

Petaluma City Schools'

Annual Report
on Priority Goals
2006-2007

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

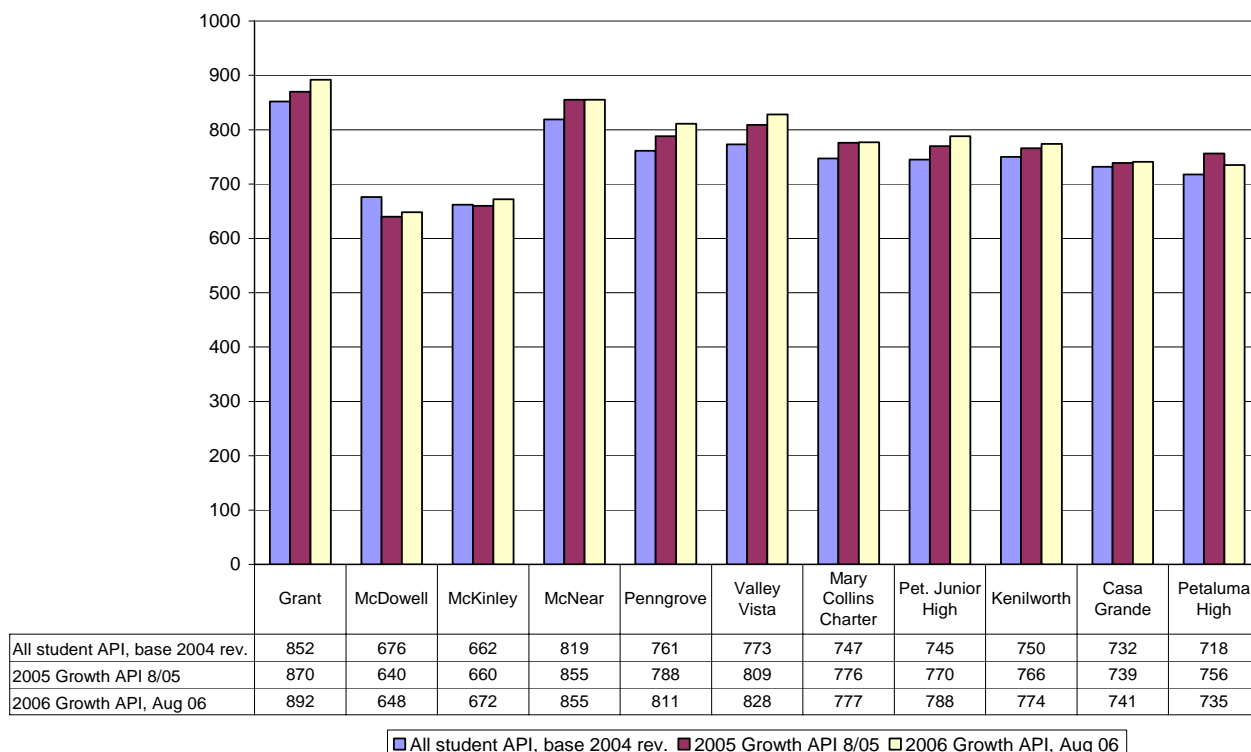
- 1. Maximize the district fiscal resources to support the needs of students**
- 2. Enhance and maintain district facilities that are safe, efficient and are designed to augment the educational program**
- 3. To provide the infrastructure to utilize modern technology that supports instruction, communications,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

CURRICULUM & INSTRUCTION 2006-07 Goals and Progress

1. TO INCREASE STUDENT ACHIEVEMENT:

Student achievement is increasing as measured by the API. All schools show an increase over three years and a positive trend for test results is indicated. The API now includes science and social studies test results as well as English and math scores from STAR and CAHSEE tests. This trend is particularly significant since the proportion of English Language Learners is increasing for our districts, up to 31% for the elementary district and 14% for the secondary district.

API by site 2004-06 Petaluma City Schools



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

All students in the district are provided standards-aligned texts and instructional materials in math, science, social studies and English / language arts.

New social studies materials were purchased for grades K-8 for use this year. For grades K-5, the district adopted the Scott-Foresman series; for 6th grade, the district selected the History Alive program. Professional development to support the adoption was provided in the fall, including extended training on the Digital Access component of the K-5 program.

Also in social studies, Kenilworth Junior High selected the Holt series and Petaluma Junior High selected the History Alive program, providing continuity from the 6th grade materials. Trainers from History Alive supported teachers with training on how to use the program.

New core texts and support materials were purchased for all high school English classes including alternative education classes. The intensive English intervention program, *Language!* was purchased for use in grades 4-12. Training for teachers was provided in July, 2006. For future trainings, the district has identified an in-house trainer, Diane Nelson, who will be certified by the *Language!* program to support staff use of the materials.

All sites submitted materials requests for ELD supplemental materials to be funded by supplemental state funds.

A new adoption for science will happen in the 2007-08 year. A K-6 textbook committee is reviewing several programs this spring, and a recommendation for two to pilot in the fall is anticipated by June. Junior high science departments also plan to recommend new textbooks for adoption next year. The district will also begin to review materials in the spring of 2007-08 for a new math adoption. Professional development to support the new adoptions will be scheduled when appropriate in the 2007-08 year.

In addition to core class materials, several new texts were adopted for elective programs including foreign language, alternative math classes, construction arts, photography, and life skills at the secondary level.

b. Support attendance at AB466 (now SB 472) and AB75 trainings on instructional materials:

Many teachers participated in 40 hours of AB466 professional development focusing on effective instruction in either math or English in the summer of 2006. The following trainings with a specific instructional program have been supported with district funds:

- AB466 for Houghton Mifflin English, 38 K-6 teachers in summer of 2006.
 - 6 elementary teachers completed an additional 80 hours of follow-up for site implementation.
- AB466 for Sopris West *Language!* for 21 4th-12th grade teachers in 2006.
- AB466 for McDougall Littell *Algebra 1* in 2006 for 16 teachers
 - 14 of the secondary math teachers have continued with an 80-hours follow-up workshop facilitated by the North Bay Math project.

