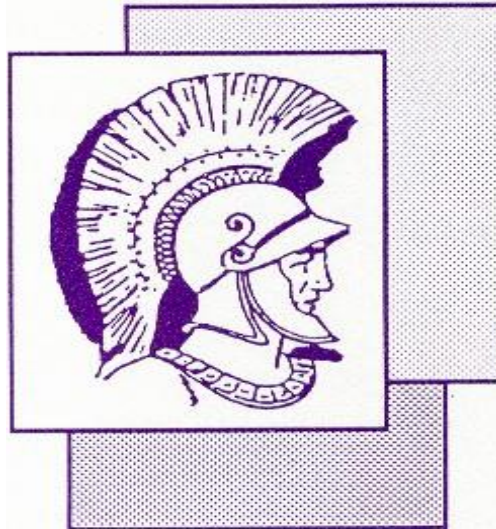


PETALUMA HIGH SCHOOL



School Years: 2017/20

County-District School (CDS) Code: 49-70862-4935151
201 Fair Street, Petaluma, CA 94952-2594, 707-778-4652

Principal: David Stirrat, dstirrat@petk12.org

Approved by the Site Council on May 11, 2017

The PCS Governing Board approved this revision of the SPSA on: May 23, 2017

WASC Accreditation Approved 2014, Length: Six Years



The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: David Stirrat
Position: Principal
Telephone Number: 707-778-4652
Address: 201 Fair Street, Petaluma CA 94952
E-mail Address: dstirrat@petk12.org

The District Governing Board approved this revision of the SPSA on May 23, 2017.

PETALUMA HIGH SCHOOL

SINGLE PLAN FOR STUDENT ACHIEVEMENT: 2017/2020

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Forms A & B: Planned Improvements in Student Performance & Centralized Support for Planned Improvements

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. It has also used the recommendations from the most recent WASC Self Study and Action Plan, which are reflected in the school's six year accreditation. The following actions and related expenditures support this site program goal and will be performed as a centralized service. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL#1: Students need access to 21st Century learning environments and tools

SCHOOL GOAL: PHS students have access to appropriate technology. Staff members utilize technology to develop evaluation systems in which students, staff, and other stakeholders build in processes to regularly monitor programs to determine program effectiveness as well as analyzing student outcomes by subgroups to ensure all students are meeting school-wide learner outcomes (WASC Goal #5).

PROGRESS ON GOAL: *District wide strategies for credentialing, BTSA, CCSS, and facilities come from Leadership 45 meetings coupled with 7-12 administrative meetings. Within these settings, District Office personnel touch base with all administrators regarding the school and district goals. Information that is provided in these meetings accords out to the sites and is then returned for data collection and clarity.*

Continued attention to instructional material updates as we integrate 1:1 iPads throughout campus.

<p>What data did you use to form this goal? School Site Council minutes CAASPP Test scores AP Test scores a-g rate GPA</p>	<p>What were the findings from the analysis of this data? More students are successfully taking AP course work and successfully testing in AP exams. Use of iPads and other technology enhances student academic success</p>	<p>How will the school evaluate the progress of this goal? Monitor that iPad use and curricular plans use technology effectively Where can a budget plan of the proposed expenditures for this goal be found? Form F</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1a. Printer Ink purchased with Tech Funds.	Admin; Tech Committee	Support printing services.	Measure K Tech \$6000
1b. Every teacher has an Elmo, LCD projector and Macbook. Each classroom is equipped with 60" LCD TV. Projected for TV install completion	Admin; Tech Committee; All Staff	21 st century technology available for instructors and classrooms	Measure K Tech \$13000
1c. Technology Coordinator	All year Eaton	Oversee Tech Committee, develop budget for Measure K and site; work with site and district admin on tech goals/inventory, etc	District Stipend \$2247
1d. Added Data prep for Lowell to track and report on student progress; a-g rates; pathway completion.	Lowell, Stirrat	Using National Student Clearinghouse to assemble data stream; using PSAT scores to place students correctly.	Basic: \$650
1e. Turn-It-In.com licenses (1250 students)	All year English dept Tech Committee Admin		Basic \$3910
1f. Printers/Bulbs for LCDs	All year Tech Committee		Measure K Tech \$1300
1g. Software Licenses - PluralSight; Membeam	All year Tech Committee Jones O'Connor	Software	Measure K Tech \$3932
1h. APX Online - to fund an online credit recovery section	All year Lowell Stirrat	Online Credit Recovery class - teacher section	General ADA
1i. APX Online Setup Fee/Annual	All year	Software and access annual fee	Basic \$4360

