SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Petaluma High School

**201 Fair Street
Petaluma, CA 94952**

Petaluma City Schools

March 2-4, 2020

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Preface

Petaluma High School believes in and participates in the ongoing cycle of school improvement as outlined through WASC. The 2020 WASC leadership team came together under the guidance of two veteran staff members (Kerry Lowell and Deb Fitch). During 2013-14, PHS completed a full self-study. As Petaluma received the visiting committee's report, their recommendations were reviewed by the Leadership Team and placed within the School-wide Action Plan for further focus. During the 2017 mid-cycle progress visit, the visiting committee affirmed the previous VC's findings and validated the progress being made. A revised action plan was created and used to guide PHS for the next three years.

During the fall of 2018, staff reviewed the PHS Mission and Vision. Slight revisions were made to reflect the climate and current state of the school. All stakeholder groups were involved, including staff, parents, students, and school site council. The updated Mission/Vision statement was completed by January 2019, and by March of 2019, the updated Student Learning Outcomes were completed and approved.

Beginning in the spring of 2019, PHS met as a staff with stakeholder participants to conduct an analysis of data ranging from demographic breakdown to academic achievement of standardized testing, EL placement, and Advanced Placement. The school used this information to develop goals that support students' needs. Administration has tied the School's Single Plan for Student Achievement (SPSA) to professional development needs according to this data.

PHS used the WASC process to review and identify long term goals and the schoolwide action plan. Their stated purpose in using the WASC process was to find areas of improvement while maintaining an understanding that the Mission, Vision, and SLOs should drive the identified goals. All stakeholder groups were included in the process. PHS states that the community is proud of their work in writing the self-study report. The Schoolwide Learner Outcomes are as follows:

Students will do their best.
- Students will pursue Academic and Career Technical Education excellence
- Students will strive for excellence in co-curricular activities

Students will be involved with their communities.
- Students will be active and engaged participants in school
- Students will be connected to local community through service opportunities and partnerships
- Students will be actively engaged in promoting global diversity

Students will be prepared for post-secondary opportunities.
- Students will think critically and apply problem solving skills
- Students will communicate and collaborate effectively with others
- Students will be creative and innovative
- Students will be aware of options for their future endeavors

Chapter I: Progress Report

Since the last WASC visit, Petaluma High School has gone through many changes. The once veteran staff has shifted with several teachers and classified employees retiring or moving on. Site administration has also seen significant turnover with the addition of a new principal and new assistant principal. The two new administrators teamed with the returning assistant principal, who returns to PHS for year four in that position. The administrative team has worked to improve communication at the site and with the district. This change has significance to the overall climate and culture, as the former principal held the role of principal since 2012 and was with the school since 2008. With the arrival of the 2019-20 school year, PHS hired a new principal and a new assistant principal.

The district office also experienced some turnover in various departments as well, which has impacted the school. The shift in leadership has spurred changes to policy and procedure. Many changes from the district level have been centered around curriculum development, digital tools, and overall approach towards school discipline.

The staff of PHS has examined best practices and unanimously voted for a change in the bell schedule that would shift a 35-minute block of unstructured time to a highly structured block called A+. The school has seen a decrease in discipline and an increase in overall student achievement from the sub 2.0 students. PHS continues to have an abundance of elective offerings and CTE pathways. The defined CTE pathways have faced some challenges the last few years with regards to systematic leadership and communication.

Curriculum adoption has also taken place. The math department adopted CPM, with a focus on a more standards based instructional model. Science is in the process of adopting new curriculum to meet NGSS standards. Engineering has also adopted curriculum with the use of PLTW. Petaluma HS also moved towards the "Bring your own device" model for students, which has also created some challenges on campus through that transition.

Other areas of success include the return of Link Crew, NIMS certification within the CTE program, work with the county office of Ed on the EL Roadmap, the rollout of the ERWC class for 11th grade students and the 10,000 degrees program which helps students obtains scholarships.

Petaluma's progress towards critical areas of follow up as identified by the previous visiting committee are listed below:

Goal 1: Improve student performance and competence in literacy and math in all subject areas through implementation of Common Core and enhanced professional practice.

Several measurable growth targets indicate an increase in the number of students as "ready" in the EAP in both English and Math. The number of students taking AP courses and the number of students passing with a 3 or higher has also increased. Lastly, there is a higher number of students taking Integrated Math III and above.

This can be attributed to several areas of success, highlighted by the identification of essential standards in English, math and science through the PLC process. The math department in particular has also made significant progress in moving towards a standards-based grading system on classroom assignments in Math I and II. There is an increase in CAASPP interim assessments and the implementation of the A+ intervention period to support all students. Common assessments and rubrics also exist within departments at the site level, but do not exist at the district level.

Goal 2: Close the achievement gap for all subgroups (Hispanic Students, English Learners, Students with Disabilities, Socio-Economically Disadvantaged)

Several previously used measurable growth targets have sun-setted since the last full self-study, including CST exams and the CAHSEE exam. PHS continues to monitor subgroup performance on the

CAASPP exams. Performance by the Hispanic subgroup has fluctuated on the ELA exam and has varied slightly on the math exam, with both performance indicators lagging behind the white subgroup. Other subgroups, including SED identified, EL and students with disabilities also fluctuate year to year on both the ELA and math exams over the last three years.

Other metrics do indicate fluctuation with regards to the performance of subgroups. These metrics include the number of students taking standardized exams such as the PSAT, SAT and ACT. The number of students qualifying for the CA state seal of biliteracy has seen a slight decline over the last four years. The number of students participating in the 10,000 degrees program has seen a slight increase over the last few years, up to 37 students participating in 2019.

Overall, the gap between the identified subgroups and the school average continue to remain and is at the forefront of the school's discussions.

Goal #3: Develop personalized long-term plans and vision relating to postsecondary opportunities

PHS has developed and implemented some programs and databases to measure post-secondary opportunities, readiness and progress. These include an expansive longitudinal graduate study which informed decision making at the site level, completed in the middle of the WASC cycle.

Areas of progress include the NIMS certification for students, the longitudinal graduate study completed in 2017, many parent nights to disseminate information to students and families about postsecondary opportunities and supports. The SRJC JumpStart program has seen an increase in participation, as well as the PIQE program which has impacted and supported families of English Language Learners.

All students complete a four-year plan with their counselors to ensure that coursework is commensurate with their postsecondary goals. Secondary experts and industry representatives meet regularly with interested students in both a formal and informal manner. Counselors and the college and career center coordinator provide needed information and opportunities to all students regarding postsecondary options. Supports and information are made readily accessible to students, parents and the community.