In addition all secondary principals, assistant principals, and two elementary principals will have completed AB75 training by December, 2006. Three elementary principals are scheduled for AB 75 trainings later this year.

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 in 2005-06. Final copies of these standards were published, distributed to teachers, and posted on the district website for English, math, and social studies. The science standards should be finalized by the end of this year.

The K-12 Curriculum Committee planned activities for teachers that would increase familiarity with the Power Standards and provide time for input to consider revisions or modifications after the first year of use.

Elementary music teachers plan to identify power standards for their program before the start of the 2007-08 year.

Also, the Career Technical Education Standards and Physical Education standards 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 2006-07:

- The Edusoft contract was continued, providing all staff with a way to review student performance on state tests (STAR, CAHSEE, CELDT), local district assessments, and teacher-developed benchmark assessments. Training was provided for staff during the summer, on staff development days, after school, and with web-ex schedules. Topics included how to create reports for individual students or groups, how to create standards-aligned assessments, how to input scores, and how to create intervention groups and materials with Edusoft.
- The Algebra 1 teachers participating in SB472 developed common assessments in Edusoft to track progress in students related to Algebra 1 benchmarks.
- Several elementary sites continued to use Dynamic Indicators of Basic Daily Literacy Skill (DIBELS) as a common tool to track progress in reading.
- The *Language!* program (4-12) contains common assessments that are in use to place students and to monitor progress at PHS, Casa, San Antonio, PJH, KJH, Penngrove, McDowell, and McKinley. Both junior highs used *Language!* placement tests with incoming 7th grade students who are currently performing below grade level to determine appropriate placement in 7th grade. The district Language coach is meeting with *Language!* program teachers to develop common district agreements about how to use assessment results to place students in and transition students out of the program.
- Use of SAMS math assessments continued including 6th grade testing to help inform 7th grade placement at Petaluma Junior High.
- Five teachers and an administrator attended 8 days of professional development from Ashlock Consulting about scientifically-based reading research to support elementary instruction.

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

The district writing assessments for students in grades K-2 and in grades 3-6 were fully implemented. Professional development was provided on January 19 for all elementary teachers in using the student work from the assessments as a tool to improve writing instruction. Assessment results are scanned into the Edusoft system to assist staff in analyzing results at an individual level and for groups. Also, the Petaluma Network for elementary schools supported the long-term use of writing assessment results.

Agreements for a common 7th-9th grade writing assessment are being developed. Kenilworth and Petaluma Junior High schools continued use of a schoolwide writing assessment with all students. They are meeting with 9th grade teachers to plan for an articulated process for middle-to-high school district writing assessment.

Alternative high school sites developed their own common writing assessments, supported by the Petaluma Network in how to use the results for improving instruction.

Students writing tasks were assigned 3 times this year and scored with a common rubric.

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

Several activities provide examples of how the district supports the use of authentic, rigorous curriculum:

- Publication of Power Standards in math, English/language arts, and social studies supported development of common assessments and sharing of instructional ideas.
- New social studies materials were purchased for all elementary and junior high students, replacing materials that were more than 10 years old.
- Garden programs are being supported at all elementary sites and most secondary sites with the support of a part-time Garden Coordinator and collaboration with Petaluma Bounty.
- Career pathways are being developed in high schools for all students to complete and grants have been acquired for the Culinary Arts and Tourism Academy and the Health Career Pathway, both at Casa Grande.
- Small Learning Community development includes a goal of having more students complete the A-F requirements for University of California.
- More teachers, including all of the Petaluma Junior High staff, are incorporating Kate Kinsella's recommendations to develop academic language for all students.
- An ELD Academy for students is being developed at Petaluma High.
- The award-winning Industrial Technology pathway, operating at Petaluma High, provides a path to NIMS certification and articulated courses with SRJC.
- Collaborative Algebra classes team teachers to support success in Algebra 1 for students with disabilities.
- Music education is provided by music specialists to all 1st –6th grade students.
- Library programs are supported in secondary schools with certified library media specialists.
- Teachers have been trained and are implementing research-based curriculum in elementary, middle, and high schools to meet the goal of reducing violence and use of alcohol, tobacco, and illegal drugs.

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.

Two schools piloted the use of the RAVEN with all 3rd graders (Grant and McDowell) to see if the use increased the number of identified students.

The GATE committee is supporting the acquisition and dissemination of resources for parents and teachers to increase knowledge of the needs of GATE students and expand teacher use of differentiated strategies. A library of print, audio, and video materials is in place at the district office. A website is being created to make those resources more accessible to parents as well as staff.

Professional development continued using GATE funds, with several teachers attending the California Association for the Gifted Conference and high school teachers attending training to teach new Advanced Placement courses.

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

Discussions continue at each high school about access and expectations for Honors and AP programs. Both comprehensive high schools offer 15 AP classes: AP Literature, AP Language and Composition, AP Government, AP Economics, AP US History, AP Physics, AP Calculus A/B, AP Statistics, AP Psychology, AP French language, AP French literature, AP Spanish language, AP Spanish literature, AP Art, and AP Sculpture. This year, all AP teachers were required to complete an “audit” process for the Advanced Placement program to validate the rigor of their courses.

