

**Casa Grande High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

| Entity                            | Contact Information                                                                                         |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------|
| School Name                       | Casa Grande High School                                                                                     |
| Street                            | 333 Casa Grande Road                                                                                        |
| City, State, Zip                  | Petaluma, CA 94954                                                                                          |
| Phone Number                      | 707-778-4677                                                                                                |
| Principal                         | Dan Ostermann                                                                                               |
| Email Address                     | dostermann@petk12.org                                                                                       |
| Website                           | <a href="https://www.petalumacityschools.org/casagrande">https://www.petalumacityschools.org/casagrande</a> |
| County-District-School (CDS) Code | 49-70862-4930012                                                                                            |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information                                                          |
|----------------|------------------------------------------------------------------------------|
| District Name  | Petaluma Joint Union High District                                           |
| Phone Number   | (707) 778-4813                                                               |
| Superintendent | Gary Callahan                                                                |
| Email Address  | gcallahan@petk12.org                                                         |
| Website        | <a href="http://www.petalumacityschools.org">www.petalumacityschools.org</a> |

### School Description and Mission Statement (School Year 2020-2021)

Casa Grande High School Vision: "Upon graduation, all Casa Grande students will be broadly literate, civically engaged, highly employable, and have a personal vision for their future."

Casa Grande High School Mission: "Casa Grande High School believes that education is a shared responsibility involving students, staff, family and the broader community. Our mission is to foster strong relationships and the build a safe, inclusive, and collaborative environment where all students are engaged and challenged to achieve their highest potential."

Casa Grande has a reputation for excellence in academics. In 2015, Casa was named a California Gold Ribbon Distinguished High School by the CA State Department of Education. Since 2016, Casa has been recognized as a California Honor Roll High School.

In February 2019, Casa Grande's Academic Decathlon Team won the county competition for the 36th consecutive year and consistently go on to place in the top 10 at the State level. Casa's AcDec Team has won at the State level for 10 straight years. The journalism class produces the new magazine Casa Revista, and has won the Press Democrat Overall Excellence Award 16 years in a row, having swept the awards last year. The paper placed 7th in the nation at the 2018 Journalism Education Association Conference in Seattle, WA.

Casa Grande offers 15 Advanced Placement (AP) level classes in six departments.

Casa continues to maintain an outstanding music program. The band students win numerous awards and the Symphonic band has earned unanimous superior ratings for nearly 20 straight years at the CMEA band festival. Casa's Chamber Choir continues to earn unanimous superior rankings at the CMAs. Both band and choir students were selected for the All-state Honor Band and Honor Choir.

With the assistance of a US Department of Education Small Learning Communities (SLCs) grant (2008-2013), Casa Grande created a small learning community structure that in many ways has transformed the school. The goals of SLCs are to provide students with increased personalization, relevance, and rigor, so that they can easily utilize real-world applications while developing critical thinking and problem solving skills.

Ample research shows that reducing the size of schools can positively impact the achievement of students. It is the goal of CGHS to keep all the advantages of a large comprehensive high school—such as diverse offerings of coursework, teaching methodologies, and strong athletic and extracurricular programs—while utilizing the benefits that come with smaller schools. SLC benefits include increased student achievement, lower dropout rates, common teacher planning time and curriculum collaboration, and increased parent involvement. Casa currently has four SLCs with specified college and career themes for 11th and 12th graders: Health Career Pathway, American Voices, Innovation (STEAM) and International House.

Beginning in the fall of 2017, Casa Grande High School overhauled "early" intervention for 9th and 10th graders through the development of the Academic Review Team (ART) and Grade Level Support Teams (GLSTs). Non-special education students who earn 2 or more failing grades at the end of the first grading period are identified and invited, with their parents to a mandatory meeting on campus. Individual meetings take place with administrators and counselors then passed onto individual teachers who "case manage" individual students, 1-2 students per teacher, who closely track students in the program. Students are required to attend "Mandatory Office Hours" four times a week as well as participate in a Student Led Conference at the end of the semester, parents invited. To date, both 9th and 10th grade students participating in the ART/GLST program are improving on average 50% academically.

Casa's students are supported by a highly engaged, professional and experienced staff of academic counselors (5), as well as a team of MFT counselors and interns (4). Casa also has two school psychologists and a speech and language specialist. The Visual Art program has also been expanding in numbers of students taking the courses as well as new course offerings, including 3D:Make, a maker class that includes elements of fine art, design, and engineering.

