

Goodwill High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Goodwill High School
Street	16350 Mojave Drive
City, State, Zip	Victorville, CA 92395
Phone Number	(760) 955-3440
Principal	Kevan Loyd
E-mail Address	kloyd@vvhhsd.org
Web Site	
CDS Code	36-67934-3630100

District Contact Information	
District Name	Victor Valley Union High School District
Phone Number	(760) 955-3201
Superintendent	Dr. Ron Williams
E-mail Address	RWilliams@vvhhsd.org
Web Site	www.vvhhsd.org

School Description and Mission Statement (Most Recent Year)

GHS is a continuation high school. The school provides an educational opportunity for students whose needs cannot be satisfied in, and/or have problems adjusting to, a comprehensive high school setting. GHS offers curriculum in both academic and career education in a small school setting. Curriculum is aligned with common core standards and students are required to meet the District and State graduation requirements. Each student is given a program that meets their individual graduation needs. These programs vary from seat-time day-to-day instruction with a teacher, independent study on our main campus or at their school of residence, and virtual courses taken online. GHS prides itself for entry/open exit which means that a student may start or end attendance throughout the school year. GHS provides academic, career and personal guidance. GHS is accredited by the Western Association of Schools and Colleges (WASC).

2014-15 Goals:

- Improve the Math and English levels of each of our students.
- Provide a safe and secure learning environment for all participants.
- Utilize technology to prepare students for the 21st century
- Ensure that all staff members participate in professional development with regard to technology and Common Core Standards.

Mission Statement:

The Mission of Goodwill High School is to provide an alternative environment which insures school safety and student success by promoting academic achievement, personal independence, and structuring a foundation each the student to become a productive member of society.

Mottos:

“Success through Alternatives”

“Mavericks make good choices to:

Accept responsibility,
Value self, respect others, and
Stay successful!!!”

Expected School-Wide Learning Outcomes:

Academic Proficiency

Graduates will demonstrate appropriate levels of understanding in mathematics, reading, and writing that:

- Meet state and districts standards
- Will support them as lifelong learners
- Will sustain them as self directed critical thinkers and problem solvers

Personal Accountability

Graduates will demonstrate:

- Respect for other individuals
- Acceptance of diverse cultures and belief systems
- Tolerance for individual differences

Citizenship

Graduates will be accountable and responsible:

- For their actions
- To become respected citizens
- To make positive contributions in their community

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	7
Grade 10	19
Grade 11	58
Grade 12	141
Total Enrollment	227

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	43.6
American Indian or Alaska Native	0.0
Asian	0.9
Filipino	0.0
Hispanic or Latino	45.8
Native Hawaiian or Pacific Islander	0.0
White	8.4
Two or More Races	1.3
Socioeconomically Disadvantaged	74.0
English Learners	9.3
Students with Disabilities	14.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	7	9	364
Without Full Credential	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	52.99	47.01
All Schools in District	66.93	33.07
High-Poverty Schools in District	66.93	33.07
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: January 2012

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, history–social science, mathematics, and science. Every student has a set of textbooks for home and teachers have a classroom set of textbooks for student use as well. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston (9-12) Adopted 2003	Yes	0
Mathematics	Holt , McDougal Littell, MPS, Glencoe, Houghton Mifflin, W.H. Freeman, Prentice Hall(7-12) Adopted 2008	Yes	0
Science	Prentice Hall Adopted 2007	Yes	0
History-Social Science	Mc Dougall Littell Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Goodwill takes pride in providing a safe, clean environment for students, staff, and visitors. We are currently located behind the Victor Valley Union High School District Office on a 2 arce campus. The 13 classroom campus has adequate facilities for our courses and small learning environment. Each classroom has internet access and the school have a wifi network. Additional resources include two computer classrooms, library, and covered bench area for students.

Safety concerns are the number one priority of the maintenance and operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and 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.

VVUHS D has adopted cleaning standards for all schools in the District. The site administration works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/19/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Data outlet from wall; replace light bulbs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Add second fire extinguisher in 2 classrooms; Safety Cabinet for Cleaning Chemicals in storage room
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)		4		37	40	41	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	41
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	4	4	4	41	41	42	54	56	55
Mathematics		1	1	22	20	20	49	50	50
History-Social Science	3	3	4	31	30	29	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-85	29	-42
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-90		
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-100	31	-59
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

It is the goal of Goodwill Education Center that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities.

