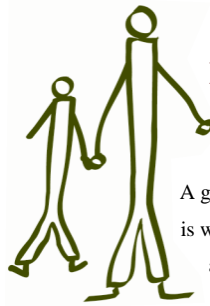


HCC MENTORS

To foster caring relationships between adults and youth and to support youth success at school, the Healthy Community Consortium (HCC) is working to provide adult mentors for high school students. If you are interested in getting involved in this program, please call Pat Landrum at 778-4951. For more information see www.healthycommunity.info



MENTOR ME PETALUMA

A group of community members is working together to provide adult mentors for our elementary students. The program is called Mentor Me Petaluma (formerly McNear Mentoring). If you are interested in getting involved in this program, please call Valerie Richman at 778-4798 or info@mentormepetaluma.org

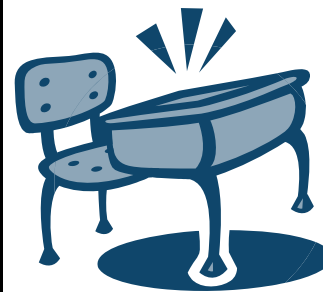
CAREER OPTIONS

Both high schools are working on developing career pathways to ensure that more students pursue post-secondary enrollment and meaningful career options. You can become involved in this effort by volunteering to be a mentor, guest speaker, or by providing learning opportunities for students in your business such as job shadowing, apprenticeships or internships. Please call either your principal or Ellen Lewis, Community Entrepreneur, 778-4702, and ask how you can become involved.

Petaluma City Schools

Petaluma City Schools

Curriculum Support



200 Douglas Street
Petaluma, CA 94952
707 778-4813

www.petalumacityschools.org

S.H.A.K.E.

Support Healthy Active Kids in Education



Taking action to counteract the children's obesity epidemic, parents and staff are finding ways to 'SHAKE'

up the health of elementary students in the Petaluma City Elementary District. SHAKE brings together volunteers from all six elementary schools to focus on funding and supporting activity and nutrition programs.

SHAKE is funding part time PE Specialists in the elementary schools this year through sponsorship by The Petaluma Health Care District, support from local businesses and the school PTA groups. A Kaiser HEALS grant is being used to establish measurement tools, develop curriculum, supply equipment, and provide educational opportunities for specialists.

ACTIVITY: Teams will be working this year to maintain and expand next year's program through fundraising efforts at the West Side Relays, a May track and field event for 5th and 6th grade students, produced by the Petaluma HS track team.

FOOD: Volunteers will be meeting with school and district WAC (Wellness Ad-

visory Council) groups to facilitate implementation of the district's revised Food and Activity Policy in compliance with the federal Child Nutrition & W.I.C. Reauthorization Act of 2004 (PL108-265).

NUTRITION: Advocates will be focusing on sharing garden-based curriculum and resources, finding ways to expose kids to new and different foods, and developing ways to help educate students and adults.

OUTREACH: All of these efforts will be reported to parents via school newsletters and fliers which will also include 'healthy bites' of information on related topics. Contact Susan Gilmore 778-9281 or susan.gilmore@leabo.net Mail can be sent to PEF / SHAKE, 200 Douglas Street, Petaluma, CA 94952

SHAKE CHAMPIONS

PETALUMA HEALTH CARE DISTRICT

KAISER PERMANENTE HEALS

CLOVER STORNETTA

HANSEL AUTOMOTIVE

PETALUMA ARGUS COURIER

POWER STANDARDS & CURRICULUM PLANNING



DISTRICT GOALS & DIRECTION

Last spring, the Petaluma City Schools Board of Education set the direction for the District by adopting revised Vision, Mission, Goals, and Objectives. The Board drew upon the information gained from the 2004 community dialogues that involved over 1,500 school and community members, student performance data, research, best practices, and information about current practice in our schools. The revised Mission, Vision, Goals, and Objectives will support the school community to work collaboratively toward a common vision with a focused, coherent, and consistent effort over time to achieve our Mission: ... to provide opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community. The Mission, Vision, Goals, and Objectives are available on the District web site at www.petalumacityschools.org

POWER STANDARDS will help teachers make instructional decisions, and prioritize the broad set of skills and information set out in the state content standards. The Petaluma district is creating "Power Standards" for each grade level in English, math, science, and social studies which will identify the standards that are most important for student success in school, on state tests, and in future life.

Working with Larry Ainsworth from the Center for Performance Assessment, teachers created a draft of Power Standards using lists of state standards, state test blueprints, and Petaluma Core Curriculum. The committees for each subject considered how learning is connected between grades so that critical content for high school success is mastered by all students. By the end of the year, after peer review, the district will publish the results of this process so that teachers can work with the document next year.

THE READING FIRST MODEL

is helping McDowell teachers to implement an ambitious reform and restructuring effort. Teachers have participated in five or more days of training on grade level research-based strategies and practices for teaching literacy skills, and immediately began implementing these techniques within the Hough-



ton Mifflin lessons with positive results, particularly in the primary grades.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills), adopted by McDowell this year, showed nearly universal growth among primary students. This assessment system has been piloted at Penngrove School for the past year, and is under review at McKinley and Grant Schools. Information on DIBELS is available at <http://dibels.uoregon.edu>



WALK TO READ,

in the intermediate grades, involves regrouping students for 90-minutes of targeted Language Arts instruction at each students' instructional level. Some students will be placed in *Language!*, a state-adopted, core Language Arts program, which is also being utilized in the high schools.

LANGUAGE!, implemented in Fall of 2006 at Casa Grande, Petaluma and San Antonio High Schools, is an intensive reading intervention program for high school students reading significantly below grade level, thus experiencing tremendous difficulty understanding high school textbooks. Selected teachers took a forty-hour, five-day training course last summer to launch this program. Students, selected on the basis of STAR scores, grades and reading assessments, were placed in *Language!* classes at the level appropriate to their needs. Classes

meet daily for 100 minutes on each campus and are designed to advance their reading level by two or more years in a one year period. Regular assessments monitor individual student progress, identify areas for reteaching and ensure that students develop mastery at each level before moving on. The goal is to move the student back into the core English program as soon as possible. There are 280 students participating in the program at the high school level. After one semester, teachers are noting significant, rapid growth in student reading ability and students are seeing their own progress where they had previously been unsuccessful. Based on the initial success of the *Language!* program, we are piloting it in three elementary schools in the district.



DISTINGUISHED SCHOOLS AWARD

Four district elementary schools, Grant, McNear, Penngrove, and Valley Vista, qualified to apply for a Distinguished School Award by having high 2005 state test scores. This award honors some of the most exemplary and inspiring public schools in California. More information on this honor is available at www.cde.ca.gov/ta/sr/cs/index.asp