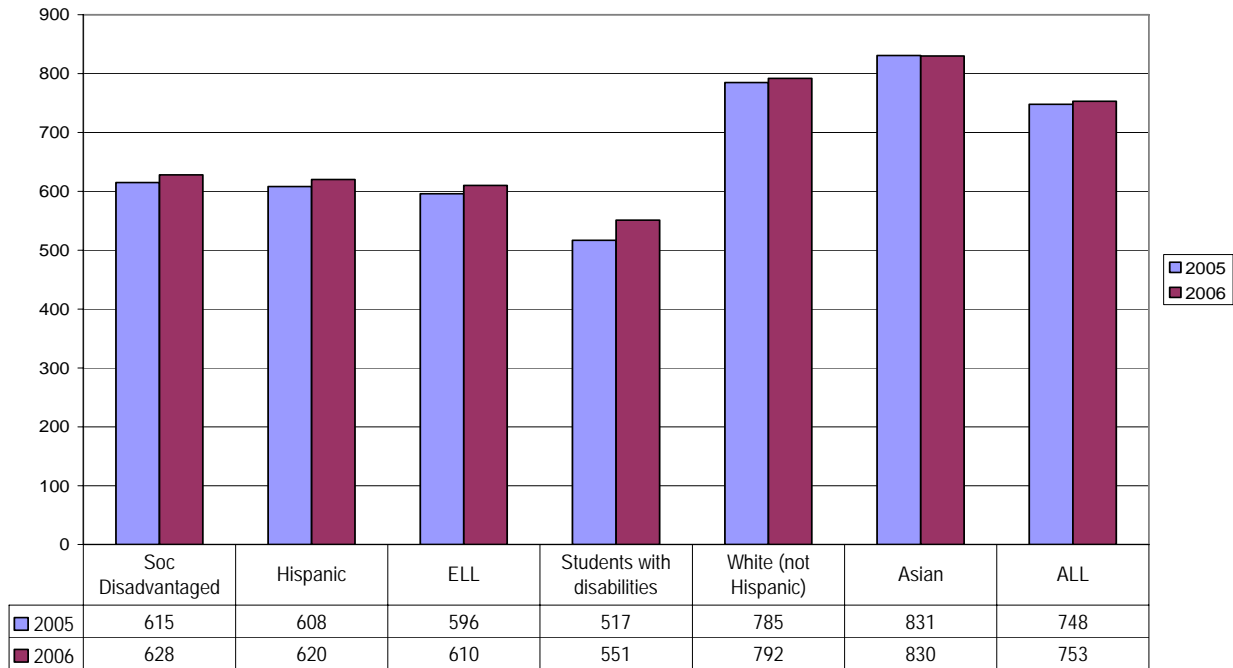
Content area:	Average AP test score in Spring 2006 (out of 5)
English	3.42
Foreign Language	3.28
Mathematics	2.69
Science	3.21
Social Science	2.77
Fine Arts	2.99

Interested junior high students are tested by high school department representatives so that students can be appropriately placed into Honors classes in 9th grade. Enrollment has increased notably in the AP Spanish for Native Speakers at Casa and in Statistics at PHS. Student access is increased over previous years with more communication about student options to take college level courses in high school and receive weighted grades. Scores on 794 tests from Petaluma District AP students in Spring, 2006, were at the passing level of 3 or higher.

2. TO CLOSE THE ACHIEVEMENT GAP FOR SUBGROUPS:

State test results indicate that the district is closing the achievement gap. The district API increased by 7 points. The lower-performing subgroups all increased API by at least 12 points from 2005 to 2006 with one group, students with disabilities, increasing by 34 points.

Subgroup API for PCS 2005 and 2006



This year, 2007-08, is the first year for an in-district Petaluma Network, coached by Springboard Schools. Every site attended with a team of teachers and administrators. At four network days, site teams learned new protocols to use in teacher collaboration time and practiced monitoring data on student achievement following “Best Practices” of high-achieving schools.

Specific site activities in 2006-07 to support this goal include:

- ❖ Aiming High tutorial pilot program funded by United Way to bring community tutors to support ELL student achievement in Algebra1 at Casa.
- ❖ Career Technical program expansion to incorporate student interests with core class curriculum.
- ❖ SLC development at both high schools to increase personalization for students.
- ❖ Peer tutoring program development at PHS.
- ❖ *Language!* program implementation.
- ❖ Continued work with English Language resource teachers (ELRTs) and others in English Language Development instruction with Bilingual instructional assistants to provide coherent support for English learners and families.
- ❖ Site-based intervention programs within the day, including CAHSEE prep classes, before and after school, and in summer school.
- ❖ Elementary intervention classes in reading and math within the day.

- ❖ Incorporation of specialized supports for fluency development including SIPPS, English Now, and Read Naturally.
- ❖ Teaming in 9/10 grades with application of Cycle of Inquiry.
- ❖ Title 1 classes and supports at designated sites.
- ❖ New Geometry Applications class developed for next year (PHS).
- ❖ Parcel Tax reading specialists.

While scores of “all students” continue to meet or exceed the NCLB target, the district is working to close the gap between the “all student” scores and those of English Learners (ELLs), students with disabilities, Hispanic students, and students in the Economically Disadvantaged subgroups. The charts below show that, as scores of *all* students are increasing in most grades as measured by the California Standards Tests (CSTs) in the STAR program, scores of English Learners are increasing at a higher rate in most grades in both English and math.

