

Board Approved 11-10-09
EDUCATIONAL SERVICES 2009-2010 SMART GOALS

Student Achievement

1: To Improve Student Achievement in English Language Arts

A. Increase percentage of all students in grades 2-6 scoring proficient or above on the Spring 2010 CST – Language Arts from 64% in 2009 to 79%. **64%**

Increase percentage of all students in grades 7-11 scoring proficient or above on the Spring 2010 CST – Language Arts from 60% in 2009 to 75%. **63%**

B. Increase the percentage of our significant subgroups in grades 2-6 scoring proficient or above on the Spring 2010 CST by at least 15% as follows:

- Grades 2-6 English Learners (ELs) from 34 to 49%, **36%**
- Grades 2-6 Students With Disabilities (SWDs) from 43 to 58%, **47%**
- Grades 2-6 Economically Disadvantaged Students (EDS) from 40 to 55%, **43%**
- Grades 2-6 Hispanic or Latino Students from 36 to 51%. **39%**

C. Increase the percentage of our significant subgroups in grades 7-11 scoring proficient or above on the Spring 2010 CST by at least 15% as follows:

- Grades 7-11 English Learners (ELs) from 16 to 31%, **18%**
- Grades 7-11 Students With Disabilities (SWDs) from 22 to 37%, **26%**
- Grades 7-11 Economically Disadvantaged Students (EDS) from 40 to 55%, **41%**
- Grades 7-11 Hispanic or Latino students from 33 to 48%. **39%**

D. Increase the percentage of 10th grade ELs scoring proficient or above on the ELA-CAHSEE from 38% in 2009 to 58% as measured by the February and March, 2010 administration.

- **71%** 10th grade ELs passed the 2010 CAHSEE
- **36%** 10th grade ELs scored proficient on the 2010 CAHSEE

E. Increase the percentage of 10th grade SWDs scoring proficient or above on the ELA-CAHSEE from 16% in 2009 to 46% as measured by the February and March, 2010 administration.

- **62%** 10th grade SWDs passed the 2010 CAHSEE
- **33%** 10th grade SWDs scored proficient on the 2010 CAHSEE

F. Increase the percentage of 10th grade EDS scoring proficient or above on the ELA-CAHSEE from 36% in 2009 to 56% as measured by the February and March, 2010 administration.

- **81%** 10th grade EDs passed the 2010 CAHSEE
- **48%** 10th grade EDs scored proficient on the 2010 CAHSEE

G. Increase the percentage of 10th grade Hispanic scoring proficient or above on the ELA-CAHSEE from 41% in 2009 to 61% as measured by the February and March, 2010 administration.

- **80%** 10th grade Hispanic students passed the 2010 CAHSEE
- **43%** 10th grade Hispanic students scored proficient on the 2010 CAHSEE

H. Increase the number of students by five percent who are enrolled in English Language Arts AP and Honors classes for the 2010-2011 school year. **387 in 2009, 412 in 2010, 6% increase**

**EDUCATIONAL SERVICES 2009-2010 SMART GOALS
RESULTS – 9/28/10
ENGLISH LANGUAGE ARTS**

Goal area	2009	Goal	2010	Change
CST ELA grades 2-6	64%	79%	64%	0
CST ELA grades 7-11	60%	75%	63%	+3%
CST ELA grades 2-6, EL	34%	49%	36%	+2%
CST ELA grades 2-6, SWD	43%	58%	47%	+4%
CST ELA grades 2-6, EDS	40%	55%	43%	+3%
CST ELA grades 2-6, Hispanic	36%	51%	39%	+3%
CST ELA grades 7-11, EL	16%	31%	18%	+2%
CST ELA grades 7-11, SWD	22%	37%	26%	+4%
CST ELA grades 7-11, EDS	40%	55%	41%	+1%
CST ELA grades 7-11, Hispanic	33%	48%	39%	+6%
CAHSEE ELA grade 10, EL	38%	58%	36%	-2%
CAHSEE ELA grade 10, SWD	16%	46%	33%	+17%
CAHSEE ELA grade 10, EDS	36%	56%	48%	+12%
CAHSEE ELA grade 10, Hispanic	41%	61%	43%	+2%
ELA Honors/AP Enrollment	387	406	412	+6%