1j. Student Planners for organization	All year Admin	Planners for freshmen on demand	Basic \$600
1k. Journalism and Yearbook Stipend	All year Jones Redfield Admin	Support for extra duty inherent in Yearbook and Journalism	Basic \$2450
1l. Intro to CS and AP Computer Science - Edhesive Licenses	All year Cox Admin	Licenses for computer science classes	Basic \$3200
1m. Supplies for the Classroom	All year All Teachers		Basic \$32,200
1n. Website Manager	All year Jones Lowell	In house stipend for Jones for website management	Basic \$2700
1o. Math IXL Licenses for Math Support Classes	Admin All Math Support teachers.	Support software for Math support classes	Measure K Tech \$1225

From the WASC Revised Action Plan: 2017

Goal #5

Develop evaluation systems in which students, staff, and other stakeholders build in processes to regularly monitor programs to determine program effectiveness as well as analyzing student outcomes by subgroups to ensure all students are meeting school-wide learner outcomes.

Task	Person(s) Responsible	Implementation Steps and Resources Professional Development	Tangible Outcomes	Timeline
Establish a post-WASC Leadership team to regularly review progress on plan and report to stakeholders (include staff, students, parents, admin)	WASC leadership team, admin WASC progress team Staff Development	PAC and Site Council to monitor and amend the WASC plan Present this idea PAC and Site Council WASC leadership group to meet once per semester to review progress and communicate with staff (function as staff liaisons)	Presentation to PAC and Site Council	Summer/Fall 2017 December 2017 Fall 2017 & Spring 2018

	Committee with WASC progress team			
Identify key initiatives and programs	WASC	<p>Develop a mechanism to address school-wide issues, such as "deep dive" topics in staff meetings</p> <ul style="list-style-type: none"> • Trojan Connections/Advisory • Bell Schedule • Interdisciplinary work • Tutorial use • Interventions • Student support • Academic Skills initiatives • SSR • Campus climate • Essential practices/skills from subject standards 	One-year action plan for 2017-2018	Fall 2017
Disaggregate and Analyze program data	Data Position	<p>Design Data gathering protocols for new initiatives</p> <p>Analyze student performance data</p> <p>Analyze Senior Exit Survey</p> <p>Data analysis as needed by individuals and departments</p>	Data Analysis	Fall 2017
Establish and execute plan to regularly report progress	PAC School Site Council	<p>Report on Progress at the end and beginning of each year</p> <ul style="list-style-type: none"> -Site Council -Staff Meetings -PAC Meetings -ASB/BSA/Delegates <p>Revise WASC page on the website to reflect progress</p>	WASC website updates Reports to Site Council Reports to Staff	May 2018

LEA GOAL#2: All staff will be trained and supported to facilitate 21st century teaching and learning ensuring that all students graduate from PCS schools college and career ready.

SCHOOL GOAL: Improve student performance and competence in literacy and math in all subject areas through the implementation of the Common Core State Standards and enhanced professional practice (WASC Goal #1).

PROGRESS ON GOAL: *The school met the ELA SBAC testing goal, increasing the proficient rate by 7%; the Math goal was not met, though there was significant gain in the Hispanic/Latino population in Math. The site implemented a Math Support sequence with district support for the 16/17 school year and on-going monitoring of Math progress continues.*

<p>What data did you use to form this goal?</p> <p>CAASPP Test scores AP Test scores Local formative assessments 6-week GPA/Honor Roll data D/F rate Seal of Biliteracy students</p>	<p>What were the findings from the analysis of this data?</p> <p>Some improvement in CAASPP scores, particularly in ELA, as well as in subgroups in Math</p>	<p>How will the school evaluate the progress of this goal?</p> <p>CAASPP scores Where can a budget plan of the proposed expenditures for this goal be found? Form F</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2a. Professional Development based on staff plans and site needs.		Based PD Plans and site needs, staff apply for funding to attend appropriate PD opportunities Examples: attend teacher conferences in subject areas, participate in trainings offered through SCOE, other specialty trainings	Basic \$10000

