

# PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES



# WASC

*Self-Study Report*



2020

WASC Self-Study

**Petaluma High School**  
**Petaluma City Schools District**

**Spring Visitation**

March 1<sup>st</sup> – 4<sup>th</sup>, 2020



***SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES***

201 Fair Street  
Petaluma, CA 94952

## **Table of Contents**

Preface: 9 - 11

Chapter I: Progress Report  
12 - 17

Chapter II: Student/Community Profile and Supporting Data and Findings  
18 - 74

Chapter III: Self-Study Findings  
75 - 190

- A. Organization: Vision and Purpose, Governance, Leadership, Staff and Resources, 75 - 103
- B. Standards-based Student Learning: Curriculum, 104 - 133
- C. Standards-based Student Learning: Instruction, 134 - 1551
- D. Standards-based Student Learning: Assessment and Accountability, 152 - 164
- E. School Culture and Support for Student Personal and Academic Growth Culture, 165 - 190

Chapter IV: Summary of Analysis of Identified Major Student Learner Needs  
191 - 192

Chapter V: Schoolwide Action Plan  
193 - 203

Appendices  
204

**WASC Visiting Committee**

Representing the Western Association of Schools and Colleges  
The California Department of Education  
March 1st - March 3rd, 2020

**Visiting Chair**

**Anthony Chapman**  
Assistant Principal  
Sierra High School  
1700 Thomas St., Manteca, CA 95337

**Visiting Members**

**Ms. Marissa Brown**  
Instructional Coach  
William C. Overfelt High School  
1835 Cunningham Avenue  
San Jose, CA 95122

**Mrs. Mistee Guzman**  
Principal  
East Avenue Middle School  
3951 East Avenue  
Livermore, CA 94550

**Miss Hong Ha Hoang**  
Teacher  
Pioneer High School  
1290 Blossom Hill Road  
San Jose, CA 95118

**Mrs. Roxana Mohammad**  
Vice Principal  
Livermore High School  
16584 Cowell Street  
San Leandro, CA 94578



## **Petaluma High School**

Justin Mori, Principal  
Erin Dinday, Assistant Principal  
Giovanni Napoli, Assistant Principal

## **Petaluma City School District**

### **Board of Trustees**

Ellen Webster, President  
Mady Cloud, Clerk  
Sheldon Gen, Member  
Joanna Paun, Member  
Caitlin Quinn, Member

### **District Administration**

Gary Callahan, Superintendent  
  
Cliff DeGraw, Assistant Superintendent of Education Services  
Chris Thomas, Chief Business Official  
Matt Harris, Director of Human Resources  
Liz Chacón, Director of Student Services  
Molly Nagel, Director of Special Services  
Marcia Short, Director of Transportation  
Ray Digiaimo, Director of Maintenance/Operations  
David Fichera, Director of Technology

**Petaluma High School WASC Leadership Team**

Giovanni Napoli, Assistant Principal  
Kerry Lowell, Business  
Deb Fitch, Math/Business

**Focus Group Leaders**

**Organization: Vision and Purpose, Governance, Leadership, Staff and Resources**

Victor Brazil, Science  
Paul Schloesser, Special Education

**Standards-based Student Learning: Curriculum**

Lee Boyes, Science  
Hillary Cuff, English

**Standards-based Student Learning: Instruction**

Shereen Jackson, English  
Krista O'Connor, English

**Standards-based Student Learning: Assessment and Accountability**

Deb Fitch, Math/Business  
Dan Sunia, Industrial Technology

**School Culture and Support for Student Personal and Academic Growth**

Jamil Dawsari, Social Science  
Jessi Redfield, English

**Home Group Leaders**

Kim Arntz  
Jane Baldwin  
Victor Brazil  
Brian Granados  
Shereen Jackson  
Kelly Kovanis  
Kerry Lowell  
Kelsey Offenbach  
Paul Schloesser  
Dan Sunia  
Jae Tillinghast

## **Petaluma High School Personnel**

### **Administration**

Justin Mori                      Principal  
Giovanni Napoli              Assistant Principal  
Erin Dinday                     Assistant Principal

### **Athletic Director**

Ray McClintock

### **Activities Directors**

Andrew Aja  
Kevin Jackson

### **Counseling**

Megan McClelland          Counselor  
Molly Guerra                 Counselor  
Jenna Parisi                  Counselor  
Christine Ruzick             Counselor  
Barbara Bacciocco         Student Records Clerk  
Jacalyn Stavish              Registrar

### **Office Staff**

Kirsten Smith                 Senior School Secretary  
Gisell Ambriz Gonzalez  
    - Bilingual Community Coordinator  
Veronica Leach               School Account Clerk  
Arla Luna                      Discipline Secretary  
Cindy Hale                     Attendance Secretary  
Suzie Andersen               AP & AD Secretary

### **Campus Security Supervisors**

Brian Seibel  
Patty Pacheco  
Kim McNamee  
Anton Lyons  
Vera Zinkl

### **Instructional Services**

Diana Durenberger          Psychologist  
Cecilia Valdovinos          Psychologist  
Elyse Vosburg                Speech Therapist  
Christine Stoll                College & Career Center  
Audrey Burt                    Librarian  
Anne Teagarden              Library Assistant  
Diana Smith                    Bilingual Program Clerk

### **Custodial Staff**

Mario Medeiros  
Robert Figone  
Ester Ponce Corona  
Clayton Wehrer  
Ramon Ramirez  
Victor Teodoro  
David Calderon

### **Cafeteria Staff**

Margaret Markovich  
Claudia Reynoso  
Patty Shinneman  
Rosa Sideris

### **Instructional Assistants**

Alba Aragon  
Nicki Bihn  
Estefany Chavez  
Sara Dooley  
Elizabeth Fleming  
Tricia Kindt  
Kristin Kompf  
Eileen Marshall  
Kathleen McHugh  
Deb Sheridan  
Alix Wagner  
Vivian Whetstone  
Elise Wilson  
Mary Woodhouse

### **Full Inclusion Assistants**

Beverly Campbell  
Kelly Hartgraves  
Ryszard Kobylinski  
Janet Kelly  
Saira Lopez  
Lucy Mullane  
Janie Smith

### **Nurse**

Genevieve Foster-Freedman

### **School Resource Officer**

Danny Miller

## Teachers by Department

### Agriculture

Kim Arntz (DC)  
Jacob Dunn

### Business

Doug Cox  
Deb Fitch (FGL)  
Chris Jones  
Kerry Lowell (DC)  
Steven Schwartz  
Karen Wilson

### Engineering and Manufacturing

Keith Benson  
Jennifer Eaton  
Chris Jones  
Dan Sunia (DC)(FGL)

### English

Heather Archibald  
Paul Cochrun  
Susan Contini  
Hillary Cuff (FGL)  
Sarah Greeson  
Brett Hamner  
Shereen Jackson (DC)(FGL)  
Jonathan Knox  
Walter Lopez  
Elizabeth Martin  
Sara Maya  
Krista O'Connor (FGL)  
Jessi Redfield (FGL)  
Paul Schloesser (FGL)  
Hilary Smith  
Deborah Songer  
Hannah Takajo

### Fine Arts

Cliff Eveland  
Jonathan Knox  
Jae Tillinghast (DC)  
Gina Turner

### Math

Jane Baldwin (DC)  
Doug Cox  
Jamie Deedler  
Jennifer Eaton  
Debbie Fitch (FGL)  
Jeff Franklin  
Lillian Granger  
Jim Gueretta  
Jim McHugh  
Samantha Rolle

### Physical Education

Nick Emanuel  
Rick Krist  
Kelsey Offenbach (DC)  
Kathryn Teeter

### Science

Lee Boyes (FGL)  
Victor Brazil (DC)(FGL)  
Kris Camacho  
Linda Righetti Judah  
Christian Leicham  
Susan Smith  
Phil Tacata  
Michelle Walters  
Rachel Yannes

### Social Science

Andrew Aja  
Heather Archibald  
Andrew Cochran  
Jamil Dawsari (FGL)  
Brian Granados (DC)  
Kevin Jackson  
Jennifer Lounibos  
Holli Ross  
Wayne Street  
Gina Turner

### Special Education

Matt Beaton  
Doug Carl  
Walter Lopez  
Elizabeth Martin  
Eric Rowe  
Paul Schloesser (DC)(FGL)  
Deborah Songer  
Hannah Takajo

### World Language

Stephen Baskerville  
Susan Contini  
Kelly Kovanis (DC)  
Margarita Lua  
Jennifer Moreno  
Sophie Warin

### Online Learning

Kerry Lowell

### Library

Audrey Burt

- FGL = Focus Group Leader
- DC = Department Chair/Home Group Leader



## Focus Groups

### Category A: Vision and Purpose, Governance, Leadership, Staff and Resources:

#### **Victor Brazil and Paul Schloesser - Leaders**

Jenna Parisi	Brian Granados	Andrew Cochran	Deborah Songer
Wayne Street	Jonathan Knox	Gigi Foster	Diana Durenberger
Sarah Greeson	Sara Maya	Hilary Smith	Adel Dahmani
Victoria Canela	Ella Leno	Jim McHugh	Victoria Leach
Beverly Campbell	Eileen Marshall	Gisell Ambriz-Gonzalez	

### Category B: Student Learning: Standards-based Curriculum

#### **Lee Boyes and Hillary Cuff - Leaders**

Jae Tillinghast	Michelle Walters	Brett Hamner	Rick Krist
Stephen Baskerville	Jennifer Eaton	Lillian Granger	Angela Mason
Doug Carl	Kim Arntz	Lowry Flieder	Phoebe Ellis
Kevin Jackson	Christine Ruzick	Jacalyn Stavish	Kelly Hartgraves
Lucy Mulane			

### Category C: Student Learning: Standards-based Instruction

#### **Shereen Jackson and Krista O'Connor - Leaders**

Kris Camacho	Paul Cochran	Samantha Rolle	Jeff Franklin
Jennifer Moreno	Holli Ross	Susan Contini	Elizabeth Martin
Steven Schwartz	Hannah Takajo	Walter Lopez	Christian Leicham
Tracy Perlich	Cole Holecheck	Brett Sklove	Megan McClelland
Mary Woodhouse			

### Category D: Student Learning: Standards-based Assessment and Accountability

#### **Deb Fitch and Dan Sunia - Leaders**

Jamie Deedler	Chris Jones	Jane Baldwin	Doug Cox
Margarita Lua	Karen Wilson	Susan Smith	Jake Dunn
Elyse Vosburg	Julianne Kubina	Heather Archibald	Jennifer Lounibos
Matthew Beaton	Stacie Pardini	Toni Larsen	Janet Kelly
Brian Seibel			

### Category E: Student Culture and Support for Student Personal and Academic Growth

#### **Jamil Dawsari and Jessi Redfield - Leaders**

Andrew Aja	Eric Rowe	Nick Emanuel	Phil Tacata
Cliff Eveland	Jim Gueretta	Linda Judah	Rachel Yannes
Kelsey Offenbach	Sophie Warin	Kathryn Teeter	Gina Turner
Molly Guerra	Audrey Burt	Diana Grant	Marisol Salgado
Kelly Kovanis	Mario Medeiros	Dexter Larious Salgado	

### **Preface**

**Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:**

- 1. The involvement and collaboration of all staff and other stakeholders to support student achievement**
- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
- 3. The analysis of data about students and student achievement**
- 4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
- 5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

### **Petaluma High School WASC Process**

When choosing our WASC team, we relied heavily on a team of highly professional teachers to support the process of developing our WASC Report. The 2020 WASC leadership team came together under the guidance of two veteran staff members (Kerry Lowell and Deb Fitch). Their experience at Petaluma High and their deep understanding of school culture contributed to a well-organized process. Through our process, we have relied on the expertise and opinion of many school, district, and community stakeholders. With the arrival of the 2019 - 2020 school year, we had a new principal, Justin Mori, and a new assistant principal, Erin Dinday, joining returning administrator Giovanni Napoli. This new administrative team in many ways is a new start for Petaluma High as the former principal had been in place for six years. With these changes in leadership, their collective experiences bring a wealth of WASC knowledge which will be instrumental in guiding us through the WASC process.

During the fall of 2018, our staff reviewed the PHS Mission and Vision. We felt the intention and purpose of both were still accurate and only needed slight revisions to reflect the climate of our school. The transparency of these changes were also viewed by parents, students, and school site council. By January of 2019, we had the updated Mission/Vision statement complete, and by March of 2019, the updated Student Learning Outcomes were completed and approved.

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### **Petaluma High School Vision**

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

## **Petaluma High School Mission**

The Petaluma High School community includes staff, students, parents, and community members who know each other individually and form connections to support student success. We provide strong academic and workforce programs with a wide variety of co-curricular activities and an awareness of post-secondary options enabling students to direct their own futures. We...

- Provide a personalized approach to school and education, supporting each individual student
- Ensure academic achievement at all levels for all students and encourage student participation in career pathway opportunities
- Engage students in their development of a future vision for post-secondary success
- Encourage personal social development with the ability to engage positively with diverse populations

## **Motto**

“Small school atmosphere, large school opportunities, for every student”

## **Schoolwide Learner Outcomes (SLO's)**

### **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

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Throughout the Spring of 2019, we 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. Through this process we developed goals to support our students' needs. In addition to determining our goals, we were able to identify that our staff has participated in professional development that is directly tied to our school's SLOs as well as the teachers' needs for curriculum and instruction. Our administration has allocated funds in the School's Single Plan for Student Achievement (SPSA). This allocation has allowed all of our teachers the opportunity to find professional development opportunities that are specific to their content area and student needs. In the 2018-19 school year, staff continued to attend specific professional development. The school also assembled three teams to “refresh” PLC strategies. These teams attended three, two-day Solution Tree trainings: a Math PLC

Workshop (with Tim Kannane); a Closing The Achievement Gap workshop (with Anthony Muhammed); and a PLC Leadership workshop. Twenty-two staff members attended in total, approximately one-third of our certificated staff.

In the fall of 2019, the WASC process was to review our focus groups' input and organization of artifacts. The focus groups then finalized their summaries and as a staff we identified our long term goals to guide the development of our action plans. Through this process, we were able to obtain feedback from every staff member and community partner involved in this process. The practice of obtaining this feedback was executed through two planning meetings, one involving certificated staff and students, and the other involving classified staff. Our purpose was to find multiple goals for improvement while maintaining an understanding that our Mission, Vision, and SLOs should drive the identified goals. Our WASC leadership team used this feedback to generate our long-range action plan which is included in this report. The Petaluma High School community is proud of their work in assimilating this report. We look forward to the visiting committee's input as we continuously strive for whole school improvement.

The process to build consensus and involve staff is as outlined:

#### **Fall, 2018**

- Selected WASC coordinator team - Administrative Lead, Giovanni Napoli; Coordinator, Kerry Lowell; and Assistant Coordinator, Deb Fitch
- [WASC Brainstorm](#)
- Review and rewrite of Mission/Vision statement with all stakeholders
- Review and rewrite of School-Wide Learner Outcomes (SLOs) with all stakeholders
- Focus Groups established and Leadership Team identified
- Established parent and student home groups

#### **Spring, 2019**

- Staff focused on the [Revised Action Plan](#) from our 2017 visit to update work completed
- Coordinator began data collection for Chapter II
- Parents and students were identified to participate in Focus Group work
- [Focus Groups began work on Chapter III - Self Study Findings](#)

#### **Fall, 2019**

- Expanded WASC Leadership team to include Home Group Leaders (Department Chairs)
- Created [Student survey](#) and [Parent survey](#) (both in English and Spanish) with input from parents and students
- Made a draft of goals (Leadership Team)
- Shared the goals with staff and asked for feedback
- Modified and adopted Goals (Staff)
- Determined Action Plans based on focus group summary with staff, parent, and student feedback
- Developed Action Plans based on the feedback
- Reviewed documents and made edits
- Initial WASC Review with our WASC Leader
- Finalized Report



# PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES



# Chapter I

*Progress Report*



Chapter I

## Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.

*Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.*

Since the last WASC visit, Petaluma High School has gone through many changes. Our once veteran staff has shifted with several teachers and classified employees retiring or moving on. Our site administration has also seen turnover and the District Office is employed by an almost entirely new staff throughout each department. 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 staff has seen a decrease in discipline and an increase in overall student achievement from the sub 2.0 students. Programs at Petaluma haven't necessarily gone away, but the pathways that we once followed have merged into CTE focused groups. Our Math Department has taken on CPM for their curriculum and instructional focus to allow for more standards based instruction to take place. This is a practice that has helped our department to identify areas of need to increase Math competency amongst our students. Among the changes to our Math curriculum, we have listed several programs that have been brought to PHS for overall student success and support.

The 2019-2020 school year brings Petaluma High School a significant change in leadership. The change to the administrative team consists of new Principal Justin Mori and new Assistant Principal Erin Dinday. Mr. Mori comes with prior middle and high school principal experience and Ms. Dinday has prior high school teaching experience and middle school assistant principal experience. They join Assistant Principal Giovanni Napoli, who is returning to PHS for his fourth year as an AP. This 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 former Principal David Stirrat held the role of principal since 2012 and was with the school since 2008. Mr. Stirrat announced plans to explore other career opportunities in the 2019-20 school year. Debi Richardson, who was an AP from 2013-2018, left to become a principal at a local middle school, and Kelly Kriss, who served in the Assistant Principal role from 2018-2019, was hired as Principal of Petaluma Junior High School.

At the district level, Superintendent Gary Callahan is entering his 5th year leading the Petaluma City Schools. Amongst the district leadership is Assistant Superintendent of Educational Services Cliff De Graw, Chief Business Official Chris Thomas, Assistant Superintendent for Human Resources Matthew Harris, and Assistant Superintendent for Student Services Liz Chacón, who is new to the district this year. All members of our district leadership are relatively new to PCS. The shift in leadership has generated many changes to policy and procedure. Going into the 5th year under the leadership of Mr. Callahan, our staff is becoming more familiar with the subtle changes that have left a lasting impression. Much of what has changed from the district is centered around curriculum development, digital tools, and our overall

approach towards school discipline. In 2019-2020, our new Student Services director has provided much needed organization and has instilled changes to our disciplinary process.

Other areas of significance:

- Restructuring Tutorial by modifying our schedule and introducing the A+ period
- Curriculum Adoption for Math (CPM), Science (NGSS), Engineering (PLTW)
- Integration of 1:1 devices, BYOD implementation, and a district-wide refresh of devices for 2019-2020
- 21st Century Furniture
- AP open access
- Return of Link Crew
- NIMS Accreditation
- Intro Engineering
- Museum realignment
- Computer Science Program
- EL Road Map
- ERWC 11th (new rollout) and 12th (in place for several years)
- Middle School Tours
- Parent Nights - BTSN, AP, 8th Grade Parents, Financial Aid, Open House
- College and Career Readiness
- 10,000 degrees
- SRJC Jumpstart
- Tiered Response System for Special Education, Discipline
- New librarian and revamp of learning spaces
- Return of School Resource Officer

***Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.***

All Met---

- Five District LCAP Development meetings
- School Site Parent Newsletters, phone blasts, emails
- Four District English Language Acquisition Committee (DELAC) meetings
- Five School Site English Language Acquisition Committee (ELAC) meetings for schools with 15%, or more, English Language Learners
- Five School Site Council (SSC) meetings at each school
- Monthly school tours with the principal
- Weekly “coffee with the principal”
- Transition tours/Preview Nights: Elementary to Jr. High, Jr. High to High School
- Increased email & website communication at both the district and site levels
- Parent/Staff/Student Survey
- Parent Institute for Quality Education (PIQE) parent classes at Jr. High schools

Most of the Annual Measurable Outcome metrics were met. One of the DLT/LCAP Development meetings was canceled, and the elementary to junior high school tours only took place at one of the two

junior high schools. The district was effective in communicating with and involving parents/guardians; however, more opportunities for two-way communication continue to be desired. The district hired a new Communications Coordinator. The Parent Institute for Quality Education (PIQE) classes held at the two junior high schools were very well-received and well-attended. More parents participated in and graduated from the PIQE classes than usually participate in all other site-level committees combined.

***Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.***

The Revised Action Plan written for the 2017 WASC review has been a guiding document for three years. The goals, findings, and recommendations of the action plan are embedded in our Single Plan for Student Achievement (SPSA) and reviewed by the leadership team annually. These two documents serve as essential tools in the management of the entire school program as well as the design and implementation of intervention, assessment, and community engagement.

### **Revised Action Plan**

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

#### **Measurable Growth Targets:**

- Increase the number of students testing as “ready” in the EAP in both ELA and Math
- Increase the number of students taking AP courses and increase the number receiving passing scores
- Increase the number of students taking Integrated Math III and above
- Increased incidence of Common Core strategies in the classroom as reported by Common Core walkthrough
- All courses incorporate Math and English Common Core Skills (close reading, critical thinking, writing, and problem-solving)

#### **Areas of Success:**

- [Increase number of AP students and number of AP tests](#)
- PLC structure in place for all departments
- Essential standards for Math, Science, and English
- New textbooks for World Language
- New textbooks for Science
- Common assessments in departments
- Standards-based grading in Mathematics (interventions for students who do not show mastery)
- Spring 2019 PLC trainings
- Data release period - evidence collection and dissemination
- CAASPP interim assessments being used
- Design and implementation of A+ to support all students (struggling students)
- DO supported ACES training to champion struggling students
- English department “best practices” share
- Cross-curricular practices (Socratic seminar, shared lessons/projects, document analysis)
- Maintained Wednesday meetings for PLC/PLN



- DO supported iPad/technology trainings

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

**Measurable Growth Targets:**

- Accelerate increase in scores of subgroups on remaining CST tests
- Improve proficiency of subgroups on CAHSEE exam
- Monitor subgroup performance on new Smarter Balanced exams
- Prepare and encourage more subgroup students to enroll in and be successful in advanced courses.
- Increase annually the percentage of students meeting A-G eligibility requirements for all subgroups

**Areas of Success:**

- ELA CAASPP
- Peer observations: time allotted
- Data distributed
- Tutoring/mentoring program
- Online credit recovery program expanded with multiple language platforms
- Students encouraged to take PSAT
  - 277 in 2016
  - 320 in 2017
  - 264 in 2018
  - 300 in 2019
- 10,000 Degrees - 37 students participating in 2019
- JumpStart Program with SRJC
  - 29 in 2017
  - 52 in 2018
- Data for AP Potential
- Continuous addition of AP and CTE courses
- AP Parent Information Night
- Bilingual Student Tutor program - IWEs and Ambassadors for evening events
- Seal of Biliteracy
  - 2014 - 34
  - 2015 - 55
  - 2016 - 40
  - 2017 - 39
  - 2018 - 36
  - 2019 - 34
- 1 to 1 device program, with refresh in 2019. First round iPads, second round 2-in-1 Chromebooks or an option to Bring Your Own Device program
- College Dream Team - professional college counseling for select students
  - 15 in 2017-2018
  - 13 in 2018-2019
- New curriculum for Math I and Math II students to support struggling learners
- New Computer Science programs

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

#### **Measurable Growth Targets:**

- Completion of clearinghouse for tracking student outcomes after high school
- Tracking and reporting of students completing pathways and receiving industry certification
- % students eligible for CSU entrance
- EAP scores
- Student/Parent Survey results

#### **Areas of Success:**

- Clearinghouse completed in 2017
- [Longitudinal Graduate Study](#) completed post-2017 visit, shared with school community
- Students eligible for CSU entrance
- Counseling completed four-year plans with all freshmen
- Business department completing career research and four-year plus post-secondary plans with all freshmen enrolled in Introduction to Business (66% of each freshman class)
- Secondary experts and industry representatives continue to meet with students
  - Schoolwide Career Fair in Spring 2018
  - Science Career Fair (ended in 2017)
  - CTE courses (Agriculture, Business, Engineering and Manufacturing, Science)
  - [Career & Center](#) - Career & Center Counselor attending Work-Based Learning PD
  - [FFA](#)
  - [HOSA](#)
  - [SkillsUSA](#)
  - [Trojan Live](#)
- Early sign-ups and course selection forms revised
- [Enhanced counseling website](#)
- [Revised course catalog](#)
- Additional CTE certification for teachers
- [NIMS Certification for students](#)
- College Night for Seniors
- Financial Aid Night in Fall
- College Night for 9th-11th in Spring
- AP/Honors Night
- EAP Math course
- College and Career Center
- Cash for College and Financial Aid Week. Both programs have helped increase FAFSA applications, scholarship opportunities, and Dream Act applications.
- SRJC Jump Start

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

#### **Measurable Growth Targets:**

- Increase attendance and participation at school activities by 10% (Teachers and Students)
- Student Survey Results

- Parent Survey Results
- Reduced attrition
- Increased numbers of students with full schedules
- Increased participation in sports
- Increased participation by subgroup

**Areas of Success:**

- [Increased participation in sports](#)
- Link Crew
  - [Leaders](#): 73 in 2016, 77 in 2017, 83 in 2018, 86 in 2019
  - [Activities for Freshmen](#)
- [Student Activity List](#)
- Trojan of the Month
- ASB/Leadership
- Trojan Tribune
- Five Star Student Data Tracking, Fall 2019
- Most teachers using Google Classroom, many also have personal teaching websites
- Formal First-Days Activities - Mindfulness
- Trojan Live
- Visual and Performing Arts - Band, Drama
- STOP IT app
- Human Interaction Community Service Project
- Press Democrat Community Awards
- College and Career Center
- Sportsnet for Athletic Clearances
- Open access for clubs and club enrollment
- Bilingual Student Advisors program (BSA)

**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**

**Measurable Growth Targets:**

- WASC progress is monitored by PAC and Site Council
- Progress is presented at monthly meetings
- Data position is added at the district or site level
- WASC plan is updated based on disaggregated data

**Areas of Success:**

- CAASPP data shared each year with staff
- AP Data shared each year with staff
- In 2018 - 2019 school year, Wednesday Staff meetings set aside a 45-minute block of time for “deep dive” conversations
- Data person utilized by staff as needed
- [WASC data available for community](#)
- [Addition of Illuminate](#)



# PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES



## Chapter II

*Student/Community Profile  
and  
Supporting Data and Findings*



Chapter II



## **Chapter II: Student/Community Profile and Supporting Data and Findings**

**Tell the story of your school through the use of data and information. This thorough examination of the school includes:**

- **The history and background of the school**
- **A description of the school programs**
- **California School Dashboard performance indicators and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
  - **Implications of the data**
  - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
  - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

### *General Background and History*

#### **Community**

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. One of California's largest cities in 1860, Petaluma currently has a population of nearly 61,000, a 40% increase over the 1990 population of 43,000.

Known as "The Egg Basket of the World" in the early 1900s, the chicken and egg industry, along with the city's waterway, contributed to Petaluma's commercial success. 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.

Only 18 miles from the epicenter of the 1906 San Francisco Earthquake, Petaluma was nearly untouched by its devastation. As a result, many exquisite Victorian turn-of-the-century homes and iron-front commercial buildings remain, contributing to the city's charm. The Victorian Historic Downtown area was added to the National Register of Historic Places in 1995. The film industry has also drawn inspiration from Petaluma's quaint architecture, and numerous films and commercials have been made here. Recently the downtown has been revitalized with the addition of several new commercial buildings and retail and living spaces. 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**

Located on the west side of Petaluma, 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. The influx of high tech companies into the area, recent luxury housing developments, and the sustainability of affordable housing units contributed to a slow and steady rise in the student population to a high of 1640 students in 2006. In 2007, enrollment at the school began to decline to a low of 1175 in

2010. Since that time, enrollment has steadily increased to its current 1400 students as of the beginning of the 2019-20 school year. Though the majority of future development in Petaluma will likely be concentrated on the city's east side, the school is currently working with the district to consider additional classroom space as gradual enrollment growth is expected.

A number of our students are the fourth generation of their families to attend here. One of the strongest testaments to our school culture and programs is the number of graduates who choose to return to Petaluma High School as faculty members. We currently have more than a dozen faculty and staff members who are proud graduates.

Our student population mirrors our community, coming from a wide range of socioeconomic, educational, and cultural backgrounds. As the population of the school has declined, the number of Hispanic students increased, thus increasing their demographic representation from 16% in 2006 to just over 25% in 2018. 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. Through commitment and pride, Petaluma High School has developed a strong school culture which includes a welcoming atmosphere, dedicated staff, innovative programs, a safe environment, and strong student leadership to meet the needs of its diverse community.

The staff places a high value on community involvement with emphasis on educating the whole child. The high school enjoys a relationship with a number of school and community groups. In addition to the Athletic, FFA, Music, and Museum booster groups, and the PTSA, PHS is supported by the Petaluma Educational Foundation, Rotary International, the Chamber of Commerce, and many businesses and individual volunteers. Of particular note is the number of retirees from the trade industry who act as classroom volunteers in our Career Technical Education classes.

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. There are also two charter schools operating under the Petaluma City Schools umbrella. In the Petaluma Joint Union High School District there are two junior high schools, a community day school serving Grades 7-9, two high schools, two small alternative high schools (one at each comprehensive high school site), and a continuation high school, with a combined enrollment of approximately 5400.

In 2019 the U.S. News and World Report rated Petaluma High School as a high-performing comprehensive high school ranked 2,252nd Nationally and 329th among California schools. According to the source, this ranking is amongst more than 23,000 public and 17,000 private secondary schools. There are six factors used by U.S. News and World Report to make these determinations. The factors are based on performance on state testing and how well we have prepared our students for college. At Petaluma High School, our staff has participated in many forms of professional development to prepare our students for whichever path they choose to take after high school. It is a common goal of ours to fully prepare our students to be excellent students, leaders, community members, and employees. In this practice, Petaluma High has a 47 percent Advanced Placement (AP) participation rate and a 94 percent graduation rate. One of its strengths is a fully involved staff and student community who work together for a cycle of continuous improvement. At Petaluma High School we encourage the continued support of our community and cherish the opportunities we have been able to provide our students with the community

support.

In 2014, voters approved two bond initiatives for PCS, \$21 million for the elementary district and \$68 million for the secondary district. The facility at PHS has benefitted from these funds in the form of a new all-turf athletic facility at Ellison Field, including new construction of entrance area, snack shack, ticket booth, and rest rooms, and a new swimming pool on campus at the Petaluma High. In addition, the gym floor was replaced and a new entrance area, new bleachers, as well as upgrades to sound and video capabilities were added. Through a grant from the Petaluma Educational Foundation as well as district funds, the PHS Weight Training facility was also upgraded. In short, PHS now has one of the finest athletic facilities in the county.

Further upgrades include a complete paint job beginning in Fall 2019. This has been revised to be completed in phases with the first phase beginning in the Fall of 2019 with the main classroom and administrative building as well as the main school entryway being painted. Next phases are to be determined. Additional upgrades to HVAC and other modernization began in the summer prior to the 2019-20 school year using the previously mentioned bond funds.

### ***Description of School Programs***

#### **Scheduling A+**

Petaluma's schedule consists of an alternating "A" and "B" day schedule. Periods 1, 2, and 3 meet on "A" days, and periods 4, 5, and 6 meet on "B" days. Each period is 95 minutes except for the first block period of the day which has an additional 10 minutes for the Trojan Live Broadcast. Between first and second block periods each day is a 15-minute nutrition break. Beginning in the 2018-2019 school year, we included a 30-minute period of time at the end of the second block of the day, every day except Wednesday, called Academic Plus (A+) in which students choose to complete work for any class as well as request to visit their other teachers. We also offer an optional zero period which meets every day before the first period. Every Wednesday is an early release day; school ends at 2:10, and teachers attend department meetings, PLC or PLN meetings, specialty meetings such as WASC, and once-a-month staff meetings.

Since the 2017 visit, there has been a continuation of the work toward school goals. For four years, PHS ran an advisory period known as Trojan Connections (TC). During this time, staff guided students in discussion and exploration of difficult topics like race relations, school culture, cyber safety, the introduction of schoolwide activities and opportunities, to practice personal skills such as goal setting and tracking, and to participate in developing their academic and post high school plans. Students met in TC between 8-10 times during the school year with instructional minutes added to the beginning of 2nd/5th block. Though the advisory period was successful, many staff felt they were leading discussions in areas that were uncomfortable and in which they had limited training and expertise. Trojan Connections sunsetted at the end of the 2016-17 school year.

A parallel discussion at the school on the subject of the Tutorial period was prompted by the mid-year WASC report from the visiting committee. The report included a target suggestion to consider updating or removing the tutorial period. (Tutorial had been a part of the schedule since the early 1990s. Essentially, students had the option to seek assistance from any staff member, to collaborate with other students, and/or to use part of the time as nutrition break. No attendance was taken and students moved freely about the campus.) Over time, it became clear to staff that only about 20% of our students were actively using

Tutorial as it was intended. Many students chose to engage in spirited hacky sack games or attempt to go off campus and engage in negative behavior.

A small committee of teachers engaged the problem during one of Deep Dives at a staff meeting. Some teachers visited other campuses to see how advisory/tutorial ran by example. After much discussion over many weeks, a new period known as Academic Plus (A+) was conceived. It was implemented in the Fall of 2018. The previous Tutorial break (which ran for 40 minutes each M, T, Th, F) was shortened to a 20-minute nutrition break. An additional 30-minute A+ period was added to the end of 2nd/5th block prior to lunch. During A+, students remain in their current 2nd or 5th period class. They can work on any element of their current course load and/or interact with the 2nd/5th period teacher or their peers. Students can also visit another teacher in the school by appointment. With the assistance of Mr. Franklin, a Google Form was developed to serve as a scheduler. Mr. Franklin in working on a version 2.0 with expected rollout in Spring 2020.

Toward the end of the 2018-19 school year, staff engaged in discussion about A+, including how to make it more effective for students. By vote, staff decided not to adjust the time that A+ runs (though significant opinions suggested either adding A+ to each period on a rotating basis or placing A+ at the beginning or end of 3rd/6th block).

The staff of Petaluma High School revisited the Mission and Vision statements as a part of the WASC self-study process. Additionally, new Student Learner Outcomes were adopted based on the identification of critical learner needs.

### **English Language Development**

Petaluma High School works to provide English Learners (ELs) with a systematic English Language Development (ELD) program that meets students' individual language acquisition needs. To support our English Learners as well as their families, we have a number of bilingual support staff: our bilingual parent liaison, who works out of our main office providing translation support for EL parents and PHS staff; a bilingual clerk, who helps teachers provide curriculum and assessments in students' primary language; a bilingual student aide, who provides in-class support for English Learners in their general education classes; two ELD teachers, one who also teaches English Language Arts and the other who also teaches Spanish; and an English Learner Resource Teacher (ELRT), who also teaches our Spanish for Native Speakers class, in which many of our ELs are enrolled. Our ELRT has a dedicated period to provide EL support: ensuring that our ELs are in the appropriate ELD course; working with our counselors to determine proper placement for ELs in general education classes; coordinating our annual English Language Proficiency Assessments for California (ELPAC) assessment; training support staff on proctoring the ELPAC; reviewing student progress to determine reclassification; and participating in our ELAC planning team.

For the past three years, our ELRT, ELD teachers, and Assistant Principal have also participated in Sonoma County Office of Education's EL Collaborative. The EL Collaborative hosts five county trainings a year. These trainings provide opportunities for: the PHS EL support team to network with other districts in the county; curriculum, instruction, and assessment support information on current California EL legislation; ELPAC support and training; and information on statewide EL trainings and conferences. Through the EL Collaborative, PHS also teams up with fellow Petaluma City Schools' K-12 EL staff and district office representatives to work toward a district-wide plan to support our ELs. In the 2019-2020 school year, PCS EL Collaborative members are in year two of working to implement the EL Roadmap.

We are also focused on revising and updating our district's EL Master Plan (last revised in 2006). Last, we are focused on providing a more consistent and systematic ELD program across all of our sites.

Currently, English Learners are provided with the following course options: ELD 1, ELD 2, or ELD 3. Students enrolled in ELD 1 and 2 are concurrently enrolled in an ELA course taught by their ELD teacher. Students in ELD 3 are enrolled in their grade-level English class. An EL's ELD course level is determined by their score on their most recent ELPAC assessment, with those scoring an ELPAC score of 4 taking only their grade level English class. Prior to the start of the school year, our ELRT meets with our head counselor to determine appropriate ELD/ELA placement for each of our ELs.

In the 2019-2020 school year, our ELD teachers are piloting new curriculum (StudySync). While this new curriculum may not be what our ELD program eventually adopts, our team of two ELD teachers, as well as our ELRT, are invested in preparing ELs to progress out of our ELD program and demonstrate English Language acquisition equivalent to their native speaking peers. In the 2019-2020 school year, our ELD teachers are also working to add another data point when considering reclassification for ELs: a new Star Renaissance literacy assessment.

### **Parent and Community**

Parent and community involvement are essential components of many PHS programs. The parent/community groups raise money, provide venues for showcasing student work, participate as volunteers for student programs, and provide support for projects across the curriculum.

### **Music Boosters**

The Music Boosters is an organization of parents who provide the financial and physical support necessary to keep the Music department operating. The Boosters' main fundraiser is a weekly bingo game. The game is staffed and operated by the parents in cooperation with the music parents at Casa Grande High School. The music students at each school set up the bingo game each week. Maintaining uniforms, providing transportation, assisting at competitions, and developing fundraisers are other tasks the Booster parents accomplish on a regular basis. PHS Music Boosters manage an income of nearly \$200,000.

### **Athletic Boosters**

The Athletic Boosters raise funds to provide uniforms, equipment, camp supplies, and awards. Additionally, they provide personnel for the snack shack, may staff the ticket booths, provide food for the teams, and support the students and coaches.

### **Agriculture/Future Farmers of America Boosters**

The Ag boosters were founded in 1994 to support student involvement in FFA activities and fund department spending needs not supported by other means. To date, they have raised over \$700,000, which has been used to provide student scholarships to leadership events and classroom and shop equipment which meets industry standards. For more information, visit the FFA website at [www.petalumaffa.com](http://www.petalumaffa.com).

### **English Language Advisory Committee (ELAC)**

Our very active ELAC committee meets four times a year to ensure Spanish speaking students and their families are involved in the life of the school. The well-attended meetings typically focus on issues which affect the success of students. Bilingual Student Ambassadors often present at these meetings to give

parents more information about the opportunities available at the school. Parents, staff members, and students are encouraged to participate in District English Advisory Committee (DELAC) meetings.

### **Parent Teacher Student Association (PTSA)**

The PTSA is a volunteer organization which represents Petaluma High through fundraising and organizing school events. They support teachers with social and recognition events and provide financial support for school programs.

### **Project Graduation**

Safe and Sober Project Graduation was started almost 30 years ago with the goal of keeping our graduates safe on graduation night. The committee provides students with an all-night party they can attend as a reward for choosing to remain sober and drug-free on their graduation night. Through annual fundraising activities, this organization raises over \$40,000 to host the all-night party for graduates.

### **School Site Council (SSC)**

School Site Council is an advisory group including parents, students, and school personnel. The group's primary focus is on long-range goals that support instruction, the school's Action Plan, resource allocation, and professional development.

### **Community Foundations**

Petaluma Educational Foundation (PEF) raises funds from individuals, corporations, and other organizations in support of Petaluma City Schools. In addition, PEF manages Alphabet Soup, a thrift store located in downtown Petaluma. All proceeds from Alphabet Soup benefit the PEF, which provides grants to teachers and schools in Petaluma.

Petaluma High School has received numerous major impact grant to enhance physical education (2013), the athletic program (2018), and the instructional program (2014 and 2017). Their support is invaluable for the school. It should be noted that PHS lacks a robust alumni committee. Future support for the school could certainly be tapped by reaching out to alumni and organizing a PHS school foundation.

### **Rotary Foundations**

The Petaluma Rotary clubs join together to sponsor the Lend-a-Hand program. Its primary and only purpose is to raise funds for Petaluma school teacher mini-grants of up to \$200 each. Over the past ten years, Rotary's Lend a Hand to Education has awarded \$120,000 in grants to Petaluma teachers, grades K-12.

### **Petaluma Good Neighbor Association (PGNA)**

PHS is fortunate to be supported by an active neighborhood association. The group has generously donated money and time for improvement projects on campus such as painting the tennis court fences and tennis storage bins, freshening and painting the restroom facilities at the athletic fields, and working with our Ag Department to plan, plant and maintain the garden in front of the Fair Street. The PGNA recently (Fall 2018) worked with the school district in installing sidewalks at the rear of the facility by the gym. Additional meetings have identified future areas where PGNA and the school district can work together to enhance the facility in conjunction with the neighborhood. Additional classroom space is tentatively planned in the main quad (near the current D Wing) for construction in the Summer of 2020. A site/district/PGNA facilities committee met in April and May 2019 to consider design possibilities.

**Business Relationships**

PHS maintains strong relationships with a variety of local merchants, businesses, and craftsmen, including the following:

- SC Barns & Buildings
- Sonoma-Marin Veterinary Service
- John's Dairy & Pool Supply
- Clover Stornetta Farms
- Jacobsen Ranches
- Pozzi Hay
- Rivertown Feed & Country Pet
- Three Twins Ice Cream
- Van Bebber Bros. Steel
- ACCO
- KVAL, Inc.
- Doug Hamilton Oak Grove Construction
- Chris Cort
- Todd VandenBerg
- Sheri Scott - Jostens
- Nick Diego
- Gail Cochran - RCX Engineering
- Carpenters Union Sonoma and Marin Counties
- Electrical Union Sonoma county
- Mead Clark Lumber Co.
- Golden State Lumber Co.
- 101 MFG
- CTMAA (California Tooling & Machining Apprenticeship Association)
- NECA (National Electrical Contractors Association)
- Friedman Bros.
- Cowgirl Creamery
- Fastenal
- Petaluma Oxygen
- NAPA Auto Parts
- Autozone
- Rex Hardware
- O'Reilly Auto Parts
- Masselli and Sons Hardware
- Petaluma Bearing and Hydraulics
- Larsen's Racing
- Western Exterminators (Novato)
- Preferred Sonoma Caterers
- Lace House Linen

**Technology**

Perhaps the most impactful change since the last visit has been the addition of 1:1 devices in the form of iPads (Chromebooks 2019). Every teacher and student in Petaluma City Schools has access to a personal device (student - Chromebook or BYOD) and MacBook (certificated staff). There was initially a huge



commitment to professional development around technology, specifically Google Applications for Education. Nearly all professional development time was devoted to “edcamp” style sessions where teachers explored the use of technology in classrooms. There was significant participation in EDCUE events around Northern California as well. This pattern has continued as a model for district PD, including district days in 2017, 2018 and 2019.

