpt (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

Two custodians work at the site. One custodian works during the day, the other works at night. The 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 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 stat 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, Pest/Vermin	Good	

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 asphalt has deteriorated past patching and needs to be replaced on all playgrounds.</p> <p>The Pine tree needs need to be cleaned up on a more consistant basis by site custodial staff and grounds when assigned to the site.</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)	79%	81%	58%	59%	48%	48%
Mathematics (grades 3-8 and 11)	74%	79%	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	257	252	98.05%	81.35%
Male	129	128	99.22%	74.22%
Female	128	124	96.88%	88.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	66	66	100.00%	68.18%
Native Hawaiian or Pacific Islander				
White	165	160	96.97%	86.88%
Two or More Races	17	17	100.00%	82.35%
Socioeconomically Disadvantaged	40	40	100.00%	67.50%
English Learners	37	36	97.30%	69.44%
Students with Disabilities	17	14	82.35%	21.43%
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	257	253	98.44%	79.45%
Male	129	128	99.22%	79.69%
Female	128	125	97.66%	79.20%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	66	66	100.00%	51.52%
Native Hawaiian or Pacific Islander				
White	165	161	97.58%	89.44%
Two or More Races	17	17	100.00%	94.12%
Socioeconomically Disadvantaged	40	40	100.00%	57.50%
English Learners	37	36	97.30%	52.78%
Students with Disabilities	17	14	82.35%	21.43%
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)	85.0%	93.0%	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	7.1%	22.9%	70.0%

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)

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.

### State Priority: Pupil Engagement

*Last updated: 1/8/2018*

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

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

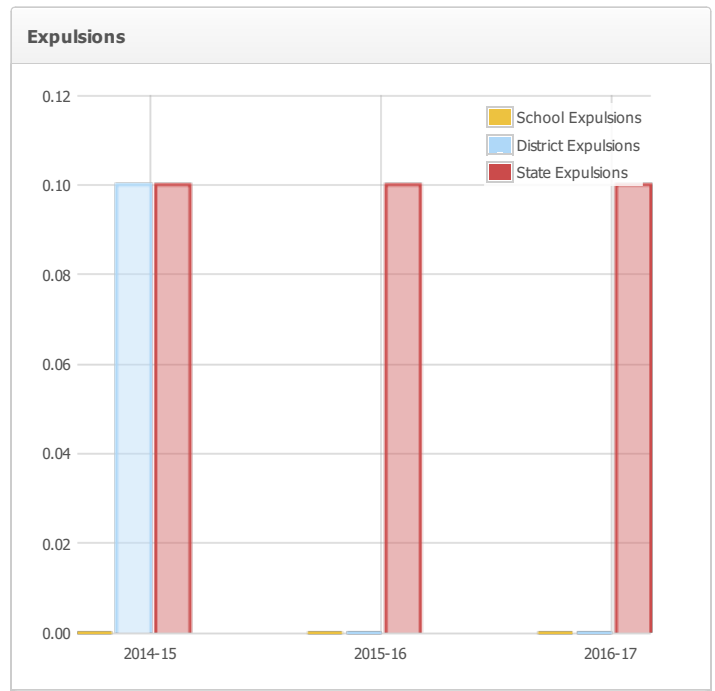
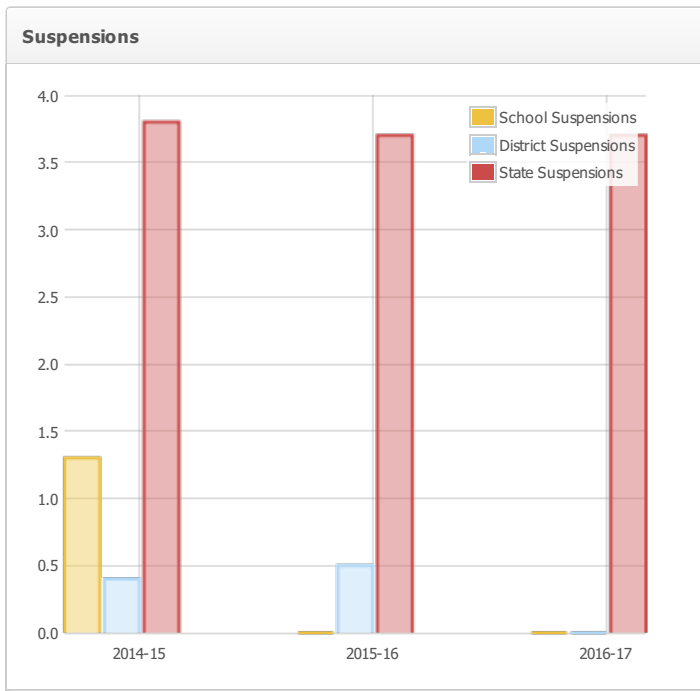
# State Priority: School Climate