CST English Language Arts Scores in 2006

1. By grade level, for CST English Language Arts tests in 2006	% Proficient or higher	Change in % from 2005`	ELL student % Proficient or higher	ELL % Change from 2005
Gr2	53	2	27	12
Gr3	53	19	18	10
Gr4	56	2	26	6
Gr5	59	3	19	5
Gr6	59	11	14	7
Gr7	61	6	22	6
Gr8	55	5	7	2
Gr9	51	0	6	-4
Gr10	42	-6	4	-4
Gr11	47	-2	3	0

CST Math Scores in 2006

2. Elementary Grade level, for CST Math Tests in 2006	% Proficient or higher in 2006	Change from 2005	% Proficient ELL 2006	ELL % Change from 2005
Gr2	61	-1	34	9
Gr3	65	16	38	18
Gr4	59	3	46	5
Gr5	43	1	30	19
Gr6	50	3	22	1
Secondary Grade level and course for CST Math Tests in 2006	% Proficient or higher in 2006	Change from 2005	% Proficient ELL 2006	ELL % Change from 2005
Gr 7	53	10	21	10
Gr 8 Alg. 1	72	2	10	-3
Gr8 Genl Math	33	-1		
Gr9 Genl,Math	11	-1		
Gr. 9 Alg 1	18	-1		

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. The District scheduled several half-day sessions including an introduction to the reporting system and the teacher tools during staff development days. Edusoft offered Web-based trainings in Spring, 2007, that were publicized and made available to all sites.

One district office secretary is trained extensively on the benchmark testing module and administrative tools to support sites that are using the system for common assessments. She is available to troubleshoot problems and to provide introductory training for individual staff members. She enters all the district writing assessment data as it is generated and provides reports for every site involved.

High school Algebra 1 teachers created assessments and entered them in the Benchmark locker in Edusoft, and review results regularly. Junior high math teachers use SAMS as a placement tool for incoming 6th grade students, with results from Edusoft when possible.

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 is 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 2006-07, high schools continued to use the *Language!* program for students needing reading intervention. Also in 2006-07, junior high and intermediate grade teachers began to use *Language!* as an intensive intervention program. Teachers new to the program attended five days of training in 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. More students were scheduled into a full year of Algebra 1 with a support class, rather than Algebra 1A and 1B over two years. Some Algebra classes were taught with a collaborative teacher team. Students in those classes were very successful on the CAHSEE, and there is an expansion of collaborative sections planned for next year.

CAHSEE support classes continue in English and math at high schools for students who did not pass the first attempt. Students who have not passed the CAHSEE also have access to an intensive CAHSEE prep class offered 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. Santillana materials, *Language!* and *High Point* are used. Junior high schools implemented master schedules that permitted students to be placed in an appropriate ELD class by ability rather than grade level. Casa Grande continued 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 on the block schedule 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 as part of the Aiming High initiative.

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 English classes and the *Language!* program at Casa Grande, Petaluma High and Kenilworth Junior High.
- Two collaborative math classes with team teaching were in place at Casa Grande.
- Special Ed staff teamed in *Language!* and math at San Antonio.
- A Literacy/reading recovery program is in place 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. Elementary teachers continued to regroup students frequently based on reading progress, so instruction matches student readiness.

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 programs funded by ASES grant money are offered by the Boys and Girls club partners at McDowell and McKinley elementary schools.
- After school Algebra 1 tutorial partnered the North Bay Math Project, United Way, Sonoma County Office of Education and Casa Grande staff.
- Project Connect at McKinley and McDowell completed the grant with Petaluma People's Service Center.
- Rotary volunteers supported McKinley.
- Mentor Me Program at McNear, Grant, VV, McKinley, McDowell and Petaluma Junior High.
- Downtown Project at Petaluma High, the 2007 Jack London Award winner.
- A successful Healthy Start Grant application was written for McDowell uniting over 30 community partners in a vision for the school.
- Petaluma Bounty brought Community Gardens to McKinley and McDowell.
- 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.

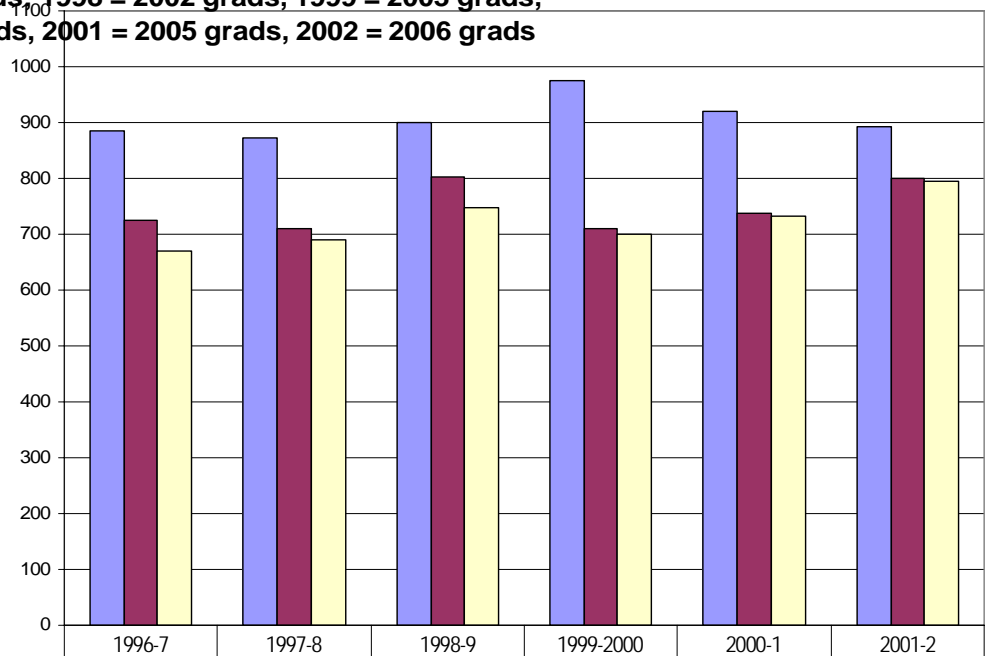
3. TO DEVELOP SUPPORT SYSTEMS TO ENSURE THAT EVERY STUDENT GRADUATES FROM HIGH SCHOOL PREPARED FOR POST-SECONDARY EDUCATION AND THE WORKPLACE:

Tracking 4-year completion rates and graduation rates shows that more students are staying in school for all 4 years of high school and an increased percent of the 9th grade class are graduating four years later.

