

**Board of Education  
Petaluma City School Districts**

**Annual Report  
On Priority Goals  
2005-2006**

**The Petaluma City School Districts are committed to providing 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.**

**Petaluma City Schools will have a strong local, state and national reputation as a district where:**

- All students reach high levels of achievement in a rigorous and relevant curriculum
- All students graduate prepared for success in work, advanced study and in the community
- Students learn in a caring and safe environment where they are motivated to do their best work
- Diversity is seen as an asset that strengthens and enriches our learning community
- Parents/caregivers are recognized and engaged as partners
- The community supports the educational program and is engaged as a resource for learning and expanded student experiences
- All district employees are dedicated to student success and operate as a high-performing team sharing resources, knowledge, and skills toward common goals
- Shared decision making is valued with active participation from all stakeholders

**To achieve this vision, we will:**

- Align instruction, curriculum, and assessment throughout the district
- Make instructional decisions based on student performance information
- Use research-based instructional strategies that engage all students in relevant and meaningful learning experiences
- Cultivate opportunities for students to connect their learning to career choices and community involvement
- Focus district resources on the needs of the students
- Recruit, maintain, and enhance a qualified effective staff
- Personalize learning experiences for students and provide support for social and emotional needs to enhance student academic success
- Implement student behavioral guidelines that promote mutual respect and personal responsibility
- Provide safe, clean and well-maintained facilities designed to best serve the instructional programs
- Employ technology to enhance learning, teaching, communication, operations and administrative support
- Promote practices that ensure the equitable treatment, respect and appreciation of all students, staff and families in our diverse learning community
- Provide meaningful opportunities for every parent and caregiver to participate in and support his/her student's educational experience
- Engage community members as mentors, tutors, and volunteers in our schools
- Cultivate school/community/business partnerships that support programs that provide job shadows, internships, and apprenticeships in the work place
- Collaborate with post-secondary institutions to expand educational opportunities and provide seamless transition from high school to higher education
- Provide structures and systems to support staff collaboration
- Provide research-based staff development to increase performance and effectiveness
- Promote a common understanding and implementation of the shared decision making process

## **CURRICULUM & INSTRUCTION**

- 1. To increase student achievement**
- 2. To close the achievement gap for subgroups**
- 3. To develop support systems to ensure that every student graduates from high school prepared for post-secondary education and the workplace**
- 4. To increase teacher and student proficiency with technology**
- 5. To sustain safe and respectful school environments**
- 6. To provide opportunities for family and community members to connect and participate meaningfully in the educational system**

## **HUMAN RESOURCES**

- 1. Recruit, maintain and enhance a high quality and effective teaching staff dedicated to student success**
- 2. Recruit, maintain and enhance a high quality and effective support staff dedicated to student success**
- 3. Recruit, maintain and enhance a high quality and effective administrative and supervisory staff dedicated to student success**
- 4. Foster increased positive communication and decision-making processes throughout the district**

## **BUSINESS SERVICES**

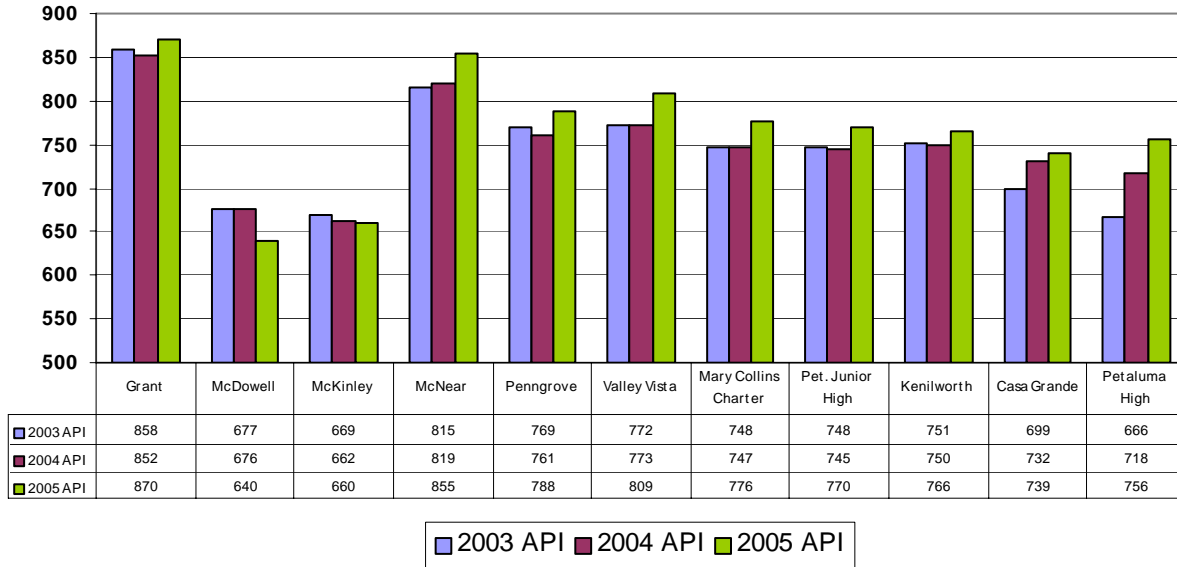
- 1. Maximize the district fiscal resources to support the needs of students**
- 2. Enhance and maintain district facilities that are safe, efficient and are designed to augment the educational program**
- 3. To provide the infrastructure to utilize modern technology that supports instruction, communications, operations and administrative purposes**
- 4. Food services provides nutritional meals to students that sustain them to concentrate academically**

# Petaluma City Schools Board of Education

## CURRICULUM & INSTRUCTION 2005-06 Goals and Progress

### 1. TO INCREASE STUDENT ACHIEVEMENT:

API growth 2003-2005 Petaluma City Schools



#### a. Provide standards-aligned materials for core academic classes:

All students in the district have standards-aligned texts and instructional materials in math, science, social studies and English / language arts. However, social studies materials used K-8 will not be current after this year. Also 9<sup>th</sup> and 10<sup>th</sup> grade English classes need to identify materials by next year that are more aligned to standards.