Goal #4: Foster student engagement with Petaluma High School and our local community

Overall attendance and participation in school activities at PHS has increased by 10% which is a result of several initiatives and indicators. Parents are surveyed to assess needs and attrition has been reduced. The increase in participation is across all subgroups. Students are afforded a wide range of activities and ways in which to engage with PHS and feel part of the school's culture within the community. Community engagement is central to Petaluma's identity and core mission as evidenced by strong community relationships and the presence of support in the form of human capital and monetary resources by community organizations. These relationships have impacted overall student engagement in a positive manner.

Goal #5: Develop evaluation systems in which students, staff, and other stakeholders build in processes to regularly monitor programs to determine program effectiveness as well as analyzing student outcomes by subgroups to ensure all students are meeting school-wide learner outcomes

PHS has several systems in place and has made some progress in monitoring overall, individual program effectiveness and impact. Regular discussions take place regarding schoolwide data with both staff and stakeholders which has helped to frame conversations and provide context for decision making on campus. The school appears to have made progress with regards to this goal, however a streamlined approach to connect data disaggregation and use could be strengthened.

Chapter II: Student/Community Profile

Located in beautiful Sonoma County wine country, just 32 miles north of San Francisco's Golden Gate Bridge, the city of Petaluma was settled in 1850. Incorporated in 1858, it is the oldest city between San Francisco and Eureka. While the area continues to have a distinctively agricultural flavor (including chicken and eggs, dairy, and farm-to-table produce) the city's economy has added significant emphasis on industries such as telecommunications, financial and professional services, and health, education, and recreation. The city's proximity to Sonoma and Napa, as well as its inherent charm, festivals, and activities, make it a natural draw for tourism.

Petaluma High School is one of two four-year comprehensive high schools in the Petaluma City School District. Petaluma High School began as a public school in 1873 making it one of the oldest high schools in California. The current site for the high school was established in the early 1900s with major renovations in the early 1960s and in 1995. A Fine Arts building was added in 2009. Enrollment has fluctuated over the year, with the school population currently at 1400 students as of the beginning of the 2019-20 school year.

Due to the age of the school, a number of PHS students are the fourth generation of their families to attend here. One of the strongest testaments to school culture is the number of graduates who choose to return to Petaluma High School as faculty members. PHS currently has more than a dozen faculty and staff members who are proud graduates.

The student population mirrors the community, coming from a wide range of socioeconomic, educational, and cultural backgrounds. The overall population of the school has declined slightly as the district is experiencing declining enrollment. The number of Hispanic students has increased. The Hispanic population has grown from 16% of the overall population in 2006 to just over 26% in 2019. Additionally, the student population has switched from a rural majority with long established traditional families to that of a more suburban representation of mobile families.

There are almost 900 staff members in Petaluma City Schools who, along with the larger school community, are responsible for the educational experiences of 7500 students. PCS includes two separate districts. The Petaluma City (Elementary) School District comprises eight elementary schools with an enrollment of approximately 2,100.

PHS staff analyzed and disaggregated many data sets throughout the WASC process. The California School Dashboard (hyperlinked) showed varying degrees of achievement and progress. Areas of strength include the graduation rate (96%), number of students who are college and career ready (63.2%) and a decreasing, yet high, suspension rate of 9.9% on the recent release. An additional area of strength is a high AP pass rate that has increased over the last 3 years from 66.3% earning a 3 or higher to almost 76% in the 18-19 school year. The number of students that meet A-G requirements has also increased over the last 3 years from 42% during the 2016-17 school year to 55% during the 2018-19 school year.

AP Student Data - Five Year Score Review

Year	Total students	Total # of Exams	Students w/ 3+	% of Students with 3+
2016 - 2017	291	585	193	66.3
2017 - 2018	354	735	254	71.8
2018 - 2019	334	639	253	75.7

*Includes 1 student with 7 AP classes

CSU Eligibility
Meeting A-G requirements:

	Graduating Class	UC/CSU Eligible
2016- 2017	297	115 (42%)
2017 - 2018	310	110 (41%)
2018 - 2019	315	172 (55%)

Trends for both ELA and math CAASPP exam scores remain relatively steady, with slight fluctuations from year to year. Scores have slightly decreased from 2017 and on overall. PHS students regularly outperform the state averages on these exams by a significant margin. Significant gaps also exist between subgroups as identified on the dashboard and in the self-study, those subgroups identified as Hispanic students, SED identified students, English Learners and Students with Disabilities.

English Language Arts

CAASPP	PHS 2016	PHS 2017	PHS 2018	PHS 2019
Students Tested	285	328	320	291
Standard Exceeded: Level 4	30%	46%	40%	37.50%
Standard Met: Level 3	40%	33%	33%	36.10%
Standard Nearly Met: Level 2	18%	15%	19%	16.20%
Standard Not Met: Level 1	12%	6%	8%	10.30%
Proficient and above	70%	79%	73%	74%

Math

CAASPP	PHS 2016	PHS 2017	PHS 2018	PHS 2019
Students Tested	286	328	319	286
Standard Exceeded: Level 4	10%	19%	16%	18.90%
Standard Met: Level 3	27%	30%	29%	23.40%
Standard Nearly Met: Level 2	33%	27%	27%	23.80%
Standard Not Met: Level 1	31%	27%	29%	33.90%
Proficient and above	37%	49%	45%	42%

CAASPP Results for Subgroups

CAASPP English Language Arts

	ELA All Students			Economically Disadvantaged			English Learners			Students with Disabilities		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Standard Exceeded: Level 4	30%	46%	40%	10%	22%	27%	0%	0%	0%	0%	15%	5%
Standard Met: Level 3	40%	33%	33%	37%	41%	39%	0%	0%	0%	10%	23%	23%
Standard Nearly Met: Level 2	18%	15%	19%	30%	24%	18%	0%	78%	0%	37%	35%	33%
Standard Not Met: Level 1	12%	6%	8%	22%	13%	15%	100%	22%	100%	54%	28%	40%

CAASPP Math

	Math All Students			Economically Disadvantaged			English Learners			Students with Disabilities		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Standard Exceeded: Level 4	10%	19%	16%	1%	7%	6%	0%	0%	0%	0%	3%	0%
Standard Met: Level 3	27%	30%	29%	11%	19%	24%	0%	20%	0%	0%	10%	5%
Standard Nearly Met: Level 2	33%	27%	27%	34%	28%	36%	7%	0%	20%	10%	13%	15%
Standard Not Met: Level 1	31%	27%	29%	54%	46%	35%	93%	80%	80%	88%	75%	80%

CAASPP English Language Arts

	2016 White	2016 Hispanic/Latino	2017 White	2017 Hispanic/Latino	2018 White	2018 Hispanic/Latino
Standard Exceeded: Level 4	39%	14%	53%	27%	46%	19%
Standard Met: Level 3	42%	36%	31%	34%	30%	39%
Standard Nearly Met: Level 2	10%	33%	10%	29%	19%	24%
Standard Not Met: Level 1	8%	17%	5%	10%	6%	18%

CAASPP Math

	2016 White	2016 Hispanic/Latino	2017 White	2017 Hispanic/Latino	2018 White	2018 Hispanic/Latino
Standard Exceeded: Level 4	15%	1%	22%	9%	17%	5%
Standard Met: Level 3	31%	19%	33%	20%	33%	22%
Standard Nearly Met: Level 2	32%	33%	26%	32%	23%	35%
Standard Not Met: Level 1	21%	47%	19%	40%	26%	39%

Not included in the data sets are CAST performances and indicators for EL progress as both these indicators in the CA School Dashboard are not yet included as a gauge.