The chart below compares the number of 9th graders in one year to the number of 12th graders and graduates four years later. The year on the chart shows the year the students were in 9th grade.

9th grade to Graduation numbers, Petaluma City Schools

**1997 = 2001 grads, 1998 = 2002 grads, 1999 = 2003 grads,
2000 = 2004 grads, 2001 = 2005 grads, 2002 = 2006 grads**



# 9th grade students	886	873	901	975	920	893
# 12th grade students in 4 years	726	711	803	711	738	801
# graduates in 4 years	669	691	748	701	732	795

CAHSEE results show that almost 85% of the 10th grade students pass at least one portion of the exit exam on the first attempt. Scale scores are increasing for most demographic groups, especially the economically disadvantaged group.

CAHSEE results	ELA % passed	ELA Scale Score			Math % passed	Math Scale Score		
		Feb-07	Feb-06	Change since 06		Feb-07	Feb-06	Change since 06
District (1055)	7-Feb	Avg. Scale score	Avg. Scale Score		7-Feb	Avg. Scale score	Avg. Scale Score	
All	85%	389	388	1	85%	387	385	2
Hispanic	59%	359	363	-4	67%	366	362	4
White (not Hispanic)	92%	398	396	2	90%	392	391	1
ELLs	43%	345	343	2	56%	356	352	4
Sp Ed	51%	353	351	2	50%	354	351	3
Econ Disad	70%	370	360	10	75%	374	361	13
Male	81%	383	384	-1	84%	388	388	n
Female	90%	396	393	3	87%	386	382	4

- 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 (9th grade at Casa and 9th/10th 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.

- Petaluma High School-Small Learning Community work in 2006-07
 - 9th grade teams (23:1 student-teacher ratio) for English, science, math
 - 10th grade teams for English, history, and science.
 - English Learner Academy.
 - Literacy team continues.
 - THINK program (evolved from Career Choice Communities).
 - Expansion of Downtown Project.
 - Working with Petaluma JH to place students.
 - Development of career clusters for 11th and 12th grade students in 07-08.

- Casa Grande High School-Small Learning Community work in 2006-07
 - Freshmen houses for English, science, and math.
 - Visual Performing Arts Pathway year 1.
 - Health Career Pathway continued.
 - Literacy/Math placement system.
 - Working with Kenilworth JH to place students.
 - Development of career clusters for 11th and 12th grade.
 - Successful grants for Health Career Pathway and Culinary Arts and Tourism Academy.

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

Petaluma High, San Antonio, Valley Oaks, Carpe Diem and Sonoma Mountain all completed a WASC review.

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.

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 used by high schools as they developed Career Clusters for their students. Planning occurred in June, 2006, to initiate each school's decisions about how to integrate CTE and SLC initiatives at each comprehensive high school.

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:

- Career speakers in classroom at most sites.
- SRJC / ROP grant with Petaluma Junior High to increase career awareness.
- Casa Grande High, Petaluma High and San Antonio students enjoyed job shadows and internships.
- Elementary schools (Penngrove, Valley Vista) required Community service hours—10 hours—5th & 6th grade.
- Casa Grande students all completed an I-Search in 10th grade.
- Counselors from both high schools and teachers attended the County Career Conference in August and state Career Technical Conference in March.

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

Many specific site 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 service hours in Human Interaction
- Valley Vista
 - Community Garden
 - Literacy Week (authors come in)
- 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
 - SRJC Placement tests and recruitments
- Crossroads
 - Career speaker
- CS²
 - 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.

All teachers have district email addresses and computers available onsite for communication. 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.

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 activities were reported by sites related to this goal:

- Perkins survey and tech survey used to identify needs.
- Computer classes, staff development happened at several sites.
- Edusoft training
- Cruncher use for test score analysis
- Review of student information system needs, and aeries™ decision
- Technology plan update committee working on plan revision for fall.
- Integrated core curriculum includes technology in many career clusters.
- Scheduling for maximum use of computer lab (McNear)
- Whole school wired for internet – all
- Increase number of classroom computers
- Site-based tech plan revision
- Site based tech staff development
- All teachers and administrators have email
- PJH brought Grade Pro schoolwide
- More individual websites from teachers developed
- SAMS data imported into Edusoft
- Library and computer lab lessons on-going
- KJH – whole school in-service on Edusoft
 - Teacher websites with grades and homework help
 - Laptop labs
- Mini-courses with end product in Excel, PPT, and Publisher (Sonoma Mountain /Carpe Diem)
- All student written work in word-processing (Carpe Diem)
- History / SS Digital Pathway training begun
- Valley Vista – use of lexiles, SAMS, Edusoft
- New, improved lab at Penngrove – all new computers
- Site Council support for Tech goals and \$\$ allocated at many sites.
- Tech plan revision at PHS to focus on WASC recommendations
- SSC and Tech plan support purchase of computers for teachers to use aeries™™ at several 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 provided to all elementary teachers.
- Toward No Drug Abuse program used in high school HI classes.

Other District activities in this area include:

- Human Interaction curriculum/classes offered 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 PHS.

- 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.

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.
- 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.
- FM Radio transmitters were used at CGHS and community meetings for translation at events.
- Management team book club using Cultural Diversity.
- Rising Star Awards for outstanding students in the ELL Program.

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 and reviewed in regular meetings with Assistant Principals.

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.