2b. Professional Development Plans for all staff.	Admin Team w/ staff	Review PD Plans with each staff member on an annual basis and include as part of the evaluation cycle	No Cost
2c. District Conversion to Integrated Math program (CPM) – training to align with CCSS	Math Department/District	Training in Integrated Math 3 through CPM, (Summer 2017 & 5 days September - March)	District
2d. AP Conferences	Admin Team w/ staff Staff Development Committee	Register for and complete AP summer training in preparation for new AP curriculum	Basic \$1200

From the WASC Revised Action Plan: 2017

Goal #1				
Improve student performance and competence in literacy and math in all subject areas through implementation of common core and enhanced professional practice.				
Task	Person(s) Responsible	Implementation Steps and Resources Professional Development	Tangible Outcomes	Timeline
Enhance and support PLC structure and practice	Admin PAC Departments Teachers	Document Essential Standards for all courses	Essential standards documentation	Spring 2018
		Review and Analyze student work		Spring 2018
		Maintain and protect Wednesday meeting times	Report to staff on common assessment of student work	Ongoing
		Develop common formative assessments	Document formative assessments	Spring 2018
		Develop interventions for students who do not show mastery	Course descriptions	2017-2018
		Identify and share best teaching practices	Program to invite various PLCs to present	2017-2018
		Train additional PLC leaders		
		Encourage and support formal and informal	At least one team goes for	Spring 2018

		peer observations to improve instructional practice	Solution Tree training Teacher reports on classroom visits	Fall 2018
Re-engage staff around the integration of Common Core Skills	Data person Wasc Leadership Data Person Staff English/Math PLCs PLCs	Analyze CAASPP data to underscore areas needing improvement in literacy and math Prepare clear and concise data reports to pinpoint areas that need attention Meet in cross curricular teams to determine how learning goals can be supported (Math and English personnel in each meeting) Use CAASPP interim testing to identify areas needing support PLCs address CCSS in their curricula Continue to transition from traditional math courses to CCSS integrated math courses by training math teachers in the use of new instructional materials and curriculum		Fall 2017 Fall 2017 June Professional Development Days Begun in Fall, 2016. Continue in Spring Semester Math I & Math II complete Math III - summer, 2017
Create/find methods to assess student performance, including practical skills	PLCs PLC Teachers PLC Teachers PLCs/Staff	Use common formative assessments, review student work and report on progress yearly Evaluate progress on essential standards Identify, evaluate, and enhance intervention and acceleration pathways Create, catalog and teach Common writing rubrics for various types of academic tasks	Documented essential skills for each course with emphasis on CCSS skills required in English and Math Report to Staff Design, curriculum and master schedule Common writing rubrics	Spring 2018 Summer PD Days, 2017
Use appropriate technology to enhance practice and improve student learning	Admin District Tech Admin	Provide opportunities for iPad application training Encourage attendance at NBCUE and other professional development opportunities	At least one person from every PLC attends iPad training	Spring 2018

	Admin/PLCs	Create venues for teachers to share application knowledge	Use some professional development time for tech skill sharing	Fall 2017
	PLCs	Connect to district technology TOSA for continuing work (with PLC?)	PLCs to invite TOSA	Fall 2017

LEA GOAL #3: The PCS community is involved and included in the education of PCS students, including the decision making process.

SCHOOL GOAL: Foster student engagement with Petaluma High School and our local community (WASC Goal #4).

PROGRESS ON GOAL: *The school*

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Site Council Input School surveys College Nigh Post-Survey AERIES Portal Visits PHS website hits ELAC meeting attendance PTSA	Parents report improved communication. Student email is becoming a better tool for school-to-student communication. Outreach for parent evenings is improving attendance.	Continued post surveys of parents and students Where can a budget plan of the proposed expenditures for this goal be found? Form F

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3a. Site Council Coordinator (McHugh)	McHugh, Admin, District	Site Council leader to establish agendas, quorum, and system for funding proposals and LCAP compliance – supports site based decision making and parent/student input.	Basic \$6200