A new adoption for history/social science will happen for the 2006-07 year. A K-6 textbook committee is piloting several programs this spring, and a recommendation for adoption is anticipated by June. Junior high social studies departments also plan to recommend new textbooks for next year. Professional development to support the new adoptions will be incorporated into the 2006-07 year.

The intensive English intervention program, Language!, was implemented at the high school level. During 2005-06, elementary and junior high levels also recommended adoption of this program for students who need intensive language arts intervention. Training for teachers who will be using the program next year is planned for July, 2006.

High school English teachers are completing a review of standards-aligned texts to identify new core materials for 9<sup>th</sup> and 10<sup>th</sup> grade English.

**b. Support attendance at AB466 and AB75 trainings on instructional materials:**

Many teachers participated in AB466 professional development focusing on effective instruction in either math or English in the summer of 2005 and more plan to participate in summer 2006. The following trainings with a specific instructional program have been supported with district funds:

- AB466 for Houghton Mifflin English, K-6 in 2005 and 2006.
- AB466 for Sopris West *Language!* 4<sup>th</sup>-12<sup>th</sup> grade teachers in 2005 and 2006.
- AB466 for McDougall Littell *Algebra 1* in 2006.
- AB466 for *High Point* Language Arts program for Kenilworth teachers in 2005.

In addition all secondary principals, assistant principals, and two elementary principals will have completed AB75 training by December, 2006.

**c. Identify essential standards at each grade level for all content areas:**

The K-12 Curriculum Committee supported the process of developing Power Standards for English and math, K-12, and for science and social studies, 7-12. Representative teachers from each school created a first draft that was reviewed at all sites before February. Comments from sites were incorporated into a final draft to be published in June for use next year. Power Standards for social studies K-6 will be developed next year, in conjunction with bringing new textbooks to classrooms.

New Career Technical Education Standards and Physical Education standards have been approved at the state level and are being used within the district to support new priorities.

**d. Support staffs in developing and using local grade-level and course assessments in English/language arts and mathematics to track individual student progress and modify instruction:**

The following activities took place in 2005-06:

- Kenilworth used a common writing assessment with all students
- At least 4 elementary sites used Dynamic Indicators of Basic Daily Literacy Skill (DIBELS) as a common tool to track progress in reading.
- The new *Language!* program (4-12) contained common assessments that are in use to place students and to monitor progress at PHS, Casa, San Antonio, PJH, KJH, Penngrove, McDowell, and McKinley.
- Use of SAMS math assessments was expanded to include 6<sup>th</sup> grade testing to help inform 7<sup>th</sup> grade placement at Petaluma Junior High.
- Casa teachers used Edusoft assessments and results to identify students showing progress in CST spans.

- PHS English teachers developed common assessments in Edusoft to use to track progress in students learning CAHSEE-tested standards.
- Sites provided money for local assessments:
  - Sub time for teachers to administer DRA, BPST, QRI, DIBELS at McKinley
  - McDowell use HM & Harcourt assessments to track acquisition of skills (in program assessments)
  - Valley Oaks reading and mathematics placement test
  - Renaissance STAR on Internet; quizzes online; Teachers can go online to get results at Penngrove.
  - Monthly assessments at Crossroads to create individual study plans and to differentiate the curriculum; Principal provides coverage for class while teacher does assessment

**e. Develop and implement K-12 District Writing Assessments:**

An elementary writing assessment has been developed for all K-6 students. The assessment is given twice a year, fall and spring. Teachers have been trained in the use of a new rubric to score the writing. Scores are entered in Edusoft for long-term tracking of district progress.

Both PJH and Kenilworth administer the same fall and spring school-wide writing assessment.

Plans to develop a high school writing assessment will begin with 9<sup>th</sup> grade teachers next.

**f. Provide authentic, rigorous and meaningful curriculum for all students:**

Several activities provide examples of how the district supports this goal:

- Career pathways are being developed in high schools.
- Small Learning Community work includes a goal of having more students complete the A-F requirements for University of California.
- Kate Kinsella Academic Language work adds rigor.
- A new ELD Academy for students is being developed at Petaluma High;
- Industrial Technology pathway is operating at Petaluma High
- Title 1 classes in each team at Kenilworth using High Point or *Language!* & mathematics intervention materials.
- McKinley is implementing leveled reading and leveled math (regrouping / flexible grouping - frequent assessment - movement within groups - short term intervention )
- Health Career pathways is expanded at Casa Grande.

**g. Provide programs for gifted students that are differentiated and motivate them to do their best work:**

The District GATE Coordinators and GATE Advisory Committee monitor the implementation of our GATE plan. The student identification process was

adjusted so that all GATE candidates were tested with the RAVEN as part of the identification process.

Professional development continued with Nancy Wagner returning to present to teachers on differentiation and to parents about needs of gifted children. Also, using GATE funds, several teachers attended the California Association for the Gifted Conference and high school teachers attended training to teach new Advanced Placement courses.

**g. Provide access to all qualified high school students to AP and Honors classes:**

Discussions continue at each high school to plan for expansion of Honors and AP programs. Sites report deliberate promotion and excitement about Honors and AP classes through posters and teacher promotion. Junior high students are tested by high school staff so that 9<sup>th</sup> grade students can be placed into Honors classes. AP courses have expanded to include Statistics at Casa, two sections of 10<sup>th</sup> grade Honors English and Honors Biology at PHS, and there is interest in adding online AP classes. Enrollment is increasing notably in the AP Spanish for native speakers at Casa and in Statistics at PHS. Student access is increased over previous years including more clarity about student options to take college level courses in high school and receive weighted grades.