In addition to laptops and personal devices, large screen TVs were installed in nearly every classroom, and most classrooms were outfitted with 21st century furniture with an accompanying emphasis on creating flexible learning environments. The Curriculum Committee spent the better part of a year learning about flexible learning environments and helping to select the furniture.

iPads were distributed to students after the beginning of the 2015-2016 school year ,sparking an acceleration of the adoption of applications in the classroom, the most ubiquitous being Google Apps for Education. At the district level, there was a shift to online registration, forcing parents to establish portal accounts. As a result, more students and their parents access the AERIES portal to review student progress, attendance and grades.

CPM Math, World Language, Auto, and some Science textbooks are now distributed electronically on the devices and most teachers distribute readings, assignments, and tools via Google Classroom. This initiative, with the accompanying purchase of “21st Century” furniture in 2016, has been met with varied success. Staff have attended training and significant professional development in using technology in the classroom. The iPads themselves may, in retrospect, not have been the best choice for high school. The lack of a dedicated keyboard (promised by the district at the outset but not delivered as part of the package) has made the device not as user-friendly at the high school level. Nevertheless, students benefited greatly from access to immediate feedback, connection to Google Classroom (which is used almost ubiquitously across campus), as well as access to research and the internet in general. The implementation of Chromebooks this year should address some of these issues.

The Learning and Innovation Committee met frequently in the 2018-19 school year. Among the discussion items was a “refresh.” The group piloted Chromebooks in high school classrooms and appears set to refresh the two high schools with Chromebooks in the Fall of 2019.

### **Campus Security Supervisor**

This is a position that can sometimes be overlooked by many in the school district. We are the heart of keeping our staff and students safe on a daily basis. Our duties are to keep students in classes and to make sure that all visitors are directed to the appropriate areas. We are able to immerse ourselves with students and can be a crucial piece of the puzzle to assist all administration and teachers make their job an easier process.

### **Emphasis on PLCs**

Petaluma High School staff have undergone a full transformation of PLC practices since 2014. Our staff have been provided professional trainings for PLCs to respond to a variety of concerns addressed in our previous WASC visit. Every Wednesday our school lets out at 2:10. The early release is built into our schedule for the purpose of meetings. We devoted all PLC Wednesdays’ professional development time to providing opportunities for course-alike groups to analyze their curriculum and teaching strategies to identify essential standards. These groups were asked to plan together, review student work, create

common assessments, and work together to develop interventions when students do not master the material. Additionally, they were asked to consider extension activities for students who showed mastery.

Now in its fifth full year, the PLC emphasis continues to focus on common formative assessments so that we can measure learning in the classroom against the essential standards selected. We continue to discuss the use of interventions and school-wide measures to evaluate the success of the program, particularly with our EL and Special Education students.

In the Spring of 2019, a total 21 teachers and administrators attended 3 different PLC workshops presented by Solution Tree. Each workshop is focused on a different aspect of the PLC focus. With the participation of these trainings, our staff is able to use this refresh to support a clearer focus for PLC.

### **Online Instruction**

At Petaluma High School, online instruction is offered as an opportunity for credit recovery. Because we have found that students actually need teacher supervision and support, we offered two periods of online courses during the school day in 2014-2015 and three periods in 2015-2016. The course was taught by a HQT teacher on campus. Students were able to work from home but were required to attend class on campus. Despite the success of this program, the district withdrew financial support for it in 2016-2017. The school assumed responsibility for the program, changed platforms, and continues to offer the class with fewer available licenses (due to cost constraints).

Petaluma High currently runs one section of online coursework for credit recovery using APEX Learning paid for by general enrollment. Because of the organizational skills of the instructor, many more than the class maximum of 32 end up recovering credits during the school year. This offering has had an unquestionable positive effect on our graduation rate. By example, many more students from our sister school, Casa Grande, are enrolled in Adult Education classes than from PHS.

Although students may use APEX to makeup a D grade, space is limited, and we continue to struggle to provide the opportunity for students to retake courses in which they have earned a D to achieve college readiness. We believe the district is short-sighted in not embracing online course work and funding to appropriately. We hope the WASC team will help the site in communicating this to the district level.

We are also able to take advantage of Rosetta Stone and Power Speak Language as a tool for EL students to work to improve their English Language skills, as well as IXL for Math. Read 180 is an important part of the program of instruction for Special Education students.

### **Career Technical Education**

Over the last five years, our Industrial Technology Department has gone through some significant changes and modification. One of the primary reasons for these changes was the retirement of long-time instructors within the department in 2016. However, two years later, the instructor returned, stabilizing the program. The renewed team came together to discuss a new vision, direction and approach to what is arguably some of the finest engineering curriculum offered in Northern California. Now referred to as "Engineering and Manufacturing Technology," the department has restructured coursework and career pathways to provide students with a broad view of the engineering and manufacturing industry. While progressing through a pathway, students experience a deeper understanding of design and manufacturing as instructors deliver intentional instruction and real-world content. Embedded within the curriculum,

professional development and career-oriented training provide a well-rounded program that delivers purposeful and meaningful content.

The pathway utilizes [Project Lead The Way](#) curriculum augmented by “home-grown” practice. The pathway is further defined in the Pathway section below. PHS is proud of its award-winning CTE programs in Industrial Technology. To prepare students for continued success in these careers, programs offer students a multi-faceted approach using classroom and hands-on contextual learning, project- and work-based instruction, internships, career technical education and leadership and interpersonal skills development. In addition, articulation agreements with Santa Rosa Junior College allow students to meet prerequisites for SRJC courses with high school coursework. Our programs help students to access graduation certificates, Industry Certification (NIMS, ASE, and Nccer), apprenticeship programs, and job shadowing.

As one of three (3) [PRIME](#) schools in the state, Petaluma High School is recognized as a leader in providing real-world experience and rigorous technical preparation for students. A PRIME school is selected based on the following criteria:

- An exemplary manufacturing curriculum that has been in place for three years or more and includes a comprehensive program with both academic and hands on fabrication instruction
- Skilled and energetic instructors
- Engaged and active students
- Strong administrative support
- Support from the local manufacturing community
- Students have access to company tours, job shadows, mentorships, and connections to the manufacturing community
- Opportunity for access to local community college or university manufacturing/engineering postsecondary programs

The school’s journey towards an exemplary program began with the Downtown Project, in which students partnered with the City of Petaluma to design and create metal park benches for the city to be placed in park and store fronts. All proceeds benefited the high school Metal Shop and the Regional Occupational Program. As you walk around downtown, you will see these benches prominently installed.

With the proceeds from this project, the shop was upgraded with Haas CNC machines, resources rarely found in high school shop environments. The Haas Foundation continues to support the program, most recently in May 2019 with a grant of \$12,000.

### **Associated Student Body**

Associated Student Body Leadership is an elective course for 9th-12th grade students. Since 2015-2016 the class has been co-taught by Kevin Jackson and Andrew Aja. The class upholds many of the traditions that were established by predecessors such as homecoming events, school dances, rallies, and sporting tournaments such as dodgeball and volleyball. In recent years, new events such as a class basketball tournament, chalk art in the quad, and a staff salsa and guacamole competition have been added to the calendar. The class was designated as a “G” A-G elective in 2018-2019. This change has raised the academic rigor of the course to complement the school spirit and community building that the course entails. An ongoing goal is that students from all corners of campus will feel a greater connection to the school community. With that in mind, ASB has provided a t-shirt to every student on campus in

2018-2019 and 2019-2020 so that each individual has some spirit attire that they can wear. Community service remains a tentpole of the organization. Every year, the ASB class coordinates a canned food and toy drive for local families leading into the holiday season. The ASB class continues to coordinate annual blood drives to support the larger community. Additionally, every student-leader completes fifteen or more hours of community service each semester for organizations of their choosing.

### **Link Crew**

In 2017, a group of teachers and an administrator agreed to bring back the Link Crew program based on the Boomerang Project Link Crew model. Run by two teachers and a counselor, the program continues to grow and find success. In the 2019 - 2020 school year, a release period was provided to a teacher to further develop this program. Much of this leadership work has shifted over the years from an ASB responsibility, to a Link Crew responsibility. The goal is for this teacher to continue to develop and expand the success of Link Crew, and find a new teacher “owner” in the 2021 - 2022 school year.

### **Agriculture**

The Agriculture Department is committed to a vision: to promote high academic achievement coupled with career and technical training. Articulation agreements with SRJC may allow students to meet prerequisites for SRJC courses with high school coursework. In addition to a strong academic foundation, students participate in our award-winning FFA program that provides leadership opportunities, personal growth experiences, and ultimately, career success. (See below for further discussion in the Pathways section.)

### **Museum**

The Natural History and Wildlife Museum is a teaching and learning center for students interested in animals, ecology, wildlife, and museum administration. The museum provides a unique opportunity for students to explore experiences in animal care, veterinary medicine, developing and delivering educational programs for visitors of all ages, and the needs of managing a non-profit organization. Additionally, students are required to devote additional volunteer hours outside of the school day. Some changes over the last year:

- Increased enrollment from 1 section of Museum Management to 2 (program grown from 24 to 64 students)
- Changed to script to be based around concepts of wildlife conservation and preservation
- Students attend a 4-day/3-night learning expedition in the fall to Southern California to meet professionals in the fields of animal husbandry and environmental education
- Added a community built and re-structured Outdoor Tortoise Enclosure & Garden
- Completely new Petaluma Wildlife Museum Board with new Animal Care Tech and Summer Camp Director

### **Pathways**

One of our key goals is to help students connect their learning experience with their future choices (school and career) and to prepare them for their life after high school. We also strive to help students see the connection between their elective and core classes. This coursework shows future schools and employers that students from PHS have the focus and determination to study in a certain area. We offer specific pathways with others in continuing development.

- Agriculture Mechanics and Construction
- Agriscience

- Engineering/Manufacturing Technology
- Finance and Business
- BioMedical and Community Health

Since the last visit, the school has undertaken an effort to make pathways more robust. The focus has been centered on three specific pathways in Engineering, Agriculture, and Health.

A Biomedical and Community Health pathway includes Biology and Community Health, Chemistry and Community Health, and a capstone CTE course in Anatomy and Physiology. The school also has a robust HOSA (Health Occupations Services of America) organization that supports the pathway work.

The Agriculture Department continues to develop its pathways by incorporating UC-approved core courses with Agriculture electives and programs. The Agricultural Mechanics and Construction pathway procured grants to develop and sustain coursework in Agriculture Mechanics, Agriscience, and Sustainable Construction courses that are UC-approved.

The Engineering and Manufacturing Technology pathway has capitalized on one of the gems of Petaluma High. The existing industrial technology and manufacturing shop provides an excellent home for students interested in developing skills in engineering, manufacturing, and other 3D applications. The course sequence uses PLTW curriculum - an introductory course (Introduction to Engineering Design, or IED), a concentrator course (Principles of Engineering, or PoE) and Computer Integrated Manufacturing, or CIM). Students can also opt to take other concentrator courses (Architectural Design and Metals 2).

Petaluma High also boasts one of the few Business Departments on a high school campus. Students can participate in this pathway by taking Introduction to Business (semester course), followed by choices of Accounting, Legal Studies, Entrepreneurship, Graphic Design and Computer Science. Several courses offer SRJC credit through exam. The Entrepreneurship class runs the all new Troy's (student store). This store sells PHS clothing as well as snacks. Students engage with all aspects of running a small business, including planning, record-keeping, and staffing. In addition, the department houses the *Trojan Tribune* (school newspaper) and the Enterprise (school yearbook).

## **Departmental Updates**

### **Agriculture**

The Agriculture department has gone through a consolidation in its program and is now focusing on two pathways - agricultural mechanics and agriscience. This has reduced staffing by .8 FTE.

- The Agriscience pathway has been updated/expanded to include three new courses that are all UC A-G approved as laboratory sciences. The capstone class, Advanced Interdisciplinary Science for Sustainable Agriculture, is also designated as an Honors class and has been approved by the NCAA. Kim Arntz participated with other agriculture teachers from California in the UCCI workshops for the development of the three new courses. The pathway was developed and enhanced through a Career Pathways Trust Grant awarded to the North Coast Ag Partners Consortium. The Petaluma High School Ag Department has been a member of the consortium for four years. Kim Arntz assisted with budgeting and the allocation of resources to each school involved. 2018-2019 was the final year of funding for the NCAP grant. As the grant came to an end, the department applied for and was granted a Strong Workforce Program Grant (SWP) to

continue its work in developing pathways within agriculture. The SWP Grant funds will be used to further develop our agriculture mechanics program.

- Our sustainable agriculture construction class was granted UC “G” elective credit.
- FFA members have continued to compete in livestock, ag mechanics, dairy cattle evaluation and farm business management Career Development Events. The Farm Business Management team placed fifth in the nation in 2018 and the Dairy team was the reserve national champions and traveled to Europe to compete in the Royal Highland Show in Scotland in June 2018. We also had 15 state degree recipients in 2019, which represents 10% of our membership. The state degree is awarded to students who have earned or invested \$1000, have been a member for at least two years, demonstrate knowledge of parliamentary law, and participated in leadership development within the chapter.

### **Business**

Petaluma High is proud to have one of the very few full Business departments in Sonoma and Marin counties. Highlights from the last six years include the following:

- Introduction and sustained growth of a Computer Science program. We offer an Introduction to Computer Science (Python) and Advanced Placement Computer Science A (Java) and will be piloting Advanced Placement Computer Science Principles for the 2019-2020 academic year
- All three departmental computer labs were replaced for the 2018-2019 school year. We have two PC labs and one Mac lab.
- The student store, Troy’s, operated by the Entrepreneurship class, was remodeled with donated supplies and labor by a former Petaluma High graduate and local businessman. The store reopened in April of 2019.
- Our department continues to see 66%+ of all freshmen each year (almost exclusively with one dedicated teacher), giving students a solid introduction in technology skills needed to succeed in all classes, and giving students a place of belonging. Additionally, students complete a project based, post-secondary exploratory unit.
- Our Business Math program has been rewritten and upgraded to become Personal Finance and Business Math - meeting the need for increased financial literacy for students. This program is also responsible for the Annual Holiday Market.
- In 2017, we hired a new Graphic Design teacher who has been able to rebuild the program from one to two sections, and the hope is to build this back into the vital program we had 2014.
- Our Accounting program continues to see students succeed in passing the Santa Rosa Junior College accounting exam - these passing students enter college with three units already earned.
- The site credit recovery program is housed within the department. Apex is the curriculum provider, and the course meets every day during zero hour. Students are enrolled based on need to make up an “F” or to improve an existing grade for college preparedness.

- Yearbook Journalism continues to do well, in fact increasing sales projections, despite the industry as a whole showing falling sales. This is a direct result of the quality of the program and the rich tradition we have at PHS.
- Six of seven teachers hold California State Single Subject (SS) Credentials, and three of the seven are dual-certified with SS and CTE Designated Subject.

### Counseling

- Petaluma High School is proud to have four full-time counselors (Molly Guerra, Megan McClelland, Jenna Parisi, and Christine Ruzick) who all have their Masters Degree in Counseling and PPS Credential from Sonoma State University. Each carries a caseload of approximately 350 students ranging from grades 9th-12th organized by alphabet. Each grade has targeted activities from counseling:
  - - 9th Grade: Four-year plans completed electronically that students can edit each year and share with their parents/guardians and counselors
    - 10th Grade: Career presentations and résumé building along with sophomore conferences
    - 11th Grade: Junior conferences to help prepare students for post-secondary plans
    - 12th Grade: Senior conferences and extensive help with financial aid, four-year college application workshops, SRJC Jumpstart program, and more. The SRJC Jumpstart program is going into its 5th year. This program works with seniors throughout the year to ensure that they have the following: an application and account up to date with SRJC, English/Math placements, a Counseling 270 class which allows them to create an educational plan, and completion of financial aid including the Doyle Scholarship (when applicable). All of these steps allow students to receive priority registration and have all of their classes chosen before they graduate. We have a strong partnership with SRJC staff, and they are on our campus regularly to help support seniors and any other students who need help.
  - Additionally we have Chris Stoll in the College & Career Center who provides support to all students but especially seniors throughout the year. Her work includes setting up work permits, job placements, internships, community service, and scholarships; helping students with college applications; and setting up college rep admission officer visits and college fairs throughout the year. Chris will meet with any student/parent upon request to do extensive help in researching colleges and post-secondary planning. She works M-Th (25 hours/week) and provides students with a wide variety of resources including scholarships, work permits, college exploration, internships, and workplace learning.
  - The counselors participate in parent nights throughout the year, including the following:
    - Freshman Parent Night
    - Four Year College Night for seniors
    - SRJC Night for seniors
    - Financial Aid/Cash for College Night
    - 8th Grade Preview Night
    - 9th-11th College Night
    - AP/Honors Night

- PEF Scholarship Night
  - *Press Democrat* Awards Night
  - Top 10/Community Achievement Awards Night
  - Senior Recognition Night
- The Counseling department also has a part time MFT district guidance specialist (Nikki Jackson) who is on site part-time and supervises 1-3 MFT interns a year. There is usually a PPS intern who also supports the team. In 2018-2019, these interns worked with at least 60 of our high-risk students throughout the year on various issues.
  - The website is also updated regularly and newsletters are sent to parents and students to keep them informed. All counselors are in regular communication with their students, parents/guardians, and staff as needed.
  - Community Partners: 10,000 Degrees & Mentor Me
    - 10,000 Degrees - a college access program that works with pre-selected seniors (via an application process) who are low income and often first generation. They meet with them weekly to provide extra support and are in regular communication with the counselors to assist with college applications and especially with the financial aid piece.
      - 2019-20: They are working with 16 seniors this year.
      - 2018-19: They worked with 27 seniors.
      - 2017-18: They worked with 34 juniors and seniors.
    - Mentor Me: Counselors and other staff can nominate students who need extra support for mentorships.
      - 2019-2020: We currently have 32 students participating in this program and another 15 on the waitlist.
      - 2018-2019: They worked with 37 students with a waitlist of 12 students.
      - 2017-2018: They worked with 46 students with a waitlist of 3 students.
      - 2016-2017: They worked with 57 students
  - Counselors work hard to ensure that every student has the opportunity to graduate through regular class planning and credit recovery support through online classes, adult ed, summer school, and so on.
  - Counselors work with the administration team to build the master schedule to ensure that students have access to as many classes as they need and want and are encouraged to sign up for the appropriate number of AP/Honors classes to meet their needs.

### **Engineering and Manufacturing**

Over the last six years, our department has evolved from the Industrial Technology Department to the Engineering and Manufacturing Department in a rebranding effort to stay current and relevant and to grow multiple in-demand Career Pathways.

- Project Lead the Way Engineering Pathway (PLTW) courses were implemented in 2014 which now includes design, manufacturing, and exploring engineering curriculums. The PLTW Intro to Engineering Design curriculum has been modified to include student rotations in both the Design Lab and Manufacturing Shop.



- The manufacturing program was re-accredited through the National Institute for Metal Working Skills (NIMS) and is a Dual Enrollment program with Santa Rosa Junior College' Machine Tool Technology Program.
- The Auto Shop program hired a new teacher in Fall of 2019. This teacher is a Petaluma High School graduate and committed to a complete revamp of the program.
- The Wood Shop was transferred to the Ag Department in 2015.
- None of Engineering and Manufacturing Department teachers teach within our department full time. Three of the four teachers are part-time teachers (3 teachers have no prep period). One Engineering teacher co-teaches with the Business Department and one with the Math Department. The Manufacturing and Auto teachers are part-time with two sections each. This makes Department and PLC meetings difficult to coordinate because two teachers are on A-Days and two are on B-Days, requiring extra efforts by two for a team meeting to take place. Only two of the departments' teachers are on campus to participate with Staff and the Administration in meetings or school events on a given day.
- The number of Industrial Technology sections in 2014-15 was 11. The number of Engineering and Manufacturing Sections in 2019-20 is 7. This decline in the number of sections has been a trend over the last 10 years. In 2008-09 the department had 15 sections. The department feels that this decline is largely due to the following:
  - There is an increase in the number of elective courses offerings at Petaluma High School.
  - PHS/PCS & SCOE/ROP could better promote the trades as a viable option for the future.
  - The Department's teacher planning time is limited.
- Despite challenges noted above, students enrolled in the Engineering, Manufacturing, and Automotive Career Pathways are thriving. A recent survey of the Intro to Engineering and Manufacturing students indicates that students are learning and enjoying the curriculums.
- Students are winning SkillsUSA medals, entering fairs, going on a variety of field trips and involved in community projects.
- Auto signups are strong.
- There have been significant CTEIG capital equipment and tooling improvements in the CAD Lab and Manufacturing Shop in 2018-19. Additional improvements are planned for CAD, Manufacturing, Auto and Engineering for 2019-20.

As we move forward in the 2019/20 school year with a new Principal and new Assistant Principal, we look forward to the following:

- Establishing a connection with Petaluma Junior High School, reaching out to Casa Grande High School and local feeder schools to promote the PHS Engineering and Manufacturing Program with local media, school administrators, counselors, parents, and their students.

- Working with the administration, counselors, and staff to establish a balanced curriculum which emphasizes complete Career Pathways and reduces the number of singleton elective classes at PHS
- Working with the administration, counselors, and staff to reduce the number of PHS juniors and seniors electing a reduced schedule.

Finally, if our goal is to grow to a full-time Engineering and Manufacturing Program, as the PCS administration suggests, we must attract students from throughout Sonoma and Marin counties.

### English

- Staffing: We have a number of department members who are newer in the past six years (Sarah Greeson, Sara Maya, Hillary Cuff, Jessi Redfield, Hannah Takajo, Deborah Songer, Elizabeth Martin, Paul Schloesser, Susan Contini). Susan is now teaching our English Language Development class, and she and Krista O'Connor will be teaching 3 sections of classes with EL students. (Susan and Krista will each teach one section of ELD, and Susan will also teach one class covering the ELA standards with the same students she has in her ELD class.)
- Journalism: This course, which produces the *Trojan Tribune* newspaper, is back in the English department, returning from Business.
- Advanced courses: We now offer AP Language and Composition at the 11th grade level (instead of Honors English 11). Open access has increased the number of sections of Honors and Advanced Placement classes we offer. Most of the current Honors/AP teachers were not teaching those courses 6 years ago. (Hilary Smith now teaches AP Literature and Composition, Sara Maya now teaches AP Language and Composition, and Hillary Cuff now teaches Honors English 10; Krista O'Connor continues to teach Honors English 9.)
- Credit recovery/Student Support: We used to have an English Make-Up class (to help students recover credits from English classes they had failed), but we no longer have it because we have summer school again and we have online credit recovery (APEX).
- Core Curriculum: Six years ago, we had common course outlines (and many common essay prompts) for all teachers for English 9, English 10, and English 11. We revised our core curriculum document in 2015-2016 to allow for more flexibility in the order in which we teach standards and the texts we use for specific standards.
- Professional Learning Communities: Our PLC work, using our identified Essential Standards, also incorporates the Interim Assessment Block (IAB) portions of CAASPP as formative assessments.
- Assessment Technology: We are beginning to use and explore the Illuminate student data system to access information about student performance. We have worked with our site trainer, Kerry Lowell, to learn more about entering our own assessments to the system
- Instructional Technology: We began the 1:1 use of iPads in 2015-2016, which has had a major impact on our instruction. Beginning this year, we now have a BYOD policy (though many

students borrow Chromebooks from our district). Since we no longer have iPads, we are beginning to adjust some assignments and instruction to reflect this change. All department members now have an online presence, including many who use Google Classroom. About one-third of our teachers use Membean online vocabulary. We also have a two-year subscription for Listenwise, which a few of our teachers are using. We are piloting the StudySync program in our ELD classes and in one collaborative college prep class.

- STAR (Renaissance) evaluation is something we no longer do, though we have begun to discuss the need for some sort of similar evaluation (at least for the English Learners). We hope to use this reading assessment to fill the informational gaps we have when we are considering placement decisions for English Learners.
- Expository Reading and Writing Course (ERWC grades 11 and 12): All department members were trained/retrained in ERWC in the fall of 2014. Since then, all English 9, 10, and 11 classes include at least one ERWC module. (We had to suspend this in the 11th grade classes that are not involved in the ERWC i3 grant.) In 2018-2019 we began the ERWC i3 grant with some of our 11th grade classes, and we are including the 12th grade in this grant in the 2019-2020 school year. This past June, eight of the ERWC teachers, including two of our RSP support teachers, attended training for use of the newly created and updated modules and structures for the senior year based on outcomes connected to the junior year pilot.

### **Mathematics**

2018-2019 Teachers: Jane Baldwin (Dept Chair), Doug Cox, Jamie Deedler, Jennifer Eaton, Deb Fitch, Jeff Franklin, Lillian Granger, Jim Gueretta, Jim McHugh, and Samantha Rolle.

Nearly every year, we bring in a new course and/or new instructional materials to meet California's new CCSS for mathematics. All of the PHS math courses, except the support classes, are considered to be college prep, meeting the UC/CSU standards (category C in the A-G list of approved courses). Most of these have replaced existing courses that no longer meet the state standards:

- **2014/15:** New 8<sup>th</sup> grade math courses aligning with CCSS are introduced at the feeder schools
- **2015/16:** Math 1, an integrated CCSS course, replaces Algebra 1
- **2016/17:** Math 2, an integrated CCSS course, replaces Geometry.
- **2017/18:** Math 3, an integrated CCSS course, replaces Algebra 2.
- **2018/19:** Honors Math 3E (new course combining Math 3 with targeted precalculus curriculum topics) is an acceleration point allowing successful students to go directly to either AP Calculus AB or AP Calculus BC, "skipping" Math Analysis.
- **2018/19:** Math Analysis has new instructional materials that cover the same curriculum as before, but presents it in a format similar to Math 1, Math 2, and Math 3, aligning with the CCSS standards for instructional practice.

- **2018/19:** EAP Math is new advanced mathematics course, giving students another option for meeting the condition for the EAP score of “Conditionally Ready”. This course reinforces the skills learned in Math 1, Math 2, and Math3, and builds upon them, as well.
- **2019/20:** AP Calculus AB has new instructional materials that cover the same curriculum as before, but presents it in a format similar to Math 1, Math 2, Math 3, and Math Analysis, aligning with the CCSS standards for instructional practice.
- The new instructional materials we use for each of the classes above are from the same publisher, CPM. Each new course (or textbook) has training on the instructional materials and practices related specifically to that course, and that training is provided by CPM. The training includes three to five full days during the summer prior to implementation, as well as five follow up training days throughout the school year. For Math 1, Math 2, and Math 3, all members of the math department completed all of the training for each class. For Math Analysis, that precalculus training was completed by five department members. For AP Calculus AB, that training will be completed by five to seven of us.
- Over the last fifteen years, the high school graduation requirements in mathematics have changed dramatically, raising the bar that students need to clear significantly higher. Our students need to pass two math classes (four semesters) as a minimum to graduate. The “bar” has moved from those classes not being college prep courses to Algebra 1 having to be one of the classes, and now to passing both Math 1 and Math 2 (by default), which are both part of the college prep sequence of math classes. That said, Math 1 is a much more advanced and challenging course than the old Algebra 1, and the same can be said comparing Math 2 to the old Geometry course. As a result, we offer intervention/support for at-risk students in both Math 1 and Math 2, and it’s in the form of a separate elective class taken concurrently with the regular math class. Students are identified as being at-risk using several data points including scoring “standard not met” on their last Math CAASPP, earning a D or an F for the spring semester math grade from the previous school year, earning a D or an F for the fall semester math grade in the current year, and/or the current math teacher recommendation. All identified students and their parents are contacted and invited (strongly encouraged) to take the support class, as it is an elective course, not a requirement. Every year, the percentage of students in the support classes passing Math 1 and Math 2 is significantly higher than that of the students who are invited but choose to not take advantage of the offer of support. Many students in the Math 2 Workshop end up passing Math 2 with a C or better, giving them access to Math 3, which is considered to be the mathematics “gate keeper” to higher education.
- The members of the math department have had to put in a huge amount of time and effort to implement these new CCSS courses, and that work has been strongly supported by our professional learning communities (PLCs). Through our PLCs, not only have we been successfully ushering in the course changes, but all of the classes we offer have common assessments, common pacing of instruction, common assignments, common grading categories, and common weighting of those categories for grades. However, with so much effort given to these new instructional practices and curriculum, members of the math department have at times expressed frustration at not progressing in some of the more advanced levels of PLC work. Our Math 2 PLC started a standards based grading system last year, which included intervention and

reassessment for individual students on the standards, as needed. We are expanding that process this year, bringing a similar system to Math 1.

### **Physical Education**

Over the last six years, the Physical Education Department has dealt with changes in staffing as well as changes in the number of sections offered. We have gone from having 23 classes six years ago, to having 18 sections for the 2019-2020 school year. This change in the number of sections has caused us to re-evaluate our department and make some changes to keep students in our PE classes on campus.

- Five years ago, we began offering a Strength and Conditioning class for 10-12th graders. We consider this to be an advanced class. Students spend time in the weight room, learning how to lift correctly and also learning how to train for a particular sport or other extracurricular activity.
- Three years ago, we brought back the Cross Training class. This class had last been offered 8 years ago. This class is geared toward low-impact fitness. It is an alternative to our regular PE classes and is popular among students who do not enjoy the activity portion of regular PE, as well as students who may have an injury or need modifications in PE.
- The two classes mentioned above have been key in keeping our number of sections where they are. We had been losing students to JC physical education classes and online options. Cross Training has allowed us to retain some students who were taking yoga at the JC and an online walking class through BYU. Strength and Conditioning has allowed us to retain many athletes in our program. We also have a very large number of 11th and 12th graders who do need PE take the Strength class because it makes them better in their sport and keeps them in shape all year.
- We are also now in the third year of the Physical Education Waiver. This was implemented by the district and allows athletes who meet the requirements to waive 5 PE credits for each school sport they play as a sophomore and junior. This has also caused our numbers to drop. We estimate that we lose 1-2 sections a year due to students using the waiver option.
- Facility and equipment updates-
  - We were awarded two PEF grants totalling \$20,000 to make updates and improvements to our weight room. The equipment we now have is just as good, if not better, than what you would see in a gym such as 24 Hour Fitness. We have also worked with the district to put in new flooring in the weight room as well as getting it painted. We have also written and received smaller grants, like the Kiwanis Garvey Grant, to purchase additional equipment which is used by all of our classes.
  - The school's Track and Field facility was completely remodeled and was open for use at the end of the 2018 school year. This includes a turf field and synthetic track.
  - The school's swimming pool has also been redone. The lay out of the new pool changes things for us in physical education, but we are looking at options to continue the swim unit.

### **Science**

Since our last WASC visitation, the science department has undergone several changes:



- First, our required classes of Physical Science and Biology were challenged by parents so that some freshmen skipped Physical Science and started as Biology students. This has led to a need for biology classes to incorporate more techniques to help freshmen students succeed and for our chemistry program, which is now serving many sophomores as well as juniors and seniors, to scaffold our approach for these younger and less mathematical students.
- As we move forward to complete our transition to the NGSS, we have recommended to the district that three required years of science is the best way to incorporate all standards for all students. Until then, some coordination is needed to be sure the earth science component that was traditionally taught in physical science is captured by other electives. Biology courses have incorporated some of these earth science standards. In addition, freshmen who skip the foundational course must still have adequate access to all NGSS.
- In the past two years as Next Generation Science Standards (NGSS) have gone into implementation and are currently discussing how to address all standards for all students and whether or not a change to the district Science graduation requirement is needed. In May 2019 we presented a request to the school board, requesting that they think about changing the district 2-year requirement to 3 years. We are exploring a new curriculum this year in several pilot studies to meet the NGSS requirement, but most are designed for schools with a 3-year minimum science requirement.
- We have also added a three-course CTE community health pathway that includes Biology and Community Health (BCH), Chemistry and Community Health (CCH) and a CTE Anatomy & Physiology capstone course. These classes are designed to meet both CTE and NGSS standards. Students can take the community health courses to explore their interest in health careers. As the name implies, this career pathway is also strongly oriented toward building strong connections within our community. In addition, our pathway hosts a chapter of HOSA (Health Occupation Students of America), a national CTSO (Career Technological Student Organization), to support students and develop their skills as future leaders in healthcare.
- Our Marine Science course has changed from an every-other-year course to a yearly course of three highly sought-after sections. Students take various field trips to local marine-related institutions including a second-semester week-long field trip to Monterey, CA, to meet with experts in the fields of marine biology and oceanography and learn firsthand about marine ecology and conservation. Marine science is a D elective course also in alignment with NGSS.
- Our AP Environmental Science class has also grown and continues to be popular with students who are successful on the AP exam. The success rate for the year 2019 was 64.6% which exceeded California's 49.3% and the Global 49.2% pass rate.
- Our AP Physics course has been added to our science curriculum since the implementation of the new AP Physics 1 & 2 split, for the past five years. We currently have a success rate of 56.5% pass rate which exceeds California 49.4% and Global 45.4% pass rates.
- Each year we have 1-10 students who take the AP Chemistry exam after completing the Honors Chemistry course. The success rate depends on the year and the motivation of these students but in the past 7 years has ranged from 50-100%.

- Since the last visit in 2014, the Museum Management class (taught in the Petaluma Wildlife Museum) has since been moved from the Agriculture department to the Science department as a related science elective course. The class features two full sections of students (on back-to-back days) who are responsible for the daily functioning of the PWM, including the care of the exhibits, grounds, and live-animal collection and, most importantly, the delivery of personalized tours for upwards of 3,000 local elementary school children (and various organizations) throughout the school year. A new pedagogical focus on concepts of Wildlife Conservation and Preservation has been implemented at every level of the Museum, from the lectures and projects delivered and assigned in class, to the core themes discussed on the newly re-written and re-formatted tour script, to the new exhibits and animals added to the general collection, and even to the weekly themes and activities executed at our (non-academic) 6-week summer camp for local elementary school children. New leadership, in the form of a new instructor and a revamped board of directors, is hoping to continue to fulfill the Museum's mission, to inspire the young people of the largest student-run natural history museum in the country, and give them the support they need to lead their peers and community as the next generation of conservationists and environmental stewards.

### **Social Science Department**

- We got new textbooks for AP Government, AP Psychology, Sociology, and Psychology.
- We redesigned the World History, AP World History, AP United States History, AP Government, and AP Psychology curriculum.
- We restructured U.S. History curriculum calendar to cover more recent history.
- We are integrating FAIR Act standards into 11th grade U.S. History curriculum.
- Government and Economics classes have aligned common projects.
- We brought JSA (Junior Statesmen of America) back to PHS. JSA won chapter of the year in 2019
- Government classes are focused more on project-based learning. We have added the Civic Action Project as an overarching semester project.
- The AP World History exam pass rate reached a district record high.
- We started Socratic seminars and shared that technique with multiple departments at PHS.
- We bolstered our online presence (websites, Google Apps for Education).
- We have a regular rotation of our department chair.
- We have brought back and maintained Academic Decathlon.
- We taught the staff how to address politically sensitive situations.

### **Special Education**

- 2013-2019 - We started with supporting one collaborative English class for 9th grade, and it has grown to supporting 4-6 Collaborative English classes at all grade levels.
- 2017- We have made improvements on how we deliver the IEP at-a-glance to the teachers by implementing technology for access and storage. We developed a shared folder, which has individual folders for teachers. Following FERPA Law, only the students' teachers have access to those students' IEPs.
- 2014 - South County Office of Education (SCOE) classes were brought to Petaluma High School. They were added to D2 to allow for easy access to bathrooms and in the middle of the school to help navigate.
- 2018 - We have had proper training on Goals and Present Levels - Legal Changes in 2018 - Endrews vs Douglas County requires proper follow up with Goals and Present Levels for all students in their IEPs.
- 2018 - The Study Skills classes has direct correlation to each student's IEP and how we meet their Academic goals and Transition Goals. We have Grade Level academic standards for Study Skills.
- Since 2014 the Google trainings have been brought the SPED staff to help track student progress in classes, such as using Google Classroom.
- 2018 - We developed a Special Education Handbook.
- 2018 - Google Classroom shared with Casa Grande - Classroom helps with procedure and best practice added to share with SCOE, RSP, and SDC Teachers.
- 2013-16 the average caseloads were 24-26 students, and we had 6.5 RSP Teachers; 2017-19 We are averaging 27-28 on our caseloads and we have 7 RSP Teachers.
- 2013-17 We had a string of part time Psychologists (6 total).
- 2017-19 We have had one Psychologist on campus. As of 2019 we have 1.2 on staff.
- In 2016 we had 45 new referrals, in 2017 we had 37 New referrals, and in 2018 we had 24 new referrals. The team feels that having an improved Multi-Tiered System of Support and the Referral Process helped support all students.
- We updated our system from SELPA to SEIS in 2015-16.
- As of 2019 the PJHS Principal now has access to PHS SPED rights to add better vertical integration.
- The transition from 8th to 9th grade has been more transparency with agendas and data provided for student placement.

- 2018 - Algebra Academy has brought IXL to the remedial course to be in sync with the General Education classes.

### **Visual and Performing Arts**

- A new class, Broadcast Journalism, began in fall 2016.
- New technologies for MakerSpace, 3D/Make, began in 2017.
- Advanced Placement Art had an enrollment in 2018-2019 after not being offered for three years.
- The Petaluma Music Festival (Cliff Eveland, PHS Music Director, is also Executive Director of the festival) generates important revenue for all Petaluma area public school music programs (elementary, junior high, and high school). Some of the funds generated by the festival are donated to the PHS Music Program.
- Theatre students won many acting awards at the Lenaea High School Theatre Festival.
- Broadcast Journalism students have won awards (Bronze, Silver, Gold) all three years at SkillsUSA.
- There are upgraded technologies in the Art room. We purchased a Glowforge (laser cutter) and a vinyl cutter.
- The Multi-Use Room, which is used for the after school theatre program, has upgraded audio system and improved technologies for communication between backstage and tech booth as well as a computerized, programmable lighting system.
- A Spring 2018 PEF grant was granted to photography for a class set of new digital cameras and computers.
- A Fall 2018 Kiwanis grant was awarded to photography for updated safety supplies.

### **World Language**

Currently, the World Language Department is comprised of six teachers:

Stephen Baskerville, Susan Contini, Kelly Kovanis, Margarita Lua, Jennifer Moreno, and Sophie Warin

- French and Spanish are offered at PHS.
  - Our French program offers levels I, II, III.
  - Our Spanish program has two tracks: Spanish I, II, III and Spanish For Native Speakers I and II.
  - Both Spanish tracks culminate in AP Language and Culture and AP Literature.
- Our students have a 90% pass rate for both the French and Spanish AP exams for 2017, 2018, and 2019.

- Over the past three years, the number of students who have received the California State Seal of Biliteracy has also increased.
- In the Fall of 2017, we received new textbooks with an online component for students.
- In the Spring of 2019, some of our teachers received training in *Comprehensible Input* techniques, which are being implemented across levels I-III in both languages.
- In the Spring of 2019, we recommended a student for a study abroad program with CIEE. She received a full scholarship for a full immersion program to study in Paris for a month.
- French 3 and Spanish 3 students write children's books in the spring. French 3 students go to Grant School and Spanish 3 students go to Loma Vista (a Spanish bilingual immersion academy), where they read their books to students.
- French students go to Petaluma Junior High School to promote the program to 8th graders.
- To promote multiculturalism within our Spanish classrooms, we have our students participate in a variety of cross level language experiences. Specifically, Heritage Spanish speakers and students who are in the process of learning Spanish participate in activities, presentations, and cultural events together.

## Petaluma High School Data

### Certificated Staff

Position	FTE
Principal	1
Assistant Principal	2
Counselor	4
Psychologist	1
Nurse	.4
Speech Therapist	1
Librarian	1

### Teaching Staff

Male	Female	White	Hispanic/ Latino	Other
30	49	68	6	5

### Classified Staff

Male	Female	White	Hispanic	American Indian	African American	Other
8	38	29	11	1	1	4

### Classified/Clerical Staff (Other = nurse (1), cafeteria (4), workability (2), SRO (1))

Clerical	Custodial	Campus Supervisors	Library	Instructional Aides	Other
8	5	5	1	21	3

**Teacher Qualifications**

Qualifications	Total
Highly Qualified in Core Subjects	54
CTE Certified	10
Masters Degrees	39

**Certificated Staff Years of Service in District/in Education  
(Each Column is to be read as individual data pieces)**

Years of Service	Petaluma City Schools	Education/Teaching
<b>0-5 years</b>	23	6
<b>6-10 years</b>	14	14
<b>11-15 years</b>	12	14
<b>16-20 years</b>	14	12
<b>21-25 years</b>	6	12
<b>26-30 years</b>	5	6
<b>31+ years</b>	1	5

# denotes individuals

This table indicates how long our teachers have worked in the school district and their total number of years in education. The first row demonstrates that we have 23 staff members who have worked for PCS in the span of 0-5 years. Amongst those 23 teachers, 6 have only been teaching from 0-5 years. This indicates that we have many teachers who are new to our school district, but have prior experience teaching for a different school district. The data is indicative to a staff that is experienced but relatively new to the school district. This is important to point out since we have had a lot of changes in our teaching staff since the prior WASC visit.



**Student Data Enrollment**

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2016 - 2017	340	366	347	302	1356
2017 - 2018	350	325	340	323	1338
2018 - 2019	340	402	363	298	1403

**Gender**

School Year	Female	%	Male	%	Total
2013 - 2014	663	51%	642	49%	1305
2014 - 2015	684	51%	664	49%	1348
2015 - 2016	683	50%	671	50%	1354
2016 - 2017	664	49%	692	51%	1356
2017 - 2018	643	48%	695	52%	1338
2018 - 2019	678	47%	722	53%	1400 (1 Non-binary for total 1401.

**Students by Race/Ethnicity (Significant Subgroups)**

School Year	EL	%	SED	%	Spec Ed	%	Total
2016 - 2017	57	4%	416	31%	208	15.3%	1356
2017 - 2018	61	5%	377	27%	189	14%	1338
2018 - 2019	72	5%	377	27%	189	14%	1371

SCHOOL PERFORMANCE OVERVIEW

# Petaluma High

Explore the performance of Petaluma High under California's Accountability System.