3b. College and Career Evening;	January 2018	Outreach to 9-11 th grade parents and students on college options, a-g sequence, advanced placement/SAT/ACT testing, etc. 250 people attended.	Basic \$800
3c. AP/Honors Night	February 2018	Parents and students attend sessions on AP and honors to understand expectations and rigor.	Basic \$400
3d. 8th Grade Student Tours	Nov/Dec 2017	All 8 th graders in attendance zone and bussed in to PHS to experience core and elective options, tour campus.	Basic \$400 District support for busses: \$600
3e. 8th Grade Parent/Student Preview Night	January 2018	8 th grade parents and students attend preview night, tour campus, learn about core and elective programs and pathways.	Basic \$400
3f. Parents participate in IEP meetings, transition IEP meetings both for incoming 9th graders and 9-12 students	All Year All Staff RSP Case Managers Whetstone	IEP meetings, protocols, and compliance.	No direct cost to site
3g. Parents are invited to attend activities in the classrooms.	All Year All Staff		No cost to site
3h. Teachers and administration send home weekly/monthly newsletters, emails, etc.	All Year Stirrat	Communication via phone dialers, direct email, and Smore fliers to update parents on PHS activities	Basic: \$220
3i. All teachers are using the AERIES Portal so students and parents have access to grades.	All Year All Staff	Timely information on student progress communicated	No direct cost to site.
3j. Printed progress reports are sent home regularly.	All Year All Staff Counseling	6 week progress reports printed and mailed home	District cost \$4000

	Stavish Admin		
3k. ELAC meetings	All Year All EL Staff Kovanis, Richardson, O'Connor, Smith BSA	Monthly site ELAC meetings to update parents on on-going EL activities.	No cost to site
3l. Activities Director	All year Aja Jackson Admin	All_x_, LI___, ELL___, FY___, RFEP___, Hisp___, SpEd___	District Stipend \$1521
3m. ISS Director	All year Curry District	In house suspension supervisor	District No cost to site
3n. ELRT Coordinator	All Year Kovanis Richardson	Release period to monitor academic and behavioral progress of EL and RFEP students.	District-funded release period (dist supplementary) \$18,000
3o. Instructional materials	Admin Team w/ staff	Based site and program needs.	Basic \$25000
3p. Professional Development based on staff plans and site needs.	Admin Team w/ staff Staff Development Committee	Based PD Plans and site needs, staff apply for funding to attend appropriate PD opportunities Examples: attend teacher conferences in subject areas, participate in trainings offered through SCOE, other specialty trainings	Basic (\$10000) See 2a.

From the WASC Revised Action Plan: 2017

Goal #4 Foster student engagement with Petaluma High School and our local community.				
Task	Person(s) Responsible	Implementation Steps and Resources Professional Development	Tangible Outcomes	Timeline
Improve transition support for Freshmen	Link Crew Team Link Leaders Bilingual Student	Continue to develop Link Crew Add additional Link Crew activities throughout the year	Improved academic performance for Freshmen Fewer discipline issues for	Fall 2016 ongoing

	Ambassadors	Establish Mentors/Peer support through link crew and BSA Develop tutorial program for Freshmen This began Fall 2016 with administrative program for first six-week tutorial program for Freshmen - will continue to develop	Freshmen	Fall 2017 Summer 2017
Increase participation in school activities for all students	ASB All Staff	Explore ways to record and report on student participation. Determine which students are not involved in any activity Use ASB, BSA, and delegates to design and promote activities that appeal to a wide range of students.		Fall 2017 Ongoing Ongoing Fall 2017
Establish systems of support to ensure that every student has at least one adult champion on campus, beginning in the 9 th grade.	Admin Connections Coordinator	Develop a program or process that fosters connections between students and staff. (Trojan Connections was the vehicle to foster connections between staff and students. Staff and students felt that it was not effective.)	Replacement for Trojan Connections	Fall 2017
Increase visibility and communication among staff and with community stakeholders	Administration District Office Connections Coordinator (DO) Admin	Increase number of teacher websites or Google Classrooms Use technology to communicate to parents and students Foster relationships with the press Use CTE pathways and Career Center counseling to introduce students into the community through internships, employment, etc. Develop Parent/Student/Staff surveys	Communication with staff Emails, vertical response Increased website traffic Parent/Student Survey results	Ongoing Ongoing Ongoing Ongoing
Enhance and develop campus climate	Admin School Site Council	Continue First Days activities Revitalize Delegate Program Engage ASB/BSA and delegates in evaluating and planning activities and programs that enhance campus climate Engage staff in discussions about campus	First Day planning meeting notes, agendas, etc Delegate plans	Ongoing

		climate and connections		
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LEA GOAL #4: All students engaged and supported to meet the rigor required to be a 21st century citizen

SCHOOL GOAL: Close the achievement gap for all subgroups (Hispanic Students, English Learners, Students with Disabilities, Socio- Economically Disadvantaged). Develop personalized long term plans and vision relating to postsecondary opportunities (WASC Goals #2 & #3).