**2. TO CLOSE THE ACHIEVEMENT GAP FOR SUBGROUPS:**

**a. Support staff development for administrators and teachers in the use of Edusoft as a tool to analyze data, develop reports, and develop standards-based assessments to inform decision-making on curriculum and instructional issues:**

Several opportunities to improve Edusoft skills were provided for teachers and administrators. Two schools scheduled whole-staff in-service at the site. The District scheduled four half-day sessions including an introduction to the reporting system and the teacher tools. Sonoma County Office of Education offered two-day and four-day institutes in June 2005, May 2006, and June 2006, attended by administrators and teachers.

An additional district office secretary was trained on the benchmark testing module and administrative tools to support sites that were using the system for common assessments. She is available to troubleshoot problems and to provide introductory training for individual staff members.

High school English teachers created assessments using the item bank in Edusoft to use with 9<sup>th</sup> and 10<sup>th</sup> grade students to practice CAHSEE skills. Junior high math teachers learned to use SAMS as a placement tool for incoming 6<sup>th</sup> grade students, with results from Edusoft when possible. Elementary district writing assessment results (3<sup>rd</sup> – 6<sup>th</sup> grade) were put into Edusoft to provide an easier way to access the results and use them to inform decisions.

Sonoma County Office staff was accessed for staff meetings and committee meetings to train for specific Edusoft needs as defined by the committee.

Currently, their use is mainly in math and language arts, but there is interest for future support for high school small learning community members as they plan for their students.

Principals use the system frequently to provide reports for teachers, Site Councils, parent conferences, and other data needs. For example, CELDT results are examined to check for student annual growth in English skills. Also Edusoft was used as an early screening tool to identify students who may benefit from elementary summer school or need access to additional services next year.

**b. Identify, adopt, and implement research-based reading and math intervention programs:**

In 2005-06, high school implemented the Language! program for students needing reading intervention. Over 250 students accessed the program at Casa Grande, Petaluma, and San Antonio high schools. Teachers attended five days of training in July, 2005, with a follow-up day in January.

The new focus area in 2005-06 for intervention programs was to identify a program for junior high and upper elementary language arts acceleration/intervention. After review of options on the state-approved list, the recommendation for adoption of Language! will be made in June for next year's use. Five days of training for teachers who will be new to the program is scheduled for July, 2006.

In addition, secondary schools examined ways to support students to be successful in Algebra 1. Several schedule models and curriculum products were investigated. As a result, fewer students are scheduled into the Algebra 1A /1B sequence next year. More are scheduled into Algebra Academy for a year to prepare them to take Algebra 1 next year. Others are scheduled into Algebra 1 next year and have been identified as needing careful monitoring for success. Junior highs and high school math departments are exploring the benefits and challenges of scheduling students into two math periods concurrently (math every day) as is suggested by some research.

Secondary summer school will be piloting two research-based programs: Bridges to Algebra for pre-algebra students and My Access for English students to improve writing. Sonoma County Office of Education is helping to support these pilots and will continue to support the programs' use in the fall if they prove successful.

CAHSEE support classes continue in English and math at high schools for students who did not pass the first attempt. Special education students will have access to an intensive CAHSEE prep class in summer school.

**c. Provide programs for English learners that are differentiated for their specific needs including investigating new support models:**

Every site has developed a support model for students to address different skill levels of English Learners. Language! and High Point materials were used.

Junior high schools developed master schedules that permitted students to be placed in an appropriate ELD class by ability rather than grade level. Casa Grande continued to expand the EL Academy and Petaluma High developed a similar model for use in 2006-07. Elementary schools regrouped students when possible and identified time for ELD every day. Secondary schools also scheduled EL students for language arts / ELD time every day when appropriate.

Adult Ed provided ESL classes, level based, and Kindergarten readiness classes for Spanish-speaking parents and children prior to Kindergarten entry.

Schools are investigating Newcomer models with County support. McDowell funded a newcomer program for their students with Title 1 money.

**d. Provide special education service models that are standards-aligned, research-based and cost effective:**

A variety of special education models were in use as follows:

- RSP collaboration with the Language! Program at Casa Grande, Petaluma High and Kenilworth Junior High.
- A collaborative math class - team teaching – was in place at Casa Grande.
- Special Ed staff teamed in Language! and math at San Antonio.
- A Literacy/reading recovery program at Petaluma Junior High.
- State adopted texts were provided for all special ed students.
- At elementary sites, teachers learned to use DIBELS to monitor reading fluency development.

**e. Provide early intervention programs within the day for students who enter primary grades and need additional support:**

Sites explored ways to support these students. More sites incorporated the use of DIBELS in their monitoring process. Other site-specific examples include the Kindergarten All Star program at McKinley and the Read Well program at Penngrove.

**f. In collaboration with community partners, provide academic support and social skill development including mentoring and extended day programs:**

Several examples of partnerships continued and expanded, including:

- Senior Projects at Casa Grande and Sonoma Mountain.
- Health career pathway job shadows and internships at Casa Grande
- After school program partners at Kenilworth, Petaluma Junior and San Antonio
- After school CAHSEE prep classes at Casa Grande and Petaluma High.
- Project Connect at McKinley and McDowell (after school program)
- Rotary volunteers supported McKinley
- Mentor Me Program at McNear, Grant, VV, McKinley, McDowell and Petaluma Junior High
- Downtown project at Petaluma High
- Student Store - Deaf Dog – collaboration at Petaluma High
- Art therapy at San Antonio

- High School Mentoring Program at Petaluma High from HC2 for STP students.
- Drug Abuse Alternative Center (DAAC)
- Community Service required in Human Interaction classes and for CSF students..
- After school program “City as School” at San Antonio, Sonoma Mountain, and Carpe Diem
- FFA support for Petaluma High
- Culinary Arts participated in Taste of Petaluma
- Museum Program at Petaluma High
- Fish Hatchery at Casa Grande.

