

Olivet Elementary Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/fg/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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Olivet Elementary Charter School
Street	1825 Willowside Road
City, State, Zip	Santa Rosa, CA 95401
Phone Number	(707) 522-3045
Principal	Anna Moore
Email Address	amoore@pousd.org
Website	olivet.pousd.org
County-District-School (CDS) Code	49-70870-6066344

Entity	Contact Information
District Name	Piner-Olivet Union School District - Olivet Charter
Phone Number	(707) 522-3000
Superintendent	Carmen Diaz-French
Email Address	cdiaz-french@pousd.org
Website	www.pousd.org

School Description and Mission Statement (School Year 2019-20)

Olivet Elementary School is nestled on the edge of Laguna de Santa Rosa on the western boundary of the City of Santa Rosa. It is known for its quality education offered by experienced teachers and support staff. Olivet is a TK-6 school with approximately 320 students and 13 teachers. Olivet has a highly qualified, professional staff, skilled at working with all students in a caring manner. The school has a family feeling and thrives on being a "Small School with a Big Heart". Olivet is fortunate to have a very active parent group called "Olivet Families" which sponsors over 15 fun school events throughout the school year.

We also have Program Assistants (PAs) who are used in all classes on a daily basis. These dedicated individuals provide small group and individual instruction to students who may need additional help in math or language arts; they also serve to relieve the teacher by monitoring students doing independent work, so that the teacher may provide intensive instruction as needed. PAs also administer the progress monitoring assessments that provide valuable academic data to the teachers. What is special about these adults, is that they are also supervisors during recess. They get a chance to know the students in and out of the classroom setting allowing trusting relationships to develop.

Technology is prevalent in all classrooms: students in grades 1-3 have iPad mini labs in their classrooms, and grades 4-6 each classroom have 1:1 Chromebooks to use while collaborating, researching, writing, typing programs, as well as ELA & Math tutorials, and for completion of on-line assessments.

Olivet School is a well-balanced, elementary school where students enjoy multiple forms of learning activities and engage in 21st Century Learning experiences:

- Weekly assemblies begin each week with the school pledge, the Pledge of Allegiance, and a new "Tool of the Week" from the ToolBox Project. This effort fosters a keen focus and sense of school community for students, staff, and families that stay to listen to the assembly.
- Field trips to museums, the Luther Burbank Center of the Arts, California Missions, Angel Island, the Exploratorium, Marin Headlands, local farms, pumpkin patches, fire stations, and more.
- Activities that include parades, Stone Age Days, photography, campus beautification days, carnivals, Hawaiian luaus, talent shows, skate nights, star-gazing, BBQ's, harvest and book fairs, and more;
- Museum related exhibits and activities are held on campus from the Charles Schulz Museum, the Lawrence Hall of Science and special guest musical performers engage students in sing-a-long concerts. All ignite students' enthusiasm for school;
- Art projects that include Asian calligraphy and painting, hand-painted crafts, window paintings, mosaics, masks, and more;
- After school tutorial, art, music, running, and gardening programs are offered on campus;
- Students provide service activities such as reading to special need preschoolers who meet on our campus and helping in our local community such as with the recycling program that helps fund our sixth grade science camp.

The district and school mission statement is clearly reflected at Olivet: As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth.

Olivet's Mission:

We provide 21st Century teaching and learning for ALL students. Our community of students, staff, and families works collaboratively as a team. Our families and community members are valued, respected, and included. We demonstrate our commitment to the whole child by nurturing their intellectual growth and social-emotional well-being. We appreciate one another and are recognized for our shared successes.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	67
Grade 1	43
Grade 2	46
Grade 3	47
Grade 4	44
Grade 5	43
Grade 6	29
Total Enrollment	319

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.6
Asian	3.1
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0.9
White	41.7
Two or More Races	8.8
Socioeconomically Disadvantaged	47.6
English Learners	20.7
Students with Disabilities	6.6
Foster Youth	0.9
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	14	14	64
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December, 2019

Piner-Olivet Union School Districts uses State-adopted texts to support the learning of our students. Trainings are provided during the school year and during the summer to better assist the teachers using the materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin, adopted 2012	Yes	0
Mathematics	Bridges, adopted 2018; Carnegie Learning 2017 (grade 6)	Yes	0
Science	McMillan-McGraw Hill, adopted 2008	Yes	0
History-Social Science	Houghton-Mifflin, adopted 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness and maintenance of facilities are a high priority at our school. Classrooms are cleaned every other day. They are vacuumed and mopped several times weekly. The multi-purpose room is cleaned every week. Picnic tables where students eat snack and lunch are cleaned at least 3 times per week. Heavy traffic areas and classrooms are cleaned as needed during school breaks. The site is maintained by 1.87 FTE custodians. One custodian is available throughout the school day to attend to emergency cleaning or repair issues. The night time custodian also cleans rooms and assists with night security. Student restrooms are cleaned daily and monitored frequently to ensure they are well stocked and clean during the day. Common areas, such as the sidewalks are maintained regularly and the kindergarten play yard has bark swept and raked weekly. Any actions taken by an outside company comply with all school safety requirements.

