

Hollister Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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.

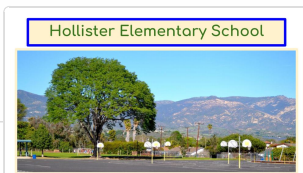
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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

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.



Abby Vasquez, Principal

Principal, Hollister Elementary

About Our School

Welcome to Hollister Elementary School, a place where student learning is visible daily in the engagement of children, families, and staff members! You will find that our 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 create 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 Goleta 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. We also share a commitment to social emotional education programs, helping us to fulfill our mission. With a focus on the parents, teachers, and students we work to create a positive culture.

Our district mission as well as our campus mission, provides the foundation for our educational environment- a rigorous academic program balanced with engaging activities and attitudes that foster a collaborative environment. 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 consider them to be a vital part of our Hollister Team.

Contact

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

Phone: 805-681-1271
E-mail: avasquez@goleta.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Hollister Elementary
Street	4950 Anita Ln.
City, State, Zip	Santa Barbara, Ca, 93111-2704
Phone Number	805-681-1271
Principal	Abby Vasquez, Principal
E-mail Address	avasquez@goleta.k12.ca.us
County-District-School (CDS) Code	42691956045462

Last updated: 12/20/2018

School Description and Mission Statement (School Year 2018—19)

Hollister 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. Every GUSD school has a computer center and all classrooms and offices have Internet access.

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.

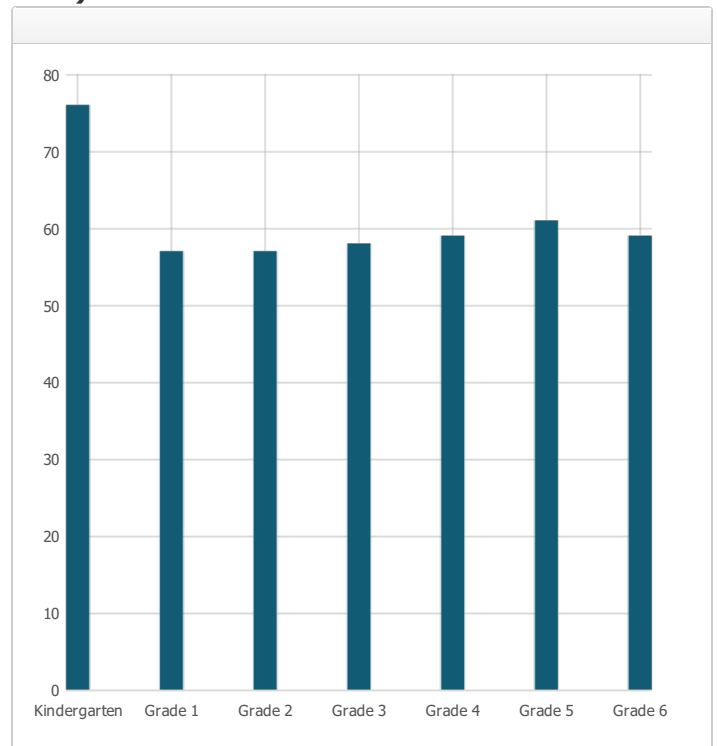
Shared Values and Beliefs

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: 1/14/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	76
Grade 1	57
Grade 2	57
Grade 3	58
Grade 4	59
Grade 5	61
Grade 6	59
Total Enrollment	427



Last updated: 12/20/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	3.0 %
Filipino	1.2 %
Hispanic or Latino	58.1 %
Native Hawaiian or Pacific Islander	%
White	31.1 %
Two or More Races	5.4 %
Other	1.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.0 %
English Learners	21.5 %
Students with Disabilities	10.1 %
Foster Youth	0.2 %