**g. Identify curriculum and a system to fill gaps in science and social studies knowledge for students in grades 5-8:**

At elementary and junior high schools, teachers worked in committees to identify new textbooks for use in 2006-07. Secondary teachers developed Power Standards for science and social studies.

Cherry Valley, Valley Vista, and McNear schools continued garden projects and more sites plan to create gardens on campus that can be utilized in the science and social studies curriculum.

**3. TO DEVELOP SUPPORT SYSTEMS TO ENSURE THAT EVERY STUDENT GRADUATES FROM HIGH SCHOOL PREPARED FOR POST-SECONDARY EDUCATION AND THE WORKPLACE:**

**a. Support the development of small learning communities at the comprehensive high schools by:**

**i. Personalizing the learning environment to support each student’s interests and goals:**

**ii. Supporting the successful transition of students from high school to post-secondary educational experiences and the workplace:**

Both comprehensive high schools developed new schedules for 2006-07 to include SLC teams (9<sup>th</sup> grade at Casa and 9<sup>th</sup>/10<sup>th</sup> grade at Petaluma High.) The SLC evaluation reports share details of the annual progress towards full implementation of the model. The lists below identify key features for each site.

- PHS-SLC work
  - Teams 9<sup>th</sup> & 10<sup>th</sup>
  - ELD Academy
  - Literacy
  - Career Choice Communities
  - Expansion of Downtown Project
  - Working with PJH to place students.

- CGHS-SLC work
  - Freshmen houses
  - Teams-9th grade
  - Visual Performing Arts
  - Health Career Pathway
  - Literacy/Math
  - Working with KJH to place students.

**b. Support differentiated routes to graduation for students including alternative sites and adult education:**

All high schools continued discussion about alternative paths for students. The Transition Team continued to review individual cases for alternative education placement. Discussions with SRJC, Petaluma campus, strengthened relationships and provided opportunities for students to be more familiar with the campus. Grading policies were amended to value student participation in college level classes while in high school.

Adult Ed provided alternate courses to support high school completion and CAHSEE preparation.

Several students passed the High School Proficiency Test.

**c. Promoting student proficiency in SCANS skill areas and support implementation of a work readiness certificate program:**

A Community Based Learning Team provided a place for collaboration and communication between high school programs, the Career Centers, the Work Permit process and Teen Program (City of Petaluma), and the Petaluma People's Service Center. The Team planned an Opportunities Night to link students and families with career-based options after high school. The group also supported a pilot of the County Work Readiness Certificate in Petaluma.

ROP and Carl Perkins funds supported Career Technical programs. The new Career Technical standards were presented at high schools and planning is scheduled for June, 2006, to review how to integrate CTE and SLC initiatives at each comprehensive high school.

At San Antonio, a revived City as Schools program was provided as an after-school intervention. The program combined academic skill development with on-the-job experiences. The program was also available to Sonoma Mountain and Carpe Diem students.

**d. Increase K-12 student access to career awareness and career exploration activities including job shadows and internships for high school students:**

Examples from sites include:

- McKinley and Petaluma High
  - Career speakers in classroom
- Casa Grande, Petaluma High, San Antonio

- Job shadows, Internships
- Penngrove, Valley Vista
  - Community service hours—10 hours—5<sup>th</sup> & 6<sup>th</sup> grade
- Casa Grande
  - I-Search
- Casa Grande and Petaluma High
  - Career pathways
  - SRJC career day participation

**e. Collaborate with community partners so that students have opportunities to connect their learning to career choices and community involvement:**

Many specific sites examples show multiple opportunities for students:

- PJHS
  - After School Program
  - Mentor Me Program
- KJHS
  - After School Program
  - Rotary
- McKinley, McDowell
  - SRJC Connection to college
- High schools
  - Community services hours in Human Interaction
- Valley Vista
  - Community Garden
  - Literacy Week (authors come in)
  - CGHS's Culinary Pathway
- McDowell
  - CGHS Students tutor (La Escuelita)
  - Seniors tutor-Jumpstart
- CGHS
  - Advisories with ROP
  - Senior projects with PTSA
- High Schools
  - Opportunities Night
- Community Entrepreneurs
- San Antonio
  - City In Schools Program
  - SRJC Placement tests and recruitments
- Carpe Diem & Sonoma Mountain
  - City As Schools Program
- CGHS
  - Police Academy
  - Art classes participate in Art Trails
- Crossroads
  - Career speakers
- CGHS & PHS
  - PPSC Counselors
  - WIA Counselor

- CS<sup>2</sup>
  - Youth Employment Services
  - City of Petaluma
  - PPSC

#### **4. TO INCREASE TEACHER AND STUDENT PROFICIENCY WITH TECHNOLOGY:**

##### **a. Provide professional development based on results of CTAP survey:**

Teachers are participating in ongoing Edusoft training and use. McKinley, McDowell, Sonoma Mountain, Carpe Diem, Casa Grande, Petaluma High, San Antonio, Valley Oaks, and Adult Education all report the use of e-mail as a primary form of communication with teachers. At KJHS, teacher technology training is happening during Study Group days, taught by site staff with SCOE support (Edusoft, Excel, Inspirations, teacher web-sites, Powerpoint, etc.)

District training for all staff was offered to help in the use of technology as a tool. District Management staff received training on the use of technology tools (palm pilot, Powerpoint, use of Word, e-mail, photos & graphics). A series of Adult Education classes for computer skill instruction was offered for district staff (Word, Excel, Adobe Photoshop, etc.) Use of "Just For The Kids" website with student data was modeled. District SASI training for groups (Admin/Counselors/Clerical) was provided and monthly discussions of SASI applications for secretaries was supported (attendance, grades).