Several metrics are used to measure student progress in a variety of contexts. Overall, data points remain relatively stable with slight fluctuations year to year depending on the metric. Overall progress appears to have been made with regards to the implementation of PLC's, common formative assessments, the beginning implementation of standards-based grading in math and the regular review and discussion of schoolwide data.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1.   Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

PHS has established a vision and mission (purpose) of what students should know and demonstrate. The mission emphasizes post-secondary success and individualized support for students' academic and social development.

The PHS community has access to the vision and mission of what students should know and demonstrate by highlighting the mission and vision statement and schoolwide learning objectives throughout campus, posting it in classrooms, on agendas and syllabi, and highlighting it in parent communications. As a campus, PHS has updated the schoolwide learning objectives (SLOs) and have pushed them out to every teacher, administrator, and staff member. One of the goals of updating them was to make them even clearer to students and their families. PHS has made a concerted effort to push out the mission, vision and SLOs to all stakeholders in a clear and coherent manner.

PHS has three student learner outcomes (SLOs); Students will do their best; Students will be involved in with their communities; Students will be prepared for post-secondary opportunities. Under each main point are more specific outcomes.

The outcomes address students and what they may achieve after leaving PHS. The leadership team is cognizant of the fact that the outcomes are difficult to measure, and the effort has not yet been made to develop a rubric or adjust them accordingly. Although, the SLOs were created with staff input, admittedly the decision to base outcomes on what staff wanted students to "feel" could not be quantified. The vision and mission do not address high quality academic standards and focus should be centered on what students should be able to demonstrate throughout their high school career. There is evidence that there were a number of stakeholders involved in the revision of the vision, mission, and SLOs. Posters are visible in classrooms; however, students did not seem to be aware of the SLOs.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

There are multiple locations on varying websites that delineate how community members can give input to the governing process. There is evidence that information about school board meetings and their purpose are disseminated regularly amongst the community. Regular emails from the principal are sent home.

Counselors review graduation requirements and A-G requirements within their class presentations to students. They meet with students several times throughout their high school careers to assist choosing pathways and encouraging them to pursue their interests.

There are numerous committees that teachers are able to participate in at the district and site level. However, teachers are not able to articulate the effect these committees have on the overall student progress of students at PHS.

The Board has engaged a number of stakeholders in the development of the LCAP goals in their primary language. Community members had the opportunity to discuss the goals and offer suggestions and edits as needed.

Petaluma High School is in compliance with the notifying families of their rights to lodge a complaint and the steps to do so.

A3. Leadership: Data-Informed Decision Making and Ongoing Improvement Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student

success.

Action Plan Correlated to Student Learning: The school's action plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Petaluma City Schools has conducted a needs assessment and analyzed data in several meetings throughout the year. The District Leadership Team (DLT) and Local Control Accountability Plan committee engaged all stakeholders in the development and refinement of the LCAP goals. There was increased effort to include Spanish speaking in the parents by hosting meetings in Spanish and encouraging parents and community members to refine the goals in their native language. It was noted that a greater effort to include suggestions from teachers has been made.

Petaluma High School has established Professional Learning Communities (PLCs) that seek to improve student achievement. Multiple staff members have attended PLC training in recent years. There is dedicated time to meet in departments at least twice a month. Teachers are able to set their own agenda for their meeting time. Some staff members expressed a desire to have "sacred" Professional Learning Networks coordinated by the district in order to be able to meet with job-alike colleagues from different school sites, particularly for those who teach singleton classes. Staff meeting time was used to review CAASPP data at the beginning of the year, more often this time is reserved for training and professional development as suggested by staff to administration.

A number of departments, including Math, English and Social Science, have worked over the past few years to develop essential standards for courses. The Math department has incorporated standards-based grading for tests.

The structure for effective PLCs that use the cycle of inquiry to inform teaching practices and improve student achievement are in place. Math, English and social science departments all have essential standards that were developed over the course of the last several years. Currently, PLC groups have not met consistently throughout the year in order to effectively discuss student achievement and progress. Without added continuity within and across departments, analyzing student data is a challenge. Additional guidance and direction would benefit all departments to formalize the cycle of inquiry process.

There are also Professional Learning Networks (PLN) that were designed to allow for cross-curricular collaboration and/or job-like collaborative opportunities. However, PLN time has not been coordinated with other school sites and thus, articulation within and across departments and schools has not continued.

There appears to be concerted effort to improve the attendance of the PSAT even though the increase in focus has not had the desired effect of increasing the number of students enrolling in AP courses. PHS has multiple CTE pathways that appear to regularly compete for the attention of students, administration and district leadership. Students who are on a more academic pathway admit that they do not have time within their schedule to take courses that do not meet A-G requirements. It would benefit the school as a whole if CTE courses and pathways also met A-G requirements.

PHS routinely outperforms the state, but achievement gaps continue to persist for ELs, Hispanics, students with disabilities and students identified as socioeconomically disadvantaged. Teachers communicate regularly about students and are able to refer struggling students to the SST process, but the case management and follow through with students is not formalized and students continue to not perform as well as expected.

Petaluma High involved stakeholders in determining the effectiveness of their Tutorial schedule. When

determined some were abusing the plan, they revamped the program and developed an accountability measure on Google docs for students to request tutorial help. A+ takes place during the last forty minutes of second and fifth periods. Students are able to request time with a teacher and a class they are struggling with by signing up on a Google doc. Students find that their requests are almost always granted but would prefer the time to be optional as opposed to mandatory. Teachers are not to use the A+ time for instruction, additional structure may benefit students to assist them in using the time more wisely. While most teachers and students agree that it is better than the tutorial time they had in place for several years, there remains room for improvement as shared by both students and staff. A formal review process does not appear to exist to regularly evaluate the current scheduling structure.

Increased communication is a goal PHS listed as an area of improvement, however none of the stakeholders involved in focus groups denoted this being an area of improvement. All were pleased with the responsiveness of the teachers and the administrative team since the change at the beginning of the 19-20 school year.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Measurable Effect of Professional Development on Student Learning*: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

PHS has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning. Ensuring that students receive maximized instruction from qualified teaching staff, PHS administration follows a structured protocol for hiring, monitoring, and evaluating all teachers as well as providing new teacher orientation, and a two-year induction program, led by veteran teachers. All teachers have clear credentials, some CTE degrees, and that all are teaching within their credentialed subjects.