Since 2015, Casa has also added courses in Robotics, Introduction to Media and Broadcasting, Computer Science (Intro and AP), and Success 101, Success 102 (semester-long courses for 9th graders and 11th/12th graders respectively, focused on college and career preparation), Race, Class, and Gender in America, Introduction to Kinesiology, Weight Training, and Personal Finance. Casa Grande High School meets the needs of its diverse student community through a variety of programs. As stated earlier, all freshmen and sophomores are part of an SLC in which the teachers have a greater opportunity to know their students. The curriculum continues to reflect student interest with a diverse array of electives for students. These electives include: Anatomy & Physiology, Biology and Community Health, Auto Mechanics, HOSA, Sports Medicine, Culinary Arts, 3D Animation, Entrepreneurship, Human Geography AP, Environmental Science AP, Introduction to Psychology, Introduction to Sociology, Journalism, Public Speaking, Legal Studies, Photography, Graphic Design, Medial Technology, Gardening and Nursery Management and United Anglers.

Casa's Career Technical Education programs have recently received significant funding from the State's CTEIG grant and also from the local CTE Foundation. Funds total over \$300,000 and have been used to expand Casa's Auto Mechanics, Digital Media, Entrepreneurship, and Culinary Arts programs. In 2017-18, Casa has launched the Casa-Collective, an e-commerce platform that markets and sells student-made goods and services to the community.

In recent years, Casa has placed considerable emphasis on providing support for students in ELD. Students are enrolled in ELD 1/2 (newcomers) and ELD 3 and 4. Casa also has Spanish for Native Speakers through the Advanced Placement level, which an increasing number of ELD students take. Casa reclassifies as English Proficient an average of 30 to 50 students per year.

April 2020 marked the 26th anniversary of the opening of our Natural Resources Program’s fish hatchery, the only campus facility where students are licensed to handle endangered species. The United Anglers Adobe Creek Restoration Project continues to receive national and international recognition for local restoration and conservation efforts. Recently, the Petaluma Water Agency has offered to team with the United Anglers and our other environmentally themed courses to develop a partnership that will enhance students’ understanding of the challenges of balancing environmental protection and human encroachment. Our expanded environmental science course has developed a native plant nursery and our culinary arts program has incorporated an organic garden into its curriculum.

Senior Projects are an integral component of the senior English curriculum that helps students focus on career exploration, community involvement, and personal growth. Students are offered an opportunity to select an area of study about which they are passionate and design a research paper and project around that interest. The students design a project, research and write a paper, work with an advisor to learn about and develop the project, and present their work to a panel of community members. Every year, over 250 parents, community, and business leaders join with Casa staff to participate as Senior Projects mentors, tutors, and judges. The projects encompass a wide range of interests and are a wonderful reflection of all that is successful about the students at Casa Grande. Students consistently volunteer over 8,000 hours to the community annually through the Senior Project.

The show of support by our community with the passage of Measure K provides us with approximately \$48,000 a year to renew and upgrade our technology, \$20,000 a year to help equip our visual and performing arts programs, and \$46,000 a year for our library. Additionally, Casa is a member of the Northern California Career Pathway Alliance, which includes a cohort of high schools who receive direct support to expand services to prepare students for college and career readiness. Casa has invested an estimated \$50,000 into the College and Career Hub on campus and has expanded the hours of service of its College and Career Counseling Coordinator.

Although we are proud of the success of our students and staff in all of these areas, we constantly strive to improve both our practice and our results through the study of student data and current research. We expect that the continued implementation of SLCs, as well as other interventions, will help us ensure that every student is prepared with the 21st Century Skills necessary to succeed in postsecondary education, training, and/or employment.

Dan Ostermann, Ed.D.  
 Principal  
 Casa Grande High School  
 333 Casa Grande Road  
 Petaluma, CA 94954  
 Phone: 707-778-4677  
 E-mail: [dostermann@petk12.org](mailto:dostermann@petk12.org)

**Student Enrollment by Grade Level (School Year 2019-2020)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 9</b>          | 456                       |
| <b>Grade 10</b>         | 423                       |
| <b>Grade 11</b>         | 445                       |
| <b>Grade 12</b>         | 364                       |
| <b>Total Enrollment</b> | 1,688                     |