Teachers used technological tools to analyze and report data on student progress. For example, at elementary sites, teachers engaged in manipulation of DIBELS data and the Technology Committee at CGHS will be devising and implementing their own survey leading to site workshops to address specific teacher needs.

Librarians continued to support website access and use. Also, the District Technology Support Staff continued to assist all sites.

##### **b. Purchase and use new hardware and software to enhance learning and teaching:**

Measure K and Measure C provided additional resources to support new purchases of hardware and software. The following improvements were reported by sites:

- At KJHS, use of API, PTSA, Site Council, and Measure K funds for the purchase of new computers (including wireless laptops with Internet connectivity), software, and maintenance;
- At McKinley, the Computer Coordinator has successfully obtained hardware donations;
- Every classroom at McDowell has a new computer and printer;
- Manufacturing Technology, Automotive Technology, and Drafting classes are using CAD and newest industry software applications at both high schools;
- Adult Education and PHS combined resources to purchase a shared mobile computer cart;
- Voice Projection System in use in classrooms at PHS and PJHS;

- Penngrove is using Accelerated Reader and Accelerated Math programs;
- Several campuses make on-line access available to student during break and lunch;
- Valley Vista is using Scholastic Reading Assessment program for grades 2-6;
- Bob Hermann has taken Truancy, SARB, and Suspension forms and turned them into templates for site use on the district server;
- SAMS assessment, computer based, in use at many sites for monitoring math progress;
- PJHS is using Larsen's Algebra program for before school intervention program;
- KJHS is using software for math intervention programs;
- PJHS computer lab is in use as a support to core curriculum with Computer Coordinator assistance;
- CGHS, Petaluma High and District staff are using Zoomerang for web-based surveys;
- Crossroads is using the Renaissance STAR program for initial and ongoing assessments to determine student instructional program level and differentiation
- CGHS is using technology to support Career Exploration activities
- Teacher web-sites and e-mail communication with parents is being used by many teachers at multiple sites

## **5. TO SUSTAIN SAFE AND RESPECTFUL SCHOOL ENVIRONMENTS:**

### **a. Utilize research-based programs and strategies to prevent violence, alcohol, tobacco, and other drug use:**

Research-based programs were implemented at elementary and junior high schools:

- Project Alert is being used at KJHS, PJHS, Crossroads, and MC@CV;
- Caring School Communities Program training and introduction was provided to elementary principals.
- "Toward No Drug Abuse" program was piloted for use in high school HI classes

Additionally, community programs continued to address student needs:

- DARE and BEST are in place at all elementary sites (DARE not at Penngrove)
- School Resource Officers are working from CGHS and PJHS, supporting multiple sites;
- DAAC assessments and referrals continue;
- PHS, KJHS, SA, VO, DO administrators participated in SCOE "Dogs, Drugs, and Dirty Dancing" seminar
- Human Interaction curriculum/classes was reinforced at varying levels district-wide
- "Courage to Live" program was presented at PJHS and KJHS
- Tobacco Diversion/Cessation programs continued for referred students.
- Referrals to County Clean & Sober program were made when appropriate.
- Safe Schools Counselors working from PHS and CGHS providing support district-wide

- “Every 15 Minutes” program happened at CGHS
- Annual Emergency Preparedness Drills and Annual Safety Trainings happened at all sites
- The Staff Lunch Incentive Safety Program continued.
- Site-level mental health assessments continued.
- The Threat Assessment process was reviewed.

**b. Demonstrate consistently that diversity is honored and valued:**

District commitment to this goal was evidenced in many ways:

- Board recognition through Student of the Month and Site Update presentations
- Academic/Life Skill Award Assemblies at sites
- ELAC and DELAC for sites and district with increased focus to address the implementation of the EL Master Plan
- Variety of cultural activities and events ongoing at elementary sites
- Translations of meetings and documents and bilingual office staff at multiple sites
- Cultural and ethnic clubs at secondary sites
- FM Radio transmitters were used at CGHS and community meetings for translation at events
- Life Skills credit based on positive behavior examples towards diversity was approved at Crossroads
- The Hate-motivated behavior protocol and policy and Sexual Harassment policy and protocol were reviewed.
- Weekly Academic/Life Skills recognition assemblies at PJHS
- Inclusion of at-risk students in creation of School Site Safety Plan at PHS

**c. Establish student behavioral guidelines that promote mutual respect and develop personal responsibility:**

Continued attention to student behavioral guidelines was supported by site administrators and district leaders. Several common agreements were reviewed, approved, and translated including the District-Wide guidelines/chart, a common set of Truancy and Suspension letters at elementary sites, and the Acceptable Use Policy (AUP) used at sites for student technology use guidelines.

Student discipline systems were implemented around BEST program goals and clarified in Student and Parent Handbooks. Assistant Principal met regularly to clarify and fine tune prevention and intervention activities. In addition, the Adult School ESL teachers created guidelines for expected classroom norms for Adult Ed. Classes.

Elementary counselors (shared by all sites) and the Student Advisor at McNear added to a climate of respect on each campus. Also, school norms discussion for behaviors happened during “Community Circle” at Crossroads

The Expulsion/Transition Team/SARB process continued to facilitate appropriate placement. The District continued involvement in the SCOE Court & Community School student meetings and Board Members toured Court & Community Schools.