PHS demonstrates the belief that to be prepared to enhance student learning, teachers participate in professional development and receive supplies for work. Petaluma's overall professional development plan is in its infancy. At the same time, teachers seek out their own opportunities for professional growth with colleagues at PHS, across the district and virtually. Professional development has included topics

centered around instruction and student achievement, including teacher preparation on curricular instruction (NGSS/AP, CTE, for example), coaching, mentoring, and collaborating with principal, time for PLC assessment data analyses and next steps, sharing best practices, online and technology training.

The PHS staff is provided with collective bargaining agreement annually, which outlines employment policies and practices. Teachers are required to submit a yearly personal professional development plan to administrators that supports their teaching practice.

PHS has staff that are part of a Staff Evaluation committee who are examining and will be piloting a new framework for teaching and evaluation.

PHS employs an effective network for communicating written administrative and faculty policies. In general, PHS' policies are written in the handbook that students and parents receive. Additionally, PHS publishes these policies on Google Apps in an effort to move away from printed material. In addition, student communication is posted, and offered electronically via the school website. The Principal's Advisory Committee (PAC), made up of administrators, department chairs, counseling department and the librarian, meet to disseminate information and collaborate before any final decisions are made by the administration.

Outside of the ASB/Leadership program, students are not afforded formal opportunities to express their concerns. Students did report that informally they are willing to discuss concerns with staff members as they arise. The principal has shared his intent to create a student advisory council.

A5.   Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

Petaluma High School involves the necessary governing bodies to assist with allocation of funds. They use committees to garner input around the decision-making process.

Department budgets are allocated based on the number of sections and the needs of each department. Within that, teachers decide collectively on how money should be spent. Request for conferences and other professional development opportunities are submitted to the administration for approval. The self-study stated monetary decisions were made within the framework of the SLOs and student achievement, however without being able to monitor the efficacy of the SLOs this may not occur. Information is shared with staff and the SSC. Funding requests are evaluated through the School Site Council under the guidelines of the SPSA.

Both teachers and students believe repainting the school building to reflect the color scheme of Petaluma High School has boosted the positive climate and culture around campus. Both stakeholders feel more should be done to make the campus more inviting.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- There is a strong, revitalized administrative team
- There is a supportive and collaborative environment for the adults on campus.
- Several departments have participated in developing Essential Standards.
- The school is deeply imbedded in, and highly respected by the surrounding community
- Programs dedicated to serving the individual needs of students with respect to learning and achievement have been developed and implemented (Math 1 with Support, Algebra Academy,
- We have more students taking AP, Honors, and college level courses to increase and improve on their academic skills
- Communication between staff, parents, and administration is a strength.
- Students report having qualified, passionate, and caring teachers.
- Staff encourages all students to achieve at high academic levels

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Student Learner Outcomes would benefit from quantifiable and clearly defined statements.
- Assessment of A+ and how stakeholders are benefitting from the thirty-minute time.
- Implementation support for PLC to provide a more streamlined system within and across curricular areas where data is disaggregated, analyzed and used to revise curriculum and instruction.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- Focus Group Meetings
- Parent Group Meeting
- Student Group Meetings
- VC Committee Observations
- VC Classroom Observations
- Examination of Student Work

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Congruence: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Integration among Disciplines: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Petaluma High School uses current educational research to provide a meaningful instructional program that prepares students for college, career, and life. To this end, mathematics teachers are using CPM curriculum, including a CPM math intervention course, Math 1, for students struggling to access the math curriculum. In addition, there is evidence of spiraling of the mathematics curriculum as students' progress through Math 1, Math 2, Math 3, Math 3E, Math Analysis, and AP Calculus AB. Math teachers attend the CPM National Math Teacher Conference to strengthen their practices. In ELA, ERWC has been implemented in both the 11th and 12th grades and teachers are currently analyzing its effectiveness on student learning. ELA/ELD 1, 2 and 3 are currently piloting StudySync. Social Science teachers are putting into practice the use of primary sources in their curriculum after attending weeklong training Rendell Center for Civics and Civic Engagement. The PE department is using online resources for students to bridge their learning between standards and practice. The Engineering and Manufacturing department participates in ongoing professional development in an effort to stay current with PLTW curriculum and standards. The art teacher regularly attends the annual The Makerspace for Educators conference and month meetings to develop research based instructional techniques. Developing a space and dedicating time for teachers to collaborate within departments and across disciplines will create a structure of collaboration in line with formal PLCs.

Petaluma High School has clearly defined academic and college/career readiness indicators for each subject area, course, and/or program that meet or exceed graduation requirements. The monthly essential standards testing in Math 1 and Math 2 is complemented by the use of standards-based grading to closely monitor success in these fundamental classes. In addition to the aforementioned ERWC classes, the English department has agreed upon essential standards and assessments. StudySync, which embeds standards and research-based curriculum, is leveled based on student skill and knowledge to allow for access and progress. PHS is in the beginning processes of instituting statewide certification in Ag Mechanics, Agri science, Horticulture, and Floral Design. For students enrolled in the Study Skills class, there are grade level academic standards in addition to IEP goals. Students have also been successful at SkillsUSA, an indicator that the students are learning the skills required within the industrial

program. Students enrolled only in A-G courses are engaging in college readiness, though can benefit from enrolling in CTE courses that supports a well-rounded high school experience in which they are both college and career ready.

There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. A strong and clear, established Mission and Vision statement, developed by PHS staff, is visible around campus, to students, staff and families. The Student Learning Outcomes were created in collaboration with staff to support CCSS-based curriculum. However, the Student Learning Outcomes are not quantifiable and revisions to the goals will benefit the overall mission and vision of PHS. The SpEd Dept were trained on legal issues, as well as creating goals and determining present levels. The district provides Chromebooks and is integrated in many classes. In addition, accessory learning materials, such as SAT Prep, CAASPP, and course preparatory for industry certifications. Moreover, the staff and administration meet weekly to review student achievement and curriculum practice, student data, instructional strategies, and review educational research.

The staff at PHS are working towards the inclusion of language acquisition strategies across all disciplines; individually and as a staff, they have identified areas that need further development and implementation. The staff serve on several district wide committees in an effort to support district alignment in the areas of curriculum, specifically math and science, technology, and learning and innovation. With further support, PHS staff will be able to collaborate or provide a more streamlined professional development system within and across curricular areas and district, especially in the area of ELD strategy integration in order to promote vertical and horizontal alignment. Student programs, organizations, and clubs align with the goal of connecting students to post-secondary options. In various courses or clubs, students are required to complete several hours of community service.