## Student Enrollment by Student Group (School Year 2019-2020)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.8                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 4.4                         |
| Filipino                            | 1.1                         |
| Hispanic or Latino                  | 40                          |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 49                          |
| Two or More Races                   | 2.7                         |
| Socioeconomically Disadvantaged     | 45.1                        |
| English Learners                    | 7.9                         |
| Students with Disabilities          | 11.7                        |
| Foster Youth                        | 0.2                         |
| Homeless                            | 0.7                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

| Teachers                                                           | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--------------------------------------------------------------------|----------------|----------------|----------------|------------------|
| With Full Credential                                               | 79             | 79             | 79             | 274              |
| Without Full Credential                                            | 0              | 1              | 1              | 6                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 1                |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

| Subject                                           | Textbooks and Other Instructional Materials/year of Adoption                                                                                                                                                                                                                         | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------|
| <b>Reading/Language Arts</b>                      | Prentice Hall Literature – Timeless Voices, Timeless Themes 2003, adopted 2006<br>Read 180, adopted 2010<br>System 44, adopted 2010                                                                                                                                                  | Yes                        | 0.0%                                       |
| <b>Mathematics</b>                                | Pearson Integrated Mathematics Common Core (2014)                                                                                                                                                                                                                                    | Yes                        | 0.0%                                       |
| <b>Science</b>                                    | Physical Science: Physical Science Concepts with Glencoe<br>Earth Science: Holt Science Spectrum © 2001, adopted 2002<br>Chemistry: Addison Wesley, adopted 2002<br>Biology: Holt – Modern Biology © 2002<br>Physiology: Essentials of Human Anatomy & Physiology, 8th Edition; 2005 | Yes                        | 0.0%                                       |
| <b>History-Social Science</b>                     | Prentice Hall – The Americans, 2007<br>McDougal Littell – The Americans- Reconstruction to the 21st Century, 2006<br>McDougal Littell – Modern World History, 2006<br>Macgruder’ American Government Holt Economics, 2020                                                            | Yes                        | 0.0%                                       |
| <b>Foreign Language</b>                           | Avancemos! Holt McDougal                                                                                                                                                                                                                                                             | Yes                        | 0.0%                                       |
| <b>Health</b>                                     | Making Life Choices, West End Publishing 2nd Edition, 1999                                                                                                                                                                                                                           | Yes                        | 0.0%                                       |
| <b>Visual and Performing Arts</b>                 | Standard of Excellence, Bruce Pearson, Adopted 2000<br>Warm-ups and Beyond, Timothy Loest, Adopted 2006                                                                                                                                                                              | Yes                        | 0.0%                                       |
| <b>Science Laboratory Equipment (grades 9-12)</b> |                                                                                                                                                                                                                                                                                      |                            | 0.0%                                       |

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Overall, the school facility is safe, clean and adequate.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** July 2020

| System Inspected                                                        | Rating    | Repair Needed and Action Taken or Planned |
|-------------------------------------------------------------------------|-----------|-------------------------------------------|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | Good      |                                           |
| <b>Interior: Interior Surfaces</b>                                      | Good      |                                           |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>       | Good      |                                           |
| <b>Electrical: Electrical</b>                                           | Good      |                                           |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>                 | Good      |                                           |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | Good      |                                           |
| <b>Structural: Structural Damage, Roofs</b>                             | Good      |                                           |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | Good      |                                           |
| <b>Overall Rating</b>                                                   | Exemplary |                                           |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject                                            | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|----------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 77             | N/A            | 62               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 43             | N/A            | 44               | N/A              | 39            | N/A           |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                               | N/A              | N/A           | N/A            | N/A                | N/A                     |



| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                          | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                                         | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                                         | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 45             | N/A            | 40               | N/A              | 30            | N/A           |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                          | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                                         | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                                         | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Casa Grande High School has a strong program of Career Technical Education (CTE) courses that strengthen the academic, career and technical skills of students. CTE classes are available within the following industry sectors: Education and Health Services, Hospitality and Culinary Arts, Arts, Media and Communication, Retail Trade, Services/Business, and Transportation. Students learn skills they can apply in future work situations. CTE provides a high school career education that is academically rigorous and aligned with the workforce preparation needs of our county. These courses are an integral part of the career pathway system at Casa Grande, usually they are the most advanced classes in the pathway, providing the final high school training experience before students continue on to college or technical training, while others transition directly to careers. Students may receive college and high credit for many CTE classes that are articulated with Santa Rosa Junior College. Some students earn industry certifications.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

| Measure                                                                                                                 | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE                                                                                   | 727                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                            | 47.8                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure                                                     | Percent |
|---------------------------------------------------------------------------|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.26   |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 41.03   |