A. Conditions of Learning

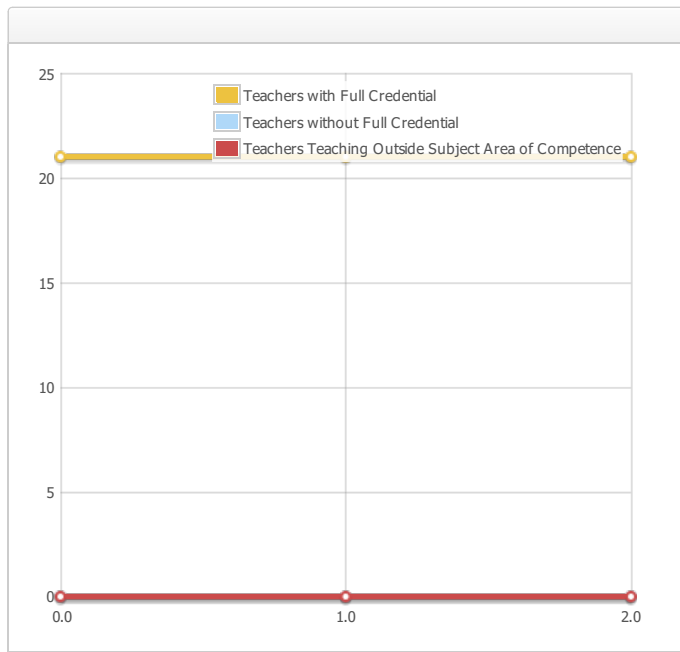
State Priority: Basic

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

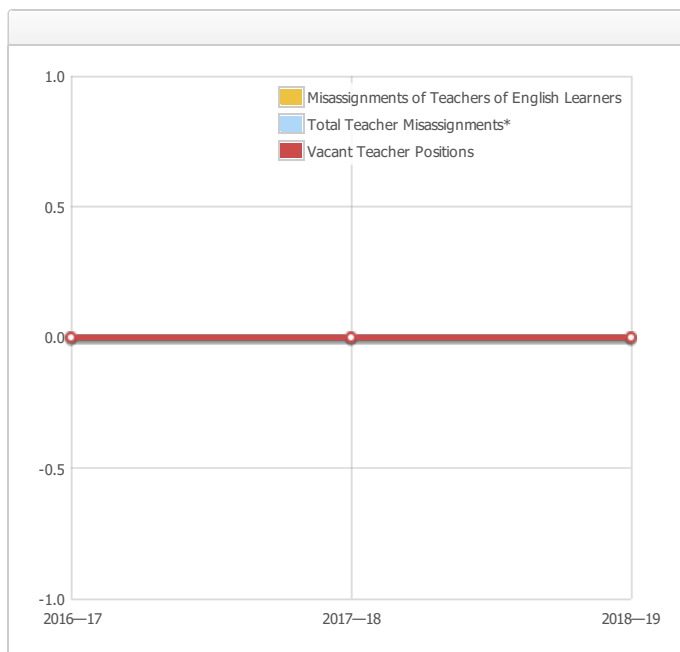
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	21	21	21	165
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/2/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/2/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

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 Pre-K Wondeworks (Intervention)	Yes	0.0 %
Mathematics	Math Learning Center 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)	Yes	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: 1/15/2019

School Facility Conditions and Planned Improvements

Overall site is in moderate condition as the facilities are beginning to show age. Significant capital improvements will need to be made soon. Asphalt needs maintenance and will ultimately need to be replaced. Roof systems will also need to be replaced soon and the fire alarm system is in the process of being updated. Restoration/fixing of all play areas on site is needed. Posts have been replaced and carpet. Doors need to be replaced soon as well. We have changed out the AC heat pumps and four regular heaters with more planned. Site also needs to be painted. All heating systems have met their useful service lives and will need to be upgraded. This school site is safe for students, staff, and the community and classrooms are very safe environments for learning.

Last updated: 1/11/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

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 Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Interior of restrooms needs to be painted/portable bathroom needs paint as well.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt on playground is crumbling and the rubber matting under the big toy is failing, needs to be replaced.

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good
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Last updated: 1/16/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	53.0%	59.0%	62.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	50.0%	50.0%	57.0%	59.0%	37.0%	38.0%

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.

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

Last updated: 1/14/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	230	99.14%	53.04%
Male	120	119	99.17%	51.26%
Female	112	111	99.11%	54.95%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	142	141	99.30%	41.13%
Native Hawaiian or Pacific Islander				
White	60	59	98.33%	72.88%
Two or More Races	16	16	100.00%	62.50%
Socioeconomically Disadvantaged	107	106	99.07%	35.85%
English Learners	88	87	98.86%	39.08%
Students with Disabilities	28	28	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: 1/14/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	230	99.14%	49.57%
Male	120	118	98.33%	49.15%
Female	112	112	100.00%	50.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	142	141	99.30%	38.30%
Native Hawaiian or Pacific Islander				
White	60	59	98.33%	71.19%
Two or More Races	16	16	100.00%	50.00%
Socioeconomically Disadvantaged	107	106	99.07%	33.96%
English Learners	88	88	100.00%	39.77%
Students with Disabilities	28	28	100.00%	7.14%
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: 1/14/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/14/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.9%	22.0%	30.5%

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: 1/14/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents are an important partner in the education of our students. They 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 (ELAC/DELAC), District GATE Advisory Committee, or District Advisory Council. Meetings occur regularly over the course of the year. On Wednesdays, parents are encouraged to come have lunch with their children.

On the first Wednesday of the month parents are invited to walk and bike to school with their children. 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, forums for electronic communication, such as Seesaw, Google Classroom and ParentSquare, and general announcements provide parents/guardians with information about their school in both English and Spanish. Schools communicate regularly with parents/guardians.