The staff at PHS regularly engages with community partners and resources, articulates regularly with feeder schools, local colleges, SRJC, and universities, and technical schools. Staff attended training for the APCS course and have ongoing articulation meetings with SRJC, along with serving on their advisory committee for Business and Finance.

B2. Equity and Access and to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs--Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

All students are able to make appropriate choices and pursue a full range of realistic college and career

and/or other educational options. There are opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students. This is evidenced via the certification programs in the Ag pathways, access to the National Institute of Metalworking Skills credentials, and the ability to intern with industry leaders in the Health pathway. In addition, there is open enrollment into the Honors and AP courses. There are 45 electives that meet a-g college requirements with 25 of those courses completing pathways. In Future Farmers of America (FFA), students develop public speaking and leadership skills and assess student comprehension through Career Development Events. BYU and APEX are utilized by students to recover credit. Students would further benefit from intentional communication and access to all programs and provided the necessary support to be successful at all levels, courses, and within subgroups.

A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. The master schedule is built around student requests. Students receive credits for work experience in the SAE (Supervised Agricultural Experience), where students learn to be professional and safe when working in a lab. In the Health pathway, classes provide access to career skills and certification, as well as exposure to health work sites and guest speakers from the health industry.   HOSA is PHS' CTSO and provides students with additional opportunities to develop both content knowledge and professional skills. In addition, all Spanish speaking EL students are enrolled in Spanish for Native Speakers. Counselors meet with students to develop four-year plans in their freshman year, followed by career presentations in the 10th grade, discussion on post-secondary goals in the 11th and 12th grade. In addition, student programs, organizations, and clubs align with the goal of connecting students to post-secondary options. In various courses or clubs, students are required to complete several hours of community service. During A+, students have the opportunity to meet with teachers to discuss coursework. Math Workshop course, with financial support from the district, offers intervention for students who struggle with math. In the Math 1 and Math 2 course, the staff use standards-based grading, where students track their areas of strength and area in need for growth; students are encouraged to reassess, after practice, until they have mastered the essential standard. Students would benefit from a well-rounded high school experience in which they are provided information on courses that would ensure they are both college and career ready.

Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and college and career and/or other educational goals. In SkillsUSA, general education students work with students with special needs. In HI, students assist people who are in need. With the Civic Action Project, students are able to propose policy solutions to existing issues on the school site or within the local community. PHS athletes lead sports clinics and camps for younger athletes. The school newspaper, Trojan Tribune, not only reports the events on campus, but also highlights community members and events. The Bilingual Student Ambassador Program assists students who are bilingual learn to translate during school events for the community. In Future Farmers of America (FFA), students develop public speaking and leaderships skills and assess student comprehension through Career Development Events

The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. The certification programs offered at PHS allow students to leave high school with more than just a high school diploma. In addition, the PLTW courses are rigorous and prepare students to be college and career ready.

The Human Interactions (HI) course requires students to complete a semester project focused around community service and bringing awareness to the needs of others, with in the Intro to Business class, students develop their four year plans, to provide them direction when selecting courses for the following years.

Students either volunteer at local organizations or participate in an alternate activity that requires them to take part in therapy (AA, Alateen, etc.). In addition, in the Introduction to Business class, they write resumes. The use of one to one devices allow students to build and practice computer skills to prepare them for a career. Students in Accounting have the ability to earn college credits at SRJC via a free

exam; students have the opportunity to make connections between current and future coursework and job options. The Advanced Manufacturing course is a dual enrollment course through an Articulation Agreement with SRJC and the Advanced Manufacturing Technology course offers industry-recognized NIMS certification. PHS is one of six high schools in California where students are offered many internships and online learning opportunities-Society of Manufacturing Engineers. Student programs, organizations, and clubs align with the goal of connecting students to post-secondary options. The librarian supports students by working collaboratively with teachers to create research projects that include lessons on research skills.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Mathematics teachers are using CPM curriculum, including a CPM math intervention course, for students struggling to access the math curriculum. In addition, there is evidence of spiraling of the mathematics curriculum as students' progress through Math 1, Math 2, Math 3, Math 3E, Math Analysis, and AP Calculus AB. The Math 1 and 2 teachers use standards-based grading.
- Teachers at Petaluma High use state and national standards to design courses that provide rigorous and relevant educational experiences with the necessary scaffolding to offer success for all students. CTE courses are aligned to CTE state and national standards.
- There is open enrollment into honors and AP courses.
- The Bilingual Student Ambassador Program has been created as a way of bridging the gap with the Spanish speaking community members and the school.
- The Agricultural Program, FFA, and Museum Program is a strong component of the campus.
- The Industrial Program is strong and offers certifications (NIMS) in several areas that allow students to be work ready after high school
- PHS's credit recovery program, APEX**,** allows students to recover credits for graduation.
- All students have access to technology via Chromebooks which allows for additional access to information and material taught and facilitates clear communication between teachers and students.
- Math and Science departments offer a wide variety of classes for upperclassmen including business math, EAP math, and anatomy and physiology.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- A protocol to use data to refine and improve curriculum.
- Creating a system for professional development where knowledge learned can be taught to staff.
- The Student Learning Outcomes are not quantifiable and revisions to the goals will benefit the overall mission and vision of PHS.
- Additional ELL and SpEd support systems need to be developed to allow for equitable access
- More resources are needed to enable more in-depth academic counseling toward a coherent curricular path that includes parents and encourages students to take upper level course work.
- Students would further benefit from intentional communication and access to all programs and provided the necessary support to be successful at all levels, courses, and within subgroups.
- Students would benefit from a well-rounded high school experience in which they are provided information on courses that would ensure they are both college and career ready.
- Students enrolled only in A-G courses are engaging in college readiness, though can benefit from enrolling in CTE courses that supports a well-rounded high school experience in which they are both college and career ready.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
Need teacher training to allow staff to regularly include language acquisition strategies in their instruction.

- Self-Study Report

- Focus Group Meetings
- Parent Group Meeting
- Student Group Meetings
- VC Committee Observations
- VC Classroom Observations
- Examination of Student Work

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.　　Student Involvement in Challenging and Relevant Learning Criterion

To what extent are all students involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.
Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

PHS students engage in challenging and relevant work as evidenced by VC observations and the examination of student work. Formative and summative assessments provide evidence of challenging and relevant learning. These assessments also provide opportunities to adapt and respond to student needs. The VC observed students engaged in collaborative discussions, group work, and technology use. Students also engage in academic goal setting with the guidance and support of teachers and academic counselors. This provides students the opportunity to develop a 4-year plan that includes A-G courses in preparation for college and career readiness upon graduation.

Students have access to CTE pathways and Honors and AP courses, which expose students to college and career opportunities through coursework. This will provide students with the background knowledge and skills to then move into practical application through several avenues, including field trips, community involvement, and collaborating with industry partners.