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| 5           | N/A                                                          | N/A                                                          | N/A                                                         |
| 7           | N/A                                                          | N/A                                                          | N/A                                                         |
| 9           | N/A                                                          | N/A                                                          | N/A                                                         |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020-2021)

Casa Grande High School is extremely fortunate to have strong support from the parents in the community, as evidenced by the number of parent volunteers actively participating in the Booster Club, the Eastside Friends of Music, Project Graduation, the School Site Council (SSC), various Western Association of Schools and Colleges (WASC) review committees, the English Learner Advisory Committee (ELAC), and Parent Teacher Student Association (PTSA). Parents additionally support individual programs such as the United Anglers Adobe Creek Restoration Project and the various Performing Arts Department productions.

Our SSC serves as an active and effective governance group that approves staff development requests and disburses money from State block grants to fund various projects at the site. The SSC works in conjunction with the Principal's Advisory Committee to provide vision, leadership, and direction to our school community.

Parent support was essential to the passage of Measure C, an extension of a parcel tax that provides us with approximately \$68,000 annually to maintain and upgrade the technology that we purchased through our Digital High School grant and further meet the goals of the site and District Technology Plans. It also provides us with \$20,000 annually to fund our visual and performing arts program and over \$25,000 for our library. Parents are also serving on the oversight committee that insures the money is spent appropriately.

In 2014, Petaluma voters passed Measure E, which approved school funding for \$68 million for modernization purposes. Casa has built a new athletic complex that includes a new, all-weather track and field. Bond funds have been used to support the school district's 1:1 initiative, which provides every student in Petaluma City Schools with an Apple iPad. These funds have been used to dramatically expand the school's internet speed and capacity.

Parents are informed of student progress by a variety of communication contacts throughout the year. Among these are Back to School Night and Open House; parent Aeries portal, our website, and bi-weekly Principal Parent Tours; progress reports; report cards every six weeks; Booster Club(s), ELAC, and SSC meetings; attendance reporting; Freshman Orientation; and College and Financial Aid Nights. Additionally, awards programs such as the Fall, Winter and Spring Sports Awards Programs, Student-of-the-Month Recognition, Underclass Awards, and SRJC Awards and Senior Awards Programs are attended by parents whose students are being honored. Information is provided in Spanish for our Spanish-speaking parents. This includes the monthly newsletter, Big House News & Information, translated into Spanish, course selection materials, and various other materials for individual classes. We have an FM transmitter purchased through SSC funds to allow instant translation in Spanish for group functions such as the 9th Grade Preview Night, Back to School Night, and graduation.

Senior Project remains a capstone to the Casa Grande program and culminates in a large series of presentations by all Seniors. Panelists are comprised of largely parent and community members, many of whom are future or past parents of Casa Grande High School.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    | 2.3            | 5.4            | 2.4            | 5.5              | 7.2              | 3.6              | 9.1           | 9.6           | 9             |
| Graduation Rate | 93.8           | 90.1           | 93.4           | 85.2             | 85.3             | 86.7             | 82.7          | 83            | 84.5          |

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 7.9            | 6.7            | 8.7              | 8.5              | 3.6           | 3.5           |
| Expulsions  | 0.4            | 0.2            | 0.3              | 0.2              | 0.1           | 0.1           |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 8.05           | 9.85             | NA            |
| Expulsions  | 0.26           | 0.18             | NA            |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The current Safety Plan (SSP) for 2020-2021 is currently under revision and review. Submission in February 2021.

#### ELEMENTS OF THE SAFETY PLAN

Section:

1. Assessment of the current status of crime committed on school campuses and school related functions.

Actions:

Casa Grande High School participates in monthly meetings with Director of Student Services to discuss student and site concerns

The Discipline Secretary maintains records of all suspensions and expulsions.

The Administrative Team reviews the Healthy Kids Survey and other discipline data annually.

2. Strategies and programs to provide a high level of school and an orderly environment conducive to learning

Actions:

Casa Grande High School provides administrative, counseling, and support services for students. Our staff includes four administrators (one principal and three assistant principals), five full-time counselors, project success counselors, Lead Guidance Counselor (anger-management) who oversees counseling interns, and six campus supervisors

District and school policies promote diversity and personal/social responsibility. School discipline strategies contain elements of conflict resolution, intervention, and counseling for anger management and drug use. A student handbook is distributed to both student and parents at the beginning of each school year detailing site and district behavior expectations and strategies.