Specific site activities reported to support all components of this goal are:

- PJH - Maintain the Building Excellent Schools Together (BEST) strategies
 - Weekly public recognition at schoolwide assemblies for both social and academic accomplishments
- Weekly assemblies (Penngrove)
- Safe schools plans
- School resource officers
- On-going AP meetings with support staff
- THINK at PHS
 - Diversity awareness
 - Campus safety
- Counseling in afterschool program
- Every 15 minutes at PHS
- Life skills, restorative justice, conflict resolution
- Dave Rose support for SARB and other discipline issues
- Student advisor role at McNear and Mary Collins School
- Increased counseling time at MCS
- Student/community liaison McKinley
- Caring School Community training for all K-6 staff
- Homeless Coordinator
- SART process
- SM/CD weekly therapeutic counselor groups and individual sessions, class meetings.
- Renaissance Assemblies – KJH and PJH

- Increased school-parent communication and education on the topic of bullying (McNear)
- Recycling programs
- CPR classes for staff
- Evacuation training
- Elementary Guidance Counselors

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

Schools make decisions about funding and program goals with parents in Site Councils and English Learner Advisory Committees (ELACs). At the district level, the DELAC meets four times each year also. A GATE parent advisory committee operates at the district level. Monthly meetings of the Superintendent's Lay Advisory Committee provide an environment for parent representatives to learn about district programs and provide input.

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

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

- Mentor Me Petaluma - all elementary schools are involved in the Mentor Program
- 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/ Industrial 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
- 6th and 9th grade orientation/ Open House/ PTSA meetings- opportunities to recruit volunteers
- SRJC "adoption" of McDowell and McKinley schools.

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
- Bilingual Assistants/Clerks time explaining to parents how to support their 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.

A committee of elementary teachers and principals is planning a common report for use with elementary parents to show how each student is performing in relation to grade level standards. The plan is to pilot the new Standards Information Report with some families in Spring, 2008.

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 piloted 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."

HUMAN RESOURCES
2006-07 Goals and Progress

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 and California State Requirements:

About 98% of our 2006-2007 District teachers are documented as NCLB compliant ("Highly Qualified"). Only about 11 of our 529 teachers have yet to complete all requirements for specific assignments. Every classroom is being taught by a fully credentialed teacher and about 2 % of these teachers are in the process of completing final course work or documentation for NCLB compliance.

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.

Subject areas that have been harder to fill include special education, science, math, English language development, and Spanish. Our recruiting efforts have expanded to offering intern teaching positions (with BTSA support) to 15 qualified teachers since last year. We are also participating in the Paraprofessional Teacher Training Program, in which qualified paraprofessionals currently working in our classrooms, libraries and computer labs as assistants can enter a teaching program at Sonoma State University to become teachers in hard-to-fill areas, receive financial assistance through this state program, and possibly serve as an intern teacher in our District as well. In addition, we collaborate with 6 local universities to train student teachers.

Greatly increased opportunities for high-level, focused professional development for all certificated staff in our District enhances the qualifications of our certificated staff to meet the specific needs of our students to improve achievement and performance. (See Professional Development under Curriculum and Instruction section.)

An increased focus on developing teacher leadership has resulted in collaborative efforts to develop more teacher leadership positions and more teacher leadership trainings in the District. Current opportunities include the Petaluma Network and Smaller Learning Communities Leadership trainings. Teacher leaders are currently in place for the *Language!* Program and for smaller learning communities.

The District continued to provide opportunities for teachers to attend, at no cost to them, the trainings and testing required for obtaining EL authorization.

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

All of our special education teachers are fully credentialed to provide special education services. As they have moved into the role of providing direct or collaborative instruction in English and math in addition to providing support services, most have documented NCLB compliance in either math or English, while 5 are in the process of completing these requirements.

All of our teachers in our alternative settings are fully credentialed. The most challenging situation is at the two necessary small high schools, where each teacher is responsible for teaching a number of subject areas. Each teacher is highly qualified in several subject areas and some continue adding more areas of compliance through additional course work and professional development.

The District has provided opportunities for additional professional development through Wednesday collaborative time, District Study Groups, as well as district and site trainings. This increases articulation of alternative and special education teachers with regular education teachers and increases alignment of curriculum with state and District standards across the District.

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

A strong BTSA program is in place for first and second year teachers and for teacher interns. BTSA focuses on the teaching process, California Standards for the Teaching Profession, and content standards. This year we had a total of 46 teachers in the BTSA Program, including 13 in year one, 28 in year two, 16 in the Intern Program and 3 in the Special Education Program. Forty-six of our most experienced and effective teachers serve as support providers for these new teachers.

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 in collaboration with PFT has been able to allocate funds this year and for the 2007-2008 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 must be documented as NCLB Highly Qualified.

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

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

California Interscholastic Federation (CIF)-required coach trainings began this year. We have 3 certified trainers in our District and are providing this eight-hour course through Adult Education. The course focuses on positive coaching techniques and legal requirements. A general CIF District training was also 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 ongoing support and training to administrators:

Ongoing support, training, and opportunity to share best practices is provided in a variety of venues and meetings, including weekly Principals' Council meetings, regular California Professional Standards meetings for Educational Leaders (CPSELs), Petaluma Network, monthly assistant principals, AB 75/AB 430 administrator training, SCOE principal meetings and management meetings and retreat.

In addition, new administrators attend a series of orientation, training and support meetings throughout their first year with Petaluma Schools. This year, four new assistant principals participated in these meetings with opportunities to learn, to discuss problematic situations, and to share previous experiences and knowledge.

Opportunities to attend conferences, workshops and trainings appropriate to the position are also available to administrative and supervisory staff. Examples include offerings by Association of California School Administrators, Association of Supervision and Curriculum Development, Springboard, subject area conferences, English Learner Conference, and legal symposiums.

The Management Book Club continued this year. We read and discussed *Cultural Proficiency* by Randall Lindsey. We will continue deepening our understanding of these concepts and application to our work assignments at our August Management Retreat when the author will attend to guide our discussions and planning.