Measurable objectives for English Language Arts:						IP	C	NY S
Pilot standards-aligned elementary report card with grade level teams from at least 50% schools <ul style="list-style-type: none"> 100% schools, 38 teachers, 100% kindergarten teachers Increase participation in the 2010-11 school year 							X	
Review and revise current writing rubric for grades 3-9 to better inform instruction to improve student writing, as measured by the 4 th , 7 th and 11 th grade CST writing assessment <ul style="list-style-type: none"> 3-6 monthly meetings December – May Draft to be reviewed and aligned to grade level specific standards – Summer – Fall 2010 						X		
Pilot research-based ELA intervention (Read 180) for targeted ELs, EDS and SWDs at one junior and one senior high school to increase the percentage of proficiency for these subgroups as measured by the ELA CSTs <ul style="list-style-type: none"> Read 180 intervention pilots at Kenilworth and Casa Grande (Average growth expected approx 75-100 Lexiles per year) Language 4th Edition pilot at Kenilworth and Petaluma JHS KJHS – R180 Beginning of year to mid year data reflected average growth of Lexile levels as follows: <ul style="list-style-type: none"> ELs – 84 Lexile levels EDS – 172 Lexile levels SWDs – 59 Lexile levels Language 4th Edition pilot at Kenilworth and Petaluma JHS <ul style="list-style-type: none"> KJHS - Beginning of Year to <u>Mid Year</u> data reflected average growth of 40 Lexile levels for ELs and 19.5 SWDs PJHS – Beginning of Year to <u>End of Year</u> data reflected average growth of .76 Lexile levels for ELs and 65 Lexile levels for SWDs Expand the Read 180 program at Casa Grande from 30 – 90 licenses to meet English learner and special education students' needs Continue KJHS and PJHS pilots for 2010-2011 							X	
Implement research-based CAHSEE ELA prep programs at Casa Grande and Petaluma High Schools for 10 th grade students with disabilities							X	
2009-10	Prep class	# of students participated	# of students tested	Passed CAHSEE	Proficient CAHSEE			
Casa Grande	Study Island	10	10	20%	20%			
Petaluma High	Kaplan	50	47	70%	43%			
Research and provide training for the components of Response to Intervention (RTI) for identified administration, general education and special education staff by June 2010 <ul style="list-style-type: none"> Directors of Educational Services participated in an intensive 4-day RTI training McDowell and McKinley elementary schools participated in the SCOE RTI project, implementing the construct at their respective schools Elementary principals engaged in a year-long inquiry of effectiveness of interventions, progress monitoring, i.e., use of assessments, and exposure to best practices District-wide RTI training for 2010-2011 school year have been scheduled: Sept 13/14; Dec 7/8; Feb 28/Mar 1 						X	X	

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<p>Provide elementary teachers training on differentiated instruction to meet needs of gifted and rapid learners by June 2010</p> <ul style="list-style-type: none"> • 25% of K-6 teachers attended the June 2009, 5-day Differentiated Instruction workshop • June 2010 institute rescheduled to: Sept 20, 21; Oct 18, 19*; and Jan 13, 14 (*Parent Night) 	X	X	
<p>Utilize Board-approved core curriculum to provide differentiated instruction and alternative learning opportunities to meet the needs of all students</p> <ul style="list-style-type: none"> • 7-12 ELA teachers use combination of adopted materials and literature based curricula to differentiate instruction appropriately • K-6 teachers implement differentiated instruction through the adopted curriculum 	X		
<p>Research, identify and pilot selected assistive technologies to support English Learners by June 2010</p> <ul style="list-style-type: none"> • 8 ELD secondary classrooms: installed interactive white boards, document cameras, student response systems and audio enhancement; piloting teachers received 4 days of training • Technologies in place; continue training to ensure implementation with fidelity 		X	
<p>Provide training for the Student Study Team (SST) process for identified school site teams by June 2010 * Committee reviewing process/procedures/forms</p> <ul style="list-style-type: none"> • SST committee has met throughout the year to draft and present revised referral forms to the RTI committee • Committee presented drafts of revised work to principals, counselors and staff to implement pilot in the 2010-2011 school year • SST Resource binder for teams to use as reference will be ready in Fall 2010 • Pilot revised SST process and protocols in 2010-2011 	X	X	
<p>Provide training and support for principals in the development, selection and use of formative assessments to guide the inquiry process.</p> <ul style="list-style-type: none"> • Elementary principal meetings focused on classroom observations, assessments, and use of data to support continuous school improvement, and providing appropriate interventions • Alt Ed principals and staff revised and implemented trimester writing assessments • The Trust Committee engaged in book study to support the implementation of ongoing district-wide initiatives • Continue to work with principals and staff to identify appropriate formative and progress monitoring assessments to guide instruction and improve student achievement 	X		