## School Details

<b>NAME</b> Petaluma High	<b>ADDRESS</b> 201 Fair Street Petaluma, CA 94952-2516	<b>WEBSITE</b> <a href="http://216.82.92.50">http://216.82.92.50</a>	<b>GRADES SERVED</b> 9-12
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PETALUMA HIGH

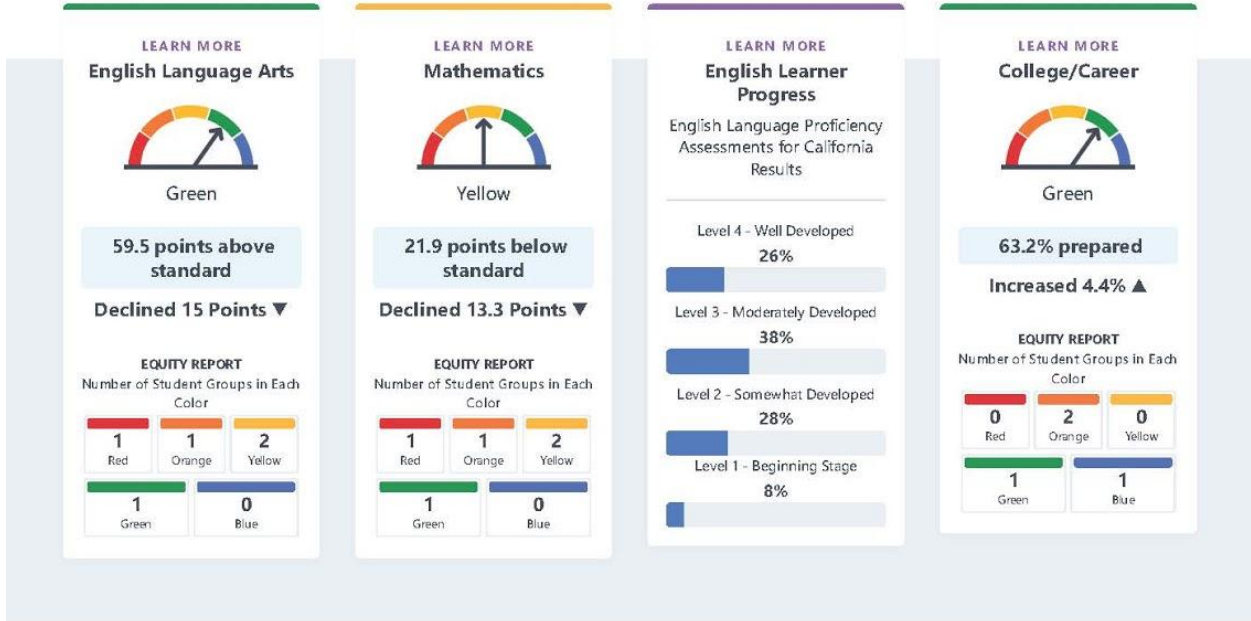
## Student Population

Explore information about this school's student population.



## Academic Performance

View Student Assessment Results and other aspects of school performance.



### PETALUMA HIGH

## Academic Engagement

See information that shows how well schools are engaging students in their learning.



PETALUMA HIGH

## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



PHS Interdistrict	Outgoing	Incoming
2016 - 2017	86	95
2017 - 2018	50	73
2018 - 2019	51	55

PHS Intradistrict	Outgoing	Incoming
2016 - 2017		183
2017 - 2018	38	45
2018 - 2019	28	38

**Student Performance Data**

**Graduation Rates**

	# in Cohort	Cohort Graduates	Graduation Rate	Dropout rate
2016 - 2017	300	297	98.7%	1.6%
2017 - 2018	323	310	96%	0%
2018 - 2019		315		

**Graduation Rate**

**All Students**

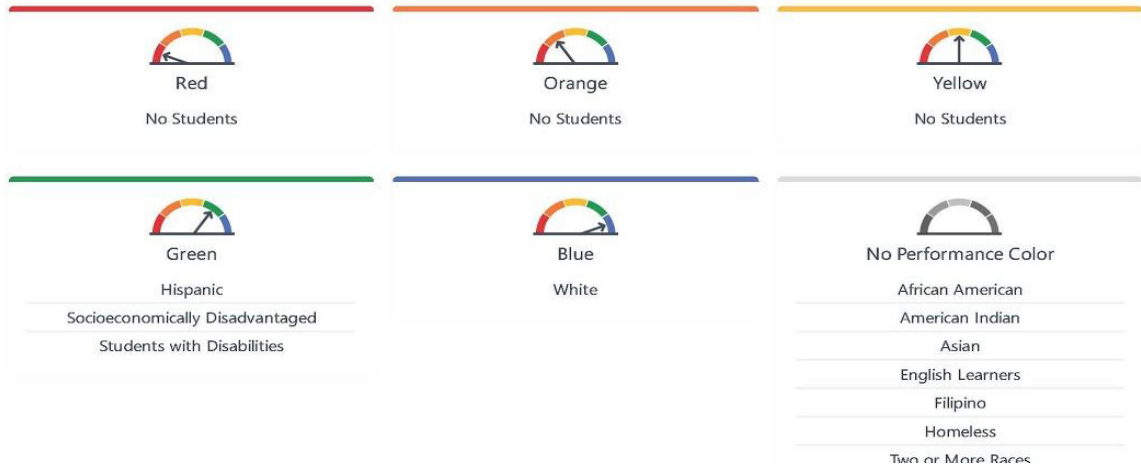
Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

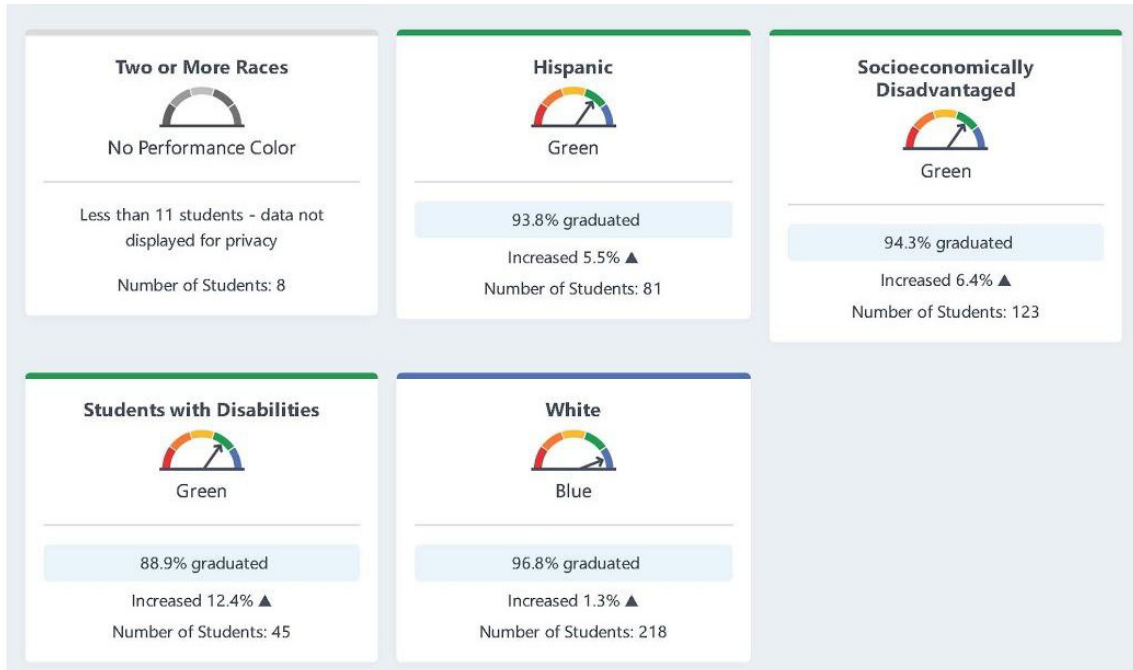


**Student Group Details**

**All Student Groups by Performance Level**

4 Total Student Groups





**SAT**

	Students Taking the SAT	Students Taking the ACT
<b>2016 - 2017 (288 graduates)</b>	146	71
<b>2017 - 2018 (311 graduates)</b>	145	64
<b>2018 - 2019 (285 graduates)</b>	145	69

## Prepared for College

### College/Career

#### All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

#### All Students



Green

63.2% prepared

Increased 4.4% ▲

Number of Students: 323

#### Student Group Details

##### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Hispanic

Students with Disabilities



Yellow

No Students



Green

Socioeconomically Disadvantaged



Blue

White



No Performance Color

African American

American Indian

Asian

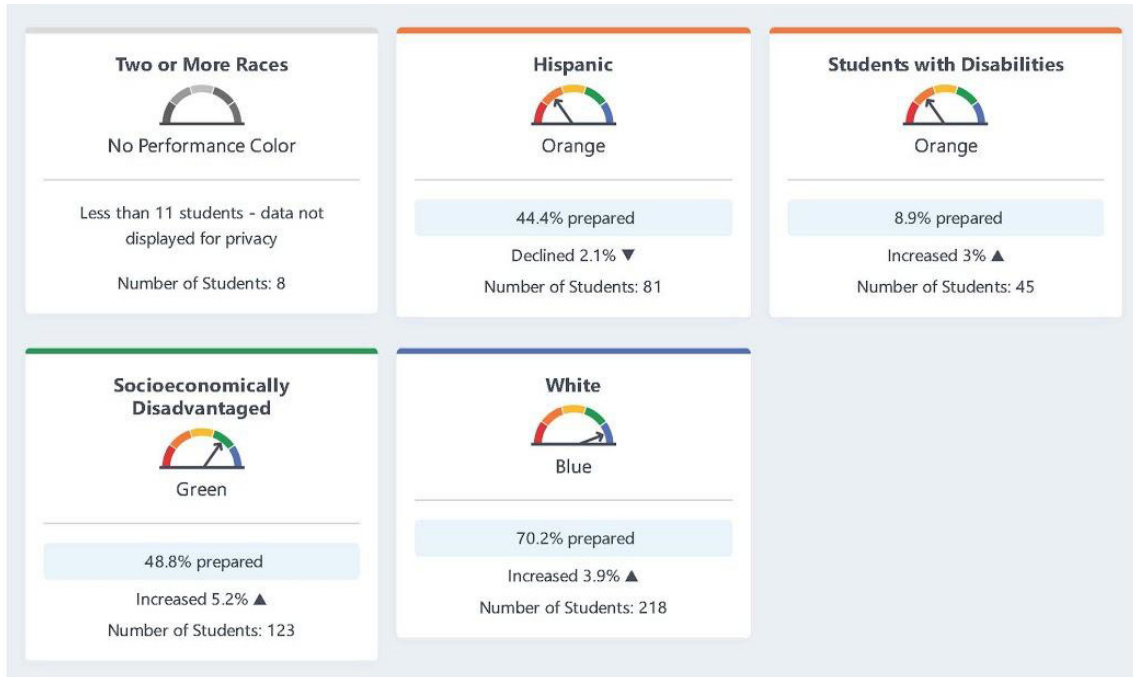
English Learners

Filipino

Homeless

Two or More Races





**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%)

**Report Card Analysis**

**Percentage of Ds and Fs**

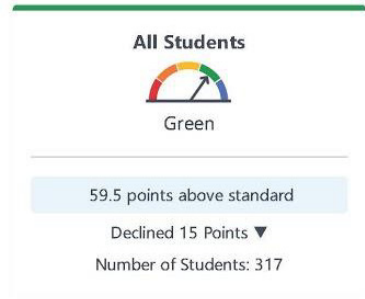
	Ds	Fs
2018-2019 Semester 2	255	335
2018-2019 Semester 1	254	230
2017-2018 Semester 2	243	288
2017-2018 Semester 1	231	218
2016-2017 Semester 2	268	345
2016-2017 Semester 1	262	251

**CAASPP Results**

**English Language Arts**

**All Students**

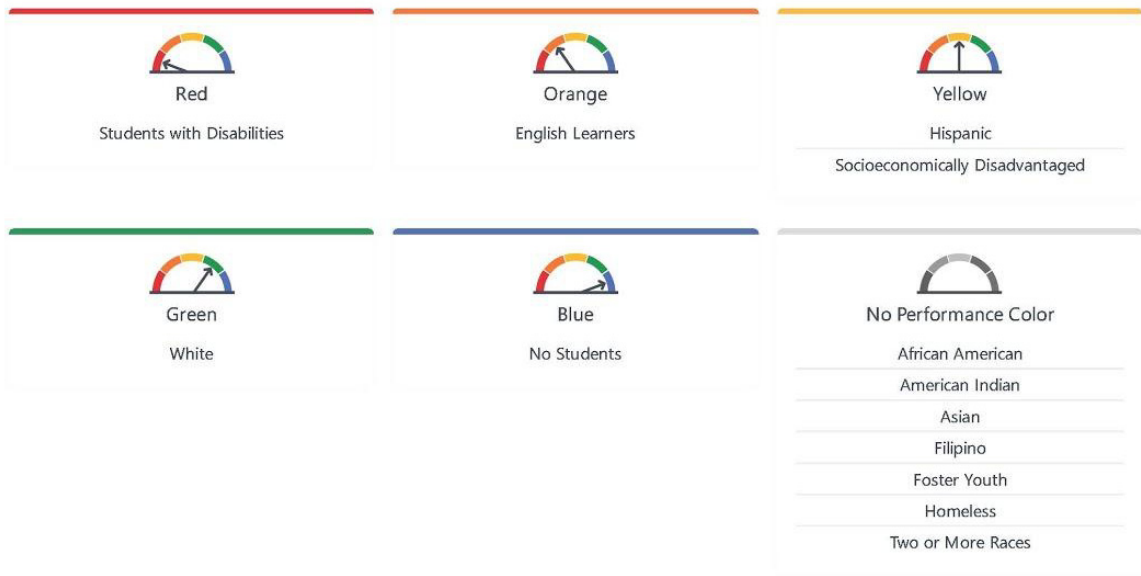
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

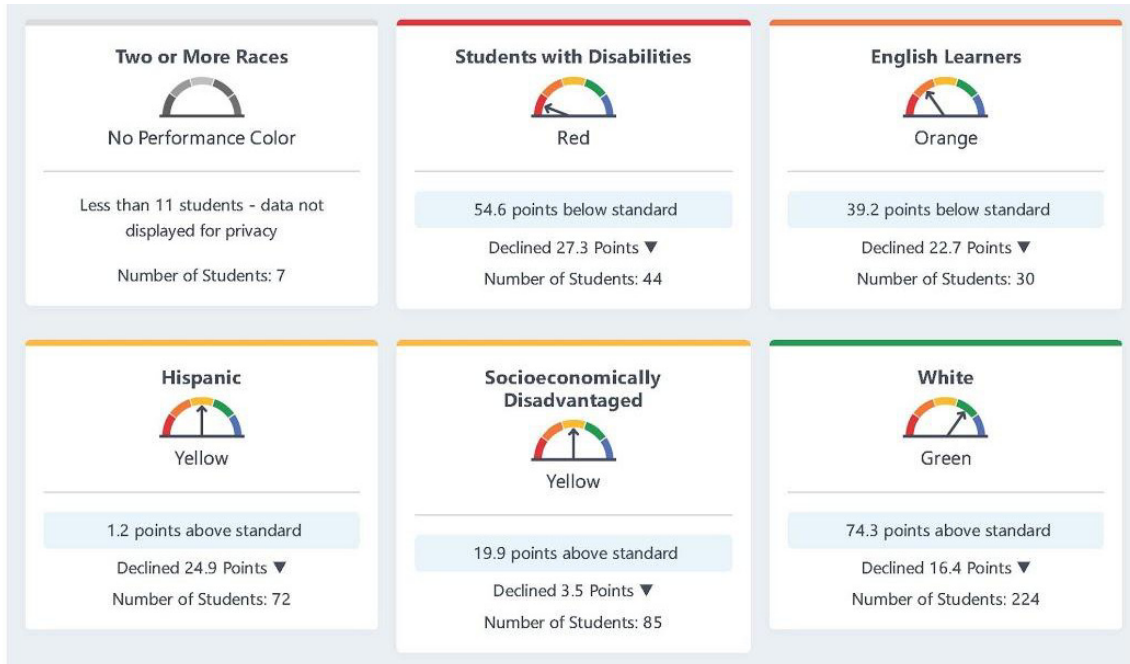


**Student Group Details**

**All Student Groups by Performance Level**

5 Total Student Groups





**English Language Arts**

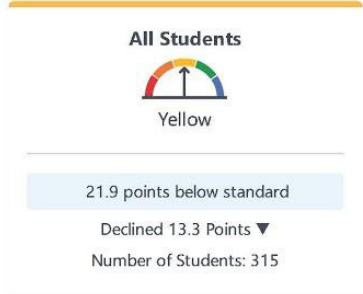
CAASPP	PHS 2016	CA	PHS 2017	CA	PHS 2018	CA	PHS 2019
Students Tested	285	439,660	328	444,860	320	440,132	291
Standard Exceeded: Level 4	30%	26%	46%	28%	40%	26%	37.5%
Standard Met: Level 3	40%	33%	33%	32%	33%	30%	36.1%
Standard Nearly Met: Level 2	18%	22%	15%	21%	19%	22%	16.2%
Standard Not Met: Level 1	12%	19%	6%	19%	8%	22%	10.3%
Proficient and above	70%	59%	79%	60%	73%	56%	74%

California Dept of Education Data for 2016 - 2018/PHS Illuminate Data for 2019

# Mathematics

## All Students

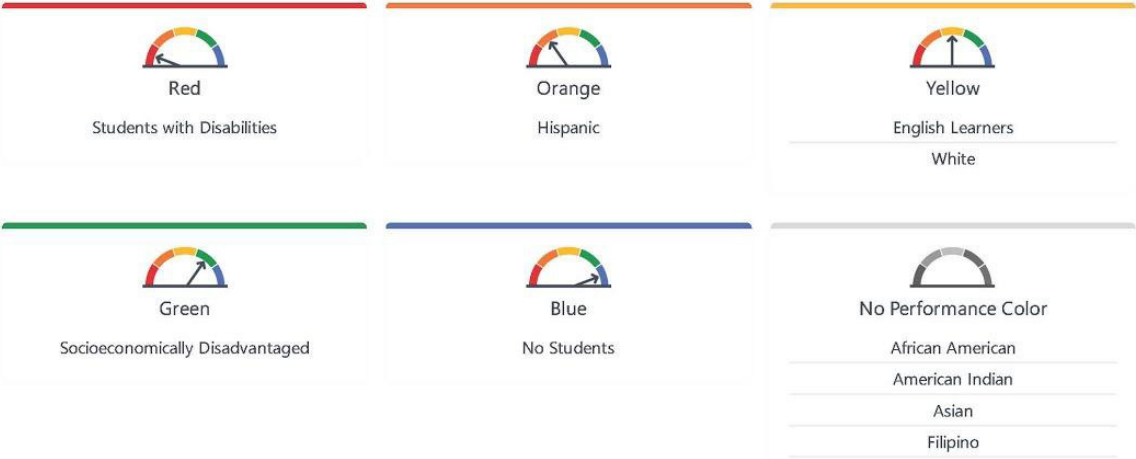
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

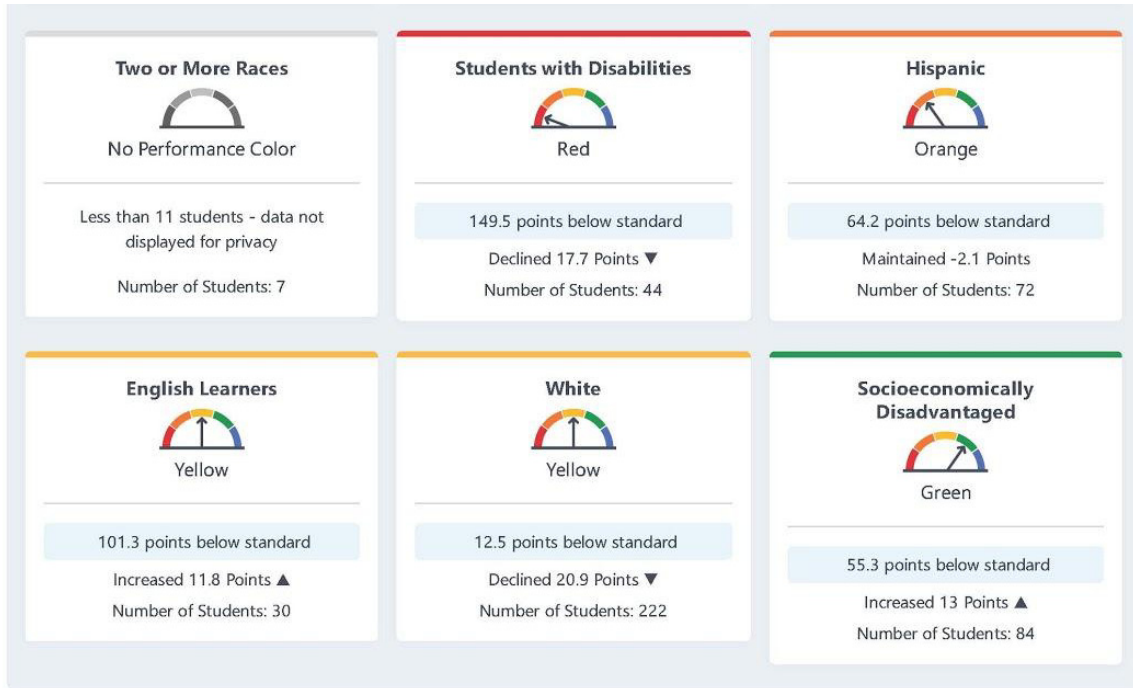


## Student Group Details

### All Student Groups by Performance Level

5 Total Student Groups





**Math**

CAASPP	PHS 2016	CA	PHS 2017	CA	PHS 2018	CA	PHS 2019
Students Tested	286	438,518	328	443,213	319	438,591	286
Standard Exceeded: Level 4	10%	13%	19%	13%	16%	13%	18.9%
Standard Met: Level 3	27%	20%	30%	19%	29%	18%	23.4%
Standard Nearly Met: Level 2	33%	25%	27%	24%	27%	23%	23.8%
Standard Not Met: Level 1	31%	43%	27%	44%	29%	46%	33.9%
Proficient and above	37%	33%	49%	32%	45%	31%	42%

California Dept of Education Data for 2016 - 2018/PHS Illuminate Data for 2019

**ELA CLAIMS**

<b>ELA Claims</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reading</b>				
<b>Above Standard</b>	32%	53%	45%	40%
<b>Near Standard</b>	56%	38%	43%	43%
<b>Below Standard</b>	12%	9%	12%	16%
<b>Writing</b>				
<b>Above Standard</b>	44%	59%	50%	51%
<b>Near Standard</b>	38%	34%	41%	38%
<b>Below Standard</b>	18%	7%	9%	10%
<b>Listening</b>				
<b>Above Standard</b>	24%	35%	31%	31%
<b>Near Standard</b>	65%	57%	61%	59%
<b>Below Standard</b>	11%	8%	8%	9%
<b>Research/Inquiry</b>				
<b>Above Standard</b>	46%	51%	43%	45%
<b>At or Near Standard</b>	45%	41%	47%	44%
<b>Below Standard</b>	9%	8%	10%	10%

California Dept of Education Data for 2016 - 2018/PHS Illuminate Data for 2019

**MATH CLAIMS**

<b>Math Claims</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Concepts and Procedures</b>				
<b>Above Standard</b>	21%	31%	28%	27%
<b>Near Standard</b>	38%	34%	32%	32%
<b>Below Standard</b>	41%	35%	40%	41%
<b>Problem Solving and Modeling/Data</b>				
<b>Above Standard</b>	16%	29%	25%	23%
<b>Near Standard</b>	60%	51%	48%	48%
<b>Below Standard</b>	23%	20%	27%	29%
<b>Communicating Reasoning</b>				
<b>Above Standard</b>	21%	26%	21%	21%
<b>Near Standard</b>	61%	57%	61%	52%
<b>Below Standard</b>	19%	16%	17%	27%



**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
<b>Standard Exceeded: Level 4</b>	30%	46%	40%	10%	22%	27%	0%	0%	0%	0%	15%	5%
<b>Standard Met: Level 3</b>	40%	33%	33%	37%	41%	39%	0%	0%	0%	10%	23%	23%
<b>Standard Nearly Met: Level 2</b>	18%	15%	19%	30%	24%	18%	0%	78%	0%	37%	35%	33%
<b>Standard Not Met: Level 1</b>	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
<b>Standard Exceeded: Level 4</b>	10%	19%	16%	1%	7%	6%	0%	0%	0%	0%	3%	0%
<b>Standard Met: Level 3</b>	27%	30%	29%	11%	19%	24%	0%	20%	0%	0%	10%	5%
<b>Standard Nearly Met: Level 2</b>	33%	27%	27%	34%	28%	36%	7%	0%	20%	10%	13%	15%
<b>Standard Not Met: Level 1</b>	31%	27%	29%	54%	46%	35%	93%	80%	80%	88%	75%	80%

**CAASPP Results for White and Hispanic/Latino**

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

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

**CAASPP Results**

In the past three years, we along with all California schools have begun incorporating Science CAASPP testing and will be administering Science this year to all 11th graders. This change has had an effect on our staff curriculum development and our school district’s focus on Science. Members of our Science department have attended Next Generation Science Standards (NGSS) training and our school is currently working with our Educational Services department to develop aligned instructional practices for CAASPP

preparedness. Our Math and English departments have continued using the Professional Learning Community (PLC) approach to develop common formative assessments to monitor student growth throughout the school year. We have seen a small decrease in performance on the May 2018 CAASPP in ELA and Math, but this follows an excellent year in 2017. While there were increases in most subgroups in ELA, Special Education remains an area of concern in both ELA and Math standardized testing. When comparing our 2018 dashboard data with Illuminate data from 2019 CAASPP testing, we see overall proficiency scores in ELA remained relatively stable while proficiency scores in Math saw a slight decrease. Further analysis of the 2019 scores will occur once the 2019 dashboard data is released.

### Enrollment in Special Programs

#### Special Education

Year	RSP	SDC
2016 - 2017	201	15
2017 - 2018	179	12
2018 - 2019	194	16

#### 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

#### AP Student Testing by Ethnicity

Year	White	Hispanic	Asian	African American	Pacific Island	Two or more	No response	Total
2016 - 2017	414	117	18	-	-	19	11	579
2017 - 2018	478	174	31	1	-	39	12	735
2018 - 2019	457	122	11	1	1	40	7	639

#### AP Student Testing by Gender

Year	Male	Female	Total
2016 - 2017	235	350	585
2017 - 2018	298	437	735
2018 - 2019	281	358	639

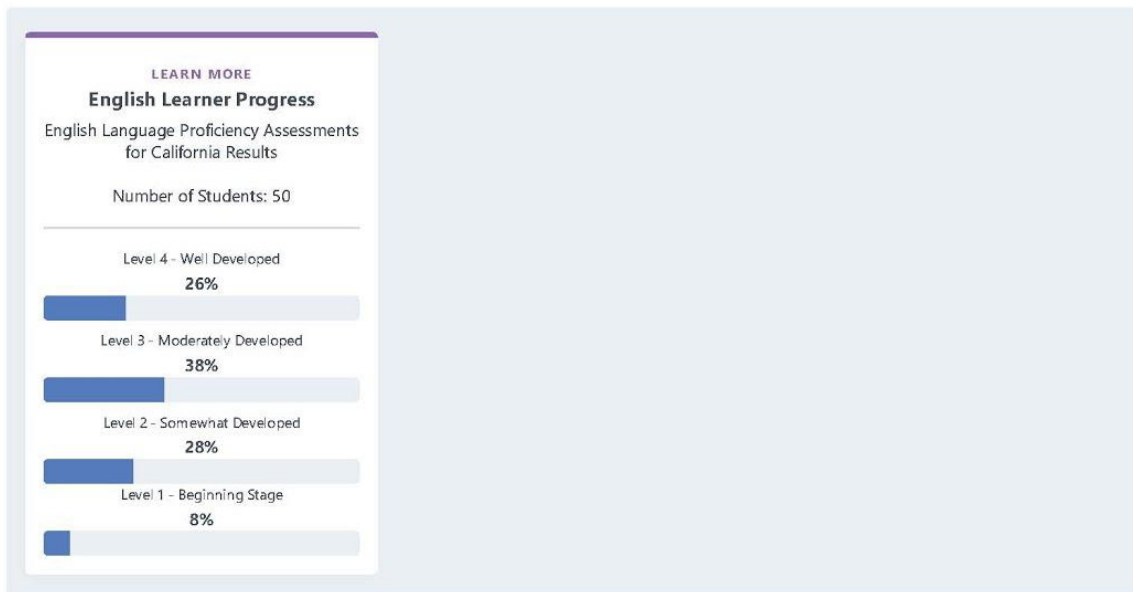
We have seen the total number of AP participants fluctuate over the past three years. We view this as a direct result of our open access approach to PSAT, SAT and AP testing. As our number of participants has fluctuated, the number of total tests taken has increased. More significantly, the pass rate (percentage of total students earning a score of 3 or higher on an exam) increased from 66.3% in 2017 to 71.8% in 2018.

As more students tested, passing scores were higher. Also, we have seen an increase in the number of Hispanic participants in AP classes going from 117 in 2017 to 168 in 2018.

One of our goals from the previous WASC report was to address our achievement gap between our Hispanic and White students. To make progress in closing the achievement gap, PHS believes it is important to encourage and support all students to challenge themselves with rigorous coursework. In 2015, we took an open access stance on all academically challenging courses such as AP and Honors. The goal of increasing participation in AP and Honors courses has forced a thorough examination of our course enrollment, policies and practices as well as the data concerning the students who have enrolled in advanced coursework. More students have enrolled in AP and Honors courses in each of the last two years with a more significant increase in the number of AP students. Through this practice, we have created opportunities for our Hispanic student population to participate in more rigorous courses. In 2017-2018, we can see a spike in the number of student participants in AP. This increase can be directly connected to the open access we created in 2015 as Freshmen and Sophomores who were encouraged to take AP courses grew to be Juniors and Seniors in the 2017-2018 school year.

While there has been a notable increase in the number and percentage of Hispanic students participating in AP classes, we are currently seeing a dip in participants. This could be related to the dip in our total number of students enrolled at PHS.

## English Learner Progress



**ELPAC Standings**

	Level 1	Level 2	Level 3	Level 4
<b>2018 - 2019</b>	7	18	36	31
<b>2017 - 2018</b>	2	11	27	32

**Language Proficiency**

Year	EL	FEP	RFEP
<b>2016 - 2017</b>	60	20	217
<b>2017 - 2018</b>	61	25	192
<b>2018 - 2019</b>	72	18	204

**Attendance****Average Daily Rate of Attendance**

Year	Percent
<b>2016 - 2017</b>	95.4%
<b>2017 - 2018</b>	95.6%
<b>2018 - 2019</b>	95.8%

**Truancy**

Year	SARB Letter 1	SARB Letter 2	SARB Letter 3
<b>2016 - 2017</b>	201	104	38
<b>2017 - 2018</b>	128	69	19
<b>2018 - 2019</b>	146	83	44

**Discipline Referrals**

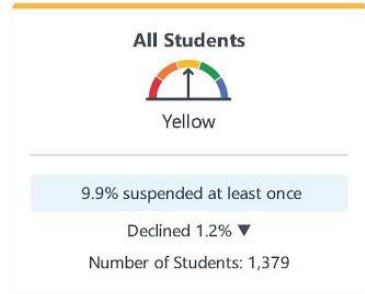
	# of Out of School Suspension	# of Expulsions	# of in School Suspensions
<b>2016 - 2017</b>	87	2	231
<b>2017 - 2018</b>	101	3	111
<b>2018 - 2019</b>	79	2	78

**Note: In-school suspension was eliminated in 2019 - 2020**

## Suspension Rate

### All Students

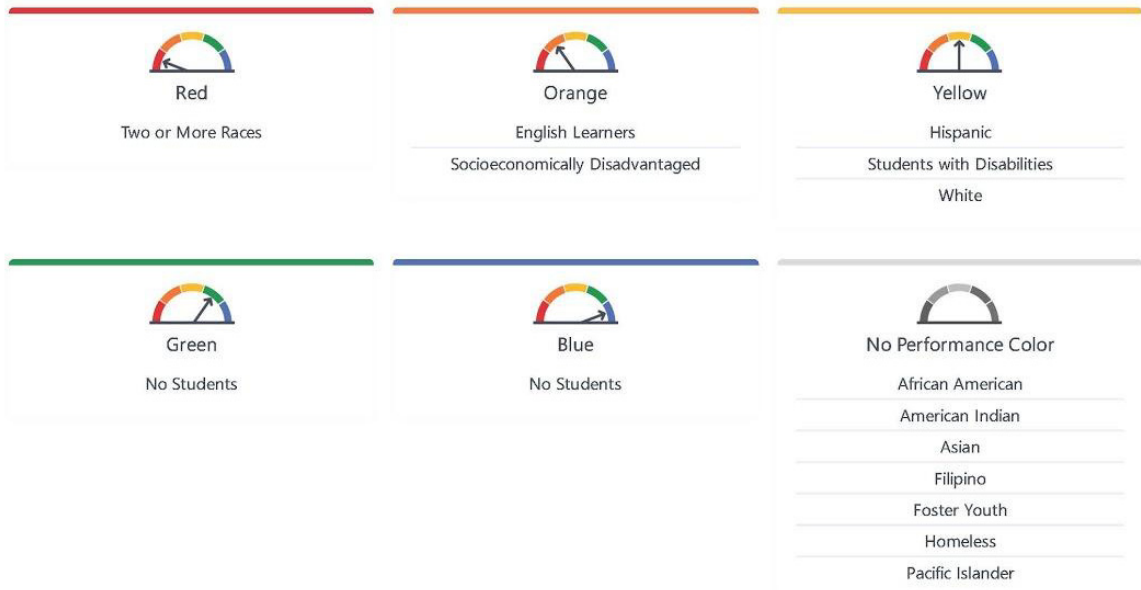
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

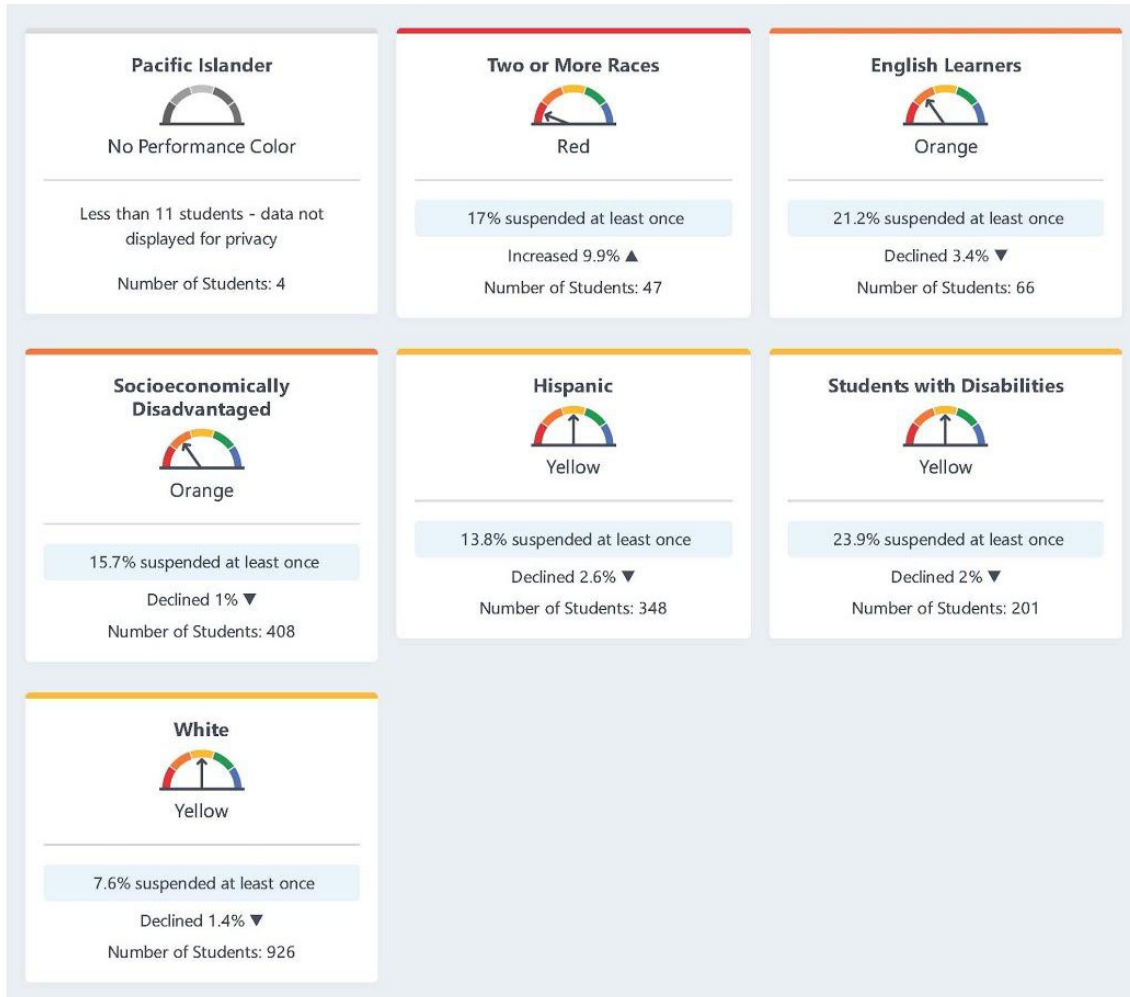


### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups





Petaluma City Schools prides itself on its firm, yet compassionate stance towards suspension and expulsion. As a district, the number of expulsions has held steady while both the incidents of suspensions and days of suspension have dropped.

Petaluma High School follows the PCS behavior guidelines for addressing student discipline. For many years, we have followed the guidance of our previous Assistant Superintendent of Student Services to guide best practices when working with students on a major disciplinary incident.

As the data indicates, the total number of suspensions has decreased over the past three years. This is indicative of practices by Teachers and Administration to address students behavior from a more restorative mindset.

Prior to 2019-2020, students who received a five day suspension would attend a discipline hearing with the Assistant Superintendent of Student Services. In the hearing, the student would tell their side of the story, while parents and school personnel listen. If the incident was due to drug use by the student, the site and district offered an option to shorten the time of suspension in return for three independent lab drug tests, counseling for the student, and a follow-up meeting with parents.



This had been the practice of our district and school until this current school year. In 2019-2020, we received a new Assistant Superintendent of Student Services, who has given PCS sites more control of the disciplinary process. The shift in practice has focused on taking a more forgiving stance in the determination of number of days of suspension while also offering restorative options to support students and their families when they return to campus. We have introduced a new approach where students and parents meet with site administration upon return to school. In these re-entry meetings, we create agreements to support positive behaviors and to include parents in the restorative process.

Our commitment to strengthen the relationship between staff and students has been improved over the years with staff trainings to support trauma-induced behaviors. In 2017 and 2018, all PCS staff was trained on Adverse Childhood Experiences (ACEs), with refresher professional development sessions offered in the fall of 2019. We have also introduced mindfulness activities to start the school year, which will be revisited throughout the school year. Many of our staff have undergone Mindfulness training and this is incorporated into their daily lessons. Though mindfulness practices is relatively new, we have seen much interest in our staff and students, and participation occurs both in and out of the classroom.

As indicated in our counseling services section, we have taken a proactive approach towards instituting several partnerships for student mental health support. As the demand for mental health support has grown, we have increased our counseling services by partnering with organizations like Mentor Me, Keeping Kids in School, Youth Thrive, Side by Side and our own PCS MFT services. In addition, Project Success provides a counselor and an intern on campus to meet with students around issues of substance abuse.

Petaluma High School strives to provide a safe learning environment for all students. We continuously seek best practices to deter poor behavior from our students, while also working to increase students' connectivity to campus. Some actions we implement to support our goals are as follows:

- Adverse Childhood Experiences ([ACEs](#)) Trainings for Certificated and Classified staff
- Increase in mental health support at the site level through MFT services
- Nicotine and Vape counseling
- Youth Thrive/Side by Side small group counseling with a focus on anger management
- Partnership with Mentor Me (A community-based organization providing mentors and supporting students who commit illegal behaviors at school and in the community)
- Continual focus on school culture through ASB, BSA, Link Crew and start of year activities
- Revision of school district discipline matrix
- Inclusion of the School Resource Officer beginning in the 2018-2019 school year.

**Socioeconomically Disadvantaged Status**

Year	Enrollment	SED	Percentage
2016 - 2017	1356	416	31%
2017 - 2018	1338	337	28%
2018 - 2019	1403	343	24%

**Parent Education Level (2013-2014)**

<b>Not a high school graduate</b>	122	8.8%
<b>High School graduate</b>	146	10.6%
<b>Some College</b>	285	20.7%
<b>College Graduate</b>	457	33.3%
<b>Grad/Post Graduate</b>	311	22.8%
<b>Declined to State</b>	50	3.7%
	1371	

**School Facilities**

The facilities at Petaluma High School have undergone several changes since the previous WASC report. Our current campus was built in the late 1960's and over the years, improvements have been made as appropriate. In the most recent years our Director of Maintenance and our Chief Financial Officer has changed personnel. During this change, our City passed a bond for Petaluma City Schools to focus on technology and facility upgrades. In 2017 our school started this process by refurbishing our stadium (Ellison Field). The refurbishment included a new track, synthetic turf, construction of new restrooms, snack bar and public space. Upon completion of the field, our school district focused upgrades on the Roof of the F wing building to repair a faulty water seal and to prevent further water damage. At the completion of this project we were able to get our swimming pool redesigned and completed in the Spring of 2019. In addition to the major construction that has occurred. Our maintenance department has focused much of its attention to the landscaping around our campus and Physical Education department was able to secure funding for the updating of all of the equipment in the weightroom. Exterior painting has begun on the main office building and classroom wings. This will also include new light fixtures to be installed once they are delivered. The next painting phase is expected to be completed over the Winter Break to include the multi-purpose room, D wing, and the shop areas. Future construction projects may include special education classrooms access the quad area next to the pool as well as a potential field house on the blacktop between the gym and tennis courts.