During the 2013-14 school year, Goodwill Education Center's career-related learning programs included:

- Work Experience
- Workability Program
- Regional Occupational Program (ROP)
- Career Exploration

Speakers from the community, job shadowing and work experiences, use of technology, career-related research projects, and community service projects are made available for the students to heighten student awareness of options for education, training, and employment beyond high school.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	47.17
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	9	15	7	44	45	38	56	57	56
Mathematics	15	7		42	44	40	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	27	20	51	36	13
All Students at the School	93	7		100		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Goodwill believes in the importance of having a strong relationship between the school and parents as partners in the education of the student. Goodwill's Parental Involvement Policy provides opportunities for parents to be involved in their child's education at the site and district levels. Parent opportunities include reviewing the schools Single Plan for Student Achievement (SPSA), input regarding allocation of funds, parent meeting to communicate information and resources, and post secondary transitional information. We encourage parents to support their child at home by providing a positive working environment. We also provide open forums through the monthly "Coffee with the Principal" meetings to discuss and share ideas in order to improve student achievement.

The following opportunities, activities and committees are available to provide a strong working relationship with Goodwill:

- School Site Council
- District Advisory Council
- ELAC/DELAC
- WASC Committee
- College and Career Fair
- Work Experience
- Awards Nights/Parent Meetings
- Coffee with the Principal
- Parent Online Access
- Interpretation Services

Parents and community members who wish to get involved with Goodwill High School please contact Principal Kevan Loyd at (760) 955-3440.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	10.4	7.7	13.3	10.4	7.7	13.3	14.7	13.1	11.4
Graduation Rate	80.23	83.30	78.52	80.23	83.30	78.52	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	36.51	81.31	84.56
Black or African American	30.00	66.36	75.90
American Indian or Alaska Native	0.00	90.91	77.82
Asian	100.00	67.21	92.94
Filipino	0.00	84.00	92.20
Hispanic or Latino	44.74	84.09	80.83
Native Hawaiian/Pacific Islander	0.00	68.00	84.06
White	26.32	90.13	90.15
Two or More Races	20.00	78.05	89.03
Socioeconomically Disadvantaged	34.91	78.80	82.58
English Learners	28.57	56.64	53.68
Students with Disabilities	51.85	50.00	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	33.9	0.0	2.4	12.5	0.0	9.3	5.7	5.1	4.4
Expulsions	0.7	0.0	0.0	0.6	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Goodwill High School. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. Adult supervision is provided in the classrooms, during lunch, passing periods, before, and after school by administrators, security, and teaching staff. Staff supervision of students in all areas of school grounds, including the cafeteria and recreational area, to ensure a safe and orderly environment. Administrative staff have put in specific security procedures. The district offices support schools by reviewing safety requirements and providing safety committee meeting to disseminate information, requirements, and resources.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill (SB) 187 of 1997. The plan provides students and staff members with a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall at the start of each school year. The Safe School Plan was most recently reviewed, updated, and discussed with school faculty on August 19, 2014. The Safety School Plan includes disaster procedures and procedures for safe entry and exit.

The Goodwill Staff Handbook as well as the Parent./Student handbook provides school expectations and procedures for serious disciplinary problems, school dress codes, and school discipline policies. Students meet with administration upon enrolling at Goodwill to review the school expectations. Goodwill maintains a positive relationship with the local Sheriffs Department and Probation Services. Additionally, administration is Clean Sweep trained and there are random canine drug checks throughout the school year in order to maintain a safe environment for student learning.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	88.9

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	18	7	1	10	45	1	1	6	43		
Mathematics	20.4	14	9	1	12	31	4		8	34	3	
Science	24.4	3	7	0	9	22			8	19		
Social Science	20.1	8	4	0	11	26	6		9	29	3	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	250
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,624	\$1,618	\$9,007	\$61,392
District	---	---	\$5.217	\$65,986
Percent Difference: School Site and District	---	---	172547.1	-7.0
State	---	---	\$4,690	\$72,276
Percent Difference: School Site and State	---	---	92.0	-15.1

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Interventions
- Transportation
- Maintenance and operations

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,124	\$42,957
Mid-Range Teacher Salary	\$63,591	\$69,613
Highest Teacher Salary	\$78,917	\$89,407
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$101,099	\$120,526
Average Principal Salary (High)	\$110,687	\$129,506
Superintendent Salary	\$179,955	\$207,044
Percent of Budget for Teacher Salaries	34	37
Percent of Budget for Administrative Salaries	4	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science	3	---
All courses	3	2.0

Note: Cells with “---” do not require data.

* Where there are student course enrollments.

Professional Development

Goodwill staff participate in collaboration days every other week throughout the school year. The collaboration days allow teachers to share best practices, analyze data, and a meet with focus groups on the Western Association of Schools and Colleges, our accrediting body. Discussions are focused on student achievement and differentiating instruction to meet the needs of underperforming students.

The district provides ongoing professional development to improve teaching and learning in the areas of writing, English, mathematics, science, history–social studies, educational technology, and classroom management. Sessions offered at various times throughout the year and is available for all staff members. In addition to district-provided professional development, principals and staff can utilize the district curriculum coordinators to provide professional development and also determine areas of individual need. Staff release for professional development is organized in a variety of ways throughout the year.

Goodwill Administration supports professional development for all staff members outside of the district as well through workshops and conferences. Funding for professional development is allocated in the school budget to support staff member conference requests.