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<p>Provide tools and support for principals in the development of their Single Plan for Student Achievement aligned to District goals.</p> <ul style="list-style-type: none"> • Principals received a revised template for sites' Single Plan for Student Achievement (SPSA) to articulate SMART goals, identify related strategies and monitor student progress toward goals • Principals were provided training to align resources to identified SMART goals and the Munis System • Continue to work with and support principals to align resources to SPSA goals • 	X	X	
<p>Identify and implement trimester ELA benchmark assessments by Fall 2009</p> <ul style="list-style-type: none"> • 100% elementary sites identified and implemented Houghton Mifflin assessments • Refine process and identify essential components for 2010-11 benchmark assessments 	X		

Key:

IP – In Progress

C – Completed

NYS – Not Yet Started

2: To Improve Student Achievement in Mathematics

A. Increase percentage of all students in grades 2-7 scoring proficient or above on the Spring 2010 CST – Mathematics from 59% in 2009 to 74%. **63%**

B. Increase the percentage of our significant subgroups in grades 3, 5, and 7 scoring proficient or above on the Spring 2010 CST – Math by 20% as follows:

- Grades 3, 5, 7 English Learners (ELs) from 47 to 67%, 30 to 50%, and 20 to 40%, respectively **52% 28% 25%**
- Grade 3, 5, 7 Students With Disabilities (SWDs) from 48 to 68%, 42 to 62%, and 19 to 39%, respectively **54% 47% 27%**
- Grade 3, 5, 7 Economically Disadvantaged Students (EDS) from 49 to 69%, 38 to 58%, and 27 to 47%, respectively **53% 38%**
- **37%**
- Grades 3, 5, 7 Hispanic or Latino students from 50 to 70%, 35 to 55% and 28 to 48%, respectively. **55% 35% 40%**

C. Increase percentage of all students in grades 8 and 9 scoring proficient or above on the Spring 2010 CST – Algebra 1 from 43% in 2009 to 63%. **46%**

D. Increase the percentage of students in our significant subgroups in grades 8 and 9 scoring proficient or above on the Spring 2010 CST – Algebra 1 by at least 20% as follows:

- English Learner (ELs) from 22 to 42% **32%**
- Students With Disabilities (SWDs) from 16 to 36% **17%**
- Economically Disadvantaged Students (EDS) from 27 to 47% **37%**
- Hispanic or Latino students from 26 to 46% **37%**

E. Increase the percentage of 10th grade ELs scoring proficient or above on the Math-CAHSEE from 39% in 2009 to 49% as measured by the February and March, 2010 administration.

- **70%** 10th grade ELs passed the 2010 Math CAHSEE
- **31%** 10th grade ELs scored proficient on the 2010 Math CAHSEE

F. Increase the percentage of 10th grade SWDs scoring proficient or above on the Math-CAHSEE from 20% in 2009 to 40% as measured by the February and March, 2010 administration.

- **54%** 10th grade SWDs passed the 2010 Math CAHSEE
- **30%** 10th grade SWDs scored proficient on the 2010 Math CAHSEE

G. Increase the percentage of 10th grade EDS scoring proficient or above on the Math-CAHSEE from 39% in 2009 to 59% as measured by the February and March, 2010 administration.

- **80%** 10th grade EDs passed the 2010 Math CAHSEE
- **42%** 10th grade EDs scored proficient on the 2010 Math CAHSEE

H. Increase the percentage of 10th grade Hispanic students scoring proficient or above on the Math-CAHSEE from 39% in 2009 to 59% as measured by the February and March, 2010 administration.