[Site Report 2017](#)

[Site Report 2018](#)

[Site Report 2019](#)

(This is a screenshot of a report - follow these links to get to the full report)

STATE OF CALIFORNIA FACILITY INSPECTION TOOL(FIT) SCHOOL FACILITY CONDITIONS EVALUATION (REV 05/09)		STATE ALLOCATION BOARD OFFICE OF PUBLIC SCHOOL CONSTRUCTION  Page 6 of 6																	
SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION PETALUMA CITY SCHOOLS										COUNTY SONOMA					SCHOOL TYPE (GRADE LEVELS) SECONDARY				NUMBER OF CLASSROOMS ON SITE 64
SCHOOL SITE PETALUMA HIGH SCHOOL										INSPECTOR'S TITLE Asst. Director					NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)				
INSPECTOR'S NAME Jordan Lane										WEATHER CONDITION AT TIME OF INSPECTION Nice									
TIME OF INSPECTION 9am																			
<b>PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)</b>																			
Fill Table and Calculate Rating																			
TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL			
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES			
72	Number of "Y"s:	72	72	72	72	72	72	72	7	32	72	72	72	72	0	72			
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Percent of System in Good Repair Number of "Y"s divided by (Total Areas - "NA"s)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%			
Total Percent per Category (average of above)		100.00%			100.00%		100.00%		100.00%	100.00%		100.00%		100.00%		100.00%			
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD		GOOD		GOOD	GOOD		GOOD		GOOD		GOOD			
*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".																			
OVERALL RATING:		DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE					100.00%		SCHOOL RATING**		EXEMPLARY								
**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.																			
PERCENTAGE	DESCRIPTION															RATING			
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.															EXEMPLARY			
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.															GOOD			
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.															FAIR			
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.															POOR			

### Student Participation in co-curricular and extra-curricular

Petaluma High School offers a variety of opportunities for our students to get engaged with the Campus Life! We understand that student academic success is often associated with their personal connections to campus. These connections can come in the form of friendships, teacher relationships, involvement in Athletics, Clubs, Leadership programs or through participation in class. We encourage our students to get involved and stay involved.

### Clubs

2017	2018	2019
BSA	BSA	BSA
Circle of Friends	Cartoon Club	Cartoon Club
College Rec Club	Circle of Friends	Christian Club
Creative Writing	Color Guard	Circle of Friends
Disney/Pixar	DMI (Science club affiliated with SSU)	DMI
Dog Enthusiast Club	Drama	Drama Club
Drumline	Drumline	Drum Line
Feminist club	Environmental Club	Environmental Club
Food club	FBLA	French Club
Game club	GSA	Gainzzz Club
GSA	HOSA	Genders and Sexualities Alliance

		(GSA)
Hosa	Inclusive Community United	Health & Fitness Club
	Interact Club	History Club
Interact club	JSA	HOSA
JSA	MECHA	Interact
Mecha	NHS, CSF	JSA
Music theory	Photo Club	North Bay Rowing Club
NHS	PHS Renaissance	Photography Club
Petaluma Bass Club	Sewing Club	PHS Robotics
PHS for Cots	Shakespeare Club	PHS Water Polo
Republicans Club	Skate Club	RPG Club
Skills USA	SkillsUSA	SkillsUSA
The Chess Club	Teenage Republicans	Trojan True
The Drama Club	Tri-M	Wrestling Club
Trojan True	Trojan True	

Clubs on campus a great way for us to involve a wide variety of students. Our chartering system is very student-friendly. Students are given the opportunity to create a club that meets their personal interests. Twice a year, our ASB students host a Club Rush event for club organizers to promote the purpose of the club and to recruit students to join. Each year we have different clubs and different interested. Students are required to find an on-campus advisor to support their club and offer supervision during meetings and events.

Uniquely, many of our clubs have a service-learning component. Students organize to provide community service for the school and the City. Most notably are our BSA, FFA, SkillsUSA, Environment Science, Circle of Friends, HOSA, ASB, and Link Crew clubs. In 2017 and 2019, these clubs had many student representatives who support local evacuation centers during the Tubbs Fire (2017) and the Kinkade Fire (2019).

Numerous clubs provide opportunities for students to connect to the local community (SLO #2), including Interact, Bilingual Student Ambassadors (BSA), Junior Statesmen of America (JSA), California Scholarship Federations (CSF). The Drama Club presents a play in the fall and a musical in the spring. They also compete in the Lenaia Festival each year.

### **Co-Curricular**

Outside of the traditional club model are a variety of ways for students to engage in the school community. Many of our courses offer students opportunities to be involved. Marine Science, Wildlife Museum, Environmental Science, World Language, Agriculture, Engineering and Business all offer students an experience that goes well beyond the day to day classroom. Our students travel all across the United States to compete, engage and collaborate with other schools. They attend week-long field trips to

engage their scientific minds and test water and dirt samples of our local river. These opportunities offered are rare for high school students to have so readily available.

### **Broadcast, Journalism and Yearbook**

Petaluma High School communicates with the community through its student-produced newspaper, *The Trojan Tribune* and through video with the production of *Trojan Live*. Both entities have course sections allocated for training and production purpose. Creative students also enjoy the production of the yearbook, *The Enterprise*.

### **Associated Student Body**

The Associated Student Body works to provide an environment where all students feel welcome and invited to be involved. They plan dances, rallies, and activities as well as leading the student body in community service events such as campus cleanup, Relay for Life, blood drives, and the Christmas Cheer campaign.

### **Link Crew**

The Link Crew program was reconstituted in 2017 as a volunteer group and has grown to approximately 80 students this year. A section has been allocated as a release period for the Link Crew Coordinator this year to continue to develop the program after fatigue had set in on the shared responsibility of those previously involved. Link Crew Leaders have been divided into 10 groups, one per month of the school year, to plan and implement activities for 9th grade students to connect them to the school.

### **Academic Decathlon**

An Academic Decathlon team has continued to grow these past six years. It is an after school section so as not to compete with other electives and enrollment is down. The students engage in a cultural exploration of designated topics. They compete with some of the most decorated programs and is another example of the academic level our students are achieved beyond the classroom.

### **Extra-Curricular**

#### **Music (Band, Choir, Jazz and Color Guard)**

The award-winning band program is well-known in Petaluma, marching in local parades and bringing home awards from marching competitions. Our choir performs in festivals and in community events. Cliff Eveland, our Music Director, is the founder and executive director of the Petaluma Music Festival which is held each year to raise money for music in the schools. Our band students host a concert for elementary and middle school bands at the school each spring to celebrate our vibrant music program. Students who participate get to learn from a highly engaged program. Our Music program has also given students opportunities to travel to places like New Orleans, Disney Land and soon to New York where they will visit Juilliard.

#### **Athletics**

Petaluma High School has a rich tradition of athletics dating as far back as 1927, when we received our first inter-scholastic award. The Petaluma community has embraced athletics as a vital part of the school and town community. During the 2018-2019 school year, we had 420 male and 334 female participants in athletics. We offer a variety of sports in an effort to support our school mission and vision for student

success. As any extra-curricular program has been proven to provide positive engagement in school, athletics is one that incorporates the largest percentage of our student body.

Along with the great participation of students in athletics at PHS, we are proud to have some of the most highly-qualified coaches who have led our teams to success in a new league. In the 2018-2019 school year, PHS joined several other teams in a new league titled Vine Valley Athletic League. This league is comprised of schools from Petaluma, Sonoma, American Canyon and Napa. In the new league, we face Casa Grande, Sonoma, Justin Sienna, American Canyon, Napa, and Vintage. These schools have increased the competitive level of our programs. Given this change from the past Sonoma County League (SCL) our coaches and students have had to elevate their efforts. In the 2018-2019 season, our teams have shown a great deal of success across the board. Most notably is our VVAL Championship teams that consists of Girls Golf, Girls Soccer, Wrestling, Badminton and Baseball.

In addition to a league change, we have had some extensive upgrades to our athletic facilities. In 2018 our football stadium named Ellison Field, had undergone a renovation and is complete. We received a PFT grant in total of \$30,000 to completely upgrade our weight room. Finally, our swimming facilities have also undergone extensive renovations and was opened in Spring.

Though historically not considered a sport, Cheerleading is a sport and club at Petaluma High School. The club team supports the football and basketball teams with the Sideline cheer component. This club team also performs at rallies and games and act as ambassadors of the school for a variety of events. The sport component is seen with our competitive cheer team. This team trains for the specific purpose of competing at tournaments with a culminating event at Disneyland. CIF has created a team component for the Spring. PHS has yet to approve the sport for the spring.

In the past five years, our athletics program has seen much success and growth. Many of our teams have been successful in competition, but what we are most proud of is our athletic departments focus on Transformational Coaching with a focus on teaching students about being positive community contributors, developing leadership skills and establish a strong work ethic.

### Student Participation in Sports

	2016 - 2017		2017 - 2018		2018 - 2019	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>Badminton</b>	11	13	11	11	14	18
<b>Baseball</b>	49		51	-	50	
<b>Basketball</b>	39	23	39	25	39	23
<b>Cheer</b>		22		16		37
<b>Cross Country</b>	19	15	22	14	19	13
<b>Football</b>	87	1	88		102	
<b>Golf</b>	11	13	11	7	10	9
<b>LAX</b>	45	35	42	39	48	38

Soccer	39	35	38	38	29	42
Softball		29	-	27	-	30
Swimming	12	17	14	24	22	28
Tennis	21	19	17	11	10	17
Track/Field	42	39	38	30	43	30
Volleyball		30	-	38	-	38
Wrestling	27	7	31	9	34	11
<b>Overall</b>	<b>402</b>	<b>298</b>	<b>402</b>	<b>289</b>	<b>420</b>	<b>334</b>

**District Policies/school financial support**

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Enrollment</b>	1312	1312	1363
<i>Discretionary Funds</i>	117640	141900	145200
<b>Discretionary Total</b>			
<i>Categorical Programs</i>			
<b>Title I, AFDC</b>	N/A	N/A	N/A
<b>Restricted Lottery</b>	10,000	10,000	10,000
<b>Parcel Tax</b>	57,306	67,000	66,000
<b>Site Discretionary</b>	139,000	151,900	145,200
<b>LCAP Site Supplemental</b>	32,700	32,700	27,150
<b>District LCAP Supplemental</b>	105,116	105,116	105,116
<b>District Provided Stipend</b>	34,000	38,300	43,550
<b>Total Allocation</b>	<b>378,122</b>	<b>405,016</b>	<b>397,016</b>

## Survey Data

The student and parent surveys were created by the first WASC leadership team and the parent homegroup. The surveys were administered in October 2019 using Google Forms. Over 700 students took the student survey. 219 parents took the parent survey in English and 6 parents took the survey in Spanish. 81 staff members took their survey. For a complete report of survey results, please see the links at the header for each area.

### [Student Survey](#)

#### [Student Survey Spanish](#)

Respondents were asked to respond on a scale ranging from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The student survey uncovered the following concerns:

#### ACADEMIC

- Strengths:
  - Online gradebook
  - Teacher accessibility
  - Computer access
  - Understanding of grading and evaluation
  - Understanding requirements to graduate
  
- Concerns:
  - A+
  - Amount of homework
  - Four-year plan

#### PERSONALIZATION and CULTURE

- Strengths:
  - Overall, PHS is a good place that students would recommend to others
  - Students know who to talk to if they have a problem
  - Students feel safe
  
- Concerns:
  - Cafeteria Food
  - Cleanliness of bathrooms
  - Leadership and Activities
  - Healthy interaction among ethnic groups on campus

### [Parent Survey](#)

#### [Parent Survey Spanish](#)

#### ACADEMIC

- Strengths:
  - Online grading and availability of class information
  - Level of homework
  - Grading system
  - Understand requirements to graduate
  - Computer access
  - Academically challenging



- Concerns:
  - Website
  - Timeliness of teacher entering data into Aeries
  - Notification of struggling student

#### PERSONALIZATION and CULTURE

- Strengths:
  - Knowing who to talk to
  - Child feels safe
- Concerns:
  - Vaping
  - Communication about activities
  - Inclusivity
  - Communication (office staff, responsiveness)

#### Staff Survey

- Strengths:
  - Supportive place for students to learn
  - High standards
  - Supportive and inviting place to work
  - Adults listen to students and respect differences
  - Safe place for students and staff
  - Informed about activities and events
  - A+
  - AP/Honors enrollment is encouraged and available to all
- Concerns:
  - Vaping
  - Need for more student support services
  - PLC's may not be the right fit (or designed correctly)
  - Differences in how rules/discipline are followed
  - Cleanliness
  - Need to use data better/better data provided

# PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES



## Chapter III

*Self-Study Findings*



Chapter III



PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES

## Category A

*Organization: Vision and Purpose,  
Governance, Leadership,  
Staff and Resources*



**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

**A1. Vision and Purpose Criterion**

The school has a clearly stated vision and mission (purpose) based on its students’ needs, current educational research, the district’s Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

**Vision – Mission – Schoolwide Learner Outcomes – Profile**

**A1.1. Indicator:** 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.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● The students have access to, and are surrounded by the Vision Statement and Mission Statement.</li> <li>● The parents &amp; the community have easy access to the Vision Statement and Mission Statement.</li> <li>● We form strong connections to support student success. We form intrapersonal connections to support student success.</li> <li>● We provide a personalized approach to school and education, and provide individual support for students. We endeavor to ensure academic achievement at all levels for all students.</li> <li>● Petaluma City Schools addresses college and career readiness, academic supports and rigor, providing a strong academic program and a wide variety of co-curricular activities.</li> <li>● Students have access to 21st Century learning environments and tools. All teachers are appropriately credentialed to teach the classes to which they are assigned. 100% of students have access to standards-aligned instructional materials. 100% of our school facility is rated in “Good” repair.</li> <li>● The PHS community is involved and included in the education of PHS students, including the decision-making process.</li> <li>● All students will be engaged and supported to meet the rigor required to be a 21st century citizen.</li> <li>● High school graduation rates will remain at a status of “Very High” with a rate of 95%</li> </ul>	<ul style="list-style-type: none"> <li>● Vision Statements and Mission Statements are posted in the classrooms. Students are exposed to the mission and vision statement in the registration packet and throughout their time at PHS.                         <ul style="list-style-type: none"> <li>○ <a href="#">Social Science Activity</a> that some in the Social Science department introduce for their students</li> <li>○ <a href="#">Students in SPED are exposed to mission and vision statement through a Portfolio</a></li> <li>○ <a href="#">Science PHS website</a> <ul style="list-style-type: none"> <li>■ <a href="#">HOSA</a></li> <li>■ Marine Science (MarS)</li> <li>■ <a href="#">Student Spaceflight Experiments Program</a></li> </ul> </li> </ul> </li> <li>● The <a href="#">LCAP</a> and <a href="#">Mission/Vision</a></li> </ul>



	<p><a href="#">Statement</a> are posted online on the school website LINK to LCAP link Vision and Mission Statements are also published in <a href="#">the parent/student handbook</a>.</p> <ul style="list-style-type: none"><li>● Counseling meets with students in <a href="#">their English Classes</a> and one-on-one to form strong connections which support student success. Counselors also have various meetings to identify and address any barriers to student success including SART, SARB, SSTs, IEPs, discipline meetings, and parent meetings to help address the concerns and come up with goals for the students. We have MFT interns that are available (part time) to support students as well as a PPS intern.</li><li>● We provide courses for <a href="#">SPED Students like RSP English 9, 10, 11. Collaborative English Classes 9-12</a>, EAP Math, Business Math, and Study Skills to support the students. A+ time where students get individual support.</li><li>● We have a <a href="#">College and Career Center</a> coordinator who works four days a week to provide additional support to students including: college exploration, financial aid/scholarship help, application workshops, and more. SRJC works closely with our students, especially in their senior year to help with the transition from high school to college. The College &amp; Career center has multiple schools and organizations come to present to staff and students throughout the school year.</li><li>● <a href="#">Expository Reading and</a></li></ul>
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	<p><a href="#">Writing Course (ERWC)</a> is taught in English to support transitioning from high school to college. 10,000 Degrees is a college access program that works with a small group of students - usually first generation and low income students - starting the end of their junior year and throughout their senior year to help with the transition into college.</p> <ul style="list-style-type: none"><li>• Taking an <a href="#">A-G course load</a> throughout high school is encouraged to help with college readiness. Students are involved in internships with industry supporting the students in being accepted into university.</li><li>• We also have a <a href="#">Workability Program</a> to support our students with IEPs.</li><li>• <a href="#">SkillsUSA</a>, <a href="#">Petaluma High FFA</a>, and <a href="#">CTE courses</a> supply career readiness training for students.</li><li>• LCAP stated that all teachers were appropriately credentialed to teach the classes they were assigned. The desired outcome was met—100% of students have access to standards-aligned instructional materials, as certified by board approval of Williams Compliance on Sept. 25, 2018.</li><li>• All but a few of the classrooms were fitted with TVs and new furniture to meet the demands of a tech oriented classroom, and we are looking into adding Apple TV to assist in all students displaying their work on the large TVs.</li><li>• LCAP stated that high school</li></ul>
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	<p>graduation rates remained at a status of “Very High”</p> <ul style="list-style-type: none"> <li>● LCAP stated that <a href="#">parent input &amp; decision making was sought to promote</a> and increase parental participation, as measured by sign-in sheets, dates of meetings, and meeting minutes, in the following ways:             <ul style="list-style-type: none"> <li>○ District LCAP Development meetings</li> <li>○ School Site Parent Newsletters, phone blasts, and emails from principal.</li> <li>○ District English Language Acquisition Committee (DELAC) meetings</li> <li>○ School Site English Language Acquisition Committee (ELAC) meetings for schools with 15%, or more, English language Learners</li> <li>○ School Site Council (SSC) meetings at each school</li> <li>○ Monthly principal tours</li> <li>○ Transition tours/Preview Nights: elementary to Jr. High, Jr. High to High School</li> <li>○ Increased email &amp; website communication at both the district and site levels</li> <li>○ Parent/Staff/Student Survey</li> </ul> </li> </ul>
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**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Special Board Meetings to address parent and staff concerns.</li> <li>● Staff Meetings once a month</li> <li>● Administrators, teaching staff and related professionals attend board meetings with members of the community</li> <li>● Vision and Mission Statements are posted online on the school website LINK to Mission/Vision Statement - <a href="https://www.petalumacityschools.org/Page/1072">https://www.petalumacityschools.org/Page/1072</a></li> <li>● We engage students in their development of a future vision for post-secondary success</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Board meetings</a> are held bi-monthly for parents and community to voice their concerns. In the summer 2018 there was a special meeting held to address transportation for sports teams. Administration and district has had meetings to discuss concerns with underage drinking and parties. These meetings brought community and parents to revisit the student’s needs.</li> <li>● Decisions in <a href="#">staff meetings</a> are an effective process where we are revisiting and addressing the mission and vision statement: incorporating one-to-one devices, implementing new A+ time rather than Tutorial.</li> <li>● Administrators and staff actively participate in the board meetings to communicate with the community and the stakeholders involved.</li> <li>● Classes have the Vision Statements and Mission Statements posted in the classrooms.</li> <li>● LCAP link is also given with the student handbook.</li> </ul>



**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** 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.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Workability teacher conducts outreach to find job placements for students with IEPs</li> <li>● Workability teacher conducts outreach to recently graduated students, compile data for students with IEPs</li> <li>● School hosts a Freshman Parent Night, 8th Grade Preview Night, and AP/Honors Night to embrace new students and parents, and to communicate vision</li> <li>● Link Crew outreach</li> <li>● Bridge Program</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Workability Teachers visit businesses</a> to prepare for students with IEP for life after school.</li> <li>● <a href="#">Workability reaches out to all students with IEPs two years</a> after graduation which supports our mission statement to prepare students for employment after high school.</li> <li>● Internships at local businesses and professional guest speakers to help incorporate PHS students</li> <li>● Letters &amp; emails are sent home to parents of freshman. The Link Crew Leaders personally contact every incoming freshman to invite them to the freshman orientation in August and put on activities throughout the year to promote a positive school culture and foster engagement that aligns with the vision and mission.</li> <li>● Bridge program is offered to help support the transition from junior high to high school to prepare students for academic success.</li> </ul>

**A2. Governance Criterion**

The governing board

(a) has 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;

(b) delegates implementation of these policies to the professional staff;  
and

(c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

**Indicators with Prompts**

**Understanding the Role of the Governing Board and District Administration**

**A2.1. Indicator:** The school community understands the governing authority’s role, including how stakeholders can be involved.

**A2.1. Prompt:** *To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Petaluma City Schools Website has specific information to detail the role and responsibility of the school board.</li> <li>● The website highlights the process to include public opinion by encouraging stakeholders to present information, questions, and concerns to the school board.</li> <li>● The school board ensures the site administration and staff regularly inform and include the community in school governance. This includes ensuring that students, parents, and the greater community understand how they can participate in the school governance procedures, as well as how the board functions. This is achieved through information available online, presented by committees and from teachers to parents at school functions.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">PCS Board of Education Webpage</a></li> <li>● Site Council elections</li> <li>● Back-to-School Night, 8th Grade Preview Night, AP/Honors Night, College Night, Financial Aid Night</li> <li>● <a href="#">Parent portal</a> (AERIES)</li> <li>● <a href="#">District</a> and <a href="#">school</a> websites</li> <li>● <a href="#">District and Board meeting</a> (<i>Phone tree is only for emergencies</i>).</li> <li>● In meetings like ELAC, parents and staff are involved in disseminating governance</li> <li>● <a href="#">PAC</a></li> <li>● PTSA</li> <li>● Volunteers</li> <li>● <a href="#">Board minutes</a></li> <li>● <a href="#">GAMUT</a></li> </ul>

**A2.1. Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Petaluma High School offers one section of online credit recovery on the APEX platform to allow students to repair grades of D’s or F’s in core classes. Students are successfully recouping missing academic credits and working toward graduation and A-G requirements. The program is self-paced and overseen by a credentialed teacher.</li> <li>● Student-use policies were established and published as part of a District technology plan. Petaluma City Schools (PCS) is part of the Sonoma County Office of Education’s Internet Filter, which controls internet access and filters sites as part of an ongoing process to ensure student safety with internet access. When registering for school students are required to complete a network/Internet Acceptable Use Agreement (A.R. 6163.4).</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">APEX Learning</a></li> <li>● <a href="#">Kerry Lowell’s teacher website</a></li> <li>● Counseling Department classroom <a href="#">Course Registration</a> presentations</li> <li>● <a href="#">Counseling FAQs</a></li> <li>● Counselors meet one on one meetings with students on how to repair D’s &amp; F’s for graduation/A-G rate</li> <li>● <a href="#">Business Department web page</a></li> </ul>

**Relationship between Governing Board and School**

**A2.2. Indicator:** The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

**A2.2. Prompt:** *Provide examples of how stakeholders understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<p>The relationship between the governing board and the responsibilities of professional staff are periodically reviewed through district cabinet and collective bargaining meetings. Meetings between site principals (representing the staff) and the district superintendent (representing the governing board) are held regularly.</p> <p>School board meetings are held bi-monthly on the second and fourth Tuesday of the month. These meetings are an integral part of communication, and meetings provide an opportunity for the school board to disseminate information to the community and allow them to voice their opinion. Meetings provide the stakeholders with an outlet for comments, concerns, issues and/or site-based decisions that needs to be shared with the governing board.</p>	<ul style="list-style-type: none"> <li>● School board elections</li> <li>● <a href="#">Parent portal</a> (AERIES)</li> <li>● <a href="#">District</a> and <a href="#">school</a> websites</li> <li>● PTSA</li> <li>● Volunteers</li> <li>● Principal’s weekly/monthly email to parents</li> <li>● Open communication with administration and staff/students/parents - open door policy</li> <li>● <a href="#">STOP IT App</a> allows students a chance to report issues on campus</li> <li>● Cabinet meetings</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">School board meetings &amp; minutes</a> are made public on the website &amp; live streamed</li> <li>● <a href="#">Staff meeting agendas</a> are shared-out with all staff members monthly and otherwise are found in the Google shared drive             <ul style="list-style-type: none"> <li>○ The agenda is a living document that is updated each month with the current month's agenda placed at the top.</li> </ul> </li> </ul>
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**Uniform Complaint Procedures**

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>In accordance with the Williams Act, the Board has a policy to address complaints included in the parent information packet given to each parent at the beginning of the school year. The Board endeavors to resolve all complaints or issues in an expedient and efficient manner.</p>	<ul style="list-style-type: none"> <li>● <a href="#">PCS District website</a></li> <li>● <a href="#">Petaluma High School website</a></li> <li>● Complaint procedure posted in classrooms and around school</li> <li>● <a href="#">School handbooks</a></li> </ul>

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

Based on multiple sources of data, 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. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

**A3.1. Indicator:** 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.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● PLC time has been valuable for looking at student work with colleagues/team-mates. This time is helpful in formulating common assessments and has helped improve student achievement and advance the practice of all involved.</li> <li>● General staff meetings have been valuable for reviewing test results. Discussion about successes and areas of improvement receive input for all involved in the process.</li> <li>● PSAT for sophomores was previously paid for by the school to support interest and encouragement to pursue the SAT and to consider AP level courses. We continue to offer the PSAT to every 10th and 11th grade student, but no longer cover the cost.</li> <li>● Principal Advisory Committee (PAC)</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Learning Communities work toward continuous refinement and improvement in the curriculum through collaborative efforts. WASC page 12, 2017 and currently.</li> <li>● Multiple staff members have been sent to PLC trainings over the past several years.</li> <li>● General staff meetings to review results from previous year’s CAASSP testing.</li> <li>● AP, PSAT, and CAASPP test results allow for examination, discussion, and collaboration.</li> <li>● Counselors go into all English classes to promote the PSAT, email all students/parents, and post in the announcements. Counselors individually meet with students who are from low socio-economic backgrounds to encourage them to utilize financial aid on test fees.</li> </ul> <p>PSAT Results:                  2018: 263 test takers                  2017: 320 test takers (year of the fires so it was offered on a Wednesday makeup day)                  2016: 273 test takers</p>

	<p>2015: 437 test takers                  (offered during the day)</p> <p>Our A-G rate has stayed relatively consistent (40%) over the past several years so it was determined by counseling and administrations that PSAT was not having any long term impacts on our college preparation rates.</p> <ul style="list-style-type: none"> <li>Principal Advisory Committee for advice and consent from staff leadership, with recorded agendas that can be found in the shared PHS Staff team Drive.</li> </ul>
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**School Action Plan Correlated to Student Learning**

**A3.2. Indicator:** The school’s action plan is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>100% of parents will use AERIES SIS to access student academic and attendance information.</li> <li>80% of parents will attend informational events and/or receive information regarding college and career readiness. Data will be disaggregated by significant subgroups.</li> <li>80% of parents 4-6 grade will receive information regarding preparation for Jr. High and High School. Data will be disaggregated by significant subgroups.</li> <li>100% of parents of EL preschoolers will be invited to participate in preschool activities that support both academic and socioemotional growth.</li> <li>10% of parents will participate in school/district decision-making structures such as DLT, SSC, and DELAC. Data will be disaggregated by significant subgroups.</li> <li>The PCS website and Parent App will be updated with current information important to PCS families and community.</li> </ul>	<ul style="list-style-type: none"> <li>The desired outcome was not met—97% of parents have created AERIES Student Information System (SIS) parent portal accounts to access student academic and attendance information. Within the margin of error.                             <ul style="list-style-type: none"> <li>Access to Aeries portal via PHS website home page</li> </ul> </li> <li>The desired outcome was not measured—informational events were held at the Jr. High and High Schools to share information regarding college and career readiness</li> </ul>

	<p>requirements but attendance data was not being tracked. The desired outcome was met—all 6th grade families were invited to a Jr. High Preview Night using multiple communication methods. Success in Jr. High and High Schools were topics of the presentations.</p> <ul style="list-style-type: none"> <li>• The desired outcome was not met—a minimal number of parents participated in school/district decision-making structures such as DLT, SSC, and DELAC. The number of participants ranged from as little as 10 participants to as many as 20.</li> <li>• The desired outcome was met—the PCS website was launched on Nov. 12, 2016. The parent app was updated and maintained, go to link <a href="#">CONNECT</a> where Mobile App <a href="#">link</a> has 12 various links apps support parent access. Both are being continuously updated and used to share information. The Petaluma High website was also updated and maintained by administration.</li> <li>• California School Dashboard 2018 Results:  <u><a href="#">Suspension Rate By Year</a></u> indicates that our suspension rate is decreasing from 12.5% in 2016 to 9.9% in 2018 a ~1.2% decline per year.   <u><a href="#">English Learner Progress</a></u> has our student population of 50 at Level 1: 8% while State is 14.6%                      Level 2: 28% while State is 20.2%</li> </ul>
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	<p>Level 3: 38% while State is 34.6.2%</p> <p>Level 4: 26% while State is 30.6%</p> <p>While our Level 4 is 4% less than the State results now that data progressive data is being collected we should see a 4% increase in 2019 English Learner Progress due to experience implementing English Learner standards.</p> <p><b>English Language Arts</b> for subgroups:</p> <p><b>Students with Disabilities:</b> 54.6 pts below standard while State is 95.5 pts below standard</p> <p><b>English Learners:</b> 39.2 pts below standard while State is 47.1 pts below standard</p> <p><b>Hispanic:</b> 1.2 pts below standard while State is 31.3 pts below standard</p> <p><b>Socioeconomically Disadvantaged:</b> 19.9 pts below standard while State is 34.7 pts below standard</p> <p><b>White:</b> 74.3 pts above standard while State is 27.7 pts above standard</p> <p><i>While our subgroups are performing below standard, Petaluma High School for each group has less points below standard as compared to the overall State results indicating that our Action Plan as developed since our last WASC review is serving EL, but we still have room for improvement.</i></p>
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	<p><b>Mathematics:</b> <a href="#">21.9 pts below standard while State is 36.4 pts below standard</a></p> <p><b>Students with Disabilities:</b> 149.5 pts below standard while State is 125.3 pts below standard</p> <p><b>English Learners:</b> 101.3 pts below standard while State is 69.9 pts below standard</p> <p><b>Hispanic:</b> 64.2 pts below standard while State is 65.8 pts below standard</p> <p><b>Socioeconomically Disadvantaged:</b> 55.3 pts below standard while State is 67.4 pts below standard</p> <p><b>White:</b> 12.5 pts above standard while State is 1 pts above standard</p> <p><b>Graduation Rate:</b> <a href="#">Graduation Rates</a> by Year: 93.7% in 2017 and 96% in 2018, which is a 2.3% increase, while the State is 83.5%</p> <p><b>Five Year Graduation Rate:</b> American Indian is 100% English Learners is 72.4% Foster Youth is 66.7% Homeless is 93.3% African American is 100% Asian is 100% Filipino 100% Hispanic 88.4% Two or More Races is 100% Socioeconomically Disadvantaged is 88.7% White is 96.1%</p>
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*While, as mentioned before, our Action Plan from our past WASC is supporting our graduation results, we will need to focus on our English learners, Hispanic, and Socioeconomically Disadvantaged.*

**Student Engagement and Support Goal 4 in LCAP**

- District attendance rates will be maintained at or above 93%. Chronic absenteeism will be maintained below 1%.
- The school climate index (SCI) will remain above similar school ratings on the CHKS. (Jr. High 99%, High School 85% Spring 2014)
- Drop-out rates will remain below the level of the county and the district (2014 Data: PCS 1.3%, County 3.1%, State 3.1%). Subgroup rates will be maintained or lowered at both the Junior High and High School levels.
- The expulsion rate will maintain at or below 0.6%.
- The number of students suspended annually will decrease by 5%.
- The number of students participating in extra and co-curricular activities will increase. Data will be disaggregated by subgroup. (Baseline 2017)

**ACTIONS/SERVICES**

Provide information and opportunities for students and families transitioning from elementary to junior high, from junior high to high school, and from high school to college and/or career. Informational

**Student Engagement and Support Goal 4 in LCAP**

- The desired outcome was exceeded—the district attendance rate was 96.48%. Chronic absenteeism rates were not available.
- The desired outcome was not measured—this data is collected by West Ed and the district did not contract for this service this year.
- The desired outcome was not met--the 2015 district dropout rate was 3.5%. This includes Gateway to College Academy (charter) students whose dropout rate was 38.9%. The dropout rate at Casa Grande was 2.3% and for Petaluma High it was 0.6%.
- The desired outcome was met—the combined district expulsion rate for the 2015-2016 was 0.43%

	2014-2015		2015-2016	
	#	Combined Rate	#	Combined Rate
Elementary	1	0.51%	1	0.43%
Secondary	37		31	

- The desired outcome was not met—the number of students suspended annually decreased by 3.6% for the elementary,

events may include:

- Preview Nights
- School Tours with the principal
- Coffee with the Principal gatherings
- 8th Grade Student High School Visits/Tours
- Shadow Days
- College & Career planning and options
- Course selection and scheduling
- Post-secondary financial planning and options

Transportation will be provided for students participating in school visits/tours.

**PLANNED:**

All EL students will participate in both designated and integrated daily ELD program aligned to Next Generation ELD standards.

- Teachers will be trained in ELD methods
- ELD materials will be purchased
- EL students provided off-site wireless access (MiFis)
- RFEP students' progress will be monitored
- Bilingual personnel will be hired to support student learning, engagement, and parent involvement

however there was an increase of 10.2% for the secondary

Students Suspended Annually			
	2014-	2015-	Change
	2015	2016	
Elementary	55	53	-3.6%
Secondary	265	292	+10.2%

- The desired outcome was met—the baseline of the number of students participating in extra and co-curricular activities is being created

**ACTIONS/SERVICES LCAP Action 3.4**

2017-18 was the year when Actions/Services was modified, and continues until 2020 with no plans to modify.

**ACTUAL: LCAP Action 2.9**

- An ELA/ELD committee was formed in the Spring of 2017 and those teachers will be trained in the new ELA/ELD framework. The remaining teachers will be trained in the Fall of 2017.
- ELD materials will be reviewed in the Spring of 2017, piloted in the Fall/Winter of 2017-18, and purchased in the Spring of 2018
- MiFis were provided for all students who needed Wi-Fi access at home
- Without a data management system, there is no central tracking of RFEPs now

	<ul style="list-style-type: none"> <li>Bilingual personnel were hired at all schools, but due to a shortage of qualified applicants, positions went unfilled at McDowell (see Action 2.1)</li> </ul>
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**Collective Accountability to Support Learning**

**A3.3. Indicator:** 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.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>The leadership and staff have been proactive in making decisions for students and their academic needs based on a wide range of current classroom assessments and other data. Administrators and staff are currently examining ways of improving our programs to increase instructional minutes and access to more instructional curriculum and programs to improve student achievement and academic success.</p> <p>We changed our traditional Tutorial schedule to an academic focused time (A+) which is designed to support student achievement. Past tutorial time allowed students to make up work or finish homework, but there were abuses. Due to staff, administration, and student input the bell schedule was modified for the 2018-2019 school to support a required tutorial time after the second period and a Google Sheet request process was designed for students to schedule release time to see another teacher for tutorial help.</p> <p>The leadership and staff are constantly in the process of studying our current master and bell schedules, and examining how we can more effectively serve student curricular needs (A-G and vocational courses) and demands.</p> <p>The current master schedule is developed using input from members of the staff and with consideration of students’ requests and needs.</p> <p>Students are exposed to course selections through an Open House-like night called “Program Showcase” directed at incoming 9th grade students. AP/Honors Night which occurs around February, where upper class students are introduced to the rigors and requirements</p>	<ul style="list-style-type: none"> <li><a href="#">Master schedule</a></li> <li><a href="#">Bell schedule</a></li> <li><a href="#">A+ Academic Focus</a></li> <li>A+ <a href="#">staff</a> and <a href="#">student</a> surveys</li> <li>Program Showcase</li> <li><a href="#">AP/Honors Night</a></li> <li>Testing schedule</li> <li><a href="#">Course offerings</a></li> <li>Leadership team meetings</li> <li><a href="#">Faculty meetings</a></li> <li><a href="#">PAC Meeting minutes</a></li> <li>Online surveys (Google Forms)</li> <li>Career Pathways posters in classes and around school</li> <li><a href="#">A-G course requirement posters around school</a></li> <li>Site Council agendas and minutes</li> </ul>

needed to take a particular AP course.	
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**Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>The school has moved away from printed material and is improving electronic communication. As part of a change within the Petaluma City Schools, all staff districtwide have access to and are encouraged to utilize Google Apps Suite for their electronic planning, organization, and communication. All staff possess district assigned email addresses, which help to facilitate better campus and districtwide communication. The naming conventions (jdo@petk12.org) are designed to provide for more effective and user friendly communication via email. Additionally, our student announcements are posted electronically online via the school website, and are read every morning on our Youtube channel Trojan Live.</p> <p>Parents and students have access to online Mobile Apps for either Android or iPhone, to facilitate communications between all stakeholders.</p> <p>The Principal's Advisory Committee (PAC) is made up of administrators, department chairs, and the school secretary. This team meets monthly for the dissemination of information and to collaborate (shared decision making) on school wide issues prior to administrative team decision making. Staff is required to attend faculty meetings which are held monthly. Administrative team meetings are held weekly. Department meetings are held monthly usually the first Wednesday after a PAC meeting to allow for department chairs to disseminate school wide information to their departments.</p>	<ul style="list-style-type: none"> <li>● Formatted email addresses for all staff</li> <li>● Faculty meetings</li> <li>● Department meetings               <ul style="list-style-type: none"> <li>○ <a href="#">Science Department Notes</a></li> <li>○ <a href="#">English Department Notes</a></li> <li>○ <a href="#">Special Education Notes/Agenda</a></li> <li>○ <a href="#">Physical Education Department Notes</a></li> <li>○ <a href="#">Counseling Notes</a></li> <li>○ <a href="#">Art Department Notes</a></li> </ul> </li> <li>● <a href="#">PAC meetings</a></li> <li>● Administrative team meetings</li> <li>● Hard copy bulletins posted around school in high traffic areas</li> <li>● Electronic <a href="#">bulletin</a> on school website</li> <li>● <a href="#">Trojan Live</a></li> <li>● Google AppsSuite</li> <li>● <a href="#">Mobile Apps</a></li> <li>● Principal's weekly email updates</li> </ul>

**A4. Staff: Qualified and Professional Development Criterion**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Indicators with Prompts**

**Qualifications and Preparation of Staff**

**A4.1. Indicator:** 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.

**A4.1. Prompt:** *Evaluate the effectiveness of district and school procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities. Evaluate the effectiveness of the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Qualified employees are hired to work in specific positions.</li> <li>● Teachers are assigned to teach the classes in which they are credentialed.</li> <li>● There is one teacher that oversees the online class at our school.</li> <li>● Software trainings are provided to utilize systems</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate credentials are required based on position</li> <li>● New employees are taken through a brief training at the district level and then also a training at the site. They are assigned a “teacher buddy” to help support them through their first year.</li> <li>● That teacher has been trained in the online curriculum, laws, and procedures.</li> <li>● The district has provided various trainings on AERIES, Illuminate, Membean Workshop, and Google Suite.</li> </ul>

**Professional Development and Learning**

**A4.2. Indicator:** 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.

**A4.2. Prompt:** *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● District professional development days</li> <li>● Site wide professional development days</li> <li>● North Coast School of Education (previously BTSA)</li> <li>● The Aspiring Administrator workshop will give you insight into what administrators do on a daily basis, the various roles they play in our District</li> <li>● District Professional Development (PD) days include workshops for learning online technologies.</li> <li>● Teachers can contact the district through a TechTicket for training and professional development regarding students have 1:1 devices for accessing online technologies and apps.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers run workshops sharing best practices for other teachers in the district.</li> <li>● Teachers may apply for PD funds as needed.</li> <li>● <a href="#">North Coast School of Education</a> (previously BTSA)</li> <li>● Departments use PLC time for sharing best practices</li> <li>● <a href="#">Aspiring Administration Program through the D.O.</a></li> <li>● Teachers have utilized District provided iPads, and Mac Books to incorporate technology into instruction.</li> <li>● Some sources being utilized and taught during PD days: Google Classroom, Notability, Google Slides, Padlet, Kahoot, Kahn Academy, ACDC Economics, John Green Crash Courses, Teen Health and Wellness Online Database</li> </ul>

**Measurable Effect of Professional Development on Student Learning**

**A4.3. Indicator:** 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.

**A4.3. Prompt:** *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● The staff evaluates output from multiple sources. Data findings acquired through formative, summative, and statewide assessment test scores help staff modify curriculum and drive instruction to ensure student success.</li> <li>● District-wide professional development days</li> <li>● ERWC Training for English Dept.</li> <li>● Math CPM training</li> <li>● Department focused PLC (Professional Learning Community)</li> <li>● PLN (Professional Learning Network)</li> </ul>	<ul style="list-style-type: none"> <li>● Student test-data (formative and summative)</li> <li>● Smarter Balanced test scores</li> <li>● EdCamp style professional development; drug awareness/identification workshops; ACES training; mindfulness workshops, restorative justice training;</li> <li>● All English teachers were trained in the fall of 2015 in order to teach the ERWC curriculum to all seniors enrolled in college-prep English. Half of the department has been re-trained in the past two years. The English department is currently a part of a statewide i3 grant from WestEd in which the ERWC curriculum is being piloted in junior English classes and in senior English classes.</li> <li>● Math department: CPM training started five years ago, starting with Math 1, then the next year rolled out math 2 and again all were trained. The following year Math 3 and most of Math department trained in math 3. Then last year only five Math department members trained in Pre Calc. Currently this year (2019-2020) five Math department members are taking the Calculus training, which will complete CPM and Calculus training for Math department members.</li> </ul>



	<ul style="list-style-type: none"> <li>● Departments meet to look at essential standards and how to teach and assess them. Students work is assessed and evaluated for understanding of essential standards.</li> <li>● PLN power points             <ul style="list-style-type: none"> <li>○ English 2015: <a href="#">power point</a></li> </ul> </li> </ul>
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**Supervision and Evaluation**

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The school is comprised of a dedicated and professional staff. Several members have joined our staff after successful careers in the private sector. Through systems of preparation, induction and ongoing professional development, the staff is more keenly aware of the importance and relevance of standards, including the incoming NGSS science standards and their connection to our SLOs. The staff is provided annual copies of the collective bargaining agreement, which outlines in clear detail all aspects of employment policies and practices.</p> <p>Petaluma City Schools have established a rigorous hiring process. Prospective teachers undergo a paper screening process to verify qualifications/credentialing for a position prior to site interviews. Teachers new to the profession are expected to engage in a two year North Coast School of Education (previously BTSA), where they are paired with veteran, mentor teacher. New teachers are also required to attend a new teacher orientation prior to the beginning of the school year. At this meeting they are introduced to district specific philosophies and policies, including shared decision making. At Petaluma High School new teachers also meet with school administration to learn about school policies and procedures as well as meet with department chairs, to focus on department specific, procedural goals, and outcomes. Petaluma High School has staff who are currently part of a Staff Evaluation committee who are examining and will be piloting a new framework for teaching and evaluation.</p>	<ul style="list-style-type: none"> <li>● Focused staff development and training</li> <li>● Staff Development Committee</li> <li>● <a href="#">District website</a></li> <li>● School year <a href="#">calendar</a> of meetings</li> <li>● Annual notifications</li> <li>● Collective Bargaining Agreement</li> <li>● School Accountability Report Card</li> <li>● Percentage of HQT staff teaching within their credential subject area</li> <li>● Collective bargaining agreement</li> <li>● 2013 PCS Framework for teaching</li> <li>● District Website</li> <li>● Governing Board Policy</li> <li>● Staff Memberships in professional organizations</li> <li>● Individual Professional Development Plans</li> <li>● <a href="#">North Coast School of Education</a> (previously BTSA)</li> <li>● SDAIE/CLAD-trained teachers</li> <li>● System of teacher evaluation</li> <li>● PAPR (Peer Assistance Peer Review)</li> </ul>

	<ul style="list-style-type: none"> <li>● On site Google, Common Core and AERIES training</li> <li>● AP Summer Institute</li> </ul>
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**Communication and Understanding of School Policies and Procedures**

**A4.5. Indicator:** 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.

**A4.5. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>The school is moving away from printed material and is improving electronic communication. As part of a change within the Petaluma City Schools, all staff district wide have access to and are encouraged to utilize Google Apps Suite for their electronic communication.</p> <p>All staff possess district assigned email addresses, which help to facilitate better campus and district wide communication. The naming conventions (jdoe@petk12.org) are designed to provide for more effective and user friendly communication via email. Additionally, our student announcements are posted in hard copy, electronically online via the school website, and are read every morning over the public address system.</p> <p>The Principal’s Advisory Committee (PAC) is made up of administrators, department chairs, and the school secretary. This team meets monthly for the dissemination of information and to collaborate (shared decision making) on school wide issues prior to administrative team decision making. Staff is required to attend faculty meetings which are held monthly. Administrative team meetings are held weekly. Department meetings are held monthly usually the first Wednesday after a PAC meeting to allow for department chairs to disseminate school wide information to their departments.</p>	<p><u>Website</u></p> <ul style="list-style-type: none"> <li>● Individual <a href="#">departments</a></li> <li>● Individual <a href="#">teacher sites</a></li> <li>● Counseling</li> <li>● LCAP Access</li> <li>● SPSA Access</li> <li>● <a href="#">Calendar</a></li> <li>● <a href="#">Programs</a></li> </ul> <p>Blackboard Communication Tool</p> <ul style="list-style-type: none"> <li>● Email</li> <li>● Phone</li> </ul> <p>Student Parent Handbook</p> <ul style="list-style-type: none"> <li>● Deployed at the beginning of the school year also on the school <a href="#">website</a></li> </ul> <p>Advanced Placement Course Contracts</p>

**A5. Resources Criterion**

The human, material, physical, and financial resources are 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 college- and career-readiness standards.

