Petaluma High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Petaluma High School
Street	201 Fair St.
City, State, Zip	Petaluma, Ca, 94952
Phone Number	707.778.4651
Principal	Justin Mori
Email Address	jmori@petk12.org
Website	https://www.petalumacityschools.org/petalumahigh
County-District-School (CDS) Code	49708624935151

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

School Description and Mission Statement (School Year 2020-2021)

Petaluma High School began as a public school in 1873, making it one of the oldest high schools in California. PHS continues to offer students a rich educational experience, with the opportunity to participate in award winning programs immersed in tradition.

Staff and administration at Petaluma High completed our last full WASC self-study in 2020; receiving a 6 year accreditation with a one day Mid-Cycle visit. We plan to use staff meeting and PLC time to address the goals in our on our WASC Action Plan. We continue to encourage each student to choose an academic focus area that leads to certification in the senior year. These areas, based on California industry standards, include pathways in Agriculture (Ag & Natural Resources, Ag Mechanics/Construction); Arts, Media and Entertainment; Engineering, Manufacturing and Design; Business and Finance; Community Health; as well as seven subject specific concentrations based on achievement in Honors and Advanced Placement.

Petaluma High School is part of the Northern California Career Pathway Alliance, underlining our commitment to college and career preparation.

Petaluma High School Vision: Petaluma High School provides relevant, rigorous, engaging learning that prepares students for current and future opportunities and challenges. We embrace a culture and climate that supports communication, collaboration, critical thinking, and creativity while honoring the traditions and legacies of our school and community.

Petaluma High School Mission The Petaluma High School community includes staff, students, parents and community members who know each other individually and form connections to support student success. We provide a strong academic program and workforce programs with a wide variety of co-curricular activities and awareness of post-secondary options enabling students to direct their own futures. We… Provide a personalized approach to school and education, supporting each individual student - Ensure academic achievement at all levels for all students and encourage student participation in career pathway opportunities - Engage students in their development of a future vision for post-secondary success - Encourage personal social development with the ability to engage positively with diverse populations

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	338
Grade 10	398
Grade 11	355
Grade 12	290
Total Enrollment	1,381

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.9
Asian	1.7
Filipino	0.2
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.7
White	65
Two or More Races	3.3
Socioeconomically Disadvantaged	36
English Learners	7.2
Students with Disabilities	13.1
Foster Youth	0.3
Homeless	0.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	67	67	67	274
Without Full Credential	0	2	2	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12: Prentice Hall Literature: Timeless Voices, Timeless Themes © 2002, Adopted 2006	Yes	0.0 %
Mathematics	College Preparatory Mathematics - adopted 2015	Yes	0.0 %
Science	Physical Science: Prentice Hall Physical Science -Concepts in Action © - adopted 2004 Biology: Holt, Rinehart & Winston Biology: Principals & Exploration ©2001, Adopted 2002 Chemistry: Prentice Hall - adopted 2002	Yes	0.0 %
History-Social Science	World History: Modern Works History, Houghton Mifflin Harcourt - adopted 2007 US History: American History: Reconstruction to Present, Houghton Mifflin Harcourt - adopted 2007 American Government: Pearson Prentice Hall Magruder's - adopted 2003 Economics: Holt Economics © 2003 – Adopted 2004	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Exploremos! 1 and 2, National Geographic Learning - adopted 2017 "French Nouveau" and "French Today" - adopted 2013	Yes	0.0 %
Health	Health: Making Life Choices - West End Publishing 2nd Edition - adopted 1999	Yes	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Laboratory Equipment (grades 9-12)	N/A		0.0 %