- **76%** 10th grade Hispanic students passed the 2010 Math CAHSEE
- **42%** 10th grade Hispanic students scored proficient on the 2010 Math CAHSEE

I. Increase the number of students by five percent who are enrolled in mathematics AP and Honors classes for the 2010-2011 school year. **475 in 2009, 518 in 2010, 9% increase**

**EDUCATIONAL SERVICES 2009-2010 SMART GOALS
RESULTS – 9/28/10
MATHEMATICS**

Goal area	2009	Goal	2010	Change
CST Math grades 2-7	59%	74%	63%	+4%
CST Math grade 3, EL	47%	67%	52%	+5%
CST Math grade 5, EL	30%	50%	28%	-2%
CST Math grade 7, EL	20%	40%	25%	+5%
CST Math grade 3, SWD	48%	68%	54%	+6%
CST Math grade 5, SWD	42%	62%	47%	+5%
CST Math grades 7, SWD	19%	39%	27%	+8%
CST Math grade 3, EDS	49%	69%	53%	+4%
CST Math grade 5, EDS	38%	58%	38%	0
CST Math grade 7, EDS	27%	47%	37%	+10%
CST Math grade 3, Hispanic	50%	70%	55%	+5%
CST Math grade 5, Hispanic	35%	55%	35%	0
CST Math grade 7, Hispanic	28%	48%	40%	+12%
CST Algebra grades 8 & 9	43%	63%	46%	+3%
CST Algebra grades 8 & 9, EL	22%	42%	32%	+10%
CST Algebra grades 8 & 9, SWD	16%	36%	17%	+1%
CST Algebra grades 8 & 9, EDS	27%	47%	37%	+10%
CST Algebra grades 8 & 9, Hispanic	26%	46%	37%	+11%
CAHSEE Math grade 10, EL	39%	49%	31%	-8%
CAHSEE Math grade 10, SWD	20%	40%	30%	+10%
CAHSEE Math grade 10, EDS	39%	59%	42%	+3%
CAHSEE Math grade 10, Hispanic	39%	59%	42%	+3%
Math Honors/AP Enrollment	475	499	518	+9%

Measurable objectives for mathematics:	IP	C	NYS								
<p>100% of teachers in grades K-6 will attend district provided professional development as part of the implementation of the Envision math adoption, by June 2010</p> <ul style="list-style-type: none"> • 94% classroom teachers • 70 % special education teachers • 5 day state-approved training • Principals to work with new staff or others who need training, to identify dates and secure registrations 	X										
<p>Identify and implement trimester Envision math benchmark assessments by Fall 2009</p> <table border="1" data-bbox="293 699 1133 919"> <thead> <tr> <th data-bbox="293 699 670 747">Grades 3-6 Trimester 1</th> <th data-bbox="675 699 1133 747">Grades 3-6 Trimester 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 753 670 802">35% proficient in Grade 5</td> <td data-bbox="675 753 1133 802">63% proficient in Grade 5</td> </tr> <tr> <th data-bbox="293 808 670 856">Algebra 1, Grades 7-10</th> <th data-bbox="675 808 1133 856">Algebra 1, Grades 7-10</th> </tr> <tr> <td data-bbox="293 863 670 911">75% proficient in Grade 8</td> <td data-bbox="675 863 1133 911">Not available until end of semester</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Convene a district math committee to align assessments to Power Standards and develop trimester benchmarks 	Grades 3-6 Trimester 1	Grades 3-6 Trimester 2	35% proficient in Grade 5	63% proficient in Grade 5	Algebra 1, Grades 7-10	Algebra 1, Grades 7-10	75% proficient in Grade 8	Not available until end of semester	X		
Grades 3-6 Trimester 1	Grades 3-6 Trimester 2										
35% proficient in Grade 5	63% proficient in Grade 5										
Algebra 1, Grades 7-10	Algebra 1, Grades 7-10										
75% proficient in Grade 8	Not available until end of semester										
<p>Implement a research-based intervention program focused on the acquisition of basic operations at two elementary and junior high schools by Fall 2009</p> <ul style="list-style-type: none"> • FastMath implemented McDowell, McKinley, Kenilworth and Petaluma Junior High schools • PJHS - Beginning of Year to Mid Year data reflected average growth of fact automaticity increases of 56% for ELs, 57% EDS and 52% SWDs • Increase the number of licenses to 350 district-wide and make available to all elementary schools • Provide training for piloting teachers 		X									
<p>Pilot standards-aligned report card with grade level teams from at least 50% of elementary schools</p> <ul style="list-style-type: none"> • 100% schools, 38 teachers, 100% kindergarten teachers • Increase participation in the 2010-11 school year 		X									
<p>Implement an Algebra Readiness course in 8th grade with a standards-aligned remediation text by Fall 2009</p> <ul style="list-style-type: none"> • Implemented at Kenilworth with positive response from teachers (regular and special education) • Continue implementation 		X									
<p>Develop District benchmark assessments for all Algebra 1 students by June 2010</p> <ul style="list-style-type: none"> • Secondary principals worked together and with teachers to articulate and develop Algebra I semester benchmarks • Continue to implement and expand assessments throughout secondary 		X									