State Priority: Pupil Engagement

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

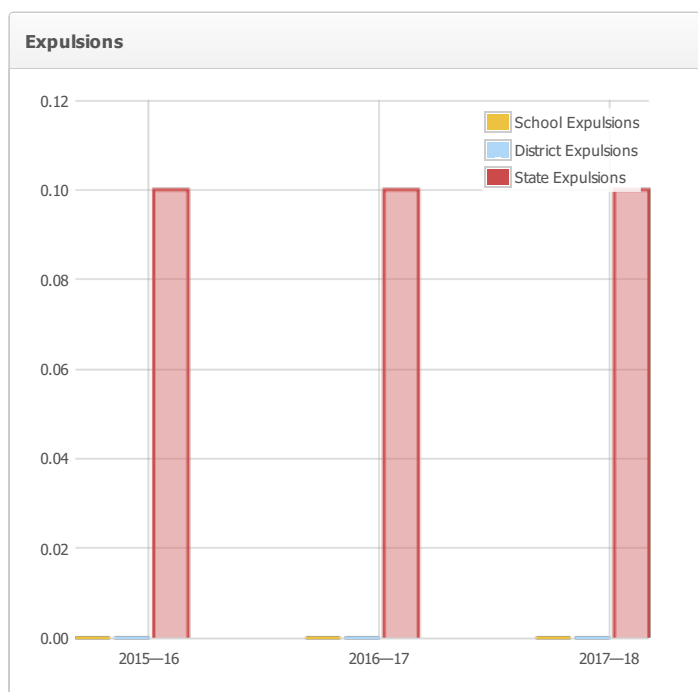
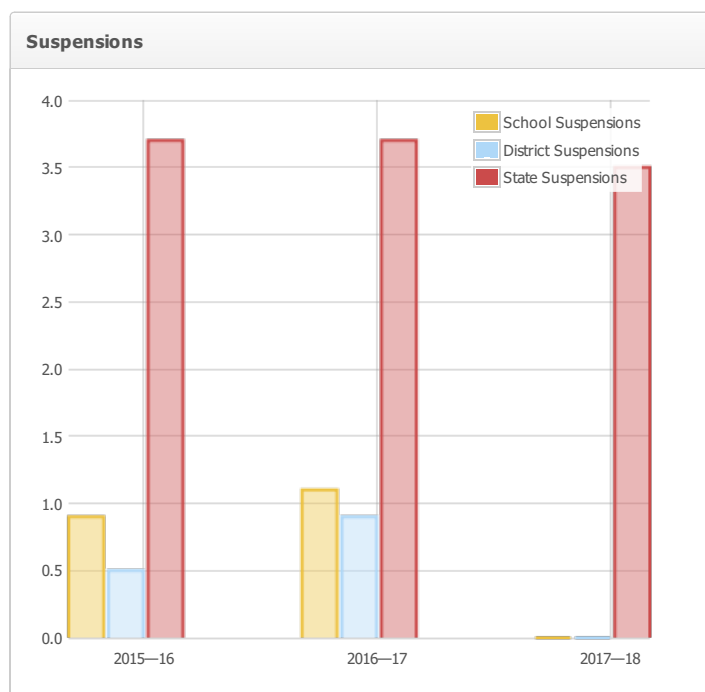
Suspensions and Expulsions

Suspensions:

School: .044

District: .016

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.9%	1.1%	0.0%	0.5%	0.9%	0.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/21/2018

School Safety Plan (School Year 2018—19)

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 in-service 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: 12/13/2018

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	4		
1	19.0	3		
2	18.0	1	3	
3	19.0	3		
4	20.0	3		
5	27.0		2	
6	26.0		3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	3	
1	19.0	3		
2	18.0	3		
3	16.0	2	2	
4	23.0		2	
5	23.0		3	
6	20.0	3		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	3	1	0
1	19.0	3	0	0
2	19.0	3	0	0
3	19.0	2	0	0
4	15.0	3	0	0
5	31.0	0	2	0
6	20.0	3	0	0
Other**	0.0	1	0	0

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

** "Other" category is for multi-grade level classes.

Last updated: 1/11/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.1	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.3	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.