**Indicators with Prompts**

**Resource Allocation Decisions**

**A5.1. Indicator:** 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.

**A5.1. Prompt:** *Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards.*

Findings	Supporting Evidence
<p>The school has a tiered system for approving and distributing funds for departments and extracurricular activities. Budgets are set by the school administration, which receives annual budget allocations from the district. The department chair, the site administrator and district administrator approve each expenditure. For all student body accounts, an on-site financial secretary oversees accounting transactions in accordance to CASBO regulations. Staff and administration evaluate student data to determine areas of need and subsequently develop and implement new programs. All of these allocation decisions are made in an effort to achieve student success in SLOs and subject standards. All decisions made are based on data and recognized student needs, and all information is shared with staff and site council. The effectiveness of the overall process is evaluated annually by Site Council. Additionally, Site Council works with a budget each year based on enrollment and state/district allotments. All funding requests for these monies are vetted through the SPSA. Each must answer as to how it will specifically address the goals of the SPSA. Site Council also provides a budget for the staff development committee which has both teachers and administrative members. They fund professional development opportunities for staff, which are also vetted through the SPSA.</p>	<ul style="list-style-type: none"> <li>● Site Council funding request form</li> <li>● Staff development request form</li> <li>● All school budgets are maintained through the finance secretary</li> <li>● Development of Intro to Engineering and Manufacturing program</li> <li>● Implement Link Crew program</li> <li>● Principal’s Budget Report</li> <li>● ASB Account Audits</li> </ul>

**Practices**

**A5.2. Indicator:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>The Petaluma Joint Union High School District determines the annual budget for each site, separating allocations into descriptive categories (textbook budget, sports budget, etc.). In order to keep all sites' budgetary practices aligned, annual audits are coordinated through district personnel, with site administrative oversight. Findings from past audits are made known to all schools in order to promote evaluative practices. In terms of on-site business practices, when money is taken in, two adults count and seal it. For all Associated Student Body or Activities related funds the Finance Secretary receives all money for those accounts, recounts it, and seals the deposits. As needed the Finance Secretary deposits the money in the bank. In terms of Categorical funds: the above procedure applies. This process has been modified and evaluated annually over many years to become the effective one that it is today.</p>	<ul style="list-style-type: none"> <li>● LCAP budget</li> <li>● Superintendent's Advisory Committee</li> <li>● Annual Budget Reports</li> <li>● PCS Budget Advisory Committee</li> </ul>

**Facilities Conducive to Learning**

**A5.3. Indicator:** 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).

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>The school is 140 years old, making it one of the oldest high schools in California. Our athletic facilities also received an upgrade during the 2017-18 school-year with the renovation and upgrade of our football field. The science building received a new roof. There are currently plans waiting for funding to improve our site’s technology infrastructure (creating campus wide wireless access), and the district and our Facilities Committee worked together to paint the school in the fall of 2019. Our new color scheme now highlights PHS spirit with our proper school colors. The Facilities Committee is also working on funding upgrades for proper special needs restroom accommodations in two buildings, and a third building to meet other academic needs. Petaluma High School is notified by the district when it is required to input all necessary data. The principal is responsible for updating the data along with the superintendent’s office and information gathered by Ed Data.</p>	<ul style="list-style-type: none"> <li>● Improved technology infrastructure (campus- wide wireless access)</li> <li>● Athletic facility upgrades</li> </ul>

**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.*

Findings	Supporting Evidence
<p>Teachers, in conjunction with department chairs, work with site administrators to provide adequate materials and supplies for their classrooms. The process involves teachers completing requisition forms and purchase orders, with the approval of department chairs and site administrator. The supplies are then purchased against their department budgets. Site based technology needs are addressed through the Technology Committee comprised of certificated, classified and administrative staff members. This committee, through survey, determine needs and allocate budgets accordingly. These procedures have been consistent and proven effective for many years. Also the district Learning &amp; Innovation Committee has determined the next refresh for student and teacher device for 21st century learning.</p>	<ul style="list-style-type: none"> <li>● Annual budget reports</li> <li>● Learning &amp; Innovation Committee</li> <li>● Site Technology Team budget</li> <li>● Site Technology Team meeting agendas and minutes.</li> <li>● District Technology Plan</li> <li>● Finance department ledgers</li> <li>● Site Council meeting agendas and minutes</li> </ul>

**Resources for Personnel**

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.*

Findings	Supporting Evidence
<p>Hiring highly qualified staff is a priority at Petaluma High School. The PJUHSD allocates to each site a specific number Full Time Equivalents (FTEs) in relation to the current-year budget. All available positions are advertised and posted by the district on its website and on EdJoin. Teaching candidates undergo a rigorous interview process: a timed writing sample, an oral interview by a panel of teachers, classified staff representative, and site/district administrators, and must teach a mini- lesson to a simulated class. Newly hired teachers participate in district sponsored orientation held prior to school, which is designed to support and assist new staff members. Professional Development funds are allocated by a Professional Development committee for all staff to explore a variety of options in ongoing professional growth. This provides the staff the opportunity to ensure they are up-to-date on current educational programs and curriculum.</p>	<ul style="list-style-type: none"> <li>● Site budget</li> <li>● Professional Development Committee budget</li> <li>● Professional Development fund requests.</li> <li>● New Teacher Orientation</li> <li>● BTSA</li> <li>● Common Core and NGSS (science standards) training</li> <li>● District provided trainings</li> <li>● AP workshops/training</li> </ul>

**Long-Range Planning**

**A5.6. Indicator:** 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 learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>At the site level, through monthly department meetings, department members examine and assess student achievement as related to learning outcomes, standards, and SLOs. Schoolwide academic needs are reviewed and addressed annually by the staff. The district administrative teams not only evaluate the above data (through the principal’s reports at Cabinet meetings), but also actively examine other data (for example, CST PSAT and CAASPP scores, graduation rates, etc.) This data is used to drive the decision making processes of the site and determine the need for resources which support the current district goals established by Vision, Mission, and LEA plans. This process includes frequent review of up-to-date data and fast and effective responses to school resource needs.</p>	<ul style="list-style-type: none"> <li>● Common Core and NGSS planning</li> <li>● Department meetings</li> <li>● Common assessments</li> <li>● API scores</li> <li>● Site Plan</li> <li>● A-G courses</li> <li>● Site Council</li> <li>● PSAT</li> </ul>

## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

### **Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).**

#### **Summary (including comments about the preliminary identified major student learner needs)**

Despite a long period of declining enrollment in the secondary grades and stagnant state funding with its resulting impact on district funding, our site has managed to maintain the majority of our curricular and program offerings through creative and inventive budget management. (Career Technology Education (CTEIG) funding, Science Technology Engineering and Math (STEM) grant funding through the Sonoma County Supervisors and John Jordan Foundation, Site Council, PHS Music Boosters, etc.). District and site leadership is hopeful for increased flexibility around the state's revamping of how categorical funds can be allocated. Additionally, staff have been active in pursuing non-profit grant funding opportunities (primarily Petaluma Educational Foundation [PEF], Kiwanis Garvey grants and Rotary Club grants) helping classrooms raise funds which can't be supported by department budgets.

Various resources have been redirected in order to focus on areas of critical academic needs. For instance, to help ensure more students complete the A-G requirements, administration has worked with departments to facilitate adding more classes which fulfill those requirements. This includes exploring the purchase of Common Core aligned electronic versions of textbooks and technological hardware resources to support new materials for these classes, as well as sending teachers to professional development opportunities (for example, sending teachers to Common Core & NGSS Seminars and AP summer institutes when AP classes are added or revised).

### **Prioritize the areas of strength and growth for Category A.**

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- Petaluma High School has established a clear vision and mission statement
- The SLOs are reviewed by the staff and site council annually, and updated as needed
- The campus is safe, having a resource officer and active campus supervisor, and its climate is conducive to maximizing student learning
- The school and district have implemented Common Core State Standard (CCSS) across all disciplines in preparation for the Smarter Balanced Assessments
- 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 (Algebra 1 with Support, Algebra Academy,

Reading Intervention, Algebra re-start, Honors and AP courses). We have more students taking AP, Honors, and college level courses to increase and improve on their academic skills

- There is a strong, revitalized administrative team
- All teachers are highly qualified and CLAD certified
- Equity among all teachers has increased with respect to professional duties and demands\Increased parent access through AERIES parent portal
- Some teachers are using Remind.com to communicate to students and parents
- Staff members are qualified, passionate, and dedicated to student success
- Staff encourages all students to achieve at high academic levels
- Many teachers are using Google products where Google Classroom allows for parents to monitor assignments

<b>Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth</b>
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- Communication – there have been improvements made in communication from school to home. Vertical response emails are now offered to parents to update them of upcoming events and dates involving PHS and its students. However, parents still often voice concerns about school to home communication, and parents must opt in to receive the emails.
- The website - <http://petalumahighschool.org> has been updated and is continuously improved. According to recent survey data, the website is still under-utilized by the parents and students despite being focused as a hub for school information and access to administration or instructors.
- The PCS has provided mobile apps to help students and parents, see (<https://www.petalumacityschools.org/domain/89>)
- Technology infrastructure - access and use of technology to enhance instructional and assessment practices has improved since our last WASC, but our technology requires more resources than previously allotted. Our current bandwidth is constantly monitored to insure adequate connectivity for our site to effectively use the internet as a school-wide communication tool. In regards to Smarter Balanced Assessments (CAASPP), the district has implemented one-to-one devices providing Chromebooks which will access secure app to CAASPP, and the allowance of use of personal devices (Bring Your Own Device = BYOD) if desired (PC or Apple) will require student opt into install the secure test app. For those who do not opt-in to installing the secure testing app will need to use a chromebook from a chrome-cart or computer class.
- Governance - we need a body and process to measure progress on goals and to ensure the integration of WASC goals and the SPSA
- With utilizing Google Apps, more text books are becoming digital, accessed through Google Classroom, and more work is being performed using digital platforms.





PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES

## Category B

*Standards-based Student Learning:  
Curriculum*



**Category B: Standards-based Student Learning: Curriculum**

**B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

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.

**Indicators with Prompts**

**Current Educational Research and Thinking**

**B1.1. Indicator:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.1. Prompt:** *Evaluate how effectively the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>Math Department is using research based CPM curriculum for all classes</p>	<p><a href="#">CPM courses offered for Math 1, Math 2, Math 3, Math 3E, Math Analysis (Precalculus), and AP Calculus AB in 2019/20</a></p> <p>NCTM and CMC membership</p> <p><a href="#">Department members attend CPM National Math Teacher Conference</a></p> <p>Solution Tree PLC Workshops: Mathematics at Work</p> <p>Teams: The Engine That Drives a Professional Learning Community at Work</p>
<p>Math 1 support class is using research based approach and curriculum for intervention.</p> <p>The English department is currently undertaking a study on the effectiveness of the Expository Reading and Writing Course at two levels: 11th and 12th grade.</p> <p>The Art teacher gains research based instructional techniques from attending the annual <a href="#">The Makerspace for Educators conference</a> and furthers her research based skills by attending the Meet-up for Professional Makerspace Educators monthly meetings.</p> <p>Art and Photography teachers work on professional development with professionals to create challenging and relevant curriculum.</p>	<p><a href="#">Piloted CPM Intervention Program (2018-2019 school year). Continuing program in 2019-2020</a></p> <p>ELD 1, 2, 3 - In 2019-20 these courses are piloting new ELA/ELD curriculum, StudySync, that contains embedded standards- and research-based content, leveled by the instructor, to ensure that content matches student English proficiency levels (as per ELPAC results).</p>

<p>Art Department has a few endeavors that reoccur during the summer and during the school year. During the summer the music teacher provides a community fundraiser for the feeder schools. The Art teacher has been attending The Makerspace for Educators conference and attending the Meet-up for Professional Makerspace Educators monthly meetings</p> <p>Film teacher meets with industry professionals to upgrade film curriculum to better align with emerging technologies.</p> <p>Broadcast Journalism teacher has alumni enrolled in college sharing and assisting in upgrading broadcasting system to align with professional studios.</p> <p>Social Science: Most of the Social Studies faculty participated in the week-long Institute on working with Primary Documents; with a follow-up a year later to check-in, revise, and build new lessons for the upcoming years.</p> <p>Social Science teacher attended the <a href="#">Rendell Center for Civics and Civic Engagement in Summer 2019</a>.</p> <p>PE is using strength and conditioning resources on-line for students to help tie standards to practice</p> <p>Science teachers are working on transition to NGSS by attending roll outs and studying research about 3D learning.</p> <p>Engineering and Manufacturing Dept: Faculty members participated in various workshops and conferences to stay current with Industry Standards and Practices. i.e: CITEA, HTEC, CAT, IMTS, &amp; MFG Day Activities</p> <p>Faculty attended PLTW Curriculum Professional Development Courses and Workshops to better connect curriculum to application.</p> <p>The AG department is accountable to both CTE and State standards for rigorous curriculum that is relevant to local area phenomenon.</p> <p>Business Dept is now offering three Comp Sci classes: Intro to CS, APCS A (Java), and APCS Principles. Accounting offers SRJC credit through exam.</p> <p>APEX online learning available for credit recovery.</p>	<p><a href="#">Listenwise - based on low listening scores on CAASPP</a></p> <p>Membean is based on research (length of sessions, the methods used)</p> <p><a href="#">ERWC Summer Institute</a></p> <p>Piloting ERWC at the 11th grade (2018-2019). These students will continue as 12th graders in the research study next year.</p> <p>Professional Development allows for a greater understanding and relevance which creates updated materials.</p> <p>PD on online photoshop courses</p> <p>NGSS roll out at SCOE</p> <p>CSTA</p> <p>PLTW</p> <p>Skills USA/Industry PD 4-5 times per year</p> <p>Autodesk University and CITEA</p> <p><a href="#">Agriculture Dept:</a></p> <p><a href="#">Attend CA Ag Teachers Association Roadshow</a></p>
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<p>Faculty participates in varied personal and institutional memberships within the professional organizations of their subject and other areas of interest. These memberships provide professional development activities via workshops, journals, and conference attendance. Many PHS faculty regularly attend conferences participating as attendees as well as participating as presenters. Some faculty participate in their local, state, and/or national associations as teacher leaders.</p> <p>Faculty and administration meet weekly during early release Wednesdays to review student achievement and curriculum practice, research, data, and strategies.</p> <p>Recent professional development foci have encompassed school climate, EL, SPED, mindfulness and safe learning environments, community building and Honors/AP.</p> <p>The whole faculty and individual departments have devoted time to examining PHS and Sonoma County API, CST, CAHSEE, AP, and Student/Parent Survey Data.</p> <p>Many veteran teachers serve as NCBTP mentors for new teachers. Two serve as NCBTP program facilitators for the region.</p> <p>Several faculty members are in the process of, or have completed work towards advanced degrees, new credentials, teacher administration credentials or National Board renewal.</p> <p>English Teachers of Advanced Placement [AP]</p>	<p>North Coast CATA Fall &amp; Spring Region Meeting</p> <p>CA Ag Teachers Association Summer Conference</p> <p>(all teachers have attended all of the above every year since the last WASC)</p> <p>World Dairy Expo</p> <p>Dunn is chair of Vision 2030 committee (teacher recruitment &amp; curriculum development)</p> <p>Arntz is Vision 2030 committee member</p> <p>Sonoma Section CA Ag Teachers Assoc. monthly meetings</p> <p>Arntz is president of Sonoma Section CATA</p> <p>Agriculture [CATA, NAAE, FFASon]</p> <p>Art [NAEA]</p> <p>Music [NAFME, CMEA, CBDA, ACDA]</p> <p>Math [NCTM, CMC]</p> <p>Business [NBEA, CADA]</p> <p>Library [ALA, AASL, CSLA]</p> <p>Social Studies [CCSS]</p> <p>Physical Education [CAPHERD]</p> <p>World Language [AATSP, LTA]</p> <p>Science [NSTA, CSTA, AAPT, CACT]</p> <p>NBCUE (Computer using educators)</p> <p>Science: CSTA, NSTA,</p> <p>Social Thinking Conference</p> <p>California Activities Directors Conference</p> <p>National InService Sarah Ward (SPED Executive Function Research)</p>
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<p>Hilary Smith - AP Institute (summer)                  Sara Maya - AP Institute (summer)                  Social Science teacher Kevin Jackson- <a href="#">AP Government Summer Institute (2018)</a> courses have taken the five- day AP course during the summer to train in best practice and academic content for AP courses.                  Cross-curricular faculty members (English and Special Education) participated in the Expository Reading and Writing Course [ERWC] which has lessons that relate to relevant teen topics while expanding their experiences working with non-fiction text, reading, and writing. This research-based curriculum is not only a bridge to common core work, but also fulfills requirements that prepares students for the rigors of college.                  Faculty members across disciplines attended English Language Learning seminars provided by the District. ELL strategies: Provided the base for learning how to incorporate language building strategies for English Language learners as well as for those students needing targeted language assistance</p> <p>All first/second year teachers participate in California Teacher Induction program and many faculty members participate as mentors/providers.</p> <p>Many teachers on campus are mentor teachers for pre-credential student teachers from several universities. Participation in these programs provides professional support and development that fosters the effective use of current educational best practices</p>	<p>Teachers with new credentials or degrees in progress: Administrative Credential Master’s Degree programs                  National Board Certification</p> <p>Faculty attended Edhesive online training to prepare for new APCS Principles course and took SRJC Computer Science courses.                  Articulation meetings with SRJC faculty. Faculty attended national Business Education conference in Chicago (April 2019), and serves as member of SRJC Advisory Committee for Business &amp; Finance.</p>
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**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Math 1 monthly essential standards testing</p> <p>All Math 2 classes using standards based grading. Math 1 classes will move into that arena as well, starting 2019/20.</p>	<p>Common essential standards exams</p> <p>Common assessments based on CA state standards</p>

The English department has identified high-priority standards for each grade level.

ERWC (Expository Reading and Writing Course) was adopted as both the junior and senior level for English. ERWC is a course developed by the CSU to ensure the preparation of college bound students for the rigors of college level reading and writing. This year, a study is being done, comparing standard American Literature content to ERWC content.

All core, physical education, CTE, and elective courses are informed by existing content standards.

As far as EL Roadmap is concerned, Cliff deGraw, Kelly Kovanis, and Krista O'Connor have been trying to move the initiative forward.

The district committee met several times last year. We presented to the Board last February and they were receptive. The big push at PHS is going to be teacher training to get our colleagues to regularly include language acquisition strategies in their instruction for their discipline content. We had multiple staff meetings last year where Krista and Kelly presented the EL Roadmap to teachers and counselors. As a collective group, as departments, and as individual educators we assessed to what level we currently are implementing the four principles of the EL Roadmap. Additionally, we identified areas which need additional attention and implementation across both our school and district systems.

AP courses are taught in accordance with College Board approved curriculum and are kept up to date by examination of the course syllabi as approved by UC and submittal of new syllabi as necessary. All lab facilities are up to date and constitute wet labs as required.

Advanced Manufacturing Technology courses offer industry-recognized National Institute for Metalworking Skills (NIMS) Certifications.

Advanced Manufacturing is a Dual Enrollment Program through an Articulation Agreement with Santa Rosa Junior College. Two Credit-by Exam Courses are offered to 2nd, 3rd, & 4th year students: Machine Tool Technology MACH 51A and MACH 51B.

Science is currently at work to align all courses to the NGSS (Next Generation Science Standards). District discussion about how to achieve all standards for all students is an ongoing challenge with only two years of science required.

Career readiness In our health pathway, both biology and chemistry have guest speakers in the health profession, and field trips to industry specific sites.

[PHS English Course Outlines are based on agreed-upon essential standards and assessments.](#)

[ERWC Online](#)

ERWC course materials

[ERWC Sample Module](#)

Courses that have been granted UC approval:

[Physical Science moved to a D elective](#)

Marine Science moved to D

Accounting (G)

Intro to CS (G)

Legal Studies (G)

Entrepreneurship (G)

APCS A (Java) (G)

APCS Principles (G)

Graphic Design (G)

Principles of Engineering (G)

Biology & Sustainable Agriculture (D)

Chemistry & Agriscience (D)

Ag Veterinary Science (G)

Advanced Interdisciplinary Science for Sustainable Agriculture (D) (H)

The Art & History of Floral Design (F)

[2019-2020 PHS A-G Course List](#)

They also get health industry skills & certifications in both classes (CPR & First Aid; Lab Safety).

AG:

Central Region Agricultural Education Career Pathway Grant has funded the initial creation of statewide certification in Agricultural Mechanics, Agriscience, Horticulture and Floral Design

Jake Dunn: This program will certify students in two tiers, tier one being introductory and tier 2 being advanced. I have served as an author and collaborator for the Tier I Agricultural Mechanics certification, as well as the Tier II Advanced Ag. Mechanics. Through this I have helped to develop the questions for the assessment in both areas, as well as developed the hands on practical application assessments including woodworking, electrical wiring, plumbing and cold metal fabrication.

Our students are piloting both the Tier I Ag. Mechanics as well as the Tier II Advanced Ag. Mechanics and Welding assessments.

The goal is to have a statewide industry adopted certification for the 2020 school year.

Wednesday afternoon meetings provided time for instruction and collaboration (PLC teams) about the demands of the new standards.

Teacher leaders are part of the district wide K-12 Curriculum and Professional Development Committee, K-12 Technology Committee; Learning and Innovation Committee, Secondary math committee, K-12 Science Committee as a means of developing district alignment with new standards.

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Advanced Manufacturing is a Dual Enrollment Program through an Articulation Agreement with Santa Rosa Junior College. Two Credit-by Exam Courses are offered to 2nd, 3rd, & 4th year students: Machine Tool Technology MACH 51A and MACH 51B.

Special Education We have had training on Goals and Present Levels - Legal Changes in 2018 - Endrew F. vs Douglas County requires proper follow up with Goals and Present Levels for all students in their IEPs in an effort to get all students to grade level

EVIDENCE found in

Course Catalog

Outlines/Essential Standards from 2017

Department syllabi

Wednesday professional development agendas

AP test data

Counselor led career fair



<p>Special Education - The Study Skills classes have direct correlation to each students' IEP and how we meet their Academic goals and Transition Goals. We have Grade Level academic standards for study skills.</p>	
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**Outcomes and Standards**

**B1.3. Indicator:** 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.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>As part of the WASC process, the staff examined academic performance data, survey results, and staff feedback to revise and refine our Mission, Vision, and Schoolwide Learner outcomes.</p>	<p>Instructional materials tied to standards (Math CPM); (Engineering PLTW)</p>
<p><b>1. Students will do their best</b></p> <p>Construction and Industrial Technology courses align local, state and national standards with instruction and student learner outcomes in all courses.</p> <p>Skills USA compete twice a year at a regional and a state conference. Because we have won a gold medal for the past 8 years we have also sent students to the state and national conferences as well.</p> <p>Project-Lead-the-Way (PLTW) courses Intro to Engineering and Manufacturing, Principles of Engineering and Computer Integrated Machining are a sequence a course that support students who are interested in Engineering and Manufacturing Careers. These academically challenging courses prepare students for college and career.</p> <p>The National Institute for Metalworking Skills (NIMS) Credentials are recognized by employers nationally. The skill standards describe the primary knowledge, skills, and abilities in which individuals must be proficient to meet performance requirements and expectations in the workplace. Industry skill standards benchmark what individuals need to know and perform to be successful on the job.</p> <p>In our Science courses, new NGSS textbooks are being sought. This is the first year of testing (that is not a pilot) so we will have data to see how well we have aligned our courses with the new standards.</p> <p>We use common assessments to discuss student performance and expectations.</p>	<p>AP Scores</p> <p>a-g completion rates</p> <p>CSU eligibility rates</p> <p>CAASPP data</p> <p>CAST data</p> <p>AG has FFA competitions (section, state and national) that judge student performance.</p> <p>Course outlines, benchmarks, etc.</p> <p>Department Common Assessments</p> <p>Aeries</p> <p>Illuminate</p> <p>Course syllabi/description</p> <p>CCSS aligned lesson plans and units</p> <p>North Coast Ag Partners Consortium Grants (Career Pathway Grant and the Strong workforce grant)</p> <p><a href="#">Biology common assessment</a></p> <p><a href="#">Physical Science common Assessment</a></p> <p>ELD and Spanish for Native Speakers</p> <p>Sample new teacher curriculum development template</p>



<p>AP exams, SAT subject area exams and other competitive tests like the international Avogadro chemistry exam given in the spring gives us a metric to compare chemistry students at PHS to international standards.</p> <p>The curriculum in the Agriculture Department is aligned with the California State Standards for Agriculture and Natural Resources and NGSS which were adopted a few years ago, and then recently revised.</p> <p>Our English Language Development and Spanish for Native Speakers instructors are working to more closely align the students and the content of these two courses to support dual language and academic literacy. CDE Seal of Bi-literacy is offered to eligible PHS bilingual students (French, Spanish, English).</p> <p><a href="#">Copy of English EAP 2017 CAASPP</a></p> <p>Teachers in the world language department constantly make connections between English and Spanish or French target language to give students grammatical and syntactical context as they acquire new language. EVIDENCE: translation of vocabulary, comparing cognates, AP vocabulary by themes and literary works.</p> <p><a href="#">New English learner Roadmaps</a></p> <p>Kelly Kovanis worked on a grant with Rebecca at CASA to implement the Seal of Biliteracy process for students.</p> <p>As far as EL Roadmap is concerned, Cliff deGraw, Kelly Kovanis and Krista O'Connor have just been trying to move the initiative forward.</p> <p>The district committee met several times last year. We presented to the Board last February and they were receptive. The big push at PHS is going to be teacher training to get our colleagues to regularly include language acquisition strategies in their instruction for their discipline content. We had multiple staff meetings last year where Krista and Kelly presented the EL Roadmap to teachers and counselors. As a collective group, as departments, and as individual educators we assessed to what level we currently are implementing the four principles of the EL Roadmap. Additionally, we identified areas which need additional attention and implementation across both our school and district systems.</p> <p>IEP goals updated quarterly to reflect growth and expectations to help students to do their best.</p> <p>Art and Music students demonstrate mastery in performance venues where they have won a variety of awards:</p>	<p>List of community music performance partnerships</p> <p>Annual Mystic Theater music benefit concert</p> <p>Art Show Programs Photographs of student artwork Play and Musical Programs Music Performance Programs</p> <p>SKILLS USA 2+ per year</p> <p>FFA competitions weekly as well as career development events, leadership development events, and project competitions</p> <p>County and state fairs</p> <p>Lions Public speaking</p> <p>Poetry contest</p> <p>Science visits to industry sites--<a href="#">Buck Institute</a>, <a href="#">the Oaks</a>, local Dental office, local SNF, Mary Isaak Center</p> <p><a href="http://www.watershedclassroom.org/california-river-system">http://www.watershedclassroom.org/california-river-system</a></p> <p>Watershed Classroom projects with the Friends of the Petaluma River, STRAW</p> <p>Students have won the video award in years past. Natasha Gavriloff in 2016</p> <p><a href="http://www.watershedclassroom.org/video-award">http://www.watershedclassroom.org/video-award</a></p> <p>Earth Day projects in biology, chemistry</p>
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- Jazz Band 1st place at Vallejo Band Review Spring 2019, Concert Band 2nd place at Vallejo Band Review Spring 2019, Marching Band 3rd place at Santa Cruz Band Review Fall 2018, Marching Band 3rd place at Vallejo Band Review Spring 2019, Drumline 1st place at San Mateo Winter Show Winter 2019, Drumline 2nd place at Fairfield Winter Show 2019, Color Guard 3rd place at Armijo Winter Review 2019, Jazz Band 1st place at Fairfield Tournament of Champions Fall 2017, Marching Band 2nd place Fairfield Tournament of Champions Fall 2019. 2018 Fairfield Tournament of Champions cancelled due to wildfires in Paradise, CA. 10 students accepted to the Sonoma County Honor Band, 2 students accepted to the NorCal Honor Jazz Band.
- During the Leanea High School Theatre Festival, Drama students won first and second place awards for short play performances, Students have won gold, silver, and bronze medals for outstanding performances, in acting and musical theatre, and stage crew performances.
- Broadcast Journalism students have competed in the skills USA at the state level and have won a bronze, silver, and gold for live production team performance.
- [Fine Arts Day](#)
- [Sonoma Bach Art Contest 2018](#) at the Green Music Center; first, second and third place prizes and awards

Student performance is visible to parents and staff via aeries. This allows many teachers to cooperate with one another to help a student to grow or to change habits of learning.

**2. Students will be involved with their communities.**

FFA members participate in community service activities.

Industrial Technology instruction includes frequent guest instructors from the manufacturing sector. Internships are available in many local manufacturing businesses. Students often accept postsecondary jobs and apprenticeships through departmental connections.

SKILLS USA has community experts work with students after school and they participate in both county and state fairs

Engineering Dept organizes annual MFG DAY Tours of Local Manufacturing Plants.

American Chemistry Society competitions around environmental topics each year.  
Paul Leoni won 2018  
Students participate in a highly competitive summer program at SSU called SHIP

[SHIP Archive](#)

mentor me  
HI  
COTS  
TLT (list is in evidence)

-SME PRIME designated schools serve as high-profile catalysts, broadening the scope of opportunities available to students, faculty and the local manufacturing community.

-The benefit students receive from our SME PRIME program include knowledge, technical skills and the opportunity to earn credentials while learning in a hands-on environment, preparing them for career pathways like CNC machining, welding, mechatronics, industrial maintenance, metrology and more.

-PHS students apply for and receive scholarship grants annually through SME.

Fine Arts students publically share mastery of their artistic skills through a variety of community art exhibits, school and regional theater performances and festivals, music festivals and competitions, and with collaborative film professionals, and musicians.

Choir students perform at the Sonoma State Choral Festival, sing carols in the community during the holidays, and deliver singing telegrams on Valentine's Day. Marching Band students perform in the Veteran's Day Parade, the Butter & Eggs Day Parade, home varsity football games, and at least 3 parade competitions per year in locations such as Pleasanton, Santa Cruz, Fairfield, and Vallejo. Jazz Band students perform public concerts at the Mystic Theatre, the Lion's Food Festival, and at competitions in Fairfield and Vallejo. The Jazz Combo performs in numerous community events and fundraisers for local schools, non-profit organizations, and local businesses. The Drum Line and Color Guard participate in competitions in locations such as San Mateo, Fairfield, and Livermore.

Science students participate with Friends of the Petaluma River each year with projects designed to educate and improve the watershed.

STRAW students plant and rehabilitate land with the help of industry mentors

Biology/Community Health does a community service project raising funds/donations for COTS which we deliver during a field trip.

HOSA attends conferences that prepare them for post secondary such as Washington Leadership Academy which takes them to the nation's capital to interact with law-makers & gets them involved in health advocacy .

HOSA also does community service at The Oaks Skilled Nursing Facility.

Honors Chemistry students deliver a science lesson to Valley Vista grades 3-5 each year in the spring

Agriculture students participate in outside work experience at the following local businesses: Sonoma Marin Veterinary Service, DeMartin Ranches, Robert Camozzi Dairy, and Achadina Cheese, R-John Holsteins, Dairymen's Feed and Supply, Vosselers Ag Services, Jensen's Ornamental, Barlas Feed, Sonoma County Street Rods, McClelland's Dairy & Pumpkin Patch, Pomi Ranch, Gamlake Dairy, etc.

Organizations such as Farm Bureau, Sonoma-Marin Italian Club, Rotary of Petaluma, etc.

FFA members were instrumental in the livestock evacuation efforts during the Tubbs and Valley Fires and held toy drives for members of other FFA chapters affected by the fires.

Science Discovery days participation by the whole department each October 2013-2018 sponsored by the American Chemical Society and shown at the Sonoma County fairgrounds.

<https://www.northbayscience.org/>

As part of the [PHS Marine Science](#) program, students get multiple opportunities to participate in community service events, both in marine stewardship and in ocean & environmental education.

Each year, PHS MarS students participate in both the Fall and Spring Petaluma River Clean-Up @ Steamer Landing Park (sponsored by Friends of the Petaluma River), the B-Rad Sonoma County Beach Clean-Up @ Goat Rock Beach, and have participated in the past in the Schiffington Creek Restoration Project (Petaluma). PHS MarS students also collaborate with the United Anglers of Casa Grande each Fall assisting in their NOAA sponsored king salmon capture and identification program. Last, significant numbers (6-9 students) PHS MarS students have applied for and been accepted into the Marine Mammal Center of Sausalito “Youth Crew,” a program for Bay Area teens teaching them basic marine mammal care and husbandry for the over 200 patients admitted during the January through May pupping season.

In addition, PHS MarS students participate in local “Whale & Otter Shows” for several Petaluma elementary schools (La Tercera, Grant, Wilson, and Penngrove). During these “shows,” MarS students visit 1<sup>st</sup> and 2<sup>nd</sup> grade classes and spend a period teaching them about marine mammal biology and ecology and finish the period making whale and otter crafts with the kids. MarS students also participate in the annual North Bay Discovery Day science fair and teach marine mammal conservation to any number of the 5000 visiting families and children that come to the fair.

The Petaluma Wildlife Museum’s “Museum Management” program offers over 70 Museum tours throughout the academic year serving 1000s of local elementary school students in the greater North Bay Area (from San Rafael to Winsor).

Tour topics focus around issues involving wildlife conservation and preservation, the importance of biodiversity, and the things we, as a global community, can do to stem the progress of habitat loss, poaching, and the devastating ecological effects of climate change. Museum Management students also participate in the annual North Bay Discovery Day science fair and teach wildlife conservation to any number of the 5000 visiting families and children that come to the fair.

PHS is designated as an SME Prime Site.

In Human Interaction, students complete a semester project. The objective of the project is to bring awareness to the needs of others. This project will give students an opportunity to work with community members who are in need of their skills and services or a personal growth project as an alternative. Students either volunteer for at least 8 hours at a local organization, or they do an alternative project for at least 8 hours in which they participate in therapy or participate in a program such as Alcoholics Anonymous, Narcotics Anonymous, Alateen, or a smoking cessation program.

Human Interactions has students apply for jobs

In government class, grade 12, Students participate in a [Civic Action Project](#) where they propose policy solutions to existing issues in the school and local community.

Students write a letter to government officials (Congressman) regarding various issues.

In PE students work with younger children for Little League Day and West side relay track meet of all elementary schools on the West side of town. It is a 2 day event.

PHS Athletes lead sport clinics and camps for younger students.

Trojan Tribune students work to publish articles and pictures through the Press Democrat. They also work in the local community to highlight and feature community members and goings-on.

Circle of friends SPED allows general education students to work with special need students

World Language department

Spanish 3 students write stories which are then read to students at Loma Linda Elementary

French 3 writes children's books and go to local primary schools to share their stories with the younger students.

We have developed a bilingual student ambassador program to help students who are bilingual learn to translate for others at Community events like back to school night and open house.

Calculus has a math day for Valley Vista elementary students

JSA allows students a chance to participate in community of students

INteract

Business Dept - Legal Studies students visit Santa Rosa courthouse, county jail, 911 emergency office, and Alcatraz to see legal system at work.

<p>Entrepreneurship class runs student store.</p> <p>FBLA club participates in community service, competition and leadership training.</p> <p><b>3. Students will be prepared for post-secondary opportunities.</b></p> <p>One to one devices help to teach students computer skills to prepare for workplace</p> <p>Students enrolled in Accounting have the opportunity to earn college credit at Santa Rosa Junior College with the successful passing of course BBK50 final exam given at PHS (free of charge). This affords these students an opportunity to make connections between current and future coursework and job options.</p> <p>2018 15 seniors attended an event sponsored by the CTE Foundation of Sonoma County which included a panel discussion from leaders in our local food and beverage manufacturing industry including Gallo Sonoma Vineyards and Winery, Straus Creamery, La Tortilla Factory, Amy's Kitchen.</p> <p>Students also had an opportunity to visit with the businesses above and many others in a career fair where they were able to interact one on one with human resources and other employees to learn more about opportunities within each company.</p> <p>Advanced Manufacturing is a Dual Enrollment Program through an Articulation Agreement with Santa Rosa Junior College. Two Credit-by Exam Courses are offered to 2nd, 3rd, &amp; 4th year students: Machine Tool Technology MACH 51A. MACH 51B will be offered 2020/21.</p> <p>Advanced Manufacturing Technology courses offer industry-recognized National Institute for Metalworking Skills (NIMS) Certifications. The PHS Manufacturing Technology Program was Re-Accredited October 2018. The only accredited high school in Northern California.</p> <p>The PHS Engineering and Manufacturing Program is an SME Prime Site (Society of Manufacturing Engineers). We are on one of 6 high schools in California and 26 in the US. Students have many internships and on-line learning opportunities like Tooling-U.</p>	<p>Our 100-minute Museum tours are completely student-guided and student-run and give visitors an up-close view of the diorama-like exhibits that house our million-dollar taxidermy and fossil collections.</p>
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<p>Special Education--Students have transition goals--education/training and career/employment goals in IEPs (grades 10,11,12) that are reviewed each year.</p> <p>Special Education--through Project Workability students apply for admission to SRJC, selecting classes and applying to the “Students with Disabilities” office.</p>	<p>X students take the exam each year</p> <p><b>FINDINGS</b></p> <p>Students have become more skilled at using a personal device for academic success.</p> <p>12 Students earned Community Credit in 2018 and 2019.</p> <p>12 Students earned NIMS Credentials in 2018 and 2019.</p> <p><a href="#">JSA success at Winter State 2018 in Trojan Tribune article</a></p> <p><a href="#">JSA Website: Activism</a></p> <p><a href="#">HOSA State Conference 2019 in Trojan Tribune article</a></p>
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Student programs, clubs and organizations are aligned with our effort to provide students with experiences that will connect them directly to post-secondary options and success: HOSA, FFA, FBLA, JSA, CSF, Skills USA, Music (Drumline, Colorguard)

45 elective courses are A-G approved, and there has been an ongoing effort to align as many of these courses as possible with the UC and CSU requirements.

Of the 45 CTE courses offered 25 are complete pathways with Intro and advanced course offerings. The balance are singleton or stand alone capstone courses.

need to address the title of Pathways and whether we meet the requirements of 3 year or is it 2?

All 11th grade students take the EAP (Early Assessment Program) portion of their annual CAASPP test in both English and Math. In the 2015-2016 year, 70% of our students met or exceeded the standards for college level English. Students take math in their senior year, so they will qualify for college-level math.

[English EAP](#)

World (Foreign) Languages has adopted a Seal of Biliteracy for students who demonstrate they have reached advanced fluency English and another language (currently French or Spanish). The goals and standards for the Seal of Biliteracy are established by the California Department of Education.

36 students earned the seal in 2018 and 40 in 2019

In the Agriculture Department students learn real world skills in the areas of Agricultural Mechanics and Welding through project construction and fabrication. In the area of Agriscience, students learn how agriculture is tied to the sciences of Geology and biology through our Ag. Earth Science course and our Agricultural Biology course. They can then take that scientific knowledge and put it to practical use in courses such as Veterinary Science and Floriculture.

Through the Future Farmers of America program, our students have the opportunity to develop public speaking and leadership skills through competitive events, livestock shows, and service to the organization as FFA Officers. We have had officers at the Chapter, Sectional and Regional level whom have represented our school and community very well. The FFA also allows students to be tested on what they learn in the classroom through Career Development Events.



Out Dairy Cattle Judging Team recently won the National Championship and will be competing internationally in June of 2013. Petaluma FFA has a strong tradition of excellence in Career Development Events with State Titles in Agricultural Mechanics, Farm Business Management, Small Gas Engine Repair and Dairy Cattle Evaluation. We continue to work with community members in the industry to help prepare our students for these competitions. Our program works with our Agricultural Department Advisory Committee which is composed of industry representatives to ensure that our curriculum is not only aligned with State Standards, but also fits the needs of our local employers and agricultural industry. The group meets at least twice a year to evaluate and assist in the betterment of the program.

Students receive credit for work experience in the SAE (Supervised Agricultural Experience) class. This class is a specialized one in the sense that students are getting course credit for their work experience; whether that being livestock production or job placement in the agricultural field. This course exemplifies how students are working with local agricultural businesses as their SAE project. All of the students enrolled are engaging in hands-on learning within the agriculture sector. Many students enrolled are also raising dairy cattle, beef cattle, swine, sheep, rabbits, chickens and sheep.