**6. TO PROVIDE OPPORTUNITIES FOR FAMILY AND COMMUNITY MEMBERS TO CONNECT AND PARTICIPATE MEANINGFULLY IN THE EDUCATIONAL SYSTEM:**

**a. Engage community members as mentors, tutors, and volunteers**

In addition to those noted earlier, community members were engaged in many ways:

- Adult ED Pre/K program (PPNS) requires parent participation - McK, McN, VV;
- Mentor Me Petaluma - all elementary schools and the Mentor Program - PHS STP
- Outdoor Ed at Carpe Diem uses community members volunteers/mentors
- Senior Project volunteers as mentors and evaluators
- After School Program and CAHSEE prep, Alt Ed job skills, internships
- Health Career Pathways - job shadows
- Portfolio Night at Alternative Ed sites - volunteers/surrogate parents
- Community Partnership - PHS Ag program/ Museum/Downtown Project/ Indust Tech/Drafting
- Petaluma Learning Center - After school Program - PJHS
- Noontime Clubs community volunteers - PJHS
- Rotary Club tutors - McKinley - during and after school times
- Senior Volunteers
- School Volunteers - Teacher training of volunteers at Grant
- Senior Project through PTSA at Casa Grande
- 6<sup>th</sup> and 9<sup>th</sup> grade orientation/ Open House/ PTSA meetings- opportunities to recruit volunteers

**b. Communicate effectively with families about the progress of their student(s):**

Several systems are in place to support effective communication with families:

- 6 week progress reports
- Voice mail access to teachers
- Email access to teachers
- 3 week progress reports - Alt Ed schools
- Portfolio nights - Alt Ed schools
- Academic recognition - PJHS
- Agenda Planners – PJHS and KJH
- Weekly Progress reports on request
- Student of the month at Board meetings
- 2x year - parent/teacher conferences at elementary sites
- Translations - report cards - newsletters - SST - IEP's
- BIA/BC time spent with parents explaining "everything" (how to work with child at home)
- School and teacher websites
- SRT/ SST/SART'S/SARB/504 meetings/IEP meetings

- ELACs
- WASC parent surveys

**c. Provide families and the community with meaningful information about student achievement in relation to state and national targets:**

Information has been provided to parents through site newsletters, presentations to PTSA and ELAC meetings, letters with CELDT, CAHSEE, and STAR results, and parent information meetings.

**d. Encourage participation in parent education, ESL, and community service classes in the adult education program:**

Parent involvement and education was promoted at all sites. New PESA (Parent Expectations for Student Achievement) and Parent Project (PPSC) programs were implemented to support parent needs and education. Other parent education topics included Gang Awareness nights and Homework classes for parents on “how to help your child.”

**Petaluma City Schools Board of Education  
Report on Progress Towards Goals  
May 17, 2006**

**HUMAN RESOURCES**

**1. RECRUIT, MAINTAIN AND ENHANCE A HIGH QUALITY AND EFFECTIVE TEACHING STAFF DEDICATED TO STUDENT SUCCESS:**

**a. Ensure that every core classroom is taught by a Highly Qualified Teacher compliant with NCLB regulations:**

We have distributed a total of 608 certificates documenting Highly Qualified Teacher status in specific core areas to 466 District teachers.

Fewer than 20 teachers in the District for the 2005/06 school year still need to be documented as "Highly Qualified".

Our District hiring process, based on shared decision-making, legal requirements, and ethical considerations is adhered to across the District, resulting in the selection of candidates who are the most qualified and the most likely to be successful in our District.

The reputation of our District, combined with our competitive salary schedule in relationship to our parity districts, assures that highly qualified candidates apply for our vacancies.

**b. Ensure highly qualified status for teachers in alternative and special education assignments:**

We have distributed a total of 60 certificates documenting Highly Qualified Teacher status in specific core areas to 27 alternative education teachers.

The District has provided opportunities for additional professional development through Wednesday collaborative time and district and site trainings. This increases the effectiveness of alternative and special education teachers, greater alignment with state and district standards, and can be applied towards NCLB highly qualified documentation.

**c. Provide training for teachers and administrators on the new certificated evaluation process based on the California Standards for the Teaching Profession:**

All administrators attended a series of trainings from September through February on our new certificated evaluation form, the California Standards for the Teaching Profession, observation techniques, and supervision procedures. This interactive training was held at our District office.

Three workshops for teachers were held at the District office. These were planned and presented jointly with District Administration and PFT. Additional discussions occurred at each site between administrators and teachers who were going through the evaluation process. The evaluation process includes certificated staff completing annual Professional Development Plans, based on California Standards for the Teaching Profession.

A strong BTSA program is held in our District for first and second year teachers and for teacher interns. BTSA focuses on the teaching process and the California Standards for the Teaching Profession, and content standards. This year we had 47 new teachers and 47 of our most experienced and effective teachers as support providers.

District office administration conducted New Administrator Training, focused on the district evaluation process, and provided ongoing support to new administrators. CPSELs meetings for Principals also focused on evaluation, goals, standards, and evidence of performance.

**d. Support teachers needing Peer Assistance and Review (PAR) intervention and support:**

Even though the state has discontinued funding for the PAR program, the District has been able to allocate funds this year and for the 2006-2007 school year to continue this program. This program provides essential support for teachers who are referred through the evaluation process, or have self-referred based on their own perceived need for support and guidance. A joint effort with PFT and the administration, this program has been restructured to maximize support while working with a more limited budget.

**2. RECRUIT, MAINTAIN AND ENHANCE A HIGH QUALITY AND EFFECTIVE SUPPORT STAFF DEDICATED TO STUDENT SUCCESS:**

**a. Ensure that every paraprofessional is Highly Qualified in compliance with NCLB regulations:**

All current District paraprofessionals are documented as Highly Qualified and are NCLB compliant. Additionally, after being offered a position with the District and prior to beginning work, all new paraprofessionals are documented as NCLB Highly Qualified. Administrators report that these standards seem to have resulted in a pool of applicants with higher skills.

**b. Implement training and common procedures across the District for athletic coaches:**

CPR and First Aid classes for all coaches were offered through Adult School.

A District training by CIF was presented to all coaches at the beginning of the school year.