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<p>Align site formative assessments to the benchmarks by June 2010</p> <ul style="list-style-type: none"> • K-6 teachers utilized the adopted curriculum formative assessments which are aligned to benchmark assessments • 7-12 Algebra 1 teachers aligned formative assessment to District's Power Standards 	X																				
<p>Increase the number of students attending Aiming High after school algebra tutoring at high schools from 25 to 35</p> <ul style="list-style-type: none"> • 15 PHS students participated in Aiming High • 13 CG students participated in CG's afterschool tutoring program at McDowell Elementary • Aiming High grant ending this year; continue to seek grants to provide this program 	X																				
<p>Increase the number of collaborative math classes for students with disabilities at the Junior High and High Schools for the 2009- 2010 school year from five classes to eight.</p> <ul style="list-style-type: none"> - Increased from 5 to 7 sections: <ul style="list-style-type: none"> • Casa - 4 sections • Kenilworth - 2 sections • Petaluma Jr - 1 section <p>- Monitor need for collaborative classes and respond accordingly</p>	X																				
<p>Implement research-based CAHSEE mathematics prep programs at Casa Grande and Petaluma High Schools for 10th grade students with disabilities</p> <table border="1" data-bbox="201 1062 1203 1314"> <thead> <tr> <th>2009-10</th> <th>Prep class</th> <th># of students participated</th> <th># of students tested</th> <th>Passed CAHSEE</th> <th>Proficient CAHSEE</th> </tr> </thead> <tbody> <tr> <td>Casa Grande</td> <td>Study Island</td> <td>21</td> <td>21</td> <td>23%</td> <td>19%</td> </tr> <tr> <td>Petaluma High</td> <td>Kaplan</td> <td>50</td> <td>47</td> <td>72%</td> <td>40%</td> </tr> </tbody> </table>	2009-10	Prep class	# of students participated	# of students tested	Passed CAHSEE	Proficient CAHSEE	Casa Grande	Study Island	21	21	23%	19%	Petaluma High	Kaplan	50	47	72%	40%		X	
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<p>Research and provide training for the components of Response to Intervention (Rti) for identified administration, general education and special education staff by June 2010</p> <ul style="list-style-type: none"> • Directors of Educational Services participated in an intensive 4-day RTI training • McDowell and McKinley elementary schools participated in the SCOE RTI project, implementing the construct at their respective schools • Elementary principals engaged in a year-long inquiry of effectiveness of interventions, progress monitoring, i.e., use of assessments, and exposure to best practices • District-wide RTI training for 2010-2011 school year have been scheduled: Sept 13/14; Dec 7/8; Feb 28/Mar 1 	X	X																			

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<p>Provide elementary teachers training on differentiated instruction to meet needs of gifted and rapid learners by June 2010</p> <ul style="list-style-type: none"> • 25% of K-6 teachers attended the June 2009, 5-day Differentiated Instruction workshop • 2010 institute scheduled for June 14-18 • 28 Teachers, grades 3-10, accepted to participate in Project LEAD Math Leadership Project and CA Math & Science Partnership Grant 	X	X	
<p>Utilize Board-approved core curriculum to provide differentiated instruction and alternative learning opportunities to meet the needs of all students</p> <ul style="list-style-type: none"> • K-12 teachers used the adopted math curriculum to provide differentiated instruction and appropriate technology resources to meet the needs all students • Continue to support teachers to implement adopted curriculum with fidelity 	X		
<p>Provide training for the Student Study Team (SST) process for identified school site teams by June 2010</p> <ul style="list-style-type: none"> • SST committee has met throughout the year to draft and present revised referral forms to the RTI committee • Committee presented drafts of revised work to principals, counselors and staff to implement pilot in the 2010-2011 school year • SST Resource binder for teams to use as reference will be ready in Fall 2010 • Pilot revised SST process and protocols in 2010-2011 	X	X	
<p>Provide training and support for principals in the development, selection and use of formative assessments to guide the inquiry process.</p> <ul style="list-style-type: none"> • Elementary principal meetings focused on classroom observations, assessments, and use of data to support continuous school improvement, and providing appropriate interventions • Alt Ed principals and staff revised and implemented trimester writing assessments • The Trust Committee engaged in book study to support the implementation of ongoing district-wide initiatives • Continue to work with principals and staff to identify appropriate formative and progress monitoring assessments to guide instruction and improve student achievement 	X		
<p>Provide tools and support for principals in the development of their Single Plan for Student Achievement aligned to District goals.</p> <ul style="list-style-type: none"> • Principals received a revised template for sites' Single Plan for Student Achievement (SPSA) to articulate SMART goals, identify related strategies and monitor student progress toward goals • Principals were provided training to align resources to identified SMART goals and the Munis System • Continue to work with and support principals to align resources to SPSA goals 	X	X	