General education teachers are able to view IEP accommodations through an electronic folder that is provided to each teacher containing the IEP at a glance for each student enrolled in their courses. This provides teachers a means of ongoing communication with case managers through email or by setting up face to face conversations regarding student needs. When looking at IEPs, teachers are able to reach out to the Special Education teachers to gather more information for accommodations in a particular setting to best support students. The RSP department chair created several documents that breaks down how to access and read an IEP at a glance, which was reviewed with all staff in a staff meeting. Teachers have access to an electronic copy of the IEP training materials through the Google Folder and are welcome to contact the RSP department chair or any case manager for further support. Communication between general education and special education staff with regards to students on IEPs is somewhat inconsistent in nature. Progress monitoring with general education teachers regarding IEP goals is also somewhat inconsistent when it comes to communication.

Students need to be provided with opportunities for practical application of knowledge and skills they acquire in all subject areas and course levels. With this in mind, PHS students within the ERWC courses engage in modules that provide guidelines for student led discussions that are often on text dependent questions or open-ended questions. Students are encouraged to generate their own text dependent

questions to use as a way to engage in dialogue with their peers within student led discussions. In addition, students in the AP Government course are collaborating on civic change projects ranging from bringing awareness to health issues to changing the time of A+.

C2.   Student Engagement through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Career Preparedness and Real-World Experiences: All students have access to and are engaged in career preparation activities.

Student engagement within and outside of the classroom includes implementation of 21st century skills for learning: critical thinking, communication, collaboration and creativity. The PLC structure within PHS has helped teachers communicate and discuss best practices around essential standards and formative assessments to identify student learning strengths and areas of need. This leads to an understanding of where teachers can provide adaptations and differentiation in their lessons to provide students opportunities to engage in collaborative tasks and assignments within courses in which they are working towards showing how students are applying knowledge of essential standards. With the PLC efforts, engaging in a cycle of inquiry around student achievement through the development and implementation of common formative and summative assessments in core content areas will support teachers in making informed instructional decisions.

Math, science and engineering courses support the use of technology and online resources within their curriculum. Student engagement in clubs and organizations within the school community provides students a means to further utilize their 21st century skills for learning outside of the classroom. The CTE programs, particularly Metals and Ag, provide students with the opportunities to earn certifications and skills to be applied immediately in the workforce after graduation. Though it is not a graduation requirement, students are highly encouraged to engage in as many community service opportunities they can during their time at PHS. Freshmen who are enrolled in the Human Interaction course are required to complete a minimum of eight hours of community service for the one semester, which is an initial start to supporting student engagement with the community. There is also special recognition of graduating seniors who attain a minimum of 100 community service hours prior to graduation. Students are able to acquire these hours through several avenues, including clubs and organizations such as the BSA Club, NHS, CSF, Marine Science course, and the Environmental Science course; many of these clubs and organizations are products of not only student interest, but of further enrichment of a content area.

College and career readiness for students at PHS includes knowledge and application of 21st century skills for learning that can be used in personal, academic, and professional settings that students will constantly engage in throughout their life. Courses such as Intro to Business, ERWC and the Workability program provide students with the opportunity to develop a plan for post-secondary options that includes developing resumes, cover letters, and practicing interview skills for students to further develop their communication skills verbally and in writing.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Use of technology as a 1:1 school site to support multimodal learning
- PHS provides many opportunities to support post-secondary career exploration
- Multiple departments provide hands-on learning opportunities for students
- Many departments allow students to engage with a greater community and access real world skills - such as field trips to visit different industries
- PHS has increased the number of students taking AP classes (through open access) and taking (and passing) the AP exams
- PHS has a 96% graduation rate (as of 2018), with a graduation increase of students from special populations such as Hispanic, socioeconomically disadvantaged, and students with disabilities.
- Students have access to a variety of CTE course and programs to engage in taking theoretical concepts and skills they are learning in their coursework and given opportunities for practical application through community involvement and through the support and guidance of industry partnerships
- Students are provided the opportunity to make personal connections to content knowledge and coursework through community engagement opportunities
- Students engage in hands on experiences through coursework (science, engineering, CTE pathways)

Key issues for Standards-Based Student Learning: Instruction (if any):

- A system to keep track of students earning Career Certificates and college credit
- All departments work in PLCs to develop and implement common formative assessments that determine student success on essential standards
- Teacher professional development for collaborative classes and data to show effectiveness of these classes (beyond more in-class support for students)
- Use of collaborative model beyond English and Math department
- Improve visibility of college and career opportunities within the classroom
- Sense of connectedness for students when it comes to course selections and planning for next steps

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- Focus Group Meetings
- Parent Group Meeting
- Student Group Meetings
- VC Committee Observations
- VC Classroom Observations
- Examination of Student Work

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1.   Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

Assessment of Program Areas: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

PHS uses a wide variety of district and school mandated assessment processes to collect and report student data such as CAASPP, SARC, School Dashboard, and various College Board assessments. Although, data is collected and reported, work needs to be done to disaggregate and analyze the information. Stakeholders are engaged and aware of the data via the LCAP, SPSA, and through School Site Council Reports. PHS also has a career readiness program measured by industry assessments/certifications. There is currently no school wide rubric for career readiness.

Petaluma High School has a number of data points to determine student success. PHS demonstrates examples of common assessments on a department level rather than from school leadership. There is continuity in regard to grading and most departments have implemented common formative assessments. Departments such as English and Math also align with gradebook categories. Depending on the department, common assessments are used per unit and for formative assignments. Except for the English department who instead chose to focus on common rubrics and grade weights for essays. Teachers use common rubrics to maintain a commonality of expectations for students.

Students' grades and growth are measured by test scores, completion of certain classes, graduation rates, and systems of communicating this information such as Aeries and the use of counselors. PHS also uses CTE Pathway Articular Agreements, CTSOs, and 3rd Party National Accreditation as indicators of student performance. There are clear ways Petaluma High School has to determine the end result of a student taking specific classes (Seal of Biliteracy, National Certification, AP exams, etc.) However, an area growth would be to also focus on progress towards goals and how and what should be measured and specific points through the year.

PHS makes use of PLCs for teachers to discuss and agree on various aspects involving instruction. Adjustments are made accordingly to ensure that students are challenged and have access to relevant curriculum. The math, science, and social science departments are aligned on essential standards. Other departments are currently working on developing common standards. District/School Leadership is not fully aware of CTE programs and there is more desired support from the Engineering and Manufacturing Department. There is a push for more support and accountability of CTE programs in terms of staffing, resources, and promotion.