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

School Facility Conditions and Planned Improvements

Overall, the school facility is in good repair. The exterior buildings are currently in the process of being painted during the 2019-2020 school year which includes the repair of overhangs and eaves, exterior wall paneling, and other areas in need of attention.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	74	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	44	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	51	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Petaluma High School has a strong program of career technical education (CTE) courses that strengthen the academic, career and technical skills of students. CTE classes are available within the following industry sectors: Agriculture, Construction, Education and Health Services, Manufacturing, Media and Communication, Retail Trade, Services/Business and Transportation. Students learn skills they can apply in future work situations. CTE provides a high school career education that is academically rigorous and aligned with the workforce preparation needs of our county. These courses are an integral part of the career pathway system at Petaluma High, usually they are the most advanced classes in the pathway, providing the final high school training experience before students continue on to college or technical training, while others transition directly to careers. Students may receive college and high school credit for many CTE classes that are articulated with Santa Rosa Junior College. Some students earn industry certifications.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	568
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.1
Percent of CTE Courses that are 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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	54.87

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Petaluma High School places a high value on fostering strong parent/school communication and we are committed to having our parents get involved. Our school has a long-standing tradition of parental involvement and support and we provide many opportunities for such involvement.

These include:
Agriculture Advisory Board
Engineering and Design Apprenticeship Trade Skills Advisory Board
Athletic, Music, and Library Booster Clubs
Parent-Teacher–Student Association
English Learner Advisory Council
School Site Council
Wildlife Museum Advisory Board
Project Graduation Organizational Committee

We have established a student-mentoring program through Mentor Me Petaluma, a program of one-to-one support currently being offered in the District's K-8 schools. In addition to parent support groups, we receive support from the Petaluma Educational Foundation, Rotary International, the Chamber of Commerce, and many business and individual volunteers. Of particular note is the number of retirees from the trade industry who serve as classroom volunteers in our Career Technical Education classes.

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 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
Dropout Rate	1.4	1.9	0.9	5.5	7.2	3.6	9.1	9.6	9
Graduation Rate	93.7	96	94.8	85.2	85.3	86.7	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	11.1	9.9	8.7	8.5	3.6	3.5
Expulsions	0.1	0.2	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.98	9.85	NA
Expulsions	0.2	0.18	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The School Safety Plan is designed to provide a framework for protecting students, staff, and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and District policy and Administrative Regulations.

Members of the school staff and administration have been trained in Emergency Response according to the Federal Emergency Management Agency guidelines and certification processes. The School Safety Plan was recently reviewed, updated, and discussed with school faculty. We have updated our plan for the upcoming year, based on new guidelines from RESIG and county partners. The plan was presented and approved by our School Site Council in January of 2021.

Average Class Size and Class Size Distribution (Secondary)

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	26	10	41		26	10	43		29	15	33	7
Mathematics	27	7	41		28	2	46		28	5	43	
Science	30	3	28		30	1	33		29	2	27	4
Social Science	27	6	36		28	4	41	1	28	3	36	2

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	345.3

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,112.66	$2,448.46	$5,664.21	$74,619
District	N/A	N/A	$5,615	$73,153
Percent Difference - School Site and District	N/A	N/A	0.9	2.0
State	N/A	N/A	$7,750	$83,059
Percent Difference - School Site and State	N/A	N/A	-31.1	-10.7

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

Types of Services Funded (Fiscal Year 2019-2020)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,479	$49,782
Mid-Range Teacher Salary	$60,056	$76,851
Highest Teacher Salary	$86,277	$97,722
Average Principal Salary (Elementary)	$103,961	$121,304
Average Principal Salary (Middle)	$109,099	$128,629
Average Principal Salary (High)	$117,833	$141,235
Superintendent Salary	$212,364	$233,396
Percent of Budget for Teacher Salaries	32.61%	33.48%
Percent of Budget for Administrative Salaries	4.22%	5.57%

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	4	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	5	N/A
Science	4	N/A
Social Science	7	N/A
All courses	27	25.4

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

For the 2018-2019, 2019-2020, 2020-2021 school years there were four (4) professional development days. District staff were surveyed to collect teacher professional development interest/need. The area of highest interest/need were selected as topics for the professional development days. Professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry and project-based learning, effective influences on student learning, classroom management, accessing/discerning reliable information, and environmental literacy. Teachers also attended workshops, trainings, and conferences provided by the Sonoma County Office of Education, among other outside providers. To support implementation, several committees have been formed and meet regularly to plan for continued teacher support. The K-12 Curriculum/Staff Development committee met and planned the professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.