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

Regular CPSEL meetings continued throughout the year with all principals attending. Professional dialogue focused on individual professional goals, evidence of performance within each goal, sharing of best practices and self-reflections. Monthly one-to-one meetings with the Superintendent and each principal contributed to the deepening of this interactive, reflective, and supportive evaluation process.

Note: This objective has been met and it is recommended that it be dropped for the 2007- 08 school year and the CPSELs and evaluation work be integrated into sub-goal "a" above.

c. Provide increased training and support to Classified Management:

Monthly Classified Management Meetings provide ongoing training and support of classified management. Additionally, individual weekly meetings of classified managers with their direct supervisor and individual support and training from the District office administrator of each division have provided ongoing support.

Classified Managers also meet regularly as part of the Management Team and participate in the Book Club readings and discussions.

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 sites at the beginning of the school year. We have come to an agreement with PFT to do this on an annual basis.

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. Work continued on 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 Improvement Act) Committee continued to meet 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. This is a joint PFT-District committee.

- 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.

5. ADDITIONALLY:

- a.** Utilizing new state funding for secondary academic counselors, 2 new counselors were added to Casa Grande High School, 1 new counselor was added to Petaluma High School, and 1 new counselor was added to serve both of the junior highs. We have also hired a new counselor to serve the alternative sites beginning in August 2008.
- b.** Ongoing professional development has been provided for all staff 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 and Spanish classes.
- d.** Regular meetings for training, problem solving, and to develop uniform practices, were held at the District Office for classified employees using the SASI system.

BUSINESS SERVICES
2006-07 Goals and Progress

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 negotiated a 5.6% salary increase, effective March 1, 2007, with the California School Employees Association that enhanced the favorable position the District holds with comparable districts in the area.
- In the third 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 specialist and computer lab coordinator.
- In the second year of Measure K, the resources from the parcel tax 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.
- Successful passage of Petaluma City (Elementary) School District Measure D which annually brings approximately \$750,000 revenue.
- Successful passage of Petaluma Joint Union High School District Measure C which brings in approximately \$1,000,000 revenue.
- Sites use Board goals and objectives to develop budgets to meet student needs.
- Entered into an agreement with North Bay Children's Center to provide preschool and childcare on the Mary Collins School at Cherry Valley Charter School and McDowell Elementary School campuses.
- Provided an extra teacher to McKinley Elementary School as additional district support for Program Improvement Schools.
- McKinley, McDowell, Valley Vista Elementary Schools:
 - Use of Community Based English Tutoring (CBET) supplemental funds to provide babysitting for parents who attend English as a Second Language (ESL) and Family Literacy classes.
- Mary Collins School at Cherry Valley Charter School:
 - Use of Title I to support reading/math intervention
 - Reclaiming music funds to include music for 7th/8th
 - Hiring student advisor
- Petaluma High School:
 - Guided the Site Council of funding aimed at improving student achievement
- Centex's purchase of surplus land at Casa Grande High School is in escrow

b. Write grants that address student needs:

- S.H.A.K.E. has received a \$5,000 grant from PEF and, for the second year, a \$10,000 grant from Kaiser Permanente and a \$10,000 grant from the Petaluma Health Care District to support their vision, which includes:
 - Elementary physical education specialists in all of the elementary schools
 - Development of a yearlong elementary physical education curriculum
 - Staff Development for the PE specialists

- Funding of a District Garden Coordinator who works with teams from each elementary site to develop school gardens and implement science, nutrition and environmental curriculum into garden projects
 - Development of measurement tools and purchase of supplies to support PE curriculum.
- Garden Grant - All schools in the district applied for this grant except for Crossroads and Kenilworth. Grant is for complementing a school's academic program and to create opportunities for children to learn to make healthier food choices. Grants range from \$2500-\$5000 depending on enrollment. It is a one time grant
 - Petaluma Bounty has funded a garden coordinator at the McDowell and McKinley Elementary Schools' school-community gardens. They have also supported the gardens with volunteer assistance.
 - Specialized Secondary Program (SSP) Grant to plan for a Culinary Arts and Tourism academy at Casa Grande High School
 - Health Career Pathway (HCP) enhancement grant for Casa Grande High School
 - ConnectEd grant at Casa Grande High to support integration of Visual and Performing Arts standards with core curriculum
 - Carl Perkins Career Technical Education Program Funds (Perkins) to support high school programs
 - Petaluma Educational foundation (PEF) secures and distributes contributions from the private sector to benefit educational programs in Petaluma area schools. PEF provides grants to teachers, offers scholarships to graduating seniors and manages designated funds for school programs and activities.
 - After School Program at McKinley and McDowell Elementary Schools is an asset-based program of life skills, service learning and counseling that builds relationships, increases self-confidence, and empowers adolescents to make healthy choices for grades 4-6.
 - Utilization of E-Rate to purchase OPTE-MAN to expand bandwidth for wide-area-network on all campuses and the District Office
 - Quality Education Investment Act (QEIA) - money for lower performing schools to pay for smaller class sizes for all students at McKinley School.
 - After School Education and Safety (ASES) Partnership with Boys and Girls Club and NBCC. The ASES program provides an opportunity to merge school reform strategies with community resources in efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. \$112,500 for McKinley Elementary School and McDowell Elementary School in perpetuity.
 - Healthy Start grant provides \$300,000 over 7 years to provide connection to community services for parents and students at McDowell School.