The maintenance of the school facility is under the jurisdiction of a business manager and site administrator. There are no gas leaks, all heating and air conditioning systems are functioning at present as well as fire sprinklers. Ventilation is available in classrooms by opening windows or using the heating/air conditioning system and fan. In the event of a power failure, the custodian and principal are trained on starting generators on the well to ensure the water supply is maintained during power outages. Periodic drills maintain these peoples' skills.

The school is in the process of a facilities assessment and will be completed early 2020.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: February 11, 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 Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	New roof is needed. Repair to take place possibly during summer of 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	39	38	44	50	50
Mathematics (grades 3-8 and 11)	19	27	22	27	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	161	98.17	1.83	38.75
Male	75	73	97.33	2.67	39.73
Female	89	88	98.88	1.12	37.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	79	79	100.00	0.00	34.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	56	54	96.43	3.57	38.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	50.00
Socioeconomically Disadvantaged	95	94	98.95	1.05	37.63
English Learners	58	57	98.28	1.72	35.71
Students with Disabilities	16	16	100.00	0.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	161	98.17	1.83	26.71
Male	75	73	97.33	2.67	31.51
Female	89	88	98.88	1.12	22.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	79	79	100.00	0.00	20.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	56	54	96.43	3.57	33.33
Two or More Races	18	18	100.00	0.00	27.78
Socioeconomically Disadvantaged	95	94	98.95	1.05	24.47
English Learners	58	57	98.28	1.72	19.30
Students with Disabilities	16	16	100.00	0.00	6.25
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	11.9	14.3	26.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

Olivet Elementary Charter School is fortunate to have a large group of caring parents who are actively involved. "Olivet Families Organization" is our local parent group that generates thousands of dollars each year through fundraising events (Harvest Fair, Bingo Night), Box Tops for education, and SCRIP monies. The funds that are generated may be used for field trips, purchase of improved sound systems used in the classrooms, to improve our big yard play equipment, and improvements to enhance the educational opportunities for our students. The biggest contributions come not from the funds, but by through parent participation. Olivet parent volunteers are encouraged to assist in the classrooms and around the school with many activities. Olivet Families can be contacted via olivetfamilies@gmail.com. The meetings are held the second Monday of each month, 6:30 pm, in the staff room.

Each year the site and district parent organizations put on celebrations such as a gala and/or luau. Attendees have the opportunity to participate in silent and live auctions while they get to mingle with the other families, friends, and staff members from the schools. There is a strong sense of camaraderie and community developed through such events.

Parents assist in the classrooms by helping with a small group of students or when they volunteer to plan events for that particular class. Come and join us during our Bingo or our Movie Night! Spend some time with us at our Harvest Fair or at our Spring Carnival. If you have questions about parent participation, feel free to contact your child's teacher, or Mrs. Leon, our Office Manager, at (707) 522-3045.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	0.9	0.9	3.8	3.1	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school safety plan is designed to assure student safety throughout the school day, and/or during man made and natural emergencies. Frequent drills (emergency phone tree, fire and earthquake drills) keep students and staff updated on current safety skills. These skills include the ability to communicate with district office and outside agencies for ongoing support services through strong network of city, county, state and federal communication services. We have an emergency phone tree to contact all staff members with vital information when the need arises. We have a PA system to call for assistance to the office in time of medical needs so that we can service individuals. The Safety Plan is updated yearly, and the staff, parents and School Site Council review the procedures in the Safety Plan. Through School Site Council, families are invited to provide input in polishing the plan. Improvements are evident: new radios for office staff, principal, yard duty staff, and office manager are in use to expedite reaction time to needs on campus. The parents group has provided water and granola bars to have on hand in the case of an emergency as well. Parent communication has been improved with the use of the automatic dialing system where all parents can be telephoned with a message in less than 20 minutes. Staff receives regular training as needed after drills are assessed.

During the school day. students and staff use The Toolbox Project, Restorative Justice Practices, and Positive Behavior Intervention Systems of Support to develop a climate that encourages children to do the right things and feel safe with the peers and adults on campus. We also integrate the theme of Kindness throughout our daily practices.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		20	2	1		22		3	
1	24		2		16	1	2		22		2	
2	17	1	2		24		2		23		2	
3	12	3			12	2	2		24		2	
4	15	1	1		13	2	1		27		1	
5	14	2	2		10	3			28		2	
6	6	3			12	3	1		26		1	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,230	\$4,457	\$8,773	\$75,169
District	N/A	N/A	\$8,773	\$73,375.00
Percent Difference - School Site and District	N/A	N/A	0.0	2.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	15.6	-3.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Class Size Reduction, and Program Assistants for each teacher. The district provides training for teacher and administrators on the new math program and Writer's Workshop. Aides are provided with training on reading instructional support to better enable them to provide support for the teachers and students. Additional programs include PE, Art, Music, Library, Running Club, Gardening Club, and after school tutoring.