In science students use equipment and practice modeling ( [Biology example](#), [Physical Science example](#)) to prepare them for work in a lab as well as learn skills needed to be safe and professional.

In Museum management courses, students not only become proficient in the technical world of managing the museum, its displays, and small/exotic [animal care](#) and production, but also practice environmental education as they conduct tours of the facility to all ages of customers.

In filmmaking class, students study the same curriculum and develop the same skills as taught in the first semester of filmmaking taught at colleges and universities in California.

In the visual arts class, students explore a wide range of beginning foundation skills and perceptions. These beginning lessons help to lay the groundwork for college and industry. Learning how to draw and see as an artist is extremely important for any future development as a professional.

[English EAP 2017](#)

( [Biology example](#), [Physical Science example](#))

<p>In Broadcast Journalism class, students work with industry standard equipment and practice industry designed skills to allow for ease of transition from secondary school to post secondary institutions.</p> <p>In the past, theatre students had a complete pathway for preparing them for post secondary education. This pathway does not exist anymore and theatre students don't have the same opportunities to prepare.</p>	
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**Integration Among Disciplines**

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
<p>Health Pathway classes incorporate career skills &amp; certifications (CPR/First Aid and Lab Safety). Classes also include career explorations and exposure through site visits (labs &amp; healthcare facilities) and guest speakers. In addition, classes utilize HASPI curriculum with a focus on how sciences are used in healthcare settings.</p> <p>HOSA is our career CTSO that provides students with additional opportunities to develop both content knowledge, and professional skills, through competitive events, conferences, campus visits and other activities.</p> <p>All English Teachers, and Special Education English teachers have been trained in ERWC to help students to become better readers in all courses at the school.</p> <p>In an effort to support the literacy development for ELD students, we initiated the policy that all Spanish speaking EL students would also take Spanish for Native Speakers. The ELD teacher collaborates with the Spanish for Native Speakers teacher to align their curriculums in order to support learning for those students.</p> <p>Teachers in the World Language department constantly make connections between English and the Spanish or French target language to give students grammatical and syntactical context as they acquire a new language. Additionally, teachers provide context by comparing English with the target language. English teachers and</p>	<ul style="list-style-type: none"> <li>● Gap Analysis documents and charts</li> <li>● Handouts and presentation slides from Case-Rico and Olds (CCSS Consultants)</li> <li>● Binder with different application problems for Algebra and Geometry that relate to some of our pathways</li> <li>● World Language lessons on artists</li> <li>● English Grammar connections from Avancemos textbook</li> <li>● US History thesis paper based on American Literature Novel</li> <li>● Many Science lessons/tests showing integration of Math skills</li> <li>● Enrollment data of students participating in BYU, Odysseyware, and PASS</li> <li>● Lib Guides and assignment guides for research projects</li> <li>● ERWC binders and lesson plans</li> <li>● Visual and Performing Arts department notes</li> </ul>

Language teachers collaborate to create unified literary vocabulary and writing conventions. History and Art are integrated into the Spanish and French curriculums when various artists are studied within their cultural and historical contexts.

[In the Math department, the instructors teach probability as part of Math 1, Math 2, and Math 3.](#) AP Statistics integrates business, science, law, and social science into units throughout the year. In all math classes, [students are asked to explain, interpret, and justify their thinking.](#)

Graphic design does art history/design history lessons during the course. They also have guest speakers, collaborations with other departments, community organizations, and frequent reference to career/professional opportunities in Graphic Design.

In Biology, Chemistry or Environmental Science, students are required to solve equations, interpret charts, and create graphs. The Science department has numerous examples of science projects and class assignments supporting evidence of Math integration. ([Biology lab example](#))

Teachers collaborate with the librarian to create research projects that include instruction in research skills.

Outsourced curriculum is integrated to the programs via Odysseyware, BYU and PASS. Students may utilize these sources to recover credits.

In 2013, Compass Learning and UC Online will be added in order to offer credit recovery with A-G credit.

<https://drive.google.com/open?id=1TZ0UxmDdLkNjv3Aj-f-a95cczucZhuB0>

Art and Photography covers art history. This is part of our state framework and is integrated throughout the year.

Professionals with art, photo, film-making, Drama, and Broadcast Journalism, come in as guest speakers to discuss the industry with students and relative careers in art.

- Collaborative ELD/SNS lesson plans

**Community Resources and Articulation and Follow-up Studies**

**B1.5. Indicator:** The school engages with community partners and resources, 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.

**B1.5. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Staff development committee has been reestablished district wide</p> <p>Because of our CTE classes, we have strong links to the local Junior College. Articulation agreements with SRJC may allow students to meet prerequisites for SRJC courses with high school coursework in the following departments:</p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>● We articulate with the area’s junior high schools to place students.</li> <li>● We also work with the junior colleges in the area.</li> </ul>	<p>Agriculture</p> <p>Industrial Technology</p> <p>Business</p> <p>Actual course credit by at SRJC is available in</p> <p>Accounting</p> <p>Guest speakers in Legal Studies, Accounting, Entrepreneurship.</p> <p>Industry experts volunteer in Computer Science classes</p> <p>3D Animation</p> <p>Graphic Design students complete project in collaboration with community organizations such as Mentor Me</p> <ul style="list-style-type: none"> <li>● We communicate with our feeder schools actively about the placement of incoming 9th graders in a math support course, specifically to provide support in passing Math 1. The list of at-risk students is based on several data points: D or F semester math grade from Spring of grade 7, D or F semester math grade from Fall of grade 8, or a score of 1 or “standard not met” on 7th Grade CAASPP.</li> <li>● Recommendations are sought from the 8th grade math teachers to possibly add or remove students from the list.</li> </ul>

**English**

- Typical communication with middle school English departments centers on preparation for and access to Honors level English in grade 9.
- The English department partners with Copperfield's Books in order to bring authors to speak to students.
- We also partner with Poetry Out Loud, sponsored by National Endowment for the Arts, to bring the experience of poetry competition.

**Science**

Teachers in the science department participate with Sonoma State University and Dominican as mentors for teacher candidates.

Other science department members teach in the Upward Bound (UB) program (a federally funded program that provides first-generation college bound students with academic readiness and access to resources necessary to access and graduate from a four-year college or university.)

Our teachers teach biology and chemistry and/or physics at Sonoma State University, either through the year UB Saturday Academy or UB Summer Academy (one instructor has been teaching for UB for twelve years).

Other teachers develop curriculum for outside science businesses in order to keep up to date with current industrial trends.

With new administration at both the site and the district level, we are working to return to more vertical and horizontal communication to develop a continuum for NGSS grades 7-12.

**RSP**

The department works with middle school to help special education student transition to 9th grade. The department chair, the student's counselor, and an admin meet with each student and their parents to personalize their schedule for 9th grade based upon their individual needs.

Through Project Workability students are taught how to research jobs, construct resumes and apply for jobs.

**Industrial Technology and Agriculture**

CTE and AG teachers participate with Universities in professional development leadership conferences such as CAT (CA Ag Teachers)

- The support course is an elective option, and students (with parent permission) may opt out. These placement conversations continue, mostly via email, and include feedback about 9th grade student success, struggles, and failure in math to those 8th grade teachers.
- As for the colleges, we have our students voluntarily participate in two programs through SRJC every year: Trig Star (a free mathematics competition sponsored by the National Society of Professional Surveyors) and Calculus Camp (free Saturday workshops with SRJC math instructors preparing students for the AP exam).
- The math department has also met with both SRJC and representatives from CSU around the topic of students being adequately prepared for college in math - this includes the EAP in the CAASPP testing, as well as results from other exams, such as the SAT, and their own placement exams. The placement testing by these schools has been suspended by the new state law, AB 705.

**English**

- [Vertical Teaming Meeting Minutes](#)
- [Flyer for Jay Asher speaking at our school](#)
- [This Trojan Update includes information about Poetry Out Loud.](#)

and CITEA (CA Industrial Technology Education) associations. There are strong communications with the junior colleges through those same associations. The collaboration focus has included ensuring PHS curriculum can be articulated to post-secondary institutions.

The Agriculture department keeps records of student placement after graduation.

**Library**

Casa and PHS libraries purchase some materials together and have begun to create “vertical file” materials supporting student learning through ERWC articles, primary sources and current events links on our website.

PHS and PJHS [as well as all the secondary schools] share materials through an Inter-library loan program. Secondary librarians meet regularly to discuss lesson planning, resource management and instructional needs. PHS librarian does teach a lesson about cyber citizenship through human interactions class.

**Human Interaction**

Guest speakers from COTS (Committee on the Shelterless), Planned Parenthood, Narcotics Anonymous, Alateen, Alcoholics Anonymous, Free to Be, Verity, Donor Network West, Sonoma County Department of Child Support, and NAMI (National Alliance on Mental Illness) come to the Human Interaction classes every semester. Students also are required to complete at least 8 hours of community service or to undergo at least 8 hours of a personal growth (via therapy or via community partners such as Alateen, Alcoholics Anonymous, etc.). Additionally, last year we began partnering with Alateen to have Alateen meetings on campus during the school day every week in order to support students who have loved ones who are addicts.

**Science**

These teachers were involved: Boyes, Brazil, Tacata, Yannes, Smith

CTE/Ag

CAT conferences

CITEA

[https://www.calaged.org/connect/roster/students\\_graddata.aspx](https://www.calaged.org/connect/roster/students_graddata.aspx)

Committee on the Shelterless), Planned Parenthood, Narcotics Anonymous, Alateen, Alcoholics Anonymous, Free to Be, Verity, Donor Network West, Sonoma County Department of Child Support, and NAMI (National Alliance on Mental Illness)

Syllabus for HI

[https://docs.google.com/document/d/1KRw\\_-lABevfKWs3ek\\_oPjzXLv9CaxTxRx\\_DtUbXbzTY/edit](https://docs.google.com/document/d/1KRw_-lABevfKWs3ek_oPjzXLv9CaxTxRx_DtUbXbzTY/edit)

**B2. Equity and Access to Curriculum Criterion**

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Indicators with Prompts**

**B2.1. Indicator:** 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.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Counselors meet with all freshmen to develop a 4 year plan which guides them to plan for their goals which could include: graduation, JC, Military, trade school and 4year college with A-G requirements.</li> <li>● AP/Honor Night showcase of our AP/Hon classes so students hear presentations about course choices prior to taking them.</li> <li>● Career Presentation in 10th grade: Counselors visited all World History classes to present about the world of work, making choices, and developing a resume.</li> <li>● Career Day: In 2018 Counselors developed a Career Day panel of professionals in various fields to speak about their path toward their career and experiences. All 10th graders participated, as well as some upperclassmen.</li> <li>● Junior Conferences: Counselors meet with all Juniors in the spring to make sure they are on track for graduation as well as their post-secondary goals such as college (verify on track with A-G)</li> <li>● Senior Conferences-Counselors meet with all seniors in the fall to discuss post secondary goals, review transcripts for graduation requirements as well as discuss college/JC applications and goals.</li> <li>● Special Education: IEP contains specific goals relative to education and employment, which are reviewed yearly and progress is reported on twice a year.</li> <li>● We have open access for all students to all classes which include Real World Experiences</li> </ul>	<p><a href="#">4 year plan document</a></p> <p><a href="#">AP/Honor night schedule 2019</a></p> <p><a href="#">Career Presentation 2019</a></p> <p><a href="#">Career Day 2018</a></p> <p><a href="#">Junior Conference worksheet</a></p> <p><a href="#">Senior Conference worksheet</a></p> <p>IEP documents/Progress on goals</p>

**Accessibility of All Students to Curriculum, including Real World Experiences**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>The school master schedule is built in response to student course selections.</p> <p>The goal is to provide access for all students to college prep, A-G courses. However, funding limitations restrict the number of under-enrolled classes from being held causing some students to be cut from some classes.</p> <p>course selection forms are organized around A-G requirements and pathways.</p> <p>School counselors visit classrooms to help students sign up for classes online.</p> <p>Structurally, the 3x3 AB block schedule combined with a four-day a week tutorial time called A+ lasting 30 minutes per session enables students to access core curriculum.</p> <p>Our block schedule provides sufficient time for students to access subject matter through lecture, discussion, and laboratory work.</p> <p>A+ provides students the opportunity to access curriculum and teachers on an individual and small group basis. Students who are struggling may make appointments to get additional help in any subject.</p> <p>This program is being reviewed to improve access for all students.</p> <p>The Math Department, with some additional financial support from the district, offers intervention/support options for both Math 1 and Math 2. These are available as elective courses, Math 1 Workshop and Math 2 Workshop. Although any student may choose to take one of these courses, students considered at-risk of failing or earning a D (and their parents) are invited to sign up for them. At-risk students are identified using the following data points:</p> <ol style="list-style-type: none"> <li>1) Earning a D or F in the spring semester of their current math course.</li> <li>2) Earning a D or F in the fall semester of their previous math course.</li> <li>3) Earning a score of “Standard not met” on the mathematics portion of their most recent CAASPP.</li> </ol>	<p>Trojan Connections documents Course Selection form AP/Honors reflections</p> <p>Parent letter</p> <p>Pathways documents</p> <p>Four year plan</p> <p>Master Schedule</p> <p>Bell Schedule</p> <p>Tutorial Agreements</p> <p>Course Catalog on web page</p> <p>Bilingual Student Ambassadors</p> <p>Common Vocabulary Bridge between ELD 2/3 &amp; Spanish for Native Speakers</p> <p>Multi-modal teaching approach: speaking, listening, writing, etc.</p> <p>Online credit recovery: Odyssey Ware, APEX, Compass Learning, and UC online</p> <p>Full Process Writing approach</p> <p>Scaffolds Graphic organizers</p> <p>Writing rubrics (9-12) multiple essay formats</p> <p>Sample essays</p> <p>OWL,</p> <p>Dr. Wheeler’s,</p> <p>Writers reference,</p> <p>turnitin.com.</p> <p>Note taking: Cornell, Persia, outline, etc.</p> <p>Level Questions</p>



<p>4) Current math teacher’s recommendation that the student is at-risk and would benefit from the support.</p> <p>The purpose of these intervention classes is at a minimum to support each student in passing his/her math class to meet graduation requirements. However, the true target is having each student earn a C or better, so he/she may continue on the sequence of college prep math courses leading next to Math 3 (meeting the minimum math requirement for most colleges and universities) and possibly then onto other advanced math courses after that.</p> <p>Utilizing a full inclusion model, RSP students access college prep curriculum with mainstream peers. They are supported in this through a study skills class.</p> <p>These courses are organized by grade level allowing the teacher/case manager to focus on a smaller number of teachers and courses to support and increasing the collaborative interaction among students.</p> <p>RSP only classes are available at all levels of English and for pre Algebra.</p> <p>In special education, the resource department functions to provide academic, vocational, as well as social/emotional support for students.</p> <p>The IEP Teams and IEP process establish individual IEPs with goals and accommodations which are then distributed to each students’ general education teacher for implementation.</p> <p>RSP teachers and Instructional Assistants “push in” to mainstream classes to provide additional support for students.</p> <p>All Special Education students, through project workability participate in a vocationally based class/curriculum introducing them to the world of work.</p> <p>Upon completion of the “Work-matters” clas,s students are eligible to receive assistance with employment opportunities in the community and on campus.</p> <p>We are proud that our workability program was awarded a perfect score in their evaluation by the state Department of Education this year.</p> <p>EL students are enrolled in an ELD course that matches their level of English proficiency.</p> <p>All Spanish speaking EL students are also enrolled in Spanish for Native Speakers.</p> <p>The EL and SNS teachers collaborate on lesson plans to reinforce content in both languages.</p> <p>In 2012, EDGE was adopted as a new curriculum for EL students.</p>	<p>Graphic organizers (RSP, ELL) Primary source documents Khan academy</p> <p>TedTalks</p> <p>Noodle Tools</p> <p>Online supports: CPM, Desmos and Khan Academy.</p> <p>ELD/SNS collaborative lesson plans</p> <p>Course Catalog</p>
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There are a variety of academic programs at various levels that are available to students.

Core courses are available at the following levels: RSP (English and math), College Prep (A-G), and Honors/AP.

Additional programs include: Visual and Performing Arts, Business, Agriculture, Industrial Technology, and STEM.

Our Pathways program encourages students to engage in courses that can provide focused learning in a CTE pathway or academic concentration and gives students an opportunity for recognition in co-curricular areas.

Across the curriculum, students have access to rigorous, relevant and coherent subject content through the implementation of a myriad of proven instructional strategies. Instructors employ teaching strategies intended to facilitate student access.

In English, teachers use a multi-step scaffold writing approach with graphic organizers to promote successful completion of essays. Through the use of sample/model essays and writing rubrics students have access to academic expectations and access to core content.

In Social Studies, teachers model note taking strategies such as: Cornell, Persia, etc. through the year facilitating the reception of content. Additional strategies taught through the Social Sciences include the use of graphic organizers; some leveled for special education students as well as English Language Learners.

Throughout the year Social Science teachers require students to read and respond to text and primary source documents. Students respond in writing through the use of “level questions,” which are based on Bloom’s taxonomy that serves to provide access to core material.

In Mathematics, [several curricular approaches are used to promote student access to core content.](#) Using the CPM curriculum, the work in class fosters discussion, teamwork, and problem solving.

[When outside of class, students have access to multiple online math support sources that provide problem and video solutions and explanations.](#)

In Science many learning modalities are employed to ensure student success such as group work, lab work, writing and speaking.

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Counselors work with 9th graders to develop a 4-year plan to help map out classes toward their post-secondary goals: graduation, trade, military or 4-year college. Parents are informed that this is taking place and are encouraged to have a conversation with their 9th grader and counselors are available to answer any questions and make recommendations. 9th graders are asked to share this document with their counselor.</p> <p>Special Education students and families are involved from the transition meeting during spring of eighth grade and minimum of yearly meetings thereafter in selecting classes. In addition to class grades, academic progress is reported to parents twice yearly.</p> <p>Lots of opportunities are provided for students and parents to collaborate, plan and monitor progress throughout the 4 years of high school but the onus is on the parent and student to take advantage of the opportunities. Many students indicate they need more guidance when signing up for classes and that counselors are not available. Shortage of counselors tends to create these feelings. Historically when there was money available, counselors met each year with students to sign up for classes. Counselors would like that to happen again!</p> <p>There are so many things to be aware of from sports eligibility to pathways to CTE certifications to AP college requirements that it can be very complicated.</p> <p>Intro to Business students (freshmen) develop a four-year plan based on interests for potential career choices and post-secondary options.</p> <p>Math teachers discuss math class options for students as they select next year’s classes.</p> <p>Science teachers discuss science class options for students as they select next year’s classes and let students know the expectations of that class.</p>	<p><a href="#">4-year plan document</a></p>

**Post High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>College Night for 9-11th graders educates both parents and students about post-secondary options and requirements.</p> <p>College night for seniors specifically helps seniors and parents navigate the college application process.</p> <p>10,000 Degrees-a federally funded college access team that works to assist students in the college application, financial aid and scholarship process.</p> <ul style="list-style-type: none"> <li>● 2019-20, working with 16 seniors this year</li> <li>● 2018-19, they worked with 27 seniors</li> <li>● 2017-18 they worked with 34 juniors and seniors.</li> </ul> <p>Jumpstart-Counselors work in tandem with staff from Santa Rosa Junior College to matriculate seniors to SRJC.</p> <ul style="list-style-type: none"> <li>● 2018-19 140 students participated/65 completed all steps of the program</li> <li>● 2017-18-- 89 students participated/52 completed all steps of the program</li> <li>● 2016-17-- 41 students participated/29 students completed all steps of the program</li> <li>●</li> </ul> <p>Academic Counselors hold senior conferences and offer extensive help with financial aid, four year college application workshops, SRJC Jumpstart program, and more. The SRJC Jumpstart program is going into its 5th year. This program works with seniors throughout the year to ensure that they have: an application and account up to date with SRJC, English/Math placements, a Counseling 270 class which allows them to create an educational plan, and completion of financial aid including the Doyle Scholarship (when applicable). All of these steps allow students to receive priority registration and have all of their classes chosen before they graduate. We have a strong partnership with SRJC staff and they are on our campus regularly to help support seniors and any other students that need help.</p> <p>Based on our 2017-18 School profile: Approx. 50% of PHS graduates attend two-year colleges within California, and 40%</p>	<p><a href="#">College Night presentation for 9-11th</a></p> <p><a href="#">College night for Seniors</a></p>

attend 4-year colleges. The remaining 10% choose trade, technical, military, or other options.

Chris Stoll in the College & Career Center provides support to all students but especially seniors throughout the year. Her work includes setting up work permits, job placements, internships, community service, scholarships, college application help, setting up college rep admission officer visits, military representatives and college fairs throughout the year. Chris will meet with any student/parent upon request to do extensive help in researching colleges and post secondary planning.

Counselors facilitate Student/Parent nights throughout the year including:

- Freshman Parent Night
- Four Year College Night for seniors with CSU and UC representatives
- SRJC Night for seniors
- Financial Aid/Cash for College Night
- 8th Grade Preview Night
- 9th-11th College Night
- AP/Honors Night
- PEF Scholarship Night
- Press Democrat Awards Night
- Top 10/Community Achievement Awards Night
- Senior Recognition Night

Special Education through Progress Workability tracks students post-secondary situations at prescribed intervals

## ACS WASC Category B. Standards-based Student Learning: Curriculum

### Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

#### Summary (including comments about the preliminary identified major student learner needs)

Teachers at Petaluma High use state and national standards to design courses that provide a 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.

One of the student learner needs is to do one's best. The ability to do one's best is predicated on a foundation of skills. Teachers do their best to develop those skills in a continuum from grades 9-12. Some students come to us as "reluctant learners" who seem lacking in the ability to make connections and demonstrate analytical skills. Teachers must develop ways to help these students to grow and to close the achievement gap between them and those who already have these skills.

Our ELL population needs more support systems to provide them equal access to the curriculum. More human resources are needed to meet this goal.

Our RSP/SDC population is another group that needs support systems to allow success in all areas of the curriculum.

### Prioritize the areas of strength and growth for Category B.

#### Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Academic courses are aligned to current frameworks/standards (CTE, State, AP, A-G).
- Students have lots of elective options available in areas such as A-G, CTE....
- More students have access to honors and AP courses, because students are encouraged within each discipline to stretch their abilities, and these courses are open access
- There is some integration between academic standards and career readiness (esp in BCH, CCH)
- Articulation with JC is excellent
- Industrial technology department is a strength as it is unusual in HS
- Agricultural program is a strength
- SCOE ELL collaborative team is growing (Fair Act)

#### Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- More resources are needed to enable more in depth academic counseling toward a coherent curricular path that includes parents and perhaps a better online registration process that requires parent participation and checks that students have met the prerequisites.
- Provide exploration to post secondary options
- Articulation with feeder schools needs to happen with regularity in order to design coherent curriculum building such as NGSS which is k-12

- Strengthen Bridges to professional trade schools for all CTE classes
- Revisit “pathways” for the school. Do they still have meaning?
- PD time is needed to allow departments or individuals to get training needed to meet these areas of growth
- Using PLC time to build cross curricular units between departments
- Use PLC time for grade alike concerns as well
- Graduate profiling to better guide course goals and curriculum which would also allow better counseling and academic priorities: district-wide.
- New curriculum materials are not easily available. Social science and science departments find that publishers have not created new materials to match Fair Act or NGSS etc
- Time to integrate curricular programs between special education and general education teachers would be helpful.



PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES

## Category C

*Standards-based Student Learning:  
Instruction*





## Category C: Standards-based Student Learning: Instruction

### C1. Student Involvement in Challenging and Relevant Learning Criterion

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

#### Indicators with Prompts

#### **Results of Student Observations and Examining Work**

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Students are engaged in a variety of ways across disciplines. A-G has become the norm for all students; we encourage all students to pursue A-G courses to leave Petaluma High School eligible for a 4-year university/college if they so choose.</p> <p>Across disciplines, students create a range of culminating products. Students create presentations for classroom and community. Some examples are Leadership students presenting at Board of Education meetings, Wildlife Museum students giving tours to local school groups, Spanish students reading stories that they write to bilingual elementary school students, Broadcast Journalism students creating daily live news reports and reporting from sporting events, and presentations and Socratic Seminars across disciplines.</p> <p>Additionally, students prepare for career readiness by earning certifications and/or college credit in some departments. Students are demonstrating proficiency in both English and an additional World Language. These career-focused classes and language classes provide our students with real, hands-on experience that will help them apply these skills beyond the classroom.</p> <p>We have helped many of our students who have IEPs achieve greater success in the general education setting by including collaborative classes at all grade levels. This also allows for more support for all students in those classes.</p>	<ul style="list-style-type: none"> <li>● Language/Culture Exchange Field trip to Loma Vista-students share their <b>published Spanish stories</b> with bilingual elementary students (<a href="#">World Language Evidence Folder</a>)</li> <li>● <a href="#">Marine Biology Field trip to Monterey</a> (including whale and otter shows)</li> <li>● Most electives teachers have adopted UC-approved A-G courses in order to engage more students in elective coursework that will provide them with college-prep experiences.</li> <li>● <a href="#">Honors English 9 in-class and out of class products, 3D Make novel “artifacts”</a></li> <li>● NIMS (National Institute for Metalworking Skills) certificates                         <ul style="list-style-type: none"> <li>○ 8 students (NIMS) in 2018</li> <li>○ 4 students (NIMS) in 2019</li> <li>○ Dan Sunia expects to introduce NIMS certification to his <a href="#">Introduction to</a></li> </ul> </li> </ul>

We have fully adopted open access for our [Honors and Advanced Placement classes](#). In addition, we have increased the number of students we have passing AP tests.

Within CTE courses such as Graphic Design, Architecture, and Engineering, students engage in challenging projects that are directly applicable to real-world, professional environments. For example in Architecture, students produce construction document plan sets; in Graphic Design, students produce business cards, logos, event posters, and websites, among other items, in many instances in collaboration with other school departments or community organizations. It is directly through this project-based work that CTE students gain thorough and relevant technical and career-qualifying skills, knowledge and experience, including knowledge of how to work together and with clients.

A collaborative model has been developed between the Special Education Dept. and general education departments on campus.

[Engineering/Manufacturing](#) class this year and have approx 24+ students earn NIMS Credentials with the help of a grant to fund them

- [Project-based CTE courses](#) emphasize design, problem-solving, and real-world scenarios (Graphic Design, Engineering, Architecture, Broadcast Journalism)
- [California State Seal of Biliteracy](#)
  - 34 in the class of 2019
  - 36 in the class of 2018
  - 39 in the class of 2017
  - 40 in the class of 2016
  - 55 in the class of 2015
- Students earn credit by exam for Introduction to Accounting. Here are the numbers of students who have earned credit for Introduction to Accounting (a college course) by examination after taking Accounting at PHS. One class section of students takes the exam each school year.
  - 2019-3 students
  - 2018-8 students
  - 2017-4 students
  - 2016-8 students
  - 2015-4 students
  - 2014-2 students
- [Expository Reading/Writing Course \(ERWC\): What's Next module - College/Career exploration, planning, personal essays](#)
- Students explore post-secondary college and school options via a [college and school search project](#)
- [Question Formulation Technique \(QFT\) to generate inquiry questions to employ in research \(Essential Issues Project - non-fiction\)](#)

- Health-related activities; practical skills to use and understand basic medical measurements & tools
- [Climate Literacy project in which students practice research, reasoning, and evidence based reporting.](#)
- Graphing and analysis of graphs by hand and with Google graphing
- Wildlife tour and educator training - particularly at field trips such as the San Diego and Monterey experiences
- Socratic Seminars (Bio, BCH & CCH) on topics of bioethics and human impacts on Earth systems help them to build skills of interpreting information, communicating information, making arguments from evidence and has them thinking about how science impacts their lives.
- In Biology Community Health (BCH) classes Red Cross first aid & CPR training
- Collaborative model for some RSP students - this is done in English and Mathematics
- Advanced Placement Exams:
  - In 2015, we had 311 students taking Advanced Placement tests, with 221 of those students (71%) earning a score of 3 or higher.
  - In 2019, we had 333 students taking AP tests, with 251 of those students (75%) earning a score of 3 or higher. ([AP 5 year breakdown](#))
- [HOSA program field trips to the Buck Institute.](#)
- Animal husbandry skills in Wildlife Classes
- [AP Statistics final project: applying skills from the entire course](#)

**Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
<p>Students understand expectations within each specific area of study and over the course of their four years of high school.</p> <p>Counselors help develop Four-Year Plans to guide students through clear pathways towards their future. Students will use their plans to build on previous learning and create meaningful and manageable goals. Students will use these goals to help guide them through high school and take advantage of the many programs we have at Petaluma High School to prepare students for college and career opportunities.</p> <p>Teachers across disciplines highlight curriculum expectations. In many classrooms across campus, teachers provide pacing guides, <a href="#">assignment sheets</a>, and daily objectives for students to stay on top of their own education.</p> <p>Teachers help focus students on their own curriculum goals. For example, in World Language classes, students create “I can” statements based on the current topics, and reflect on them as they progress. The Special Education teachers work with students to set their IEP and 504 goals.</p> <p>When students do not meet expectations on their first try, teachers set up pathways for students to improve. In the math classroom, teachers adjust individual education based on their results from <a href="#">standards-based assessments</a>. Students then take it upon themselves (with guidance), to <a href="#">practice</a> and demonstrate their increased mastery verbally and through reassessment.</p> <p>In the English department, teachers use common rubrics for the major writing assignments in grades 9, 10, and 11. This allows students to develop familiarity with these rubrics and gives them common expectations from teacher to teacher.</p>	<ul style="list-style-type: none"> <li>● Teachers provide Course Outlines and Pacing Guides</li> <li>● Counselors facilitate <a href="#">4 Year Plans</a> for Students (via google documents in their classes) <a href="#">Fall presentation</a> &amp; <a href="#">Spring presentation</a></li> <li>● Many teachers include a daily agenda and learning objectives on the board</li> <li>● Legally mandated IEP Goals held annually, baselines established, and new goals developed</li> <li>● <a href="#">Students complete IEP summary assignment</a> in which they develop an understanding of expected IEP goal outcomes</li> <li>● <a href="#">World Language students are provided with “I can” learning objectives for each textbook chapter and daily “I can” statements.</a></li> <li>● Math 2 and 1 (2019-2020) teachers require students to complete a <a href="#">RASP sheet</a> with <a href="#">extra practice</a> and then meet with them outside of class time (perhaps during A+) to verbally demonstrate knowledge of the standard prior to completing a re-assessment of the content standards.</li> <li>● Math 1 (2016-2019) Teachers adjust instruction based on the results of Essential Standards Assessments.</li> <li>● <a href="#">Expository Reading/Writing Course (ERWC): What’s Next module</a> - College/Career exploration, planning, personal essays. Students</li> </ul>

	<p>keep a year-long portfolio of work to reflect upon the degree to which they are meeting/mastering the Learning Goals of the course.</p> <ul style="list-style-type: none"> <li>● Advanced Placement students demonstrate college readiness through coursework and participation in the College Board Advanced Placement exams. High student scores in these exams indicate that students are prepared for college-level work.</li> <li>● <a href="#">Students in World Language courses complete oral exams (for which they have a clear rubric which delineates the expectations)</a></li> <li>● English department common rubrics (<a href="#">expository</a>, <a href="#">narrative</a>, and <a href="#">persuasive</a>)</li> </ul>
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**C2. Student Engagement through a Variety of Strategies and Resources Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

**Indicators with Prompts**

**Teachers as Facilitators of Learning**

**C2.1. Indicator:** 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.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Evidence
<p>Since becoming a 1:1 device district in 2015-16, all students have had access to a personal electronic device. This has enhanced classroom teachers’ opportunities to ensure that students are highly accountable for their individual responses and work. The more widespread use of Google Classroom, for example, has allowed many teachers to post and monitor classroom assignments and immediately see if all students have submitted their work. For example, if a teacher uses the Google Question feature as an “exit ticket,” it is easy to see that all students have responded, improving overall student engagement and accountability.</p> <p>Additionally, the use of effective instructional and student engagement strategies is encouraged in all courses through the use of both individual and collaborative student tasks. Students are largely allowed and encouraged to use the resources available to them to creatively tackle complex problems in several of our courses including Engineering, Science, Agriculture, Business, Industrial Manufacturing, Mathematics, Computer Science, et cetera.</p> <p>Many teachers have recently participated in various professional development opportunities (and use that knowledge/those skills) in their instruction and curriculum development. In the spring of 2019, three six-member teams comprised of one administrator and five teachers - 18 staff members - attended the Solution Tree workshops focused on exploring student achievement gaps and making real structural and site-based changes to support individual student learning.</p>	<ul style="list-style-type: none"> <li>● Math teachers attend <a href="#">CPM training</a> to stay current with integrated math curriculum and student-team collaborative strategies like Think-Pair-Share, I Spy, and Huddle.</li> <li>● Implementation of the CPM curriculum largely focuses on student-centered, <a href="#">collaborative</a>, investigative, <a href="#">problem-based learning</a></li> <li>● Math 1 teachers have students explore exponential functions interactively using <a href="#">DESMOS</a></li> <li>● <a href="#">AP Statistics students complete and analyze surveys using Google Forms and Sheets</a></li> <li>● <a href="#">ERWC training (June 2019) for eight teachers focused on the newest curriculum updates for grades 11 and 12</a> bringing college level critical reading, thinking, and writing strategies into the junior and senior English experience.</li> <li>● Advanced Placement training for more staff to accommodate larger numbers of students opting in to AP courses and to help AP teachers who have tests that have been updated.</li> </ul>



Our English Language Development Program is undergoing significant changes to reach all learners at their developmental level as determined by both their current ELPAC results and ongoing in-class assessments. There is a need to further develop leveled and differentiated instruction for our English Learners. We are currently working with the District EL/ELD Committee as well as with Jenn Guerrero, County Office of Education EL Director, via the year-long EL Collaborative, to explore program structure and materials to align with the CDE EL Roadmap and other state guidelines and mandates.

Math Department implementing Integrated Math CPM Curriculum for Math1, Math2, Math3, PreCalculus, and Calculus

Math students engage in activities using [DESMOS](#) online graphing calculator, TI Graphing Calculators, and Google applications

CTE pathways offer students opportunities to develop an area of interest with real-world applications, such as computer programming, graphic design, and architecture. Within the CTE pathways, courses provide technical skills in project-based environments, in which students work individually and collaboratively to address [authentic design problems](#). Example student projects include design portfolios and architectural plan sets.

Science students in Biology are piloting new NGSS aligned curriculum. Discovery Techbook curriculum allows students to take in the information in a variety of ways. They can select different languages and lexile levels, can opt for audio assisted readings, and can view video content to better access the content. The new curriculum is also provides a variety of discussion and lab activities to allow students the opportunities to practice and demonstrate their understandings of Biology concepts.

In September of 2019, four teachers from the World Language Department attended Comprehensible California, a conference put on by teachers in order to introduce or enhance comprehensible input techniques and approaches in the classroom.

- [AP Spanish Summer Institute 2019](#)
- [Bay Area Writing Project - teachers attended training to bring strategies](#) for writing and conversation into all English and ELD classes
- Project-based learning in CTE course pathways—[Graphic Design](#), [Engineering](#), [Architecture](#), [Computer Science](#)
- [Sonoma County Office of Ed English Learner Collaborative - ongoing](#) Our PHS site team attends 5x per year (Dinday, Kovanis, Contini, O'Connor) along with several members of the District's EL Committee.
- PLC Leadership Training and PLC Overcoming the Achievement Gap (three teacher/admin teams - 18 total staff - attended trainings Spring 2019) [Solution Tree](#)
- Discovery Curriculum Training/Pilot
- [Sonoma County Office of Education Maker Training & certification](#)
- [As HOSA advisor attending the HOSA Washington Leadership Academy had built in PD for Advisors that helped us become more](#) effective at teaching leadership skills in our students.
- [StudySync](#) Training/Pilot (English/ELD) - Fall 2019 - new curricular materials for ELD 1, 2, 3, and English 10 Collab
- [Listenwise](#) subscription available to all teachers/students across disciplines. NPR articles and related (currently being used in various departments, including English, Human Interaction, and RSP)
- English and Social Science students use [Socratic Seminars](#)
- RSP students use:
  - Listenwise
  - Guest presentations
  - Dept. of Rehab

	<ul style="list-style-type: none"> <li>○ Online SRJC orientation</li> <li>○ Text-to-speech apps/extensions</li> <li>● Science Watershed Week Training attended by Biology and Physical Science teachers in June and August Presented by “Friends of the Petaluma River” and other watershed education groups. Evidence can be found on the following website: <a href="http://watershedclassroom.org">watershedclassroom.org</a> as well as the project students do in Biology: <a href="#">Friends of the Petaluma River water project</a></li> <li>● NCNAAPT (physics training with NorCal/Nevada American Assn. of Physics Teachers)</li> <li>● CSTA, NGSS, and Mindfulness Training attended by various science department members who share out about new learning techniques and curriculum ideas at department meetings and PLC times.</li> <li>● New Biology Discovery Curriculum available to students and teachers through the Clever Portal. [Clever is the district’s management system for student computer applications supported by the district]. <a href="#">Evidenced by Camacho-Biology Syllabus that contains links to website.</a></li> <li>● <a href="#">Comprehensible California conference</a></li> </ul>
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**Creative and Critical Thinking**

**C2.2. Indicator:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.2. Prompt:** *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Evidence
<p>We offer several courses across disciplines that allow students to think, reason, and problem-solve in groups and individual activities in a variety of ways. Evidence will include the types of courses and “pathways” that exist at PHS in addition to a variety of assignments.</p> <p>Most classes implement 1:1 devices to help students collaborate and think critically. Some of the best evidence of the use of technology to facilitate collaboration happens through the use of Google Products.</p> <p>Science Teachers often plan for student assignments that require multiple individuals to design lab experiments in science classes. The use of Google Docs and Google Classroom help students work on one lab document together as they discuss ideas and wordsmith. Students also use iMovie when creating ways to share information in several Science classes. Science students</p> <p>In History, Science and some World Language Classes students participate in Socratic Seminars.</p> <p>Honors English 9 students create a range of culminating products connected to both in-class and outside reading (See examples under Evidence).</p>	<ul style="list-style-type: none"> <li>● Science Labs in which groups design and implement an experiment such as in Biology, Honors Chemistry, AP Physics, and AP Environmental Science classes (<a href="#">evidence: Snail lab in Biology and APES class</a>).</li> <li>● 1:1 devices provided/facilitated by district for all students 2015-2019. In the 2019-20 school year, a new BYOD program has been implemented.</li> <li>● Google Classroom</li> <li>● Google Apps for Education (docs, slides, etc)</li> <li>● <a href="#">Socratic Seminars</a> in English and Social Science</li> <li>● The use of new curriculum sets and Remind Apps</li> <li>● <a href="#">3D Make novel “artifacts”</a> in Honors English 9</li> <li>● <a href="#">Turnitin.com</a> -- plagiarism check and peer editing</li> <li>● <a href="#">Membean</a></li> <li>● <a href="#">Listenwise</a></li> <li>● Notability (for iPads only)</li> <li>● KAMI - PDF and doc annotation tool</li> <li>● Kahoot</li> <li>● <a href="#">PicCollage</a></li> <li>● iMovie</li> <li>● <a href="#">Quizizz.com</a></li> <li>● <a href="#">Quizlet</a></li> <li>● Opinion App to record oral assessment</li> <li>● Digital Textbook with digital exercises</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing and publishing children’s books in French and Spanish (Shutterfly, Storyjumper.com)</li> </ul>
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**Application of Learning**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Evidence
<p>Students are able to organize, access, and apply knowledge that they already have acquired through their participation, entrepreneurship, mentoring, conferences, competitions, performances, and management in a variety of academic areas, career related fields, as well as visual and performing arts, and athletics.</p> <p>Students have the academic tools to gather and create knowledge.</p> <p>Students have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.</p> <p>For example, students are preparing docent tours, doing grant writing, and problem-solving issues at the Wildlife Museum. In Art and Photography, students are showing their creative works and selling them. In World Language, students are demonstrating their language competency in Spanish and French, earning a Seal of Biliteracy at graduation. In Journalism, our <i>Trojan Tribune</i> newspaper is student-run, student-produced, and award-winning, and therefore students are always evaluating and developing the course objectives and content.</p> <p>In Chemistry and AP Environmental Science courses, students are engaged in projects that involve elementary school students, acting as mentors; they also conduct scientific testing that analyzes the air quality of different building on campus. Students work on demonstrating their analysis through lab reports, and they participate in certification opportunities.</p> <p>Students participating in clubs and organizations such as Skills USA, Future Farmers of America, Health Occupations of America, Academic Decathlon, and Junior Statesmen of America regularly compete in local, regional, and national competitions and conferences. Our students use skills acquired in their course work and related club activities to compete and succeed at high levels and frequently are</p>	<ul style="list-style-type: none"> <li>• Troy’s - Entrepreneurship</li> <li>• Athletics - both participation and mentoring (Westside Relays)</li> <li>• <a href="#">Academic Decathlon</a></li> <li>• <a href="#">Band and Choir Classes</a>; Color guard/Drumline - performances (winter/spring/community fundraisers, parades) and competitions (Vallejo, Fairfield, Winterguard)</li> <li>• Principles of Engineering - Robotics, competition</li> <li>• <a href="#">Seal of Biliteracy</a> - demonstrating language competency</li> <li>• <a href="#">Wildlife/Museum Management</a> - Docent Tours (rewriting scripts for public tours; grant writing for new organisms; researching and problem-solving issues as they care for animals, etc)</li> <li>• <a href="#">Future Farmers of America</a></li> <li>• <a href="#">Trojan Live</a> - Daily Video Announcements. Students write scripts, design programs, and produce videos daily to keep the students informed with current events</li> <li>• <a href="#">Trojan Tribune</a> - School Monthly Newspaper</li> <li>• Art/Photo - shows, selling works</li> <li>• <a href="#">Marine Science</a> - Otter Project; working with younger students.</li> </ul>

recognized for their performance in these areas.

Science teacher Linda Judah's students applied for and were selected to participate in a NASA program, Student Spaceflight Experiments Program (SSEP). This program involved 300 students from multiple science classrooms. In the fall, students worked through an original experimental design. In December their strongest proposals were presented to a panel of judges and three finalists were selected. They learned about experimental design and worked collaboratively to write up their findings.