PHS uses student grades to develop support classes, inform teachers' future instruction, and evaluate the effectiveness of tests. Evidence for this primarily comes from the math and foreign language

departments. There is declining enrollment in the CTE programs and there does not seem to be clear metrics for evaluating the effectiveness of these programs before decision making.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment Strategies to Measure Student Achievement: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Student Feedback: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

PHS uses a variety of benchmarks (Pathway recognition, Bilingual Seal of Biliteracy, AP classes, SRJC credit) to report student and school performance data to all stakeholders. Certain classes have standard-based assessments and all A-G courses use comprehensive unit and final exams.

Individual departments and teachers use formative and summative assessments in a variety of ways to inform future instruction. There is evidence of using assessments to reteach, reassess in a spiral fashion, create lessons, and student work is used as an interim assessment informing teacher on items to review before an exam.

To ensure that students are supported in achieving their goals, PHS implements a variety of strategies to help students determine the best learning experiences for college, career, and life. Students make a 4-year plan with counselors in the Intro to Business class. They follow -up with the counselors and meet with them yearly during classroom visits. Teachers engage students in continuous dialogue about course sequences, and there are various programs/projects (Jump Start, 10,000 Degrees, and "Future Options") so support students towards graduation.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- The staff at PHS multiple ways to record, report and communicate student performance through the student information system.
- PHS uses formative and summative assessment processes to guide curriculum and instruction. Some departments have systems for sharing data around student performance.
- The math department has implemented standards-based grading for Math 1 and Math 2
- PHS provides many opportunities to participate in collaborative work sessions with colleagues that include both self-directed and those that are put together by sites and the district, such as professional learning communities.
- All course-alike teams share some assessments and rubrics.
- Staff provide timely feedback and communication to support students in achieving learning goals

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Developing a system where all departments share data around student performance and use data to guide curriculum and instruction.
- Meaningful student performance data (multiple data sources) needs to be more readily identified so that teachers can analyze, give feedback to students and improve teaching. We need help from the district to do so.
- Collaborating with colleagues across the district to develop common assessments and rubrics.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- Focus Group Meetings
- Parent Group Meeting
- Student Group Meetings
- VC Committee Observations
- VC Classroom Observations
- Examination of Student Work

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

PHS employs a wide-ranging array of strategies and offerings to support the regular involvement of all stakeholder groups within the teaching and learning process. Many examples of this are found on campus ranging from specific content area groups to wider all school groups. Examples of content area involvement include the Agriculture Advisory Committee, Trojan Live (student broadcast system), several VAPA festivals and competitions at local community and four-year colleges, HOSA, partnerships with the Petaluma Public Library, PTSA, an active activities program and numerous others. Many industry partners and community members also support PHS through donations of their time or resources. Many adult volunteers are found on campus during the school day to assist teachers in CTE classes or other areas of need.

Parents are involved as a critical stakeholder group as various booster organizations exist, regular ELAC and Site Council meetings occur, and other advisory committees and business partnerships are in place. In addition, many local businesspersons also offer volunteer services within many classrooms as industry partners.

PHS also employs an onsite community museum, the Petaluma Wildlife and Natural Science Museum, which provides a unique, one of a kind CTE pathway while also providing many services to the community throughout the year ranging from holiday events to educational events for local elementary schools. Students are also afforded the opportunity to work with local elementary schools in a variety of other contexts such as MarS (a program where students teach the basics of marine biology) and a robust

engineering and manufacturing program that benefits from established community partnerships.

E2.   School Culture and Environment Criterion

To what extent does the school provide a safe, clean, and orderly place that nurtures learning?

To what extent does the school develop a culture that is characterized by trust, professionalism, high expectations for all students?

To what extent does the school maintain a focus on continuous school improvement?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Atmosphere of Trust, Respect, and Professionalism: The entire school has an atmosphere of trust, respect, and professionalism.

Overall, Petaluma HS is described as a safe, clean and orderly school by students and staff. PHS employs 5 full time campus monitors but did recently lose their full time school resource officer. Overall, systems are in place to keep campus safe and to teach students how to be kept safe throughout a variety of potential emergencies that could arise. Access to campus is relatively open due to the nature of the layout of campus with regards to visitors and other off campus personnel. All staff are also aware of safety and security procedures, however there are inconsistencies in which elements of the site safety plan is followed. Safety is also taught in shop and science classes as it pertains to content specific areas. Existing policies are also in place to keep students safe through the use of technology on campus.

Students are supported through a school culture of caring, concern and high expectations that attempts to honor student differences and needs. Overall, most staff are highly invested in the school community and help connect students to the school. Students and staff are aware that there is a need to continue cultural and inclusivity discussions moving forward as the campus demographics continue to shift.

Connectedness to school is accomplished through an activities program that includes over 25 active clubs and an academic program that has built in support for all students on both ends of the academic spectrum. Students and staff are also afforded multiple opportunities to build a positive rapport and relationships through targeted programs and activities on campus. As needs arise outside of academic areas, PHS employs several programs to support students emotionally as well through established programs and resources. Students appear to have a voice on campus through traditional measures such as ASB, but no formal process to include student voice exists.

There is an atmosphere of trust that exists on campus between staff, students and the community. The level of trust varies and is at the forefront of many discussions staff wide. This is forged through a variety of endeavors ranging from advisory committees, surveys, professional development opportunities and community partnerships.

E3.   Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Equitable Academic Support: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Multi-Tiered Support Strategies for Students: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Petaluma HS employs several support systems to help with access to services, activities and other opportunities for all students. The access is both equitable and varied across all subgroups for curricular, co-curricular and extra-curricular opportunities.

These exist both within curricular areas in the form of informal tutoring, targeted support through identification of struggling students in the A+ program, and through schoolwide systems in place to support identified students through tiered intervention systems.

Examples of schoolwide systems include counselors meet with students to create a 4-year plan to map out classes and subsequently follow up to ensure students are on track with their post-secondary goals. Students identified through special education services receive support through study skills classes and the assistance of instructional aides. Traditional interventions include the SARB process, multiple levels of SST's, 504 plans, Apex credit recovery, home hospital instruction, independent study, summer school and concurrent/dual enrollment. Although there are tiered systems in place to support struggling learners, there is not a formal multi-tiered system of support to streamline these processes into one systematic approach to support struggling learners.

Students also receive support through identified standardized tests such as the ELPAC for English Learners, support classes in English and the Algebra Restart program. Opportunities also exist for students who excel through an AP and Honors program zero hour/period classes for students wishing to move at a more accelerated pace.