**3. RECRUIT, MAINTAIN AND ENHANCE A HIGH QUALITY AND EFFECTIVE ADMINISTRATIVE AND SUPERVISORY STAFF DEDICATED TO STUDENT SUCCESS:**

**a. Provide orientation, training and support to new administrators:**

Orientation, training and support of new administrators is accomplished by weekly Principals' Council meetings, regular CPSELs meetings, assistant principal meetings, AB 75 administrator training, SCOE principal meetings and the Management Retreat.

Opportunities to attend conferences, workshops and trainings appropriate to the position are also available to administrative and supervisory staff.

Management Team members planned and presented Management Technology Training to administrative and supervisory staff.

**b. Implement the principal evaluation process, based on the California Professional Standards for Educational Leaders, developed in the 2004-2005 school year:**

The new principal evaluation process was implemented through regular CPSEL meetings throughout the year, which focused on individual professional goals and evidence of performance within each goal, using the new form and process developed last year.

Monthly one-to-one meetings with the Superintendent and each Principal contributed to the implementation of this interactive, reflective, and supportive evaluation process.

**c. Provide increased training and support to Classified Management:**

Training and support of classified management has been accomplished by monthly Classified Management Meetings, individual weekly meetings of classified managers with their direct supervisor and individual support and training from the District office administrator of each division.

Opportunities to attend conferences, workshops and trainings appropriate to the position are also available to classified management and supervisory staff. All secondary and some elementary administrators attended AB75 Principal Trainings.

**4. FOSTER INCREASED POSITIVE COMMUNICATION AND DECISION-MAKING PROCESSES THROUGHOUT THE DISTRICT:**

**a. Promote a common understanding and implementation of the shared decision-making process by presenting interactive trainings at all sites in partnership with PFT leadership:**

Joint trainings were planned and presented by Administration and PFT, including the PFT President, at all sites at the beginning of the school year. All sites received a large chart of the decision-making models for posting in meeting rooms. The hiring protocol, based on shared decision-making, has been emphasized and fully implemented

**b. Continue working with Certificated Trust Agreement Committee for a shared understanding of effective shared decision practices for communication, participation, and representation on committees and in meetings:**

Trust Agreement Committee has met regularly and focused on clarifying communication and participation expectations and protocols in order to improve understanding and effectiveness of shared decision-making. We are in the process of developing protocols for meetings and for communication. Representatives on District committees, such as K-12 Curriculum and Staff Development, are expected to have a place on site meeting agendas to share information and to gather input.

An IDEIA (Individuals with Disabilities Education Improved Act) Committee met this year to discuss communication and working relationships between special education and regular education staff members in order to best meet the needs of all students.

**c. Continue work with Certificated Trust Agreement Committee for a shared understanding and implementation of effective shared decision-making practices and techniques for making group decisions and reaching consensus:**

The Trust Agreement Committee is currently developing protocols and a "Tool Kit" for facilitating and participating in meetings, for communication, and for making decisions. Administrators state that they are seeing increased communication between committees and staff members, although this is an area of ongoing need of focus and improvement.

**Additionally:**

- a. The District continued to provide opportunities for teachers to attend, at no cost to them, the trainings and testing required for obtaining EL authorization. There are 18 teachers who still need to earn EL Authorizations. Some of those teachers will not be returning for the 2006/07 year.
- b. Ongoing professional development for all staff occurred in areas of sexual harassment, sexual abuse, hate motivated behaviors, discrimination, and work place safety
- c. Through the Adult School, the District offers support staff continuing professional development opportunities by providing a variety of computer skills classes.

- d. The District planned and presented, through Special Services, a training for all Special Education Instructional Assistants.
- e. Regular meetings for training, problem solving, and to develop uniform practices, were held at the District Office for classified employees using the SASI system
- f. The District is exploring additional ways to fill hard to fill positions with highly qualified teachers. As examples:
  - We are participating in the North Coast Paraprofessional Teacher Training Program and have one employee who has entered this program to become a Spanish teacher. This offers our paraprofessionals additional professional development as well as developing teachers for current hard-to-fill positions.
  - We continue to have a strong student teacher program and strong connections with local universities.
  - We entered into a new Student Teaching Agreement with the University of San Francisco to provide a placement for a student in the single subject credential program to become a Spanish teacher. This person was subsequently the successful applicant, after the hiring process, and was offered an intern position by our District as a Spanish teacher.

## **HUMAN RESOURCES**

### **Recommendations for changes in objectives for 2006-2007**

- 1. RECRUIT, MAINTAIN AND ENHANCE A HIGH QUALITY AND EFFECTIVE TEACHING STAFF DEDICATED TO STUDENT SUCCESS:**
  - A. Ensure that all certificated staff are appropriately qualified according to district, state and federal requirements
  - B. Ensure an effective and compliant certificated evaluation process
  - C. Ensure a hiring process that attracts and results in the selection of highly qualified new certificated staff
  - D. Ensure support for new certificated staff
  - E. Support teachers needing Peer Assistance and Review (PAR) intervention and support
  - F. Ongoing support and recognition of certificated staff
  
- 2. RECRUIT, MAINTAIN AND ENHANCE A HIGH QUALITY AND EFFECTIVE SUPPORT STAFF DEDICATED TO STUDENT SUCCESS:**
  - A. Ensure that all classified and auxiliary staff are highly effective and appropriately qualified according to district, state and federal requirements
  - B. Ensure an effective and compliant classified evaluation process
  - C. Ensure appropriate and compliance training for athletic coaches
  - D. Ongoing support and recognition of classified staff
  
- 3. RECRUIT, MAINTAIN AND ENHANCE A HIGH QUALITY AND EFFECTIVE ADMINISTRATIVE AND SUPERVISORY STAFF DEDICATED TO STUDENT SUCCESS:**
  - A. Provide orientation, training and support to new administrators
  - B. Provide principal support through the reflective and interactive process of the principal evaluation system based on the California Professional Standards for Educational Leaders
  - C. Provide increased training and support to Classified Management:
  - D. Ongoing support and recognition of District Management Team members
  