PROGRESS ON GOAL: *The school*

<p>What data did you use to form this goal?</p> <p>CAASPP data Counseling four year plans EL/RFEP Student Performance on CAASPP Participation rate in AP by sub-group</p>	<p>What were the findings from the analysis of this data?</p> <p>Growth in Math sub group performance. Growth in sub-group by AP course and exam. Four year plans expanding</p> <p>NEED: Software – Naviance to track over time</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Continued monitoring of student progress</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Form F</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4a. Spanish for Native Speakers program encourages success in AP Spanish for EL/RFEP	Kovanis, Admin	Critical gateway for EL/Latino students to rigorous course work, and development of high academic performance.	District Supplemental \$18,982
4b. BRT (bilingual resource clerk) for pull out support for EL students.	Richardson, Smith, District		District Supplemental \$21,759

4c. BIA (bilingual instructional assistant)	Richardson, District		District Supplemental \$27,393
4d. ELL section	O'Connor, Kovanis, Admin, District		District Supplemental \$18,982
4e. Math Support sections for Math I and Math II	McHugh, Math Department, District	Identify students who require additional support for success in Math 1 and II. Ongoing monitoring of student progress.	District \$34,000
4f. Pathway certification and related supplies (certificates, grad sashes)		All <u>X</u> , LI__, ELL__, FY__, RFEP__, Hisp__, SpEd__,	Basic \$500
4g. Counselors attend UC/CSU Conference	Ruzick, McClelland, Nolden, Guerra, Admin	Understand current a-g and UC/CSU standards for admission. Promote a-g completion.	Basic \$345
4h. Counselors/admin attend AERIES Master Schedule Training	Stirrat, McClelland, Lowell	All <u>X</u> , LI__, ELL__, FY__, RFEP__, Hisp__, SpEd__,	Basic \$1400
4i. WACAC conference for all counselors	McClelland, Guerra, Nolden, Ruzick, Admin	College and career expectations; preparing for college fairs; presentation to students on college and a-g requirements	Basic \$340
4j. Analysis of progress on WASC Action Plan. (admin and data tech)	Lowell, Richardson, Admin	Common Core transition strategies; Tech integration; SBAC implementation;	Data Prep period No additional cost
4k. Professional Development based on staff plans and site needs.	Admin Team w/ staff Staff Development Committee	Based PD Plans and site needs, staff apply for funding to attend appropriate PD opportunities Examples: attend teacher conferences in subject areas, participate in trainings offered through SCOE, other specialty trainings	Basic (\$10000) See 2a.

From the WASC Revised Action Plan: 2017

Goal #2 Close the achievement gap for all subgroups (Hispanic Students, English Learners, Students with Disabilities, SocioEconomically Disadvantaged)				
Task	Person(s) Responsible	Implementation Steps and Resources	Tangible Outcomes	Timeline
Identify, encourage and support participation in advanced coursework and pathways	Administration	Continue to Identify students with potential for advanced coursework using PSAT results and teacher feedback	More students enrolled in advanced coursework	Ongoing
	All teachers	Consolidate and strengthen pathways with robust CTE Connections (ie Agriculture, Engineering, BioMed)		Ongoing
	Counselors		Identify new opportunities for pathways preparing students for post secondary careers	Ongoing
	Teachers	Establish support structures for students venturing into advanced coursework (including online options, tutoring, library hours, peer tutoring, community support)	Numbers of students succeeding in advanced courses, from Honors/AP to advanced electives like Sociology, Advanced Auto, NIMS, and chemistry.	Fall 2017
	PLCs			Fall 2017
Resource Teachers	Provide information and support around advanced coursework options for parents of students in subgroups			