Student certification (Unite Anglers of Casa Grande "Tech -II" Salminoid ID Certification (via National Marine Fisheries Service) to work with Casa students in the hatchery program

- Drama Class and Plays
- AP Environmental Science - Air Beam tech used to test air quality around campus
- [Junior Statesmen of America](#)
- [Health Occupations Students of America](#) conference and competitions
- [Outside reading project -- research on a topic from outside reading](#)
- *Trojan Tribune* - award-winning staff
- PSAs about mental illness in American Literature ([Daily Challenge document](#))
- Science Lab Reporting
- Students make a cultural comparison presentation researching a cultural aspect of a country and comparing it to their own community
- [AP English Literature final project](#) -- students use [knowledge](#) of writing genres and [movements](#) to demonstrate how those apply to a text
- Anatomy chronic condition & disease Project - students interview people who have or are caregivers for those who have chronic conditions or diseases
- [H. Chem critical analysis report of any article about chemistry Every 6 weeks](#)
- [Friends of the Petaluma River water project](#)
- [Medical Innovations project, A competitive HOSA event in which students suggest improvements in medical devices](#)

	<ul style="list-style-type: none"> <li>• <a href="#">Science experiment included on SpaceX mission</a></li> </ul>
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**Career Preparedness and Real World Experiences**

**C2.4. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.4. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Evidence
<p>The school offers many opportunities that engage students in career preparation activities. Information about all of these is available through Counseling and the College and Career Center, where opportunities are posted and advertised so all students are aware and can access information. Chris Stoll, the College and Career Center Coordinator, has a weekly bulletin that she emails to students, a Remind 101 for seniors, an updated website, social media, and announcements in the bulletin (and Trojan Live), and she keeps these updated on the board outside of her office. The SRJC Jumpstart program supports students in the application process of attending the local JC.</p> <p>Through guest speakers, volunteer opportunities, career study projects, field trips, and docent experiences, science students are exposed to future career possibilities. Some of this takes place in classes, and some of it takes place through HOSA (Health Occupations Students of America). In Biology and Community Health (BCH) &amp; Chemistry and Community Health (CCH), guest speakers present about various careers, and they visit various facilities (Committee on the Shelterless, a skilled nursing facility, etc). In addition, they do some career exploration activities. The BCH class highlights professions in science, and they interact with scientists through involvement with Watershed Classroom. They also do first aid and CPR certification/training in BCH. Museum Management students gain experience as docents; they gain student leadership in working with the community. The Museum Management class did trips to the Safari Park and the San Diego Zoo. The students met with Dr. Patrick Morris, Head of Veterinary Medicine at the SD Zoo Herpetology Department, and went on a special 2.5-hour open-top jeep "Caravan Tour" of the Safari Park.</p>	<p><a href="#">PHS College and Career Center</a> Chris Stoll in the College &amp; Career Center who provides support to all students but especially seniors throughout the year. Her work includes setting up work permits, job placements, internships, community service, scholarships, college application help, setting up college rep admission officer visits, and college fairs throughout the year. Chris will meet with any student/parent upon request to do extensive help in researching colleges and post secondary planning.</p> <p>Jumpstart-Counselors work in tandem with staff from Santa Rosa Junior College to matriculate seniors to SRJC.</p> <p>2018-19: 140 students participated/65 completed all steps of the program</p> <p>2017-18: 89 students participated/52 completed all steps of the program</p> <p>2016-17: 41 students participated/29 students completed all steps of the program</p> <p>Science career volunteer opportunity at</p>

Dream Make Innovate is doing community service engineering projects to get kids to actually perform engineering and students get volunteer hours. In Biology students are made aware of possible science careers. Anatomy has a new curriculum in which careers are highlighted. APES has career guest speakers, such as an ecologist. The Dream Make & Innovate (DMI) club at PHS has an SSU student who works with the club members to help them understand more about engineering careers and post-secondary education. Chemistry also has guest speakers come from Carollo engineering. These speakers come to do a student designed water filtration lab as they discuss engineering careers and opportunities in their industry. .

In our [Manufacturing](#), Engineering and Automotive classes, students participate in hands-on experiences using a business model while providing services related to their areas of specialty. Also, they are provided with opportunities to earn certifications. In addition, students tour various local facilities to observe the manufacturing process.

During our Broadcast Journalism class, students participate in hands-on experiences via research and interviews, and then report and produce a daily news show. This is a live show with some pre-recorded series, so students learn how to read from a teleprompter and produce creative pieces.

Through numerous clubs, students attend conferences, competitions and conventions, and in doing so, are able to explore future careers as well as gain public speaking experiences.

Our Special Education Students receive support for career/college/vocational planning and readiness through the Workability program.

We have many students who complete community service. Some complete community service for their Human Interaction classes (as they are required to complete at least 8 hours for this class). ASB requires 15 hours of community service per semester. National Honor Society requires 10 hours per semester. We make many community service opportunities available and known to students. Students who have completed at least 100 hours of community service by the time they graduate receive special recognition in the graduation program.

Lake Sonoma Fish Hatchery (In the 2019-2020 school year, we had 4 PHS students concurrently enrolled in this class at CGHS)

Science career study projects in Chemistry and APES as well as many guest speakers who visit all science classes.

Entrepreneurship and Legal Studies guest speakers

Entrepreneurship and Legal Studies field trips (example: PHS Entrepreneurship class journeyed up to Chick-fil-A in Rohnert Park to learn what it takes to run a business like Chick-fil-A.)

[Trojan Live Broadcast](#)

[Honors Chemistry “Future Options Project” exploration](#)

NIMS Certification (see section C1.1)

Science Field trips: MARS and APES classes attend many field trips and field studies to evaluate future options in related careers as well as volunteer and internship opportunities.

Practicing interviews in Entrepreneurship

A group of about 40 Petaluma High students from the Introduction to Engineering and Design, Principles of Engineering, and Advanced Metals classes toured four Petaluma-area manufacturing facilities. In partnership with Dan Sunia, our students observed the manufacturing and design process at LabCon (Jim Happ), GCX (Rich Dodele), Parmatech (Suzanne Stites),

In order to further prepare our students for “real world” experiences, in the past we had them complete an activity with a program called Bite of Reality. We now have students learn similar skills using personal finance curriculum developed by the Federal Reserve Bank of St. Louis in their economics classes.

and Mike Maendl (ProtoFab).

[Skills USA](#)

[Human Interaction Community Service Project](#)

Students volunteer time with various organizations in the community; students are encouraged to add these experiences to their résumés. Teachers report that some students end up getting jobs with those agencies.

Competitions, Field trips, conferences, conventions

HOSA program field trips to the Buck Institute

Tomorrow’s Leaders Today were introduced to the diversity of local agriculture in Sonoma County, meeting leaders from the Santa Rosa Original Certified Farmers Market, Hector’s Honey, Costeaux French Bakery and the Sonoma County Farm Bureau. Then, they loaded a bus and toured several farms and ranches where they learned about sustainable farming practices, multi-generational business operations, crop rotations, career pathways in the industry and the significant impact the agriculture industry has in Sonoma County. There are 7 students participating in this for the 2019-2020 school year.

[National Honor Society application](#)

[Workability Google Classroom](#) (Code: nr3dbi)

We have a [webpage](#) with great resources for students: work permits, job shadowing, internships, etc.



	<p>We would like to ask Ms. Stoll about her current offerings, programs. The website is full of great information - how do we build this connection and resource into our regular classroom instruction? Make this a homework assignment in our courses - work these aspects into our classes?</p> <p>The counseling department goes into the history classes (sophomores) in the spring semester for a career presentation. Each student takes a career assessment (<a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a>) and each student completes a resume.</p> <p><a href="#"><i>Trojan Tribune students write for the Press Democrat</i></a></p> <p>Number of students in each graduating class who completed at least 100 hours of community service:          Class of 2016: 44          Class of 2017: 46          Class of 2018: 44          Class of 2019: 70</p> <p><a href="#"><u>Cards, Cars and Currency curriculum from the Federal Reserve Bank of St. Louis</u></a></p>
<p><b>Student Input (Cole)</b>          It may be that many students feel disconnected from some of these experiences - HI/Intro to Business is waived by a percentage of students (data below)</p> <p>224 out of 340 (65%) enrolled in 2019-2020          277 out of 401 (69%) enrolled in 2018-2019          207 out of 350 (59%) enrolled in 2017-2018;</p> <p>some of the electives choices that offer these opportunities are not part of the AP/Honors paths.          Students may need help with making job connections: How do I go about getting a job; How to apply for a job; “I made a resume but I</p>	

<p>don't know what my next steps are.”</p> <p>“I don't know what to do next with the information I gain from taking career surveys.”</p> <p>Cole also mentioned that he has missed some important announcements during Trojan Live. (i.e. National Honor Society)</p>	
<p><b>Parent input</b></p> <p>Some students are not aware of all the opportunities available that are related to career preparation. How can we do a better job communicating out to students/parents what is happening and what are the opportunities for students?</p> <p>Career exploration opportunities are needed.</p> <p>Could students receive a weekly update like parents do?</p> <p>Could students/parents subscribe to certain topics? Targeted messages could go out to specific groups?</p> <p>Can we streamline principal's PHS Update to be more effective (parent input) - sometimes it's hard to follow or know what to focus on</p> <p>Like we do with Sports, have a feature on Trojan Live related to Careers.</p>	



## ACS WASC Category C. Standards-based Student Learning: Instruction

### Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

#### Summary (including comments about the preliminary identified major student learner needs)

Across disciplines, we have teachers who are providing instruction in various ways to allow students to access curriculum and grow and develop who they are. Our students benefit from various types of instruction, collaboration and other opportunities such as field trips, projects, and hands-on learning experiences. Teachers are opening opportunities for students from different sub-groups. Teachers share the multiple ways that they are helping students learn information; this allows other teachers to design instruction in more ways, as well. Teachers continue to participate in many professional development opportunities in order to stay current in discipline knowledge and knowledge of instructional strategies.

**Prioritize the areas of strength and growth for Category C.**

#### Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Collaborative efforts are made across disciplines to ensure positive communication
- Use of technology as a 1:1 school site to support multimodal learning
- Petaluma High School 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 the greater community and access real world skills - such as field trips to visit different industries
- We have increased the number of students taking AP classes and taking (and passing) the AP tests
- We have opened opportunities to more students, as we have open access for Advanced Placement classes
- Our departments work in PLCs on common formative assessments that determine students' success on essential standards
- As of 2018, we have a 96% graduation rate, with 93.8% of our Hispanic population graduating (increase of 5.5%), 94.3% of our socioeconomically disadvantaged population graduating (increase of 6.4%), and 88.9% of our students with disabilities graduating (increase of 12.4%)

#### Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Our numbers for the Seal of Biliteracy have declined. Why is this happening? We had students apply for the first time in 2019 (rather than just giving it to them automatically), and we awarded Seals of Biliteracy to 34 of the 47 applicants. We think it might be due to not having as many standardized tests for the ELA part.
- There is no PHS or PCS Tracking system for CTE Credentials or College Concurrent Enrollment Programs. We need to track students earning Career Certificates and college credit.
- There is a need to further develop leveled and differentiated instruction for English Learners. We are currently piloting a curriculum (StudySync) and looking to adopt a curriculum that is aligned with the CDE's English Learner Roadmap.

- We need better structures for our ELD newcomers to help support them in high school.
- As a school we need to improve upon our current systems to ensure all students are aware of the career preparation opportunities that are available at the school. We need to do a better job communicating out to students/parents about what is happening and what the opportunities are for students. We discussed the possibility of sharing this knowledge with students via our morning broadcast program, Trojan Live, or via a social media platform.
- We need to address various issues that arise when students waive our Human Interaction/Introduction to Business Classes. For example, these students are not exposed to the career opportunities discussed during the Human Interaction/Introduction to Business Classes.



PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES

## Category D

*Standards-based Student Learning:  
Assessment and Accountability*



**Category D: Standards-based Student Learning: Assessment and Accountability**

**D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion**

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

**Indicators with Prompts**

**Professionally Acceptable Assessment Process**

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.1. Prompt:** *Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>1) Standardized Tests including CAASPP and AP tests</li> <li>2) California School Dashboard</li> <li>3) School Accountability Report Card (SARC)</li> <li>4) LCAP (Local Control Accountability Plan)</li> <li>5) Common Assessments</li> <li>6) Industry Assessment</li> <li>7) SAT, PSAT, ACT</li> <li>8) Illuminate</li>   <li>9) SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): 2018/2019</li>   <li>10) School Site Council Reports</li>   <li>11) How is Career Readiness measured (effectively) at PHS</li> </ul>	<ul style="list-style-type: none"> <li>1) Review exam results</li> <li>2) Review Dashboard Local Indicators,                             <ul style="list-style-type: none"> <li>a) Chronic Absenteeism,</li> <li>b) Suspension Rate,</li> <li>c) English Learner Progress,</li> <li>d) Graduation Rate,</li> <li>e) Academic Performance,</li> <li>f) College/Career</li> </ul> </li> <li><a href="https://www.caschooldashboard.org/reports/49402464935151/2018">https://www.caschooldashboard.org/reports/49402464935151/2018</a></li> <li>3.SARC Evidence                             <ul style="list-style-type: none"> <li><a href="http://sarconline.org/SarcPdfs/10/49708624935151.pdf">http://sarconline.org/SarcPdfs/10/49708624935151.pdf</a></li> </ul> </li> <li>3) LCAP Evidence                             <ul style="list-style-type: none"> <li><a href="https://www.petalumacityschools.org/Page/159">https://www.petalumacityschools.org/Page/159</a></li> </ul> </li> <li>4) World language teachers create effective common assessments which we analyze together at times. We find it especially useful to evaluate the oral assessments together then compare answers. We always</li> </ul>

	<p>use the same rubrics to assess student's performance.</p> <p>5) Engineering and Manufacturing programs use a number of industry assessments to evaluate student work and award certification. (<a href="#">NIMS</a>, <a href="#">PLTW</a>, <a href="#">SkillsUSA</a>) Student performance is analyzed and reported through number of students completing certification and/or awarded recognition. Reports are available through multiple resources and information is provided at the district level through <a href="#">CTSO presentations</a>.</p> <p>6) SAT, PSAT, ACT Evidence?</p> <p>7) Illuminate Evidence? -Math 1 Data with Casa for end of year 2019 exam</p> <p>8) SPSA 2018-19 <a href="https://www.petalumacityschools.org/site/handlers/filedownload.ashx?moduleinstanceid=10610&amp;dataid=11314&amp;FileName=PHS%20SPSA%202018-19.pdf">https://www.petalumacityschools.org/site/handlers/filedownload.ashx?moduleinstanceid=10610&amp;dataid=11314&amp;FileName=PHS%20SPSA%202018-19.pdf</a></p> <p>9) Career Readiness</p> <p>10) Ag. Department conducts graduate follow up determining the path program completers are on: College, Career, Ag. Career or Military. Program completers have completed 3 or 4 years of instruction in our department.</p>
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**Basis for Determination of Performance Levels**

**D1.2. Indicator:** 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.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<ol style="list-style-type: none"> <li>1) Business classes have common assessments where appropriate, which may include career prep and resume building</li> <li>2) Math: All math classes have common assessments; gradebook categories are weighted consistently across courses and instructors</li> <li>3) Social Science: there are some common assessments, as well as commonalities of expectations, standards, and grade assignment. Grade 11 is addressing the new standards for the FAIR Act</li> <li>4) Science: common assessments include some labs as well as tests. In addition there is commonality of expectations, standards, and grade assignment</li> <li>5) English: Common rubrics for essays and in the gradebooks, essays are weighted the same between teachers.</li> <li>6) World Language: teachers create effective common assessments. Follow the same scope and sequence from textbook and supplement with same activities</li> <li>7) Engineering: Common Core State Standards &amp; CTE Model Curriculum Standards</li> <li>8) Ag: While Ag is all “singletons” there is a commonality of career prep and resume building</li> <li>9) PE: State physical fitness test. Common unit exams.</li> <li>10) RSP: Standardized teacher information google request forms. Team drive of IEP’s by teacher (check if all case managers have completed this).</li> </ol>	<ol style="list-style-type: none"> <li>1) <a href="#">Business</a></li> <li>2) <a href="#">Math: 1 and 2 Essential Standards, common assessments</a> . We have also created <a href="#">Math Standards Rational</a></li> <li>3) Social Science: <a href="#">toolkit</a>, <a href="#">essay prep</a>, <a href="#">essays</a>, <a href="#">Socratic seminars</a>, <a href="#">Socratic seminar rubrics</a></li> <li>4) Science: biology teachers meet regularly to compare notes/techniques/labs and develop <a href="#">common assessments</a>. Chemistry teachers meet monthly to compare progress, and every semester to check grade distributions</li> <li>5) English: Evidence -Rubric example 9th grade <a href="https://docs.google.com/document/d/1mE-D_ILPHutvZU-91p_hR0JOzx_1BJfzHr_4qOgusBEc/edit">https://docs.google.com/document/d/1mE-D_ILPHutvZU-91p_hR0JOzx_1BJfzHr_4qOgusBEc/edit</a> -10th grade common formative assessments <a href="https://docs.google.com/document/d/1dpSuqHKt0nvmcM_YAvWWKEiP1vndfLuNI33VjiZEeyQ/edit">https://docs.google.com/document/d/1dpSuqHKt0nvmcM_YAvWWKEiP1vndfLuNI33VjiZEeyQ/edit</a> -Common Core essay rubrics -<a href="#">Common Core essay rubric</a></li> <li>6) World Language evaluates the effectiveness of the assessments by analyzing specific grammar concepts on the tests. <a href="#">Teachers create effective common assessments</a></li> </ol>

	<p>which we analyze together at times. We find it especially useful to evaluate the oral assessments together then compare answers. We always use the <a href="#">same rubrics to assess student's performance.</a></p> <p>7) Engineering: In addition to Common Core State standards, Engineering and Manufacturing programs are using the <a href="#">Career Technical Education Standards for California Public Schools</a> as the basis for content, performance and consistency. This is certainly effective because we believe that using these standards ensures that students are being evaluated at levels that are consistent with industry requirements.</p> <p>8) Ag: Student Record books (<a href="http://www.theaet.com">www.theaet.com</a>), Student Resumes, CDE/LDE Events.</p> <p>9) RSP: Google Doc Request forms from teachers</p>
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**Monitoring of Student Growth**

**D1.3. Indicator:** 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.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

<b>Findings</b>	<b>Supporting Evidence</b>
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<ol style="list-style-type: none"> <li>1) CTE / CC Career Pathway Articulation Agreements (Dual Enrollment)</li> <li>2) 3rd Party National Accreditation</li> <li>3) Career Technical Student Organization(s) (CTSO)</li> <li>4) CTE Pathway Completions</li> <li>5) Advanced Placement Classes</li> <li>6) Biliteracy Seal</li> <li>7) Schoolwide Learner Outcomes (SLO)</li> <li>8) Aeries/Parent Portal</li> <li>9) Graduation Rates</li> <li>10) SAT, PSAT, ACT scores</li> <li>11) A-G requirement</li> <li>12) Counselors track students and disseminate D/F student lists</li> <li>13) Math Support Classes</li> <li>14) Nationally Ranked School by U.S. News Best 2019 High school</li> </ol>	<ol style="list-style-type: none"> <li>1) SRJC Articulation Agreements (Dual Enrollment) <ol style="list-style-type: none"> <li>a) Bookkeeping</li> <li>b) Mach51A &amp; B</li> <li>c) Floral Design</li> </ol> </li> <li>2) National Certifications <ol style="list-style-type: none"> <li>a) Student NIMS Certifications</li> </ol> </li> <li>3) CTSO's <ol style="list-style-type: none"> <li>a) SkillsUSA competitors and Awards</li> <li>b) <a href="#">FFA</a></li> <li>c) <a href="#">HOSA</a></li> <li>d) <a href="#">FBLA</a></li> </ol> </li> <li>4) CTE Pathways <ol style="list-style-type: none"> <li>a) # of CTE Pathways vs # of Singleton CTE Classes.</li> </ol> </li> <li>5) Number of Advanced Placement classes offered. Number of Advanced Placement classes students are enrolled in. Number of exams taken. Pass rate.</li> <li>6) World Language offers the <a href="#">California Seal of Biliteracy</a> to student who fulfilled the requirements. We have prerequisite for moving onto Spanish 2 or 3 a C or higher. Prerequisite for moving to level 4 is a B</li> <li>7) <a href="#">SLO</a> (This is the student handbook, see page 5)</li> <li>8) All parents and students have access to Aeries grade portal. All teachers report grades on Aeries. Aeries provides a trend graph, number of missing assignments, and grade breakdown by category for students/parents/teachers to view. Parents can sign up for weekly email reports from</li> </ol>
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	<p>Aeries. Aeries tracks completion of CAASPP English and Math. Pending CAST Science results. Tracks credits earned/needed, deficient in an A-G requirement. At Back-To-School night parents were given help with Aeries. Parents can get Aeries support at the district office.</p> <p>9) Scores</p> <p>10) A-G</p> <p>11) Counselors</p> <p>12) <a href="#">The math department pulls data points on previous math courses, CAASPP scores, and enrollment in support classes to determine a pool of students that would benefit from an additional math support class.</a> Teachers and counselors evaluate and comment on the list. Eligible students are sent a letter inviting them to the course.</p> <p>13) <a href="https://patch.com/california/petaluma/u-s-news-best-high-schools-2019-petaluma-schools-make-list">https://patch.com/california/petaluma/u-s-news-best-high-schools-2019-petaluma-schools-make-list</a></p>
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**Assessment of Program Areas**

**D1.4. Indicator:** The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<ol style="list-style-type: none"> <li>1) Department PLC’s discuss and agree on curriculum, common assessments, homework and grading policies and reflect on effectiveness of various instructional approaches.</li> <li>2) PD Days for departments</li> <li>3) While there are a number of programs in place at the district level for collaboration, the Engineering and Manufacturing Dept. believes more needs to be developed. There seems to be very little district leadership aware of CTE programs and the level of challenging/relevant curriculum being provided. This is a similar scenario with school leadership. Graduation requirements that could be evaluated and discussed.</li> <li>4) CTEig Funds have benefited all CTE Programs at PHS with \$500,158 invested to date.</li> </ol>	<ol style="list-style-type: none"> <li>1) Wednesday PLC Meetings.</li> <li>2) Math Department <a href="#">CPM training</a>. World Languages attended <a href="#">comprehensive input trainings to discuss new teaching methodology</a>. English teachers attended ERWC trainings. Social Sciences also attended the ERWC trainings. CTE teachers have Perkins funds available for trainings. Staff from multiple departments and administrators attended PLC trainings.</li> <li>3) Very little promotion of CTE programs at the district level. Little or no involvement of district leadership evaluating “load” of CTE curriculum being provided. Little or no requirements / accountability of programs to follow CTE pathway or provide students with CTSO opportunities. No PCS or PHS support from the SCOE or ROP for any Career Pathway Programs offered at PHS.</li> <li>4) We share instructional activities and materials (videos,podcast etcetera)</li> </ol>

**Schoolwide Modifications Based on Assessment Results**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<ol style="list-style-type: none"> <li>1) Student grades are used to develop support classes</li> <li>2) Results on Assessments are used to guide teachers in re-teaching concepts.</li> <li>3) Results of assessments help to re-evaluate the effectiveness of the tests.</li> <li>4) The Engineering and Manufacturing Dept. believe that school leadership is not using this as an effective approach to make changes in their department. Changes have been made within the department without evaluation of overall effectiveness and results.</li> </ol>	<ol style="list-style-type: none"> <li>1) <a href="#">Support classes are in place for Math 1 and Math 2 students based on student grades and test results</a></li> <li>2) <a href="#">Math 1 and Math 2 PLC's have established common Standards.</a> Teachers discuss results and reteach when needed</li> <li>3) W.L. We create a <a href="#">comprehensive assessment</a> to get the desired outcome</li> <li>4) Engineering and Manuf. declining enrollment, declining # of classes within the department, non-existent external marketing of programs, little or no administration / leadership involvement in extra-curricular activity. Declining enrollment in CTSO's.</li> </ol>

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

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Indicators with Prompts**

**Assessment Strategies to Measure Student Achievement**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

**D2.1. Prompt:** *Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
<ol style="list-style-type: none"> <li>1) Math 2 has standard-based quizzes</li> <li>2) Math 1 students take Standards tests and are reassessed over the semester</li> <li>3) Eng. &amp; Mfg. uses a variety of assessment methods to evaluate student learning. The same with world languages.</li> <li>4) Pathway recognition</li> <li>5) Bilingual Seal of Biliteracy</li> <li>6) AP classes, enrollment, and exam pass rates</li> <li>7) SRJC credit by exam</li> <li>8) Competitions and achievements</li> <li>9) Comprehensive Final Exams and unit exams</li> <li>10) Museum Management</li> </ol>	<ol style="list-style-type: none"> <li>1) <a href="#">Mid-range kids are more likely to retake quizzes and demonstrate improvement</a></li> <li>2) NIMS assessment and certification uses online training and instructional modules. Assessment is performed through online proctored exam <u>and</u> hands-on skills based approach.</li> <li>3) Engineering/Drafting students use hand drafting/sketching to evaluate <b>formative</b> assessment. Online CAD programs are used for both formative and summative assessment. World language students uses interviews, presentations, quizzes and rubrics. Students retake one quiz per semester on the skill they need to improve. English uses <a href="#">formative</a> and <a href="#">summative</a> assessments</li> <li>4) We used to give chord at graduation</li> <li>5) Seal on their diploma</li> <li>6) AP Data <a href="#">2018</a></li> <li>7) Accounting, Machine Tool Technology 51A and 51B</li> <li>8) <a href="#">HOSA</a>, Skills USA, <a href="#">FFA</a>, <a href="#">FBLA</a>, <a href="#">JSA</a> won chapter of the year for NorCal 2019, Academic Decathlon, Scholar Athletes, CSF, Honors Society</li> <li>9) Comprehensive unit and final exams in all A-G courses meeting Common Core State Standards</li> <li>10) Performance exam for becoming a docent for the <a href="#">Natural History Museum</a></li> </ol>

**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.)*

Findings	Supporting Evidence
<ol style="list-style-type: none"> <li>1) As Math 1, 2, 3, teachers give team and individual assessments, they examine results and reteach concepts. These concepts are then reassessed in a spiraled fashion.</li> <li>2) World Languages uses assessments to inform new lessons.</li> <li>3) Science labs inform items to reteach before an exam, thus acting as in interim assessment.</li> <li>4) English uses strands from the CAASPP IAB to create lessons where students are showing they do not have mastery.</li> <li>5) In Social Sciences teachers discuss common expectations versus student performance</li> <li>6) Teachers discovered that our English learners were rarely passing the AP test in US History and Psychology.</li> </ol>	<ol style="list-style-type: none"> <li>1) <a href="#">Individual exams are about 30-40% new material and 60-70% spiraled material.</a></li> <li>2) World Language creates better assessments after analyzing test results. We review grammar concepts that students haven't mastered and integrate them with new concepts.</li> <li>3) <a href="#">Science labs</a> let teachers evaluate misconceptions and reteach needs for next classes.</li> <li>4) Online tests are given and the results discussed by the teachers <a href="#">IAB practice test</a></li> <li>5) Socratic seminars evolve over the course of the year, from a <a href="#">basic format</a> to <a href="#">more complex</a> critical thinking and discussion skills</li> <li>6) Teachers met with our ELRT (English Learner Review Team) coordinator to address the <a href="#">perceived rare passing rate by English Learners on US History and Psychology AP Tests</a>. These students are <a href="#">passing their Spanish Language AP exams and perform well</a> in their school courses</li> </ol>

**Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<ol style="list-style-type: none"> <li>1.) For subject matter that has a sequence, teachers are engaged in continuous dialog about current courses, future courses, and elective offerings</li> <li>2.) Freshmen in Intro to Business do research and make a personal 4 year high school courses plan based on their interests and potential career path</li> <li>3.) Counselors make 4 year plan meetings with Freshmen and families</li> <li>4.) Jump Start, 10,000 Degrees programs, commitment to graduation</li> <li>5.) Chemistry students do “Future Options” project</li> </ol>	<ol style="list-style-type: none"> <li>1.) Teachers advise students in their course selections -English 12 ERWC unit <a href="#">What’s next? Life after High School</a></li> <li>2.) “<a href="#">Do What You Love</a>” project Directions</li> <li>3.) “<a href="#">Do What You Love</a>” project sample</li> <li>4.) Counselors have a 4 year road map. Meetings are done individually in the Freshmen year and follow up yearly with classroom visits</li> <li>5.) signed commitment to graduation</li> <li>6.) <a href="#">Students create 3 future options</a>. College is only one option. College is a step on the pathway, not the end goal</li> </ol>

1.

## ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability

### Summary, Strengths, and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).**

#### Summary (including comments about the preliminary identified major student learner needs)

We use statewide as well as local indicators to gather data on student performance and share it with stakeholders.

We work to ensure consistency in students' grades, growth, and performance levels by developing common assessment tools, such as rubrics, to standardize our practices. Some departments are unified in their widespread use of common assessments while other departments are unified in their assessments on a single task, such as writing or summative exams.

We monitor all students' growth and progress by gathering a baseline measure of their performance at the beginning of the year and provide benchmarks of their growth throughout the semester and year. We try to build in moments where students can see their progress and focus on growth.

We have ample opportunities to participate in collaborative work sessions with colleagues, self-directed and put together by sites and the district, such as professional learning communities. Partnership between the site and district level may have room for growth.

We are developing the use of assessment results to make changes in programs, activities and resource allocation, especially geared towards achieving levels in pre-requisites that show readiness for advancement or the need for support classes.

We use formative and summative assessment processes to guide curriculum and instruction. Some departments have systems for sharing data around student performance and other departments are working toward that goal.

We have a wide range of assessment strategies and techniques. There is some degree of common assessment and/or rubrics in each subject matter.

We have various ways to communicate with our students, such as 4-year plans, over the course of their time here at PHS. We encourage students to explore their passions and discover their interests and strengths; we help guide them through assessments and feedback. We continue to have more students take AP exams, and pass these exams.

**Prioritize the areas of strength and growth for Category D.**

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Staff and faculty have multiple ways to record, report and communicate student performance providing a solid reporting foundation
- Consistency in grading and assessment in many departments provides a strong foundation and understanding of the impact and effectiveness of students' grades
- Staff works together to continuously review, evaluate, modify, and create curriculum to meet the needs of the ever-changing student body with open-minded, sincere hard work
- The math department has implemented standards based grading for Math 1 and Math 2
- Some CTE classes are articulated with Santa Rosa Junior College offering PHS students the opportunity to earn college credit from a high school class and or certification for post-secondary work options
- Staff are sensitive to the need for timely communication and have set policy for said communication following through with providing the best feedback to support students in achieving learning goals

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- 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.
- There is no PHS or PCS Tracking system for CTE Credentials or College Concurrent Enrollment Programs. The failure to track students earning Career Certificates and College Credit should be identified as a critical area of improvement needed
- District support for site expectations could be improved to ensure student success.
- Given the number of students who will be attending a 4-year college, how can we address the needs of the majority who do not attend?





PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES

## Category E

*School Culture and Support for  
Student Personal and Academic  
Growth Culture*



**Category E: School Culture and Support for Student Personal and Academic Growth**

**E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

**Indicators with Prompts**

**Parent Engagement**

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1.1. Prompt:** Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>The Agriculture Department hosts an industry-based advisory committee which meets three times a year. This committee helps to maintain industry relevance in curriculum and instruction, and members serve as chaperones, judges, financial support, mentors, employers, etc. Industry, employer, and college presentations are offered in a speaker series. Students take industry tours at local facilities</p> <p>The FFA Boosters, consisting of family and community members, also meets three times a year, supports fundraising efforts and equipment purchases, and serve as chaperones, judges, financial support, mentors, employers, etc.</p> <p>Under Outside Work Experience, teachers visit students at home and places of employment to provide supervision of ag-related projects: livestock, etc.</p>	<p><b>Ag</b></p> <p>Industry-based advisory committee</p> <p>Petaluma Ag/FFA Boosters</p> <p>Speaker Series</p> <p>Community members also serve as chaperones, judges, financial support, mentors, employers, etc.</p> <p>Students take industry tours - go to <a href="#">local</a> facilities</p> <p>Ag OWE</p> <p>State/National FFA Convention</p> <p>Sonoma-Marin Fair</p> <p>Sonoma County Fair</p> <p><b>Counseling</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Senior College Night</a></li> <li>● <a href="#">College Night for 9th-11th</a></li> <li>● <a href="#">Financial Aid Night</a></li> <li>● <a href="#">8th Grade Parent Night</a></li> <li>● <a href="#">ELAC</a> meetings (4x year)</li> <li>● <a href="#">AP/Honors night</a></li> <li>● <a href="#">PIQE</a> - 8-10 parent education nights for -mostly- non-English speakers (and first-gen students)</li> </ul>

- [Transition IEPs](#)
- [10,000 Degrees & 2019-2020 Info](#)
- [Counseling Webpage](#) includes FAQ, calendar, forms, etc.
- Counseling Department mass emails to disseminate information and inform stakeholders of upcoming events/programs
  - [Senior Email example](#)

#### **VAPA**

[Fine Arts Day: photo and art](#)

Guest Speaker: Ted Thomas (photography)

[Trojan Live](#)

Drama Productions

[Lenaea Festival](#)

[Jazz Ensemble - Mystic Theater concert](#)

[Student Jazz combo play for PEP](#)

[Housing \(lower income elderly adults\)](#)

+ other non-profits (Community Achievement Awards, Mary Isaac Center)

[Festival of Trees jazz combo winter concert at Petaluma Hotel \(tree decorating, Fabulous Women\)](#)

[Student Spectacular at Hotel Petaluma](#)

[Spring jazz backup at Hotel Petaluma](#)

[for Volunteers of Sonoma County](#)

[Jazz combo at elementary fundraisers](#)

[Varsity Jazz plays for Lions Food](#)

[Festival \(put on by Petaluma Host](#)

[Lions, e.g. rotary club\)](#)

[Marching Band in Butter & Egg parade](#)

[Marching Band at home Varsity](#)

[Football games](#)

[All bands participate in competitions in cities such as Santa Cruz, Fairfield, Pleasanton, Vallejo](#)

[Choir and Band Winter and Spring Concerts](#)

[Marching Band in Veterans Day parade](#)

[Annual music trip - New Orleans,](#)

[Chicago, Anaheim, New York](#)

[Sonoma State Choral](#)

	<p><a href="#">Sonoma State Jazz Day</a> <a href="#">Westside Band Concert</a> <a href="#">Westside Choir Festival</a> <a href="#">Colorguard</a> <a href="#">Drumline - public performances (rallies, halftime, etc)</a> Department updates (bimonthly updates) translated into Spanish Ashland Trip - English dept</p> <p>Google Classroom - parents invited to join</p> <p>Aeries Parent/Student portal</p> <p><b>Math</b> Back to School Night Math 1 Support class Math 2 Support class Pi Day AP/Honors night SRJC Calculus Camp Eighth grade parent night /show case Open House National Trig-Star Competition at SRJC. This competition is a timed based exercise involving the solution of Trigonometry problems based on scenarios found in the day to day work of Professional Land Surveyors.</p> <p><b>Science</b> Back to <a href="#">School</a> Night</p> <ul style="list-style-type: none"><li>● <a href="#">MarS End of Year Celebration</a></li><li>● <a href="#">MarS November Fundraising Dinner</a></li><li>● <a href="#">MarS Lagunitas Fundraiser</a></li><li>● MarS Whale Biology/Otter Conservation Shows at <a href="#">various local Elementary Schools</a> (Wilson, La Tercera, Penggrove, Grant, Anthony Spangler in Milpitas)</li><li>● <a href="#">MarS Student Internships via Marine Mammal Center of Sausalito</a></li></ul>
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**Science outreach to:**

The PHS Science Department offers multiple opportunities for the regular involvement of the community and family members of our students to interact with each other in the learning & teaching process. Our chemistry students have access to schedule tutoring every Wednesday with Vin Hoagland a retired chemistry professor. Our physics instructor has a continuing relationship with a local geriatric care facility where a group of a dozen students meets after school (once per week) to give “technological assistance to the care facility members (the latest project was the creation and installation of an automated chicken coop for the facility). Additionally, our Marine Science and Museum programs as well as our HOSA student organization work extensively with family and local community members as detailed below.

**Marine Science**

In addition to having students teach basic concepts of marine biology and conservation to local elementary students (we work with 2<sup>nd</sup> and 3<sup>rd</sup> grade students at Wilson, Penngrove, La Tercera, and Grant Elementary), PHS MarS has connections with several local organizations offering in-depth internship opportunities for high school students to work directly in the field (Marine Mammal Center, Cordell Bank National Marine Reserve, etc.). The PHS MarS instructor also sends out bi-weekly informational newsletters to the parents of all 96 MarS students (as well as alumni) in both English and Spanish in an effort to keep the lines of communication open between instructor, students, and all families.

**HOSA**

Industry members meet on the Advisory Board (2x year)  
Students attend leadership conferences at the regional, state, and national levels, such as the Washington Leadership Academy. At these

- MarS student collaboration with UA of Casa Grande: Salmonid Capture & Tagging Season (for NMFS)  
<https://drive.google.com/file/d/1kRyUDNsyqSZ3lFcgwQIoyHi-1tpDec30/view?usp=sharing>
- KWMR Podcast Transcription Internship w/the Cordell Bank National Marine Reserve  
<https://cordellbank.noaa.gov/education/radioshow.html>
- [MarS North Bay Science Discovery Day](#)
- HOSA - Health Pathway blog ([Judah](#))  
<https://www.petalumacityschools.org/domain/897>
- Monthly meeting; [Advisory Board](#) meetings
- [Leadership](#) conferences (regional, state & other); [Community outreach](#) activities (COTS & The [Oaks](#) SNF)
- HOSA to DC - [Washington Leadership Academy](#)

Museum - (free admission) Halloween Bash

Museum - Pasta Feed Fundraiser

Museum - “Slothmas” (Christmas event)

Museum - “Paint Night”

Museum - “Iguana Be Your Valentine” (Valentine’s Day Event)

Museum - Weekly PWM tours for Elementary School groups, Middle School groups, Homeschool Groups, and Senior Citizen groups

[https://drive.google.com/file/d/1An\\_kN7Sc1wx7gc6c1a7-S3hiawLbjEym/view?usp=sharing](https://drive.google.com/file/d/1An_kN7Sc1wx7gc6c1a7-S3hiawLbjEym/view?usp=sharing)

Museum - North Bay Science Discovery Day

conferences, they attend seminars and compete in various HOSA Events (CPR/First Aid Skills, Interviewing Skills, Medical Terminology, etc.) . . . . .

Students also participate in community outreach to COTS and The Oaks SNF, and make First-Aid Kits which are sold at various community events such as the Homecoming and Egg Bowl football games. HOSA reaches out to our Spanish-speaking families by presenting to ELAC in the fall. Lastly some of the Health Pathway teachers communicate with the public via the Health Pathway and HOSA blog.

### **Museum Management**

The Petaluma Wildlife and Natural Science Museum is in its second year under instructor Phil Tacata. Student docents offer over 70 tours a year to elementary and middle schools in the area, as well as homeschool groups and senior citizen groups. Over the summer, the Museum offers summer camp to 150 children.

The Wildlife Museum is open for free to the community the first and third Saturday of every month, and hosts holiday events that are open to the public as well, such as “Slothmas,” the Halloween Bash, “Iguana Be Your Valentine.” Off campus, students represent the Museum at North Bay Science Discovery Day, and the North Bay Herpetological Society Reptile Expo, as well as the Butter and Egg Days Parade.

The Museum Board is currently comprised of local industry and community leaders, Petaluma High teachers, parents, and former students.

### **The Petaluma High School Library**

The librarians of Casa Grande High School, Petaluma High School, and Petaluma Regional Library (Sonoma County Library) have been producing LumaCon since 2015 with the support of the Friends of the Petaluma Library, the Teen Advisory Council, and members of our community. LumaCon is a FREE comic convention for youth that celebrates creativity and literacy for all.

Museum - North Bay Herpetological Society Reptile Expo

### **Library**

Petaluma Public Library - collaboration with Teen Librarian to promote programs and services to PHS students; connecting PHS student IDs to Sonoma Co. library cards

PHS Library Website - link to Sonoma County Library System for electronic resources

Outreach with local authors - Pauline Laurent (Grief Denied: A Vietnam Widow’s Story) & John Sheehy and Scott Hess (On A River Winding Home: Stories and Visions of the Petaluma River Watershed)

During Sonoma County Law Week, representatives from Sonoma law firms, in conjunction with SCOE, come to all Government and Legal Studies classes and lead a lesson on a variety of topics related to law. This links with the Judicial Unit. Last year's focus was on free speech in schools.

Last year, AP Psychology students approached Philip Zimbardo, known for the Stanford Prison Experiment, and conducted a Skype interview during class.

LumaCon:  
<https://www.lumacon.net/partners-in-creation>

**Social Science**

Government: Civic Action Project - this project requires students to identify, analyze, and propose solutions to issues affecting the school and community.  
Psychology Guest Speakers, e.g. Philip Zimbardo - TBD Psychology Speakers - local therapists from community present to student and describe their work and [career opportunities as well as the educational requirements](#)

**World Languages**

Present program to Junior High School Outreach to the community at 8th grade night, back to school night, AP night

[ELAC \(English Language Advisory Committee\) meetings](#)

**Athletics**

Booster Meetings  
Scholarships for students, financial support of all athletic program.  
Dine and Donates, Crab Feed  
Awards nights

**PTSA**

Monthly Meetings  
Recruitment of Parents to support PHS.  
Volunteers, scholarships for students, grants for teachers.

**Admin**

**Meet the w/Principal** - Parent tours (ASB and Admin)  
Back to school night

**WorkAbility- Special Ed.**

Engage with community employers to place students interested in working.

	<p>Students participate in job interviews and job placements.</p> <p>Frequent communication with parents to inform them what's going on with senior deadlines, SRJC resources/info.</p> <p><b>SDC and Full Inclusion-</b> Inclusionary practices (students on Certificate track with/aides allowed access to Gen. Ed. programs, with modifications, per IEP team decision) i.e. Seniors enrolled in Gov/Econ, Juniors and Seniors in Business Math, U.S./World History, Math 1 an 2, etc. SDC Students participate in extra-curricular after school activities such as team sports, school plays, and clubs.</p> <p>SDC Programs are individualized, i.e. some students take as many General Education Classes as possible and SDC Classes as needed.</p> <p><b>Full Inclusion-</b> Students enrolled in Full Inclusion program are encouraged to join school sanctioned extracurricular activities such as: sports (athletes <b>and</b> team supports such as equipment managers, waterboy, etc.), plays, all ASB-sponsored events, Circle of Friends club at lunch, out-of-school day hang out events (ie: bowling/movies, etc.). FI students are also encouraged to create their own clubs (Sewing Club, Pokemon Go Club, etc.) and activities, join ASB, run for class and/or club officer positions, and attend as many events as possible. Students participate in community outings regularly as a part of their enhanced curriculum and are viewed as active, responsible members of the community. Parents provide financial support for some activities and are strongly encouraged to join the PTA. Also as a part of their enhanced curriculum, students plan,</p>
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budget for, and host a yearly appreciation luncheon or brunch for support staff and produce individualized appreciation cards to teachers who help connect them to the greater Petaluma community.