3: To improve student achievement by engaging staff, students, parents and the community in sustaining safe and respectful school environments

Measurable objectives for safe and respectful school environments:	IP	C	NYS
Staff			
<p>Research and provide training for the components of Response to Intervention (Rtl) for identified administration, general education and special education staff by June 2010</p> <ul style="list-style-type: none"> • Directors of Educational Services participated in an intensive 4-day RTI training • McDowell and McKinley elementary schools participated in the SCOE RTI project, implementing the construct at their respective schools • Elementary principals engaged in a year-long inquiry of effectiveness of interventions, progress monitoring, i.e., use of assessments, and exposure to best practices • District-wide RTI training for 2010-2011 school year have been scheduled: Sept 13/14; Dec 7/8; Feb 28/Mar 1 	X	X	
<p>Provide training for the Student Study Team (SST) process for identified school site teams by June 2010</p> <ul style="list-style-type: none"> • SST committee has met throughout the year to draft and present revised referral forms to the RTI committee • Committee presented drafts of revised work to principals, counselors and staff to implement pilot in the 2010-2011 school year • SST Resource binder for teams to use as reference will be ready in Fall 2010 • Pilot revised SST process and protocols in 2010-2011 	X	X	
<p>Caring School Communities program will be in place in six elementary sites in 2009-2010.</p> <ul style="list-style-type: none"> • All 7 elementary schools have received training • Program implementation is supported through site leadership teams who attend bi-monthly meetings 		X	
Parents			
<p>Create a process and protocol to connect families and students with a network of support by June 2010.</p> <ul style="list-style-type: none"> • McDowell Healthy Start Family Center program to include Pasitos – Parent Education 0-3 years program • McDowell Healthy Start Family Center program Book Bag program – Families receive age appropriate books to develop at-home literacy skills • McDowell Healthy Start Family Center - Mental Health Grant provided a full-time bilingual Marriage Family Therapist intern • McDowell/McKinley neighborhoods– Sonoma County grant submitted to fund a 0-5 years parent education program • Petaluma Junior High School - parent volunteer program pilot funded by Healthy Community Consortium • Parent education series provided by Theresa Hall, District Guidance Coordinator • 2010- 2011 - All McKinley/McDowell families will have access to the Healthy Start Family Center 	X		