Students are also provided with an extracurricular program that provides access for all students and that is increasing in numbers.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

● Changes to the Health Pathway, Marine Science, and Museum have led to increased community interaction.
● CTE pathways and course offerings remain strong, are connected to and are extremely well supported by the community.
● PHS offers a wide variety of extracurricular activities for students to choose from.
● AP and Honors courses are open access, allowing any student to enroll, increasing the number of students from minority groups who take the AP courses and tests.
● Students learn about a variety of cultures across the curriculum.
● PHS offers a wide variety of supports that are in place to increase student learning and achievement on standardized assessments.
● The Wildlife and Natural History Museum and Museum Management Program is a unique strength and asset to the school and community.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Diversity within school programs and staff does not always reflect the whole-school population
- School and district policies can be enforced at a more consistent level.
- Previous uses of restorative justice have decreased in use.
- Communication between various employee groups on campus can be improved
- Recognition and communication about mental health issues and support could be improved.
- Formal structures to allow for and promote student voice do not exist outside of the ASB platform.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- Focus Group Meetings
- Parent Group Meeting
- Student Group Meetings
- VC Committee Observations
- VC Classroom Observations
- Examination of Student Work

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Areas of Strength (list numerically)

1. PHS has a 96% graduation rate (as of 2018), with a graduation increase of students from special populations such as Hispanic, socioeconomically disadvantaged, and students with disabilities.

2. Students have access to a variety of CTE courses and programs to engage in taking theoretical concepts and skills they are learning in their coursework and given opportunities for practical application through community involvement and through the support and guidance of industry partnerships.

3. CTE pathways and course offerings remain strong, are connected to and are extremely well supported by the community.

4. The Industrial Program is strong and offers certifications (NIMS) in several areas that allow students to be work ready after high school.

5. Mathematics teachers are using CPM curriculum, including a CPM math intervention course, for students struggling to access the math curriculum. In addition, there is evidence of spiraling of the mathematics curriculum as students' progress through Math 1, Math 2, Math 3, Math 3E, Math Analysis, and AP Calculus AB. The Math 1 and 2 teachers use standards-based grading

6. The Bilingual Student Ambassador Program has been created as a way of bridging the gap with the Spanish speaking community members and the school.

7. The Wildlife and Natural History Museum and Museum Management Program is a unique strength and asset to the school and has led to increased community interaction.

8. AP and Honors courses are open access, allowing any student to enroll, increasing the number of students from minority groups who take the AP courses and tests.

9. All students have access to technology via Chromebooks which allows for additional access to information and material taught and facilitates clear communication between teachers and students.

10. There is a supportive and collaborative environment for the adults on campus.

11. Students report having qualified, passionate, and caring staff.

12. Communication between staff, parents, and administration is a strength.

The self-identified schoolwide areas of growth are listed below:

1. Transparent communication and decision making

2. Improve vertical articulation and post-secondary connections for students, including career pathways for non-college bound students
    a. Use PLC and PLN time to strengthen vertical and horizontal articulation
    b. Curriculum access and connections for English Language Learners and students with disabilities

3. Need to develop differentiated instruction for English Language Learners

4. Meaningful student performance data (multiple data sources) needs to be more readily identified so that teachers can analyze, give feedback to students and improve instruction
   a. Identify/Revise essential standards
   b. Develop/Revise common assessments (formative/summative)
   c. Develop MTSS to support struggling learners identified through this process.

5. Reimplementation of Restorative Practices.

6. Mental health awareness and supports to address mental health

7. Campus connections for all students.

8. Address equity issues throughout the school site and programs

The Visiting Committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The Committee does feel that these critical areas for follow-up can be strengthened through more specific and targeted language to increase academic achievement and student learning for all students and for identified student subgroups.

In addition, the visiting committee has identified growth areas that need to be addressed:
(Note: Show the relationship to what the school has already identified, if possible.)

1. Petaluma High School should use the existing structure of PLCs to develop and implement common formative and summative assessments in all core content areas to allow for data driven discussions and instructional decisions to be made by staff through these PLCs in an effort toward greater student learning and achievement.

2. Petaluma High School should revise Student Learner Outcomes in order to be quantifiable and function as a cohesive organization that understands and pursues a common mission and vision.

3. Petaluma High School should have a formalized process that allows students the opportunity and safety to provide input and feedback as key stakeholders on their educational experience to improve access to academic programs, extra-curricular activities, and inclusivity with school culture and climate.

4. Petaluma High School should continuously assess, monitor and refine the A+ period in order to maximize its efficacy and benefit to both students and staff to increase student learning and achievement.

Chapter V: Ongoing School Improvement

The schoolwide action plan includes four goals to address student achievement:

Goal #1: Communication: PHS will effectively communicate with all stakeholders
Components of this goal in the current action plan include:

- Continue to maintain an online teacher presence
- Increase teacher-student electronic communication in conjunction with the A+ program
- Improve functional use of the school website
- Improve effectiveness of the daily announcements
- Improve communication to support engagement

Goal #2: Culture/Facility: PHS will provide and promote an environment which supports social, emotional, and academic well-being of all students.
Components of this goal in the current action plan include:

- Establish a student advisory council to address climate and culture
- Improve cafeteria experience
- Continue and enhance Link Crew and monitor student engagement
- Increase awareness of the STOPit app
- Evaluate homework practices
- Implement restorative practices on campus

Goal #3: Data/Tracking/Achievement Gap: PHS will intentionally and strategically use data to track student achievement and address gaps in student success by developing best practices to meet the needs of all students.
Components of this goal in the current action plan include:

- Restructure PLC practices
- Increase data analysis schoolwide
- Improve A+ tutoring student identification
- Increase support for students identified as English Learners

Goal # 4: Post-Secondary: Students will be prepared for post-secondary opportunities such as certificate programs and college/career.
Components of this goal in the current action plan include:

- Improve use and awareness of resources in the College and Career Center
- Identify means to track students after graduation
- Explore post-secondary articulation opportunities
- Evaluate and align current CTE pathways to nationally certified programs and CTSO

In their self-study, the PHS staff, students and community identifies school wide areas of concern in Chapter II, Chapter III and Chapter IV. In Chapter II, the need to increase overall levels of academic achievement for all groups as performance has generally plateaued and growth has stagnated. In addition, another identified area of growth is the targeted assistance of identified subgroups on campus such as Hispanic students, socioeconomically disadvantaged students and students with disabilities.

The action plan, as currently outlined, contains meaningful goals to improve student learning and increase academic achievement. These identified goals also appear to be aligned with the district LCAP and SPSA. The Visiting Committee's concern is the implementation, delivery and measurement of these goals. The components listed can be stronger, more specific and increased in breadth with regards to a comprehensive approach to improving student learning through the duration of the next accreditation cycle.

Impediments to the implementation of the schoolwide goals include the potential for districtwide declining enrollment through attrition and concurrent enrollment which could impact the delivery of established programmatic systems due to funding. Petaluma High School also faces challenges with regards to the complete inclusivity of all students and student groups with a changing school population.

The Visiting Committee believes the refinement of the Schoolwide Learner Outcomes into quantifiable objectives and goals will benefit the overall mission and vision of Petaluma High School.

The Visiting Committee recognizes that the school's leadership team is professional, qualified, well-organized and capable of implementing schoolwide change with the support of the staff to increase student achievement.