**Life Skills Program** - Students with Moderate to Severe Disabilities enrolled through PCS/South County Consortium. All students on the Certificate of High School Completion track. Students all included in PE with their typical peers, under the support umbrella of G.E. P.E. teachers and Adaptive P.E. teacher consultation. Special Day classes with aides and modified Functional Academic curriculum, per IEP team decision. Some students enrolled in Read 180, through the Special Education Department, Community Service jobs participation daily (over 90 hours annually, per student), Science - Butterfly garden adoption, Community Based Projects, including Consumer Math projects within the business community (monthly), Social Skills Instruction - Daily Integration with neuro-typical peers and siblings (not isolated on separate campuses) for social breaks and lunch periods. All students live within the Petaluma community. Collaboration with P.H.S. Special Day Class teacher and Special Education (RSP) teachers - monthly Math class collaboration with other P.H.S. SDC students. Some students participate in school clubs, i.e. Circle of Friends, the Sewing Club. Parents and families involved in PTSA.

**Journalism** - subscriptions, ads, distribution downtown, work with the Press Democrat

[Homecoming Game - alumni outreach and parade through downtown](#)

	<p><b>English</b>  <a href="#">Poetry Out Loud 2019 Competition</a>  <a href="#">Jack London Writing Competition 2018 &amp; 2019</a>                      Speech/Public Speaking Competitions - Rotary</p> <p><b>Human Interaction</b>  <a href="#">“A variety of speakers from public agencies.” - Shereen Jackson, 2019 -COTS, Planned Parenthood, Narcotics Anonymous, Alateen, Free to Be, Verity, Donor Network West, Sonoma County Department of Child Support, Human Trafficking, One Love</a></p> <p><b>Summer Activities</b>                      Band Camp  <a href="#">ASB Camp - opportunity for incoming ASB class to bond via team-building activities supplemented with evening meetings throughout the summer.</a>                      Link Crew - training for student leaders who will be focused on helping freshmen transition into PHS.  <a href="#">SkillsUSA</a> - Framework: Personal Skills, Workplace Skills, Technical Skills; A Program of Work is 7 major components the chapter should focus on: community service, ways and means (fundraising/accounting), SkillsUSA championships, social activities, professional development, employment, and public relations</p> <p><b>Yearbook</b></p> <p><b>Marine Mammal Center</b></p> <p><b>World Languages</b>                      Spanish 3 and French 3 <a href="#">students’ children books</a> presented to local elementary school students</p>
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	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Website</a> = Informs parents of class content, test dates, PE standards, special materials for class, contact info, and assignments.</li> <li>- <a href="#">Parent/doctor notes</a> = Informs teachers of student’s health related issues and limitations.</li> <li>- Email/Phone Calls = Communication between teacher and parent.</li> <li>- Open house/<a href="#">Back to School</a> = Show off school, programs, get to know the teacher, and class expectations.</li> </ul> <p><b><u>Clubs-</u></b></p> <p><a href="#">Club Rush - opportunity for students to promote their clubs and recruit new members. Also an opportunity for new students to see what clubs interest them and allows for co-curricular engagement.</a></p> <p><b>Interact Club-</b> The Interact Club is the high school version of the Rotary Club. The club meets every Friday with two Rotary Community Members in attendance and the club is about Community Service. The club does many projects with the community and Rotary including Miracle League, Rotary Clean-ups at parks, and other events.</p> <p><b>Circle of Friends-</b> Meets in E-1 every week. This is a club that provides community service credit for students who attend as “buddies” for the special education students who were the reason for this club. Lunch time activities are fun and enable students to engage in interactive games and fun competitions to increase the circle of friends for students who struggle with social relationships. During this time, social</p>
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	<p>cognition skills are developed, modeled and reinforced for students who have difficulties with their social interactions.</p> <p>The club advisors are the speech and language pathologist and the Full Inclusion Program manager. They provide informational meetings in the Human Interaction classrooms to invite freshmen to participate in the program. Students from all grade levels are welcome.</p> <p><b>Bilingual Student Ambassadors -</b>          Bilingual students attend school-wide family events such as Back to School Night, in order to interpret for native Spanish speaking parents who are not fluent in English. They serve as community liaisons in order to bridge communication between the school and Latino families. Weekly lunch meetings take place.          Yearly dance for community members, families and students</p> <p><b>French Club</b>          Students meet weekly at lunch in French classroom to share their interest in the Francophone world. They play games, watch movies, enjoy French food and music.</p> <p><b>MECHA</b></p> <p><b>JSA</b></p> <p><b>TRI-M</b></p> <p><b>NHS (National Honor Society)</b>  <b>CSF (California Scholarship Federation)</b></p> <p><b>DMI (Science club affiliated to Sonoma State University)</b></p> <p><b>Teenage Republicans</b></p>
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	<p><b>Inclusive Community United</b></p> <p><b>Engineering and Manufacturing:</b></p> <p>Involves Industry through regular Advisory Committee Meetings: NIMS, SkillsUSA and Automotive Engineering Advisories.</p> <ul style="list-style-type: none"> <li>- Oct 5, 2018 the Manufacturing Technology NIMS Program was Re-Accredited verifying the facility, equipment and training programs meets industry standards.</li> <li>- The second, third and fourth year Manufacturing Technology Students earn Machine Tool Technology College Credit by Exam. Students can complete 1 year of Machine Tool Technology Classes at SRJC and earn up to four NIMS Credentials.</li> <li>-Highly skilled volunteers in Manufacturing Technology and Automotive Classes</li> <li>- Coordinates industry tours and Guest Speakers for Engineering and Manufacturing Classes: Society of Manufacturing Engineers (SME) and local manufacturers.</li> <li>- Provides mentored job opportunities through SME and the Harbor Freight Fellowship Program.</li> <li>- Teachers consult with Students and parents with regard to <a href="#">Engineering and Manufacturing Career Options including College and Apprenticeship.</a> Sonoma-Marín and Sonoma County Fairs - Engineering, Architecture, metal and wood shops, ag?</li> </ul> <p>Yearbook - ads, Jostens community (Leadership camp over the summer), Renaissance Club (motivational, ASB-style leadership skills)</p>
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	<p><b>Business</b></p> <p>The department works with the county to bring speakers in for Sonoma County Law Week. Entrepreneurship has guest speakers over the course of the year to help with job interview, financial planning, and establishes a professional committee to help build, plan and judge the annual business plan competition. Computer Science has established professionals come and assist with teaching and mentoring. Graphic Design supports marketing for various organizations such as Mentor Me.</p>
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**E2. School Culture and Environment Criterion**

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

**E2.1. Indicator:** 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 and Uniform Complaint Procedures.

**E2.1. Prompt:** *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
<p>Petaluma Police Department reinstated a School Resource Officer in the fall semester of 2018. Officer Daniel Miller was present on campus through 1/10/2020.</p> <p>We have five full-time campus monitors who are visually evident during all non-class hours (before school, after school, lunch, and A+). They also are available all day to deliver notices, escort students, and keep an eye on students moving about classes during class time.</p> <p>We require safety contracts for all shop and science classes. These contracts stress personal responsibility as well as personal safety. Shop and Lab teachers and custodians attend district mandated safety training</p> <p>Fire, Earthquake, Disaster, Lockdown drills are conducted on a regular basis to train all staff and students on the proper procedures and attitudes</p>	<ul style="list-style-type: none"> <li>● School Resource Officer</li> <li>● Full earthquake drill and evacuation on September 27, 2018.</li> <li>● Full disaster drill</li> <li>● “Shelter in Place” drill</li> <li>● Internet User Policy</li> <li>● Human Interaction Internet Safety</li> <li>● Identification Lanyard</li> <li>● Visitor Log</li> <li>● Stop It! app</li> </ul>

required during a real emergency. We conducted a full earthquake drill and evacuation on September 27, 2018 as part of the “Great California Shakeout.” In September 2018, we had a full disaster drill with evacuation and simulated parent pickup of students and the year before we held a “Shelter in Place” drill appropriate for a shooter on campus.

Teachers, Parents and students receive handbooks outlining policies and procedures. The handbook is also on our website.

**To keep students safe online, our district requires all students to sign an Internet Use Policy and all internet on campus is filtered through the Sonoma County Office of Education.** All ninth graders in Human Interaction classes are given a lesson on Internet Safety.

We have policies to ensure student safety. To keep things orderly, all students are asked to wear ID lanyards when out of class on school or personal business. We have a zero tolerance for strangers on campus, and all visitors must check in with the front office and are given a visitor’s badge. Comfort is important on a comprehensive campus like ours. We have various clubs (GSA, Circle of Friends, MeCHa) that celebrate small groups yet also promulgate inclusion. Guest speakers have been used in the past to voice tremendously different viewpoints and techniques for success. Guest speakers from organizations including COTS, Planned Parenthood, Narcotics Anonymous, Alateen, Free to Be, Verity, Donor Network West, Sonoma County Department of Child Support, Human Trafficking, and One Love.

We strive to make students feel safe. Our administrators respond immediately to complaints of bullying. The site uses the Stop it! app to allow students to anonymously inform administration regarding bullying incidents.

Our custodial staff regularly maintains school grounds and facilities. Students from the South County Consortium class do regular campus cleanup and beautification projects throughout the school year.

**High Expectations/Concern for Students**

**E2.2. Indicator:** 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.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p><b>Clubs</b></p> <p>There are over 25 clubs on campus for various interests/involvement levels. Clubs can be academic (JSA, FBLA, DMI, HOSA, MeCHA, Environmental), social (GSA, BSA, Circle of Friends, Interact, Teenage Republicans), cultural (BSA, French), and fun (Cartoon, Drama, Skate, Sewing).</p> <p><b>Honors/AP</b></p> <p>Honors and AP options are offered in Art, English, History, Science, Math, Computer Science, Spanish and French.</p> <p><b>Academic Support/A+</b></p> <p>In 2018, Academic Plus (A+) Time replaced Tutorial in our schedule. All students are required to be present in a class at the end of 2nd or 5th period. They may request to visit another teacher based on their needs; otherwise, they remain in their previous class and use the time as a study hall.</p> <p>Parents: Parent College Nights, Financial Aid Nights, 8th Grade Parent Night, AP/Honors Night, PIQE</p> <p>10,000 Degrees, PSAT Scores, SAT/AP Waivers</p> <p>Math Support/EL double period</p> <p>Tutoring after school (Science: Physics and Chem/Advanced science electives, APES)</p> <p>Bilingual Office</p> <p><b>Social Science</b></p> <p>The Culture Unit in World History helps introduce sophomores to the variety and differences between various human cultures, e.g. how the cow is viewed by India, England, the United States, and the Masai.</p>	<p>Safe Space stickers in classrooms</p> <p>Bilingual Resource Center</p> <p>GSA shirts and LGBTQ safe-space stickers</p> <p>Counselors/MFT interns</p> <p>Human Interaction</p> <p>Link Crew - Juniors and Seniors support incoming freshman</p> <p>Alateen - teens who are impacted by alcoholism</p> <p><b>Counseling</b></p> <p><a href="#">Counseling Webpage FAQ, calendar, forms, etc</a></p> <p><a href="#">Culture Unit in World History</a></p>



<p>All Social Science classes discuss varied perspectives on issues and instruct students on how to have a discussion based on civility and respect for the person.</p> <p>During Socratic Seminars, students learn how to have a constructive dialogue while supporting their arguments with evidence instead of hyperbole.</p> <p>Day 1 - Establish an atmosphere that allows for discussion of sensitive topics. Open class in August by establishing the groundworks for open discussion with mutual respect (needs wordsmithing)</p> <p><b>ASB/all campus activities/Link Crew</b></p> <p>Trojan True</p> <p>ASB community service (30 hours/year), student/staff activities (Rowdy Rough, Dodgeball, Basketball, Staff Salsa/Guac, Chalk Art, Halloween Parade, Spirit Days)</p> <p>Car Show/Yearbook Carnival/PowerPuff</p> <p>Trojan live</p> <p>Student Store - Troy - Entrepreneurship</p> <p>BSA Annual Dance</p> <p>Link Crew May Day, Freshmen Orientation, after school activities (root beer floats, movies, etc)</p> <p>Camps - ASB, Yearbook, Football, Band</p> <p><b>Emotional Support</b></p> <p>HI</p> <p>Alateen</p> <p>Counselors/MFT Interns</p> <p>StopIt!</p> <p>ATOD</p>	<p>Varied Perspectives</p> <p><a href="#">Socratic Seminars</a></p> <p><a href="#">First Day discussion</a></p> <p>Sociology - cultural diversity unit - <a href="#">The Power of a Party pdf</a></p> <p>Discipline secretary (Arla Luna) - but her remit is more about compassionate discipline, discipline as a learning opportunity.</p> <p><b>PE</b></p> <p>Modify exercises and activities so that ALL students can participate (SDC, full inclusion, SCOE, students on medical)</p> <p>Written materials/tests available in <a href="#">modified versions</a> and in <a href="#">Spanish</a>.</p> <p><b>Science</b></p> <p><a href="#">Choices for</a> Biology - Biology, Honors Biology, Biology &amp; Community Health</p> <p>Choices for electives after Biology - Chemistry vs. Honors Chemistry, Physics vs. Honors Physics, AP Environmental Science, Marine Science, CTE Anatomy &amp; Physiology</p> <p>Choices for science tracts - Regular Tract, Honor/AP tract, Health Pathway Tract.</p>
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**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The entire school community has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders.*

Findings	Supporting Evidence
<p>Students are afforded opportunities to participate in professional development <u>linked</u> with academic and post-secondary goals.</p> <p>Petaluma High School has always contributed a member to the district’s K12 Curriculum Committee. Our administrative team is open to ideas and input, as well as criticism. Our teachers greatly value Shared Decision Making. Our new teachers participate in BTSA and grow professionally as a result. All of our department chairs are elected by their departments, and not appointed by the principal.</p> <p>As part of our Professional Development plan, we have Professional Development teams. Every teacher submits a personalized professional development plan every year.</p> <p>Consistent communication is achieved with weekly emails from administration to staff, parents, and students.</p> <p>Professional behavior is reinforced through multiple sources that are student/parent facing as well as staff/admin facing.</p>	<ul style="list-style-type: none"> <li>● Educational model includes development of career-based skills.</li> <li>● Students participate in leadership and career-development international events</li> <li>● Royal Highland Show (Scotland)</li> <li>● National FFA Convention</li> <li>● State FFA Convention</li> <li>● Livestock and Project Exhibition</li> <li>● Exhibition Agricole (Luxembourg)</li> <li>● HOSA</li> <li>● Skills USA</li> <li>● <a href="#">Robotics Competitions</a></li> <li>● Principal’s weekly email announcements.</li> <li>● IEP/Staff meetings are run with the expectation of collegiality and professional decorum</li> <li>● Student Handbook (need EXAMPLE)</li> <li>● IEP/504 code of conduct in meetings (need EXAMPLE)</li> <li>● Site Council uses general framework of Robert’s Rules to manage the meetings.</li> </ul>

**E3. Personal and Academic Student Support Criterion**

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. 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 with Prompts**

**Equitable Academic Support**

**E3.1. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.1. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Looking at AP data from 2015 through 2019, there has been an upward trend with the percentage of students who pass with a 3 or higher. In 2015, 71% received a 3 or higher; in 2016, 68% received a 3 or higher; in 2017, 66% received a 3 or higher; in 2018, 72% received a 3 or higher; and in 2019, 75% received a 3 or higher.</p> <p>There is an increase in both Asian/Philippine and Latino subgroups.</p> <p>Math 3 is the first course in the sequence of math electives.</p> <p>English collaboration with Special Ed. RSP students are supported in grade appropriate mainstream English classes. (need to know the percentage)</p> <p>Currently, we have one bilingual instructional assistant who helps our most needy EL students in their classes. We also have (number?) full inclusion aides, and through the RSP Department we have (number?) aides.</p> <p>A third of the band is using loaned instruments. Motivated students have the ability to earn money for their trips by fundraising.</p>	<p>Open Access for all AP/Honors classes</p> <p>-</p> <p>Math 3</p> <p>Classroom Aides</p> <p><b>Ag</b></p> <p>Students exposed to every college with an Ag program (except Pomona) at career development events</p> <p>UC approved pathway for science - students can be enrolled in Ag coursework and track CSU and UC entrance admissions</p> <p>Trade school representatives visit and present opportunities and admissions requirements.</p> <p>California-based standards curriculum, A-G, developed by Ag teachers in conjunction with UC.</p> <p><b>Counseling</b></p> <p>Use PSAT scores to identify and help students select AP/Honors classes</p>

	<p>Fee waivers for AP, SAT, ACT, PSAT for socio-economically disadvantaged students</p> <p>Target underrepresented populations to encourage to participate in various things: PSAT, AP, scholarships, summer programs, internships, conferences, etc</p> <p><b>Music</b></p> <p><a href="#">Inventory of instruments</a> that can be loaned to students who may not be able to afford their own.</p> <p>Competitions and trips (New Orleans, New York, Chicago, DC) are subsidized through fundraisers for those who cannot afford to pay</p> <p>iPad available for all students</p> <p><b>WorkAbility- Special Education</b></p> <p>Transition lessons within Study Skills classrooms (job skills, preparing for jobs, resumes, college/trade schools/alternative postsecondary options, etc.)</p> <p><b>PE</b></p> <p>Inclusive to all students including Life Skills</p> <p>Home hospital/ Independent Study = Teachers provide academic materials so that students can flourish in the class.</p> <p>Accommodates all needs based on physical and social needs</p> <p>Clothes are made available to all students regardless of socioeconomic status.</p> <p><b>Engineering and Manufacturing -</b></p>
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	<p>Considering that there are 35 different elective choices the 1300+ students have at PHS. And knowing that several hundred opt for a minimum day schedule, this department believes there are too many electives at PHS. This is evidenced by the declining enrollment in many CTE Programs in 2019/20.</p>
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**Multi-Tiered Support Strategies for Students**

**E3.2. Indicator:** School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
<p>Counselors review all incoming students’ cumulative folders to look for students with any red flags or additional follow up needed.</p> <p>Study Skills classes for RSP students support students with Homework completion, test taking strategies, organization and allows one-on-one tutoring and guidance from RSP teachers as well as aides. 100% of our students with an IEP have access to Study Skills</p> <p>Full Inclusion students participate in regular education classes with support from instructional assistants</p> <p>Counselors work with 9th graders to develop individualized 4 year plans to achieve their post-secondary goals.</p> <p>Students in Special Education have Individualized Education Plans to address their special needs.</p> <p>SART/SARB meetings are held with parents and counselors/admin to discuss barriers preventing students’ attendance; interventions are discussed and recommended; students are then followed up with on a regular basis</p>	<p>2/13</p> <p><b>Admin/Counseling</b></p> <p>Counselors review all 9th grade cume folders</p> <p>Math 1 &amp; 2 Workshop classes</p> <p>Study skills classes</p> <p>Full inclusion students</p> <p>4-year plans</p> <p>IEP</p> <p>SART</p> <p>SARB</p> <p>504s</p> <p>SST-Tiers of intervention</p> <p>Alternative Education</p> <p>Home Hospital</p> <p>Apex credit recovery</p> <p>Independent Study</p> <p>Summer School</p> <p>Concurrent/Dual Enrollment</p>

<p>504 Educational Plans are implemented when students have a qualifying condition that impedes their access to education. Counselors case manage these students and hold annual meetings to discuss progress.</p> <p>Student Study Team (SST) Meetings are held when students of concern (academic, health, emotional, etc) are identified. A team of teachers, counselor, admin, student and parents meet to discuss concerns and suggest interventions.</p> <p>Petaluma City Schools has secondary alternative schools for students who are not finding success in the comprehensive school.</p>	<p>Conference on overcoming the achievement gap attended by assistant principal and five teachers from diverse departments. Ongoing meetings to discuss how to serve all students.</p> <p>Academic +</p>
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**Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being**

**E3.3. Indicator:** The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

**E3.3. Prompt:** *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
<p>The Physical Education Department offers specialized class options for grades 10 through 12. The Strength and Conditioning elective is designed for students to develop their strength, flexibility, and coordination. The Cross Training elective gives students an alternative approach to lifelong fitness.</p>	<p><b>Admin</b> Started a Spreadsheet connecting every student to a club/sport/teacher</p> <p><b>PE</b> Specialized class options for 10th-12th graders - Strength and Conditioning and Cross training</p> <p><b>Counseling</b> “Flagged” students get support- those with discipline issues, attendance issues, D/F students</p>

<p>Our English Language Learners take the ELPAC every spring. Scores are available to teachers, counselors and administrators. ELPAC scores are available in the Bilingual Center and our AERIES browser interface. An EL student's ELPAC score determines his/her placement in English class..</p> <p>Alternatives for repeat classes center around classes needed for high school graduation. A huge hurdle to graduation for some students has been successful completion of Algebra 1. Our Math department has implemented changes to class offerings to better support students in passing Algebra 1 and moving on in math. Students have always needed a chance for credit recovery and remediation. Historically students have attended classes during the summer to make up deficient credits. Summer school has been reinstated to allow opportunities for student credit recovery. Other interventions during the school year consists of Algebra Restart program supports students who fail first semester Algebra 1 go on to retake first semester again during second semester. These students have a much better chance of earning units second semester than if they had stayed in their original class. Our Geometry Applications class allows students to continue their math education, even when their scores do not allow them to progress beyond Algebra I to Geometry</p> <p>Our English department has also provided classes to support students. An English make-up class is held after school every Tuesday and Thursday allowing students to repeat English units without impacting their current schedule. The pass rate for last year's English Make-Up class was 98%.</p> <p>Accelerated students can choose to take Honors and Advanced Placement classes. We also provide SAT prep workshops through the math department and our new Academic Decathlon class is held Monday evenings providing a competitive curriculum and team</p>	<p><b>Ag</b></p> <p>Industry volunteers participate allowing for a smaller teacher-to-student ratio which allows for more support of the individual student</p> <p>Co-Curricular Activities</p> <p>ELPAC testing/scores</p> <p>ELD Class</p> <p>Spanish for Native Speakers</p> <p>SST</p> <p>CAASPP</p> <p>PSAT</p>
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<p>In physical education, students are encouraged to enroll in a PE class even if they have met the minimum requirement of successfully completing 20 credits. Some students will choose to take a PE class all 4 years of high school. Some facilities, such as the weight room, are also made available to students before school and at lunch time.</p>	<p>All students who enroll in Ag are also members of FFA and encouraged to take advantage of opportunities in leadership development, competitions, and personal growth.</p> <p><b>SkillsUSA</b></p> <p><b>PE</b> Physical fitness facility utilized before school and at lunch time.</p> <p><b>ASB</b> Lunchtime activities/theme days</p>
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## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth

### Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

#### Summary (including comments about the preliminary identified major student learner needs)

Across departments we have many mechanisms in place to involve students in the community, and to involve the community in educating our youth. Students have the opportunity to be involved in a variety of ways on campus. Clubs, school sports teams, and other school sponsored activities give students a plethora of opportunities to be involved. The requirements for each opportunity vary (attendance, minimum GPA, after school meetings and events, etc.) which gives each student a chance to find an opportunity that suits their needs.

We offer a variety of multi-tiered support systems that impact student success and achievement. The support system includes the Administration, teachers, Club leaders and the Counseling staff. Petaluma High School has many AP and Honors versions of core and elective classes and a larger number of students from minority groups have been enrolling in those AP/Honors courses. PHS also offers a multitude of supportive approaches to learning and instructional options such as study skills classes for all RSP students, full inclusion students in regular education classes, individualized four year plans for all 9th graders, SART/SARB meetings, 504 plans, and SST meetings, and Academic + for all students to name just a few of the supports that are in place.

### Prioritize the areas of strength and growth for Category E.

#### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Dynamic changes to the Health Pathway, Marine Science, and Museum have lead to increased community interaction.
- Traditionally strong programs such as Ag, Engineering & Design, Music & Athletics are still strong and well supported by the community.
- There is a wide variety of clubs for students to choose from
- AP courses are open access, allowing any student to enroll, increasing the number of students from minority groups who take the AP courses and tests
- Classes model conversations around difficult topics in a safe environment
- Students learn about a variety of cultures across the curriculum, maintaining relevancy
- The staff model communication and collaboration to the students and expect it as well
- Aides (RSP and EL) help students access core curriculum

- There are a wide variety of supports for student learning and assessment: AP/Honors, PSAT, SAT, CAASPP, etc.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- Diversity within our programs does not always reflect our whole-school population
- Due to the major turnover in campus supervision as well as a switch in the admin team, the equitable and consistent enforcement of policies is a work-in-progress.
- Previous uses of restorative justice seemingly fell by the wayside
- More education for the staff and students about student well-being.
- We need more recognition and communication about mental health issues.
- After school activities may be inaccessible by some students who may take the bus home after school, need to go home and take care of siblings, have a job, etc.
- Lack of actionable steps after conferences and trainings (e.g. “Overcoming the Achievement Gap” Conference)
- No follow-up or check-ins between annual/triannual IEP meetings to address the effectiveness of the current plan, etc.
- Students without an advocate may be overlooked and not receive the support necessary to thrive.
- We lack specific data to address the following:
  - Proportionality of discipline data
  - Examples of positive behavior strategies by staff
  - Showing evidence of trust and respect

# PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES



## Chapter IV

*Summary from Analysis of  
Identified Major Student  
Learner Needs*



Chapter IV



## Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

### Prioritized Areas of Growth Needs from Categories A through E

- Transparent communication and decision making
- 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 EL's and SPED students
- Need to develop differentiated instruction for EL's.
- 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.
- Reimplementation of Restorative Practices.
- Mental health awareness and supports to address mental health
- Campus connections for all students.
- Address equity issues throughout the school site and programs

## Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

- **Summarize the identified critical student learning needs based on profile and Focus Group findings. Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**
  - **Communication: PHS will effectively communicate with all stakeholders**
    - Website (personal and site)
    - Aeries (teacher updates - timeliness, section M of contract)
    - Teacher feedback: be it Aeries, returning tests and work (feedback), using Remind, Google classroom - this is not just on teachers! Needs to include all stakeholders (teachers, parents, and students)
      - i. This also connects to student achievement - D/F lists - gap - etc
    - Blasts to parents - English and Spanish
  - **Culture/Plant: PHS will provide and promote an environment which supports social, emotional, and academic well-being of all students.**
    - Campus Beautification /Cleanliness - 30% not clean/maintained 35% clean
    - (we don't have a say in this)Cafeteria - meeting b/t cafeteria staff + students
      - i. 30% doesn't have a good selection 30% like
    - Vaping
    - ASB/Leadership
      - i. Spirit days, communications
      - ii. Community

- Restorative Practices/Social Emotional Health - number of AP's
  - i. 65% a good place 28% neutral
  - ii. 65% safe 26% neutral
  - iii. 20% bullying is a problem 50% not
  - iv. 58% groups have a voice 55% community 30% neutral
  - v. Homework/A+/stress
    - 1. Student voice (student advisory comm.)
  
- **Data/Tracking/Achievement Gap: PHS will intentionally and strategically use data to track student achievement and identify and address gaps in student success**
  - Use of existing data
  - Time allowed for processing/using data
  - Better job description for Data position
  - PLC/PLN
  - Governance (WASC/SPSA)
  - D/F list
  
- **Post-Secondary: Students will be prepared to attend UC/CSU or other colleges. In addition, students who complete a CTE pathway will be prepared to pass industry certifications (such as HAASP)**
  - CTE Certificates/Pathway/Certification - based on state certification
  - AP/Honors - courses prepare for postsecondary options of college
  - UC/CSU Preparedness
  - Clearinghouse (where have our kids gone?) college sports NCAA

# PETALUMA HIGH SCHOOL

SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES



# Chapter V

*Schoolwide Action Plan*



Chapter V

**Chapter V: Schoolwide Action Plan**

**Goal 1: Communication: PHS will effectively communicate with all stakeholders.**

<b>Goal 1: Communication</b>			
<b>Task</b>	<b>Action</b>	<b>Who is responsible</b>	<b>Timeline</b>
Maintain online teacher presence	<ul style="list-style-type: none"> <li>Develop or maintain online presence (website, Google Classroom, etc.). Provide specific instructions to teachers who need it.</li> <li>Discuss/share best practices among teachers across departments.</li> </ul>	Teachers, Department Chairs, Admin	<ol style="list-style-type: none"> <li>Survey teaching staff to verify online presence by May 2020</li> <li>All current teaching staff to have an online presence by August 2020</li> <li>New hires will be trained and create an online presence by October 2020</li> <li>Ongoing review of practice.</li> </ol>
A+: Students check emails and Aeries daily	<ul style="list-style-type: none"> <li>Daily reminder to have students check email and Aeries during A+ time.</li> </ul>	Teachers, students, parents	<ol style="list-style-type: none"> <li>Spring 2020 begin practice and set norms.</li> <li>Ongoing review of practice.</li> </ol>
<ol style="list-style-type: none"> <li>Update Aeries gradebook per contract guidelines in Article VI section M - Teacher Gradebook.</li> <li>Allocate staff meeting time to review</li> </ol>	<ul style="list-style-type: none"> <li>Staff will discuss best practices in updating Aeries gradebook to fulfill contractual obligations and enhance student performance.</li> <li>Review current contract with staff to discuss efficacy</li> </ul>	Teachers, Department Chairs, Admin	<ol style="list-style-type: none"> <li>Spring 2020</li> <li>Ongoing review of practice.</li> </ol>



timeline			
Improve functional use of the school website	<ul style="list-style-type: none"> <li>● Streamline links; improve access and content relevance</li> </ul>	Website coordinator; admin; district tech	<ol style="list-style-type: none"> <li>1. Spring 2020</li> <li>2. Ongoing review of practice.</li> </ol>
Translate communications; Provide equitable and accessible communication.	<p>All-staff training on:</p> <ul style="list-style-type: none"> <li>● How to access language preference in Aeries/Illuminate</li> <li>● Translation tools or staff support</li> <li>● Current requirements and best practices for multilingual communication</li> </ul>	Admin; teachers; bilingual support staff	<ol style="list-style-type: none"> <li>1. Fall 2020</li> <li>2. Ongoing review of practice.</li> </ol>
Improve effectiveness of daily announcements and public communications for students, parents, and staff	<ul style="list-style-type: none"> <li>● Develop expectations/standards for daily communications including written memos and audiovisual broadcasts</li> <li>● Email daily announcements to all stakeholders.</li> <li>● Provide information on the school website</li> </ul>	Admin; certificated and classified staff; Trojan Live and Trojan Tribune instructors and student producers; Associated Student Body instructors and student leaders.	<ol style="list-style-type: none"> <li>1. Spring 2020</li> <li>2. Ongoing review of practice.</li> </ol>
Improve communication pathways to support greater engagement and involvement of student body.	<ul style="list-style-type: none"> <li>● Identify areas of improvement</li> <li>● Investigate options to address issues</li> <li>● Implement new strategies and assess effectiveness</li> </ul>	Teachers, admin, student leaders, counselors	<ol style="list-style-type: none"> <li>1. Identify effective messaging systems by Spring 2020</li> <li>2. Implement communication pathways by Spring of 2020</li> <li>3. Annual ongoing updates</li> </ol>

**Goal 2: Culture/Facility: PHS will provide and promote an environment which supports social, emotional, and academic well-being of all students.**

<b>Goal 2: Culture/Plant</b>			
<b>Task</b>	<b>Action</b>	<b>Who is responsible</b>	<b>Timeline</b>
Establish a Student Advisory Council to address culture and climate.	<ul style="list-style-type: none"> <li>• Determine student obligation (time and frequency of meetings)</li> <li>• Reach out to student leaders on campus, including club presidents, to solicit membership</li> <li>• Establish objectives of Council</li> </ul>	Administration, Andrew Aja, Kevin Jackson, ASB Outreach Team.	<ol style="list-style-type: none"> <li>1. Discuss at Club President meeting 12/6/19</li> <li>2. Launch in Spring 2020</li> </ol>
Improve cafeteria experience for students.	<ul style="list-style-type: none"> <li>• Review results of student survey</li> <li>• Follow up with additional open-ended survey questions</li> <li>• Meet with Food Services representatives to discuss outcomes</li> </ul>	Site admin, cafeteria staff, district admin, student representatives.	<ol style="list-style-type: none"> <li>1. Meet and discuss survey results Spring 2020</li> <li>2. Identify new survey questions for additional information Spring 2020</li> <li>3. Meet with Food Services Spring 2020</li> </ol>
Continue and enhance the Link Crew (LC) program.	<ul style="list-style-type: none"> <li>• Review student participation in planned LC activities throughout the school year.</li> <li>• Assess impact</li> </ul>	Site Admin, Link Crew Leaders, Link Crew Coordinators	<ol style="list-style-type: none"> <li>1. June 2020</li> <li>2. Ongoing review of practice.</li> </ol>

	of LC program.		
Increase awareness and purpose of the STOPit app across the student body.	<ul style="list-style-type: none"> <li>• Student training in the use of Stop It app at the beginning of the school year</li> <li>• Assess impact of Stopit app beginning of the second semester</li> <li>• Educate staff on the functionality of the STOPIt app.</li> </ul>	Site admin to conduct trainings and check ins	<ol style="list-style-type: none"> <li>1. Follow-up/check-in Spring 2020</li> <li>2. Ongoing implementation beginning each school year</li> <li>3. Schedule staff meeting presentation Spring 2020</li> </ol>
Evaluate homework practices across all classes.	<p>Establish a homework task force to:</p> <ul style="list-style-type: none"> <li>• In depth conversation on student homework survey comments</li> <li>• Create new grade-level surveys to obtain direct feedback of effectiveness of homework as well as AP summer assignments</li> <li>• Create parent surveys</li> <li>• Teachers meet to review scope and appropriateness of assignments</li> </ul>	All stakeholders	<ol style="list-style-type: none"> <li>1. Establish participants for task force Spring 2020</li> <li>2. Set meeting dates beginning Spring 2020</li> <li>3. Task Force develop homework policy and report to all stakeholders TBD</li> <li>4. Revise policy based on final input TBD</li> <li>5. Implement homework policy TBD</li> </ol>
Implement restorative practices on campus.	<ul style="list-style-type: none"> <li>• Initial administrator</li> </ul>	Student Services, Administration,	<ol style="list-style-type: none"> <li>1. Restorative practices</li> </ol>

	<p>training in Restorative Practices</p> <ul style="list-style-type: none"> <li>● Revise site discipline plan to include restorative practices</li> <li>● Identify opportunities to implement into classroom behavior management</li> </ul>	Teachers, and Staff	<p>training for Site Administration TBD (to include planning with Student Services)</p> <ol style="list-style-type: none"> <li>2. Revise discipline plan TBD</li> <li>3. Implementation in classrooms TBD</li> </ol>
Sustain purpose of First Days activity throughout the year.	<p>Review mindfulness/ community-building materials</p> <p>Explore ways to disseminate daily, weekly, or monthly activity and/or focus to different periods, classes, or departments.</p> <p>Develop committee to support planning and implementation.</p>	Administration Staff Students/ASB Trojan Live?	<ol style="list-style-type: none"> <li>1. Form Committee by June 2020</li> <li>2. Implement planning - Ongoing review of practice.</li> </ol>
Monitor student involvement in student enrichment opportunities (e.g. sports, clubs) to improve student connectedness.	<p>Expand the use of the 5 Star program to monitor active participation in student enrichment opportunities.</p> <p>Use California Healthy Kids Survey data and Aeries data to inform areas needing improvement for student connectedness.</p>	ASB Coordinators, Data Coordinator	<ol style="list-style-type: none"> <li>1. Fall 2020</li> <li>2. Ongoing implementation of practice</li> </ol>

**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.**

<b>Goal 3: Data/Tracking/Achievement Gap</b>			
<b>Task</b>	<b>Action</b>	<b>Who is responsible</b>	<b>Timeline</b>
Enhance the scope of the Site Data Position/WASC Coordinator	<ul style="list-style-type: none"> <li>Write a comprehensive job description for site Data Position - possibly combine with WASC coordinator</li> </ul>	Kerry Lowell and Justin Mori	June 2020
Formalize release period of Link Crew Coordinator	<ul style="list-style-type: none"> <li>Write a comprehensive job description for Link Crew Coordinator</li> </ul>	Jamil Dawsari and Justin Mori	June 2020
Restructure PLC practices throughout all departments.	<ul style="list-style-type: none"> <li>Departments will self-assess current PLC progress in their department and develop a plan for continued growth</li> <li>Each department identifies data needs</li> <li>Create common formative assessments</li> <li>Each department will use PLC time</li> </ul>	Department Chairs and staff, PLC groups with Site Administration	Spring semester 2020 Begin implementation Fall 2020 Monthly PLC meetings Ongoing review of practices.

	<p>to analyze common formative assessments to determine next steps</p>		
<p>Staff participates in depth analysis of data analysis (CAASPP, ELPAC, AP data, and common formative assessments).</p>	<ul style="list-style-type: none"> <li>● Establish site time for PLCs to analyze data</li> <li>● Address the achievement gap</li> <li>● Review data to determine areas of need</li> </ul>	<p>Administration, Staff</p>	<p>Fall 2020 Ongoing each year.</p>
<p>Identify a process for teachers to invite students to A+ time before D/F</p>	<ul style="list-style-type: none"> <li>● Teachers review students that have Ds or Fs and invite them to A+</li> </ul>	<p>Any teacher who has a student with a D or F</p>	<p>Ongoing</p>
<p>Develop strategies to support English Language Learners across all departments and to address the achievement gap.</p> <p>EL Roadmap -Assets-Oriented and Needs-Responsive Schools -Intellectual Quality of Instruction and Meaningful Access -System Conditions that Support Effectiveness -Alignment and Articulation Within and Across Systems</p>	<ul style="list-style-type: none"> <li>● Establish time in staff meetings to review data</li> <li>● Identify resources to enhance teaching practices to support EL students. Include language options in computer labs (software)</li> <li>● Increase literacy opportunities in all content</li> </ul>	<p>ELRT, Department Chairs, Teachers</p>	<p>Fall 2020 Ongoing review of practice.</p>

	<p>areas</p> <ul style="list-style-type: none"> <li>● Obtain student and parent feedback to identify systemic obstacles</li> </ul>		
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**Goal 4: Post-Secondary: Students will be prepared for post-secondary opportunities such as certificate programs and college/career.**

<b>Goal 4: Post-Secondary</b>			
<b>Task</b>	<b>Action</b>	<b>Who is responsible</b>	<b>Timeline</b>
Bring greater awareness of the resources available at the College and Career Center.	<ul style="list-style-type: none"> <li>● Presentations from College and Career Center to promote opportunities in various fields of career, college, or certificate programs</li> <li>● Utilizing programs such as: Tomorrow's Leaders Today; 10,000 Degrees; Students Rising Above; Job Shadowing; Revised Open House; Work-Based Learning - Food and Beverage Manufacturing Summit</li> </ul>	Career Center Counselors SPED teachers Workability	Fall 2020: Ongoing bi-annually

	<ul style="list-style-type: none"> <li>● Maximize use of internship list and community service opportunities</li> <li>● Counselors hold individual meetings with students to discuss post-secondary options</li> </ul>		
<p>Identify means to track post-secondary student success to guide focus on current practices and programs.</p>	<ul style="list-style-type: none"> <li>● Survey students on post-secondary decisions (college acceptance, trade, internship programs, etc.)</li> <li>● Review post-secondary student survey information to inform programming decisions</li> </ul>	<p>Counseling, Data Coordinator, Registrar, College and Career Center, Administration</p>	<p>Senior Student Survey - Annually in Spring  Data Review - Fall 2020 and ongoing.</p>
<p>Explore articulation opportunities for junior college (JC), trade school, or four-year college programs.</p>	<ul style="list-style-type: none"> <li>● Communicate with JC representatives to determine course and program options. Invite JC reps to present to staff</li> <li>● Determine which programs are</li> </ul>	<p>Applicable Teachers/ Department Chairs, Administration, Counselors, College &amp; Career Specialist</p>	<p>Staff Education - Fall 2020 &amp; ongoing yearly review.  Implementation of articulation opportunities determined - Spring 2021</p>



	<p>current and those that can benefit from finding articulation opportunities</p> <ul style="list-style-type: none"> <li>● Research and have available resources for trade school education in the greater area and inform interested stakeholders</li> <li>● Inform stakeholders about articulation opportunities</li> </ul>		
<p>Explore and align four-year plans with optimal course choices to ensure post-secondary success.</p>	<ul style="list-style-type: none"> <li>● Inform students about post-secondary options and the path to achieving their goals</li> <li>● Regular check-ins to ensure students are taking appropriate courses to align with post-secondary goals</li> <li>● Identify mentor/shadow opportunities.</li> </ul>	<p>Counseling, Teachers, College and Career Center, Intro to Business</p>	<p>Spring 2020; Ongoing</p>
<p>Evaluate current CTE pathways to ensure</p>	<ul style="list-style-type: none"> <li>● Research available</li> </ul>	<p>All CTE teachers</p>	<p>Spring 2020; Ongoing</p>

<p>alignment includes available state and nationally certificated programs and Career Technical Student Organizations (CTSO)</p>	<p>certifications</p> <ul style="list-style-type: none"> <li>● Review and revise current curriculum offerings to align with certification requirements</li> </ul>		
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**PETALUMA HIGH SCHOOL**

**SMALL SCHOOL ATMOSPHERE...LARGE SCHOOL OPPORTUNITIES**

## **Appendices**

## Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. [California Healthy Kids Survey](#)
- E. [Master schedule](#)
- F. [Approved AP course list](#)
- G. [UC a–g approved course list](#)
- H. [Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID](#)
- I. [California School Dashboard performance indicators](#)
- J. [School accountability report card \(SARC\)](#)
- K. **CBEDS school information form**
- L. [Graduation requirements](#)
- M. **Any pertinent additional data (or have on exhibit during the visit)**
- N. **Budgetary information, including school budget**
- O. **Glossary of terms unique to the school.**