Students																
<p>Increase the effectiveness of SLCs in providing personalization and meaningful engagement for students as evidenced by increased ninth grade retention, student commitment to selected SLC over two years and results of Healthy Kids Survey.</p> <table border="1"> <thead> <tr> <th>Fall 2009 Baseline Data</th> <th>Caring Relationships Teacher/Other</th> <th>Meaningful Participation at School</th> </tr> </thead> <tbody> <tr> <td>Gr 7</td> <td>36%</td> <td>14%</td> </tr> <tr> <td>Gr 9</td> <td>28%</td> <td>10%</td> </tr> <tr> <td>Gr 11</td> <td>34%</td> <td>14%</td> </tr> </tbody> </table>	Fall 2009 Baseline Data	Caring Relationships Teacher/Other	Meaningful Participation at School	Gr 7	36%	14%	Gr 9	28%	10%	Gr 11	34%	14%	X			
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Gr 7	36%	14%														
Gr 9	28%	10%														
Gr 11	34%	14%														
<p>Strengthen core connections with Career Technical Education.</p> <ul style="list-style-type: none"> • Casa Grande reconfigured from 6 to 4 SLCs • Petaluma HS manufacturing program is the only NIMS accredited HS in all of California • 3 PCS pathways have new articulation agreements with SRJC (Auto, IT, 3D Animation) • 2 Courses added to UC 'A-G' approved courses (Arch Design/PHS & Ecology Appl/Casa) <table border="1"> <thead> <tr> <th>2009 - Students Enrolled in CTE Classes Results:</th> <th>% 12th grade students</th> </tr> </thead> <tbody> <tr> <td>Scored proficient advanced on 2009 CAHSEE – English/Language Arts</td> <td>62.6%</td> </tr> <tr> <td>Scored proficient advanced on 2009 CAHSEE – Math</td> <td>60%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2009 - CTE Concentrator Students enrolled in Capstone Courses:</th> <th>% 12th grade students</th> </tr> </thead> <tbody> <tr> <td>Received Grade of C or Better or Industry Recognized Certification:</td> <td>93.55%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2009 - CTE Concentrator Students enrolled in Capstone Courses</th> <th>% 12th grade students</th> </tr> </thead> <tbody> <tr> <td>Who Earned High School Diploma or Equivalent</td> <td>100%</td> </tr> </tbody> </table>	2009 - Students Enrolled in CTE Classes Results:	% 12th grade students	Scored proficient advanced on 2009 CAHSEE – English/Language Arts	62.6%	Scored proficient advanced on 2009 CAHSEE – Math	60%	2009 - CTE Concentrator Students enrolled in Capstone Courses:	% 12th grade students	Received Grade of C or Better or Industry Recognized Certification:	93.55%	2009 - CTE Concentrator Students enrolled in Capstone Courses	% 12th grade students	Who Earned High School Diploma or Equivalent	100%	X	
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2009 - CTE Concentrator Students enrolled in Capstone Courses	% 12th grade students															
Who Earned High School Diploma or Equivalent	100%															
<p>The number of Challenge Days held at secondary sites will increase from 6 in 2008-2009 to 10 in 2009-2010.</p> <ul style="list-style-type: none"> • 9 challenges completed by March 2010 		X														
<p>Reduce the number of student suspensions by 5% (2176.5 in 2008-09)</p> <ul style="list-style-type: none"> • As of March, 1 2010 there were 1658.5 days of suspension • As of March 1, 2009 there were 1633 days of suspension • Continue to monitor student discipline and provide support to staff and families 	X															

Community						
Collect baseline data on the number of community members involved as mentors, guest speakers and volunteers.					X	
2009-2010	Mentors	Guest Speakers	Volunteers			
Elementary	146	67	610			
Jr High	52	18	70			
High Schools	28	216	83 590 Sr. Pr			
Collect baseline data on the number of students who participate in job shadows, internships and apprenticeships					X	
415 students participated in related workplace experience						
Collect baseline data on the number of students who participate in a mentor program.					X	
2009-2010	Mentor Me					
Elementary	146					
Jr High	52					
High Schools	28					

Petaluma City Schools

District/School Leadership Team

Overview of the Program Improvement Process

District/School Leadership Team Composition:

<u>DSL</u>			
↓			
<u>District Administration</u>	<u>District Certificated</u>	<u>District Classified</u>	<u>Community</u>
<u>Superintendent</u>	<u>1 teacher/site</u>	<u>1 representative/site</u>	<u>1 parent/site</u>
<u>2 Elementary Principals</u>	<u>PFT president</u>	<u>District office rep</u>	<u>1 Board Member</u>
<u>2 Secondary Principal/AP</u>		<u>CSEA president</u>	

Purpose of the Committee:

1) Conduct a needs assessment that will identify strengths and gaps in district programs in serving all students including:

- Reviewing data in English Language Arts and Math
- Identifying areas of strength and gaps by subgroup
- Looking at the causes of gaps and success
- Prioritize areas of improvement

2) Assist in identifying solutions that will build upon the work the district has already done to improve student achievement.

- Look for coherence between prioritized areas of need and LEA plan
- Review research on “best practice strategies” aligned to prioritized areas of need
- Review LEA plan Addendum

3) Monitor the implementation of solutions that build upon the work the district has already done to improve student achievement.

- Meet quarterly to review data on progress in prioritized areas of need
- Assist in adjusting LEA addendum to reflect progress being made

Role of the Committee: Serve as an advisory and monitoring group to ensure district progresses in efforts to improve the achievement of all students across the district.

Sample Tasks: Work in teams to review data, participate in activities to identify school and district needs, review educational research reports on “best practices”.