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

- a. Modernization program to maintain and enhance community assets (schools):**
- Modernization of Grant and Valley Vista was completed with a combination of State (Prop 1D) and District Bonds
 - Casa Grande High School added new modular classrooms using State Growth Funds and District Bond Funds
 - Energy Management System (EMS) Systems:
 - Kenilworth Junior High School
 - Casa Grande High School
 - Petaluma Junior High School
 - Petaluma High School D-Wing

- Valley Vista and Grant Elementary Schools lighting
- Mary Collins School at Cherry Valley Charter School:
 - Replacement of a Resource Specialist Program (RSP) portable
 - Re-landscape front of school
- Petaluma High School:
 - Priority on school beautification and plantings on campus
 - Display cases in hallways
 - Team pictures and student of the month pictures in hall

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

- Deferred Maintenance projects consisted of painting, roofing, siding, doors, flooring, plumbing and paving on District campuses
- Williams mandates for designated schools to be safe and well maintained were met
- Maintenance and Grounds summer projects included addressing all nonstructural hazards on campuses
- Intrusion alarms installed at:
 - McKinley Elementary School
 - McNear Elementary School
 - Mary Collins School at Cherry Valley Charter School
 - Valley Vista Elementary School
 - Grant Elementary School
 - McDowell Adult Education
- The Grounds Department modified their schedule to avoid interruption of instructional times at Performance Improvement Schools
- Pengrove Elementary School had a new track constructed and light and sound system for their stage installed using donations
- All classrooms in the District have internet connections
- Interior locks for classrooms were installed and will continue to be installed at all school sites

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

a. Use of bond funds to expand intrusion alarms to protect technology on campuses.

b. Other supportive measures:

- Edusoft is a software that allows us to collect data on student achievement
- aeries™ is a Student Information System by Eagle Software. It is a replacement of our previous system. We will expand its use for access by teachers, and parents
- All classroom have Internet cabling
- Irrigation systems
- GroupWise for all - Teachers are phasing into use of GroupWise WebAccess
- Television cabling and connectivity are being completed for the high schools
- New computers - 1/3 of administration computers have been upgraded
- The District Technology Plan is being revised. A committee has started the process of revising the District's Technology Plan for approval from the California Department of Education. Site plans will be revised accordingly.

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

- a. Implement the District's Nutrition Policy:
- District Wellness Committee - The committee consists of representatives from the schools' site councils. The Supervisor of Food Services will attend school site council meetings to gather information on each individual school's wellness activities and compile this information. Site wellness activities include school and community gardens, taste testing, and Support Healthy Active Kids in Education (S.H.A.K.E.) Physical Fitness. A Board report will be presented annually on School Site Wellness Activities.
 - Food Services provided more fresh food and hot breakfasts. They provide breakfast and lunch that meet 1/4 - 1/3 of the Recommended Dietary Allowances, respectively, at every school site. A variety of fresh fruits are available at every meal. All elementary schools and the two Junior High Schools have salad bars at lunch. Local fruits and vegetables are used when available and reasonably priced. Whole grain bread products are used whenever possible. Food Services is in the process of eliminating all Trans fats. Hot breakfasts are available at almost all schools, and expansion of the hot breakfast program is in progress.
 - Mary Collins School at Cherry Valley Charter School Leadership/class is researching alternative food services programs and went to visit the Edible Schoolyard in Berkeley.
 - Food Services implemented more salad bars. There are salad bars at all elementary sites. This year, PJHS and KJHS implemented salad bars. These salad bars have themed salad bar days including Fiesta Bar, Asian Bar, Pasta Bar, and Baked Potato Bar. Next year PHS and Casa will implement salad bars.
 - Casa Grande High School:
 - Organic garden
 - Summer Food Program. The District provides nutritious lunches for the District's Summer School Program. In addition, Food Services participates in the Redwood Empire Food Bank Summer Hunger Initiative. In Petaluma we have eight sites where we provide free summer lunches to needy children. This program helps assure that those children who participate in the District's free and reduced meal program can continue to receive nutritious meals during the long summer break.
 - Snacks for After School Program. Food Services has an after school snack program that provides a healthy snack to students. This snack consists of a grain product and a fruit or fruit juice.
 - Food Services worked at changing student, parent and staff perception about cafeteria food. Food Service is constantly trying to improve their image. They strive to prepare and serve food that is not only nutritious, but also appealing and fresh. They strive to keep current with the ever-changing food trends that influence children and teenagers' food choices, and serve food that these children and teenagers can relate to.
 - Site Wellness Committees - The Site Wellness Committees are to be made up of parents, teachers and staff. Their purpose is to promote and advocate for site wellness activities, including nutrition education and physical activity.
 - Partnership with Garden Committees/salad bar - Food Services is hoping to form partnerships with the school sites to use produce grown in the school gardens in the school lunch program.
 - Full year with Point of Sale in place - The District has implemented a Computerized Point of Sale System at all sites. This system tracks students' meal eligibility of free, reduced, or paid meals. It also allows students to put money on their account. The main benefit of this program has been to eliminate the negative stigma associated with free and reduced meals, thus causing more students to participate in the District's meal programs. The

system also allows tracking of what students have purchased. The system keeps accurate records of meal counts and money transactions in the Food Service Department, and is able to produce a variety of reports that generate valuable information.

- New more nutritious menus - The breakfast and lunch menus include items that are lower in fat, saturated and trans fats, sodium, and additives, and higher in whole grains, and fiber. We are using lower fat meats and cheeses in our entrees. We have decreased the amount of empty calorie desserts and replaced them with more fresh fruits.
- Elimination of sodas and doughnuts, etc. - Sodas were replaced with only those drinks that qualify under the new beverage guidelines. These products include fruit juices and fruit juice/bubbly water mixtures such as Izzie, electrolyte replacement beverages such as Gatorade and Vitamin Water, and of course we sell plenty of bottled water. Doughnuts and candy bars have been replaced with only those items that meet the new a la carte nutrition guidelines. Items sold outside the District's meal program include low fat cookies, brownies, and muffins.