

Olivet Elementary Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://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

Contact Information (School Year 2017-18)

School 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	Mary Reynolds
E-mail Address	mreynolds@pousd.org
Web Site	olivet.pousd.org
CDS Code	49-70870-6066344

District Contact Information	
District Name	Olivet Elementary Charter School
Phone Number	(707) 522-3000
Superintendent	Carmen Diaz-French
E-mail Address	cdiaz-french@pousd.org
Web Site	www.pousd.org

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

Olivet Elementary School is nestled on the edge of a laguna 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 about 315 students and 14 teachers. Olivet has a professional staff, skilled at working with all students in a caring manner. The school has a family feeling. 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 have Program Assistants who are used in all classes on a daily basis. These dedicated individuals provide small group instruction to students who may need additional help in math or language arts. They also administer the progress monitoring assessments that provide valuable academic data to the teachers. What is special about these adults, is that many are also supervisors during recess. They get a chance to know the students in and out of the classroom setting.

Technology is prevalent in the classrooms: students in grades 1-3 have iPad mini labs in their classrooms, and in grades 4-6 each classroom has 1:1 Chromebooks, which are a type of laptop for students to use while collaborating, researching, writing, typing programs, as well as ELA & Math tutorials and 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 end each week with the school pledge, a rule for the week, a characteristic from the social studies curriculum, a patriotic song and a new "Tool of the Week" from the ToolBox Project. This 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;
- *Museums 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;
- *Trimester Awards Assemblies that emphasize citizenship, effort and attendance;
- *Art projects that include Asian calligraphy and painting, hand-painted crafts, window paintings, mosaics, masks, and more;
- *After school tutorial and music 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 and a recycling program that helps fund our sixth grade science camp.

The district and school mission statement is clearly reflected at Olivet: "Our purpose is to create a learning environment with a progressive instructional program consistent with state mandates and the best identified practices in education. We will develop each student's academic and social skills to their full potential by providing a caring, nurturing and challenging environment. We are dedicated to promoting the positive self-esteem of our students, enabling them to become responsible, life-long learners. We will work with students, parents and the community to create an atmosphere of mutual respect and cooperation through shared responsibility and decision making."

Olivet's Vision:

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 2016-17)

Grade Level	Number of Students
Kindergarten	68
Grade 1	47
Grade 2	50
Grade 3	37
Grade 4	30
Grade 5	54
Grade 6	19
Total Enrollment	305

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	2
Asian	2.6
Filipino	0
Hispanic or Latino	41.3
Native Hawaiian or Pacific Islander	0.7
White	44.3
Two or More Races	7.2
Socioeconomically Disadvantaged	46.6
English Learners	26.2
Students with Disabilities	10.2
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	13	14	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December, 2017

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin, adopted 2002	Yes	0
Mathematics	Houghton-Mifflin, adopted 2009	Yes	0
Science	McMillan-McGraw Hill, adopted 2008	Yes	0
History-Social Science	Houghton-Mifflin, adopted 2007	Yes	0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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 other 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.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 13, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No changes needed at this time, however, the District will be installing new HVAC units in the summer of 2017 as part of the energy efficiency program that began in the summer of 2016.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			The District installed and upgraded all lighting fixtures to energy-efficient LED lighting during 2016-17 as a part of the energy efficiency program.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		The District re-roofed the majority of roofs in the summer of 2016. The remaining roofs will be repaired in the summer of 2017 or 2018.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 13, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	28	39	36	48	48
Mathematics (grades 3-8 and 11)	32	22	24	23	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	138	97.18	27.54
Male	73	70	95.89	28.57
Female	69	68	98.55	26.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	64	62	96.88	11.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.49	41.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	77	96.25	18.18
English Learners	44	43	97.73	13.95
Students with Disabilities	20	19	95	10.53
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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	139	97.89	22.3
Male	73	70	95.89	28.57
Female	69	69	100	15.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	64	63	98.44	11.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.49	32.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.5	14.1
English Learners	44	44	100	11.36
Students with Disabilities	20	19	95	5.26
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	39	39	34	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5	27.8	22.2

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Olivet Elementary School is fortunate to have a large group of caring parents who are actively involved. Olivet Families is our local parent organization that generates thousands of dollars each year through fundraisers, box tops for education, and SCRIP monies. The biggest contributions come not from the funds, but by through parent participation. Olivet parents volunteer in the classrooms and around the school with after-school activities. The monies that are generated are used for field trips, purchase sound systems used in the classrooms, improve our big yard play equipment and more.

Each year the site and district parent organizations put on galas and luaus. 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 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 Night 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, then feel free to contact Mrs. Leon, our Office Manager, at (707) 522-3045.

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.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.4	1.7	0.9	2.1	2.2	3.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Our school safety plan is designed to assure student safety during man made and natural emergencies. Frequent drills (emergency phone tree, fire and earthquake drills) keep students and staff skills sharp. It includes 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 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. The 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	5			23	1	2		23		3	
1	17	2			16	1	2		24		2	
2	23		1		13	3			17	1	2	
3	24		2		24		1		12	3		
4	30		1		1	1			15	1	1	
5	27		2		30		1		14	2	2	
6	24		2		17	1	2		6	3		
Other					21	1	2					

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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												
Mathematics												
Science												
Social Science												

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.2	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,435	\$335	\$8,100	\$73,730
District	N/A	N/A	\$8,667	\$75,823
Percent Difference: School Site and District	N/A	N/A	-6.5	5.0
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	42.7	3.0

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

Types of Services Funded (Fiscal Year 2016-17)

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 English Language Acquisition Program.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,233	\$47,034
Mid-Range Teacher Salary	\$67,301	\$73,126
Highest Teacher Salary	\$95,210	\$91,838
Average Principal Salary (Elementary)	\$103,840	\$116,119
Average Principal Salary (Middle)	\$108,824	\$119,610
Average Principal Salary (High)	\$102,577	\$115,194
Superintendent Salary	\$158,312	\$178,388
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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 and STAR Enterprise Math and Reading Assessments. During this time, teachers collaborate as grade level teams, and in groupings where students are exchanged according to their level for English Language Development.

Teachers focus on the four crucial questions:

What is it we expect our students to learn? How will we know when they have learned it?

How will we respond when they do not learn it? 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
- Training to support adopted instructional materials
- 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 BTSA 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.