- 4. FOSTER INCREASED POSITIVE COMMUNICATION AND DECISION-MAKING PROCESSES THROUGHOUT THE DISTRICT:**
  - A. Promote a common understanding and ongoing implementation of the shared decision-making process in partnership with PFT leadership
  - B. Continue working with Certificated Trust Agreement Committee for a shared understanding of effective shared decision practices for communication, participation, and representation on committees and in meetings
  - C. Continue working with Certificated Trust Agreement Committee for a shared understanding and implementation of effective shared decision-making practices and techniques for making group decisions

## BUSINESS SERVICES

### 1. MAXIMIZE THE DISTRICT FISCAL RESOURCES TO SUPPORT THE NEEDS OF STUDENTS:

#### a. Develop the District's budget using the Board approved Goals and Objectives:

- The District was able to negotiate a 3.5% salary increase with Petaluma Federation of Teachers and California School Employees Association that enhanced the favorable position that the District holds with comparable districts in the area, while not necessitating budget cuts in the foreseeable future. This will allow the District to continue to maintain and recruit outstanding certificated and classified employees to provide educational services to students.
- In the second year of Measure C, the resources from the parcel tax continue to provide the Elementary District with Library Coordinators, primary grade level music, the art docent program, smaller class sizes grades 4-6, reading specialists and computer lab coordinators.
- In the first year of Measure K, the resources from the parcel tax has provided the High School District with resources for music and fine arts, librarians, library books and materials, small class sizes, computer technicians and computer hardware and software.
- Sites use Board goals to develop budgets to meet student needs
- CAHSEE support during instructional day
- School plans aligned to support Board goals
- Realignment of Title I funds
- Crossroads - using food as instructional incentive
- Providing support classes in reading for students who are far below basic/below basic at PHS
- Math support classes for ELD students at PJHS (Double Math)
- Zero period classes to support GATE students in additional electives at PJHS
- ELD study skills use site funds to provide sections
- Support highly qualified teachers by finding existing resources to support PAR/BTSA
- Support Sp. Ed. IA training
- District support for SDAIE, CLAD/BCLAD

#### b. Write grants that address student needs:

- Write grants to address student needs:
  - SHAKE is funding part time PE Specialists in the elementary schools through the sponsorship of The Petaluma Health Care District, support from local businesses and the school PTA groups. A Kaiser HEALS Grant was used to establish measurement tools, develop curriculum, supply equipment, and provide educational opportunities for specialists.
  - Mentor Me was expanded to a number of elementary schools during the course of the year
  - PEF
  - CBET
  - Garden Grant
  - Per Capita Grants - McKinley, McDowell

- PTSA / PTA
- Enhanced Counseling Services
- Violence Prevention/SRO/Safe Schools
- SLC
- Project ALERT
- ELAC
- High schools using site council funds for school plant improvements
- PHS using site council funds for intensive reading program
- Allstate grant - McNear, McKinley student advisor

**2. ENHANCE AND MAINTAIN DISTRICT FACILITIES THAT ARE SAFE, EFFICIENT, AND ARE DESIGNED TO AUGMENT THE EDUCATIONAL PROGRAM:**

**a. Do modernization projects on Valley Vista and Grant:**

- District and State Bond Funds are being used to modernize Valley Vista and Grant Elementary this summer
- The new Kenilworth Junior High School classrooms were opened for the start of school. Due to excess rains the multipurpose room opened in November and the gymnasium opened in January. The dedication of the school was held in January.
- The Petaluma High School D-wing modernization was completed and brought back to its original spender the Bernard Jones designed facility
- Stages were added onto the five elementary multipurpose rooms that didn't have them and have been used for music concerts to plays
- McKinley Elementary School was air conditioned, leaving only Grant to school to be done this summer during their modernization project
- The McNear and McDowell fields were reconstructed with new irrigation, drainage and turf
- Williams Act compliance/safe schools
- Alarming every classroom

**b. Concentrate Deferred Maintenance funds on keeping campuses safe and efficient:**

- Deferred maintenance priorities addressed on each campus
- Collaboration between D.O. and site staff to determine priorities
- Deferred Maintenance projects included the beginning of the planned siding replacement for Casa Grande High School by completing the gymnasium and locker room. Other Deferred Maintenance projects included painting, repaving and on campuses
- Emergency situations addressed proactively
  - Trip hazards/gas leaks
- Deferred list significantly decreased due to modernization
- Surveillance cameras being explored to decrease vandalism

**3. TO PROVIDE THE INFRASTRUCTURE TO UTILIZE MODERN TECHNOLOGY THAT SUPPORTS INSTRUCTION, COMMUNICATIONS, OPERATIONS & ADMINISTRATIVE PURPOSES:**

**a. Use Bond Funds to bring every elementary classroom online:**

- Elementary classrooms that did not have Internet connectivity were brought online during the course of the year.

**b. Work with sites to spend Measure K funds to support the School and District Tech Plans:**

- Measure K funds provides for two network PC support technicians.
- Measure K funds used to replace/upgrade technology
- The District's web site was upgraded to provide additional information and ease of use

**4. FOOD SERVICES PROVIDES NUTRITIONAL MEALS TO STUDENTS THAT SUSTAIN THEM TO CONCENTRATE ACADEMICALLY:**

**a. Implement the District's Nutrition Policy:**

- New Food Service policy
- Community awareness
- More fresh fruit and vegetables
- Reduced access to non-nutritional snacks (e.g. soda, candy)
- Use of school gardens to supplement and support food program
- District provided food in crisis situations
- Aligning bake sales/fundraisers to address nutritional guidelines

**b. Provide for Breakfast-For-All on school campuses:**

- Exploring breakfast for all
- Snacks during STAR testing
- Crossroads - using Title I funds as a school wide program for providing snacks