Identify and intervene with intentional non-learners and failed learners	PLC Admin Counselors	Examine student need for support in basic academic skills such as notetaking, studying for tests, takings tests, managing AP and advanced classes, etc.	List of identified at-risk students	Spring 2018
	PLCs	Develop skills curriculum for struggling students	Schoolwide plan for academic skills instruction and practice	Spring 2018
	RSP teachers ELL team	Explore Academic skills class for non-special education students (Steps to HS Success?)		Spring 2018
	RSP teachers	Review current intervention structures and strategies and assess their success.	Review of current supports for at risk students	Spring 2017
	Admin RSP teachers	Evaluate and reimagine Study Skills as a support for Special Education students.	Plan for teacher/aide push in Plan for Study Skills objectives Recommendations for support for RSP students	Spring 2017
Improve support for Hispanic and EL students	ELRT Bilingual Aide Bilingual Clerk ELD teacher Admin	Continue to develop Bilingual Tutor program Develop curriculum and criteria Write directions for teachers Track EL student performance and identify bilingual students who are struggling Foster mentoring arrangements between bilingual upper classmen and younger students Increase number of bilingual students who graduate with the seal of biliteracy	Published Curriculum, checkpoints, etc	Ongoing Spring 2017
			Reports on EL student performance at each semester	ELRT Spring, 2017
			Seal of Biliteracy presentation to Freshmen and Sophomore Hispanic Students	Spring 2017
Encourage and support College preparation and application for subgroup students	Admin	Implement "Dream Team" program which will provide professional college counseling for selected students	Successful application to four year college or university	Spring 2017
	Counselors Counseling/Admin	Encourage additional students to take the PSAT. Investigate giving the PSAT to juniors during the school day	Increased numbers of sophomores and juniors taking the PSAT	Fall 2017

placements for students in identified subgroups.	Counseling Connections Coordinator	<p>electives and pathways</p> <p>Evaluate counseling and college and career resources to optimize use</p> <ul style="list-style-type: none"> • Career Center • External programs – (10,000 Degrees/ TLT) • Jump Start 	<p>Enhanced Counseling website</p> <p>Increased website traffic</p>	Summer 2017
Expand student and public awareness and interest in CTE, College and Career Pathways, and Honors/AP opportunities.	Admin Faculty Counseling CTE Teachers	<p>Continue information nights (8th grade, Program Showcase)</p> <p>Continue tours for prospective students (tour Fall 2016)</p> <p>Increase visibility of program offerings</p> <p>Explore CTE certification for additional teachers</p> <p>Expand social media, online resources, and explore opportunities in print, radio, and television (marketing)</p>	<p>Program Showcase</p> <p>Newspaper ads and articles</p> <p>Facebook presence</p> <p>Blog and Twitter updates</p>	Ongoing

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>

<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
X	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
	Sonoma County CTE Fund	40,000	
	North Coast Ag Partners		
	LCAP Supplemental (see Form F)	32,200	
	Total amount of state categorical funds allocated to this school	\$	
	Federal Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>

<input type="checkbox"/> <p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> <p>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> <p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</p>	\$		Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/> <p>Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs</p>	\$		<input type="checkbox"/>

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$	
Total amount of state and federal categorical funds allocated to this school	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

STAFF MEMBERS

- Principal: 1) David Stirrat
Non-Certificated: 2)
Certificated: 3) Molly Guerra
4) Heather Archibald
5) Victor Brazil
6) Jake Dunn
7) Krista O'Connor
8) Susan Smith

Alternate:

COMMUNITY MEMBERS

- Parents: 1) Kendall Abramson
2) Leslie Ferrick
3) Mary Lindsay
4)
Alternate:
Students: 5) Grade 12: Edyn Garvisch
6) Grade 11: Danny Marzo
7) Grade 10: Amanda King
8) Grade 9:
Alternate from ASB: Madison Gibson

Coordinator: Jim McHugh (non-voting)

² EC Section 52852

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee (Title 1)
 - Departmental Advisory Committee (Principal's Advisory Council – PAC/DAC)
 - English Learner Advisory Committee (Kelly Kovanis chairperson - ELAC) _____ Signature
 - Special Education Advisory Committee
 - District/School Liaison Team for schools in Program Improvement
 - Gifted and Talented Education Advisory Committee
 - Other committees established by the school or the district (*list*)
 - School Technology Committee
 - The Five WASC Focus Groups
 - WASC Home Group
 - WASC Focus Group: English and Mathematics Proficiency
 - C3/C4 Focus Groups
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* (SPSA) and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. The SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council at a public meeting on May 11, 2017, adopted this school plan.

7. Attested:

David Stirrat

Typed name of school principal

Signature of school principal

5/11/2017

Date

Jake Dunn

Typed name of SSC chairperson

Signature of SSC chairperson

5/11/2017

Date

Form F: Budget Plan



Form G: Single Plan for Student Achievement Annual Evaluation

Plan Priorities

Technology

Perhaps the most impactful change in the past three years has been the implementation of robust wifi service to support a 1:1 initiative with iPads for every teacher and student in Petaluma City Schools. This initiative, with the accompanying purchase of “21st Century” furniture, has taken considerable energy and resources from both district and site staff.