Last updated: 1/14/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13258.7	\$4081.6	\$9177.1	\$84548.0
District	N/A	N/A	\$9288.7	\$84548.0
Percent Difference – School Site and District	N/A	N/A	1.2%	0.0%
State	N/A	N/A	\$6574.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	25.2%	10.6%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017–18)

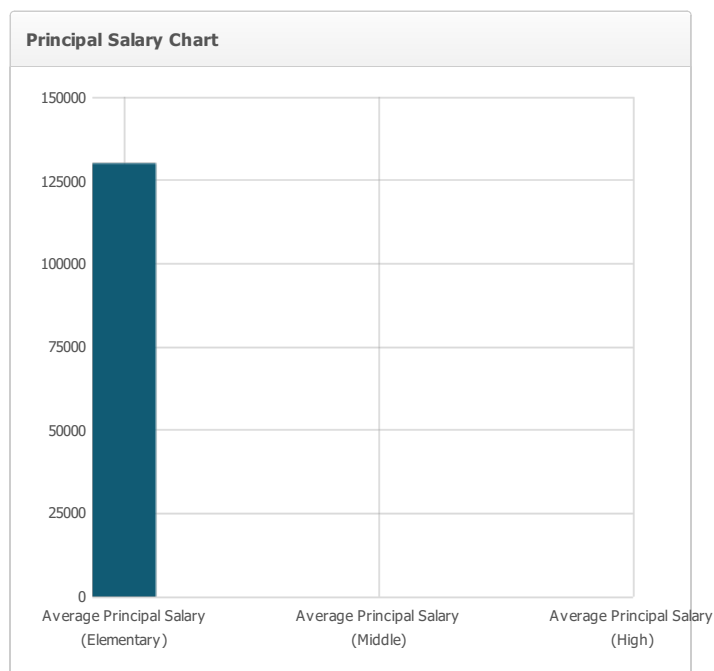
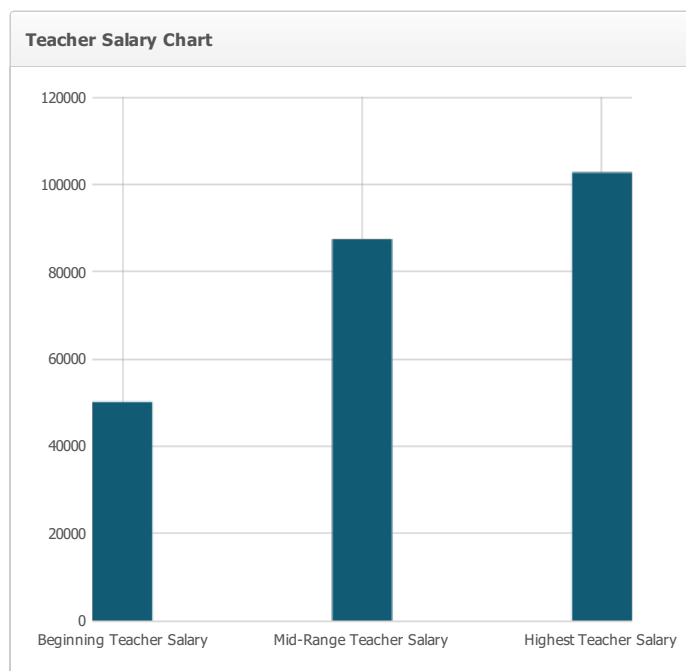
In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds the purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies,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

Last updated: 1/14/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,105	\$48,064
Mid-Range Teacher Salary	\$87,413	\$75,417
Highest Teacher Salary	\$102,711	\$94,006
Average Principal Salary (Elementary)	\$130,100	\$119,037
Average Principal Salary (Middle)	\$	\$123,140
Average Principal Salary (High)	\$	\$135,974
Superintendent Salary	\$197,302	\$183,692
Percent of Budget for Teacher Salaries	41.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/14/2019

Professional Development

Goleta Union School District annually provides three full days and two half-days of in-service to certificated staff, professional development during staff meetings, and district-wide release time throughout the year. Teachers are afforded common collaboration 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 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 with plans that 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.

In 2017-2018, we continued to refine our PLC process as well as our work with team professional practice goals in alignment with school and district goals. Our curriculum council focused on supporting our teachers throughout the district with the implementation of our new English Language Arts' Wonders adoption materials. Additionally, a combined team of administrators and teachers participated in instructional rounds focused on oral language development in their own class or school site.

For the 2018-2019 school year, we have added a principal professional learning community (PLC) that meets monthly to support the needs of their schools. All district teachers and support staff are focused on building their data literacy skills to better support the PLC process. Teams from three school sites will attend a PLC Summit, with other teams planning to attend in subsequent years. The curriculum advisory council is focused on supporting differentiation for all students with the adopted English Language Arts curriculum. An expanded group of teachers and administrators continue to participate in Instructional Rounds to develop their own capacity and focus on students' oral language development. A cohort of teachers are also participating in a Lesson Study to support greater implementation of integrated English language development. Additionally, all teachers are participating in a three-part series of NGSS seminars to support the NGSS curriculum pilot and develop baseline skills prior to an adoption for next year.

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