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	1.3%	0.0%	0.0%	0.4%	0.5%	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

## 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	21.0	1	3	0	19.0	4	0	0	17.0	4	0	0
1	21.0	1	2	0	20.0	2	1	0	21.0	0	3	0
2	26.0	0	2	0	20.0	3	0	0	25.0	0	2	0
3	23.0	1	2	0	22.0	1	2	0	22.0	1	3	0
4	26.0	0	2	0	28.0	0	2	0	25.0	0	2	0
5	26.0	0	2	0	24.0	0	2	0	30.0	0	2	0
6	23.0	0	4	0	27.0	0	3	0	24.0	0	3	0
Other	0.0	0	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)	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)**

<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	\$12352.1	\$544.7	\$11807.4	\$82579.0
District	N/A	N/A	\$11707.1	\$82579.0
Percent Difference – School Site and District	N/A	N/A	0.9%	0.0%
State	N/A	N/A	\$6574.0	\$74194.0
Percent Difference – School Site and State	N/A	N/A	56.9%	10.7%

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

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

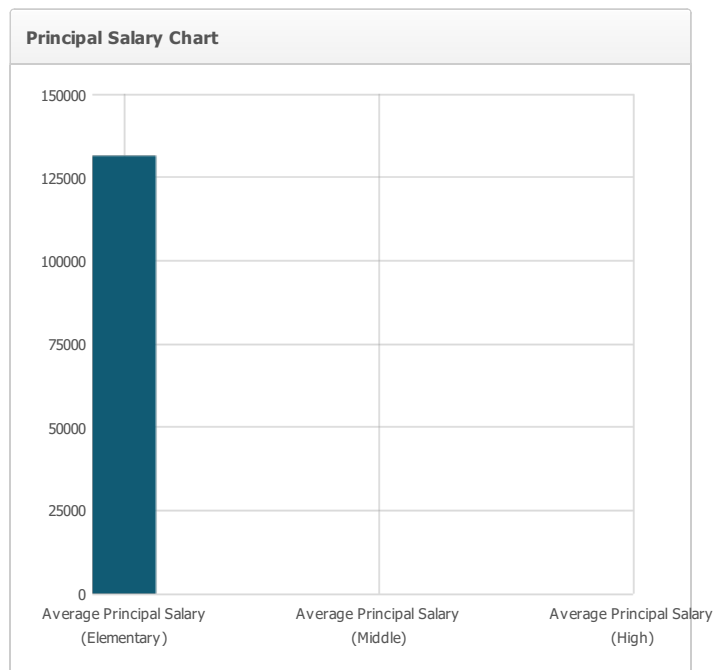
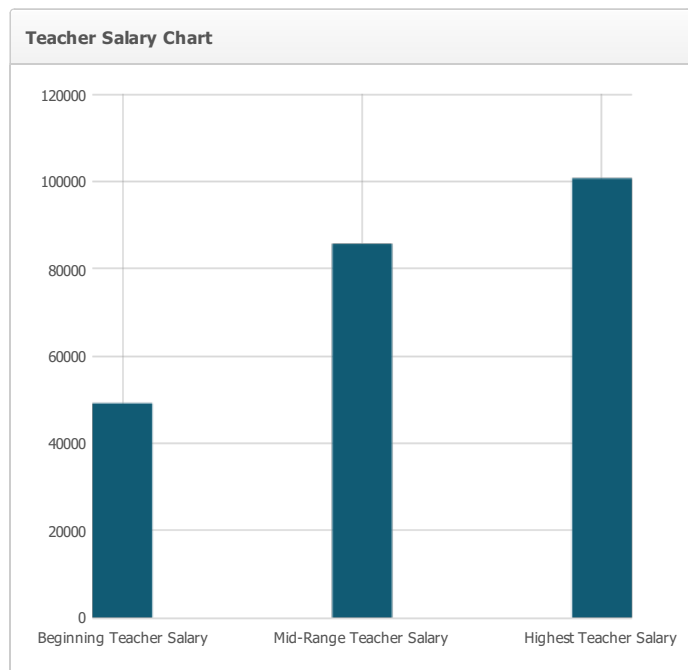
In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies,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

*Last updated: 1/18/2018*