In 2014, a parcel tax was passed to support the mandate for improved technology infrastructure and technology in the classrooms, including support for 1:1 devices for every student in the district. Even before 2014, there was a huge emphasis on the effective use of technology including distribution of laptop computers to all teachers. Additionally, there was a huge commitment to professional development around technology, specifically Google applications for education. Nearly all professional development time was devoted to “edcamp” style sessions where teachers explored the use of technology in classrooms. There was significant participation in EDCUE events around Northern California as well.

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

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

The classrooms of 2016 look very different from the classrooms seen during the WASC visit of 2013. The Math I and Math II textbooks are distributed electronically on the iPads and most teachers distribute readings, assignments, and tools via Google Classroom.

Emphasis on PLCs

In the spring of 2014, a team of teachers, counselors and administrators went to PLC training. This leadership group was tasked with the mission of fostering collaborative learning communities in the school. We devoted all Wednesday professional development time to providing opportunities for course alike groups to analyze their curriculum and teaching strategies to identify essential standards. These groups were asked to plan together, review student work, create common assessments, and work together to develop interventions when students do not master the material. Additionally, they were asked to consider extension activities for students who showed mastery.

Now in its second full year, the PLC emphasis is on developing common assessments so that we can measure learning in the classroom against the essential standards selected. Next steps include discussion of interventions and school - wide measures to evaluate success of the program.

Teachers report improvements in their teaching. The math department has identified 10 essential standards that they test multiple times throughout the year, measuring progress visually in the classroom for each student.

Pathways

Petaluma High School has been recognized for its early work on developing pathways for students to select and develop career interests in high school. Although there were many pathways identified, some of them had not been fully developed and there was increasing pressure to integrate CTE courses of study with traditional core courses. Additionally, there was a need voiced by the community to develop an engineering pathway in the district. The school leadership undertook the mission to develop deeper, more robust pathways, concentrating in three major areas: *Engineering and Manufacturing Technology; Agricultural Mechanics, Construction, and Natural Resources; and Health Pathway*

Plan Implementation

Technology and 21st Century Furniture

Although these two areas are now nearly complete in their implementation, they were part of the school district's plan following the passage of a local parcel tax. As these were being implemented over the last couple of years along with the California CCSS, they have caused major changes in instructional materials and instructional practices, as well as classroom management strategies. As a result, the PHS staff members have been engaged in these resultant activities and unable to fully focus on many aspects of the WASC action plan and the SPSA planned improvements. With their completion, we believe we can again focus our efforts and energies back to the plans, specifically our SPSA, which includes the updated WASC action plan from our mid-term review completed earlier this year. .

Change in Leadership

There has been almost a complete turnover of district office management in the past three years including a new superintendent, and three new assistant superintendents. The district also hired a new CBO and reorganized the tech team. These changes are resulting in a close look at current practice, programs and policies, as well as new procedures and expectations.

At the site, the Principal and one Assistant Principal have stayed in place, but the second AP job has been held by two different people since the last visit.

We have enjoyed the opportunity to hire many staff members during the past three years. There has been almost complete staff turnover in Special Education and Industrial Arts; there are three new English teachers, two new science teachers, and two new math teachers. Additionally, there are other new faces in elective departments. The leadership of ASB has also changed hands.

We also faced a number of changes in our clerical staff. We have hired a new attendance clerk, SAC secretary and senior secretary, so four of six front office staff members are relatively new.

This combination of changes leads to some confusion and some shoring up of initiatives in place, but also gives us the opportunity to explore new ideas and hear from new voices. The PLC structure gives room for integration of new staff members.

Ongoing School Improvement

Each year, the staff reviews testing data from the previous year, often assisted by a data analyst from SCOE. With the integration of our onsite data person, we have begun to use data to identify trends and concerns and to establish baselines from which to map progress. Performance data is released to School Site Council and presented at ELAC meetings.

The SPSA was aligned with the goals of the WASC plan and site council identifies and advises on funding for key initiatives.

Faculty were asked to review the action plan in groups, making comments about what had been achieved and what had been abandoned. Using shared documents, we were able to gather input from the whole faculty.

The WASC Leadership Team reviewed input from the staff around progress on goals and significant changes and consolidated the findings. Our data person provided measurements of key indicators which were reviewed by the staff and the Leadership team. This group was responsible for writing the report, annotating the original action plan, and preparing a revised action plan which is appended to this report.