Olivet also has an intervention program across grade levels. It begins in Kindergarten. At the conclusion of each school day, kinder students are put into "focus groups" based on their needs. These groups learn about letter and number sense to set them up for reading and utilizing their math skills. All students are assessed using Fountas & Pinnell Guided Reading system. Students are then taught to read in small groups, based on the results of the guided reading assessment. After school tutoring is offered to students who need an extra boost to achieve grade level proficiency.

Social Emotional needs and programs include a Multi-tiered System of Support. The system begins with the Toolbox Programs that consists of 12 tools that students learn about and can use when managing their behavior at school. The students learn how to use their tools through lessons in the classroom, creating student led videos, and at weekly whole-school assemblies. We also use Restorative Justice questioning strategies to create a safe learning environment. Most recently, we are learning how to implement Positive Behavior Intervention Systems of Support - a "catch them doing something good" strategy.

When a child is egregious in their behavior their parent is called and/or a Behavior Intervention for is sent home. This action is to ensure the parents are informed and allows a team - home/school approach, to student management. Frequently, students spend time with the principal (or Office Manager) to discuss how to use the tools. Short-term counseling is also offered when a student is identified as needing it (usually, through teacher or principal referral).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,233	\$49,378
Mid-Range Teacher Salary	\$70,091	\$77,190
Highest Teacher Salary	\$98,825	\$96,607
Average Principal Salary (Elementary)	\$107,219	\$122,074
Average Principal Salary (Middle)	\$103,623	\$126,560
Average Principal Salary (High)	\$72,076	\$126,920
Superintendent Salary	\$164,504	\$189,346
Percent of Budget for Teacher Salaries	30%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	21	30

Currently, the primary focus for professional development at Olivet Elementary Charter School centers around Common Core English Language Arts and Math standards, NGSS, and 21st century teaching, learning and assessment. The other area of school-wide focus has to do with developing a safe and positive school climate. All teachers and classified personnel have participated in Toolbox professional development and we are beginning a focus on Restorative Justice Practices. Teachers and students have created videos to use for teaching the tools. Additionally, teachers utilize Tool Box videos, and each tool is addressed on a rotating basis at the weekly whole-school assemblies. Positive Behavior Intervention and Systems of Support (PBIS), are also a part of the Multi-tiered Systems of Support (MTSS).

Professional development is delivered after school on early release days, during non-student workdays, during dedicated days during summer, and by full and half day release days. Much professional development takes place in grade level team meetings. Teachers are supported by site and district administrators, district coaches, consultants, and the district Director of Innovative Learning. Teachers have professional development opportunities while attending STEAM Labs (NGSS) with their students and participating in poetry workshops delivered by California Poets in the Schools (CCSS ELA). This year, several teachers will also participate in School Garden Project program. Olivet teachers attend grade span and/or grade level meetings to assess and analyze student data and collaborate to plan instruction and intervention as well as determine needs for staff development.

The district provides training based on identified goals for district staff which include:

- Training to support adopted instructional materials (currently Bridges Math K-5 and Carnegie Math grade 6, Lucy Calkins Units of Study Writing grades K-6, Fountas and Pinnell Guided Reading)
- Training to provide teachers with certification and skills necessary to work with English Language Learners

- Teachers participate in regular district and grade level meetings
- New teachers participate in the induction program through North Coast School of Education
- Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS)
- All teachers are participating in Bridges mathematics curriculum (K-5) and Carnegie Math (6)
- Toolbox and Restorative Justice Practices Trainings
- All teachers participate in Momentum in Teaching writing and balanced literacy coaching and professional development program

Other professional development opportunities are considered on an individual basis or related to school / district priorities and goals.

Teachers participate in mandatory district-wide faculty meetings 6 times a year. Additional, voluntary professional development opportunities are provided through out the school year, focusing on the implementation of the Common Core State Standards. Teacher participants are selected to attend county-level trainings related to the implementation of the Common Core State Standards and technology in order to be part of the teacher training teams when they return to the site and district-level meetings.

Teachers regularly meet together during the school hours at the site level to develop SMART goals and review data collected using DIBELS, LEXIA, STAR Enterprise Math and Reading Assessments, CAASPP Interim Assessments, and Bridges assessments. During this time, teachers collaborate as grade level teams, and in groupings to ensure horizontal and vertical alignment of the curriculum and to exchange student information.

Teachers focus on the four crucial questions:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not learn it?
4. How will we respond when they already know it?

The district provides training based on identified goals for district staff which include:

* Common Core State Standards in English Language Arts and Mathematics

- Differentiated Instruction and Universal Access
- Guided Reading and Assessments
- Piloting of ELA curriculum
- Training to support adopted instructional materials such as Bridges Math and Momentum Writing Program
- Training on the Social/Emotional Curriculum,ToolBox, Restorative Justice, and PBIS
- Teachers participate in regular district and grade level meetings
- New teachers participate in the Teacher Induction Program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR

Other professional development opportunities are considered on an individual basis or related to school /district priorities and goals.