The handbook contains the district discipline plan with Education Code pertaining to discipline and sexual harassment.

Teacher and staff training in areas of students and campus safety, drug use trends and counseling support are provided annually by the Director of Student Services. Campus Supervisors and Assistant Principal provide information regarding campus safety several times throughout the year and Staff Meetings.

### 3. Procedures for complying with child abuse reporting requirements

Actions:

Board Policy 5141.4 provided direction to school employees for reporting child abuse.

### 4. Procedures for responding to disasters

Actions:

Board Policy 3516 describes Emergency and Disaster Preparedness Plans. Board Policy 3516 also contains Emergency Drill and Earthquake Emergency Procedures.

Each school is provided with emergency equipment and communication devices. Each classroom is provided with basic emergency and first aid supplies.

Staff training is ongoing. Several staff members have attended Petaluma Regional Emergency Preparedness (PREP) first responder training. This training is funded by Readiness and Emergency Management for Schools (REMS) grant.

### 5. Programs to refer students to study after expulsion for serious disciplinary acts.

Actions:

Site Discipline Hearings chaired by Director of Student Services with site administration to decide consequences and alternative placement for students

Sonoma County Office of Education Court and Community and Clean and Sober schools

District Alternative sites

Stipulated/suspended expulsions

### 6. Procedures for notifying teachers of dangerous students

Actions:

The procedure for notifying teachers is done annually by the Director of Student Services and PFT Union President.

Teachers are notified via e-mail of student suspensions and infractions.

AERIES student data allows teacher access to student discipline history

### 7. Policies of sexual harassment

Actions:

Board Policies 4219.11 & 4319.11 contains the district policies for sexual harassment. The policies are designed to prevent sexual harassment, to provide due process, and to immediately respond to any complaints that are made.

Petaluma City Schools leaderships attends Sexual Harassment Prevention Training every other year.

### 8. Dress Code on Gang Related Apparel

Actions:

When gangs constitute a danger to students the superintendent or designee may restrict student dress and grooming as necessary to comply with Board Policy related to gang activity. Board Policy 5132

Descriptions of inappropriate groups affiliations, apparel and paraphernalia is established in Board Policy 4136.

### 9. Hate Crime Policies and Procedures

Action:

California Education Code Section 200-201 specifically addresses hat crime and these section are enforced at Casa Grande

## 10. Policies and Procedures for Suicide and/or Student Crisis

### Action:

Students who are suspected of having suicidal tendencies are immediately referred to their school counselor or school counseling interns and district Guidance Counselor is contacted. District Director of Student Services is contacted. Coordinator and site administration determine if law enforcement needs to be notified.

## 11. Crisis Intervention Procedures and Policies

### Action:

During an emergency or crisis situation, Casa Grande initiates the ICS (Incident Command System) protocols. The district, Police and Fire Department contacted as needed. School site staff has specific responsibilities and areas to manage during the crises.

### Average Class Size and Class Size Distribution (Secondary)

| Subject               | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|                       | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| English Language Arts | 25                 | 21                         | 52                          |                           | 27                 | 18                         | 48                          | 2                         | 24                 | 26                         | 47                          | 1                         |
| Mathematics           | 28                 | 10                         | 49                          |                           | 28                 | 10                         | 40                          | 7                         | 28                 | 6                          | 48                          | 2                         |
| Science               | 29                 | 4                          | 42                          | 1                         | 30                 | 2                          | 37                          | 1                         | 29                 | 3                          | 29                          | 7                         |
| Social Science        | 28                 | 6                          | 47                          | 1                         | 29                 | 3                          | 43                          | 4                         | 31                 | 4                          | 41                          | 5                         |

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 337.6 |

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

| Title                                                         | Number of FTE*<br>Assigned to School |
|---------------------------------------------------------------|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5                                    |
| Library Media Teacher (Librarian)                             | 1                                    |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist                                                  | 1.65                                 |
| Social Worker                                                 |                                      |
| Nurse                                                         | 0.4                                  |
| Speech/Language/Hearing Specialist                            | 1.2                                  |

| Title                              | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Resource Specialist (non-teaching) |                                   |
| Other                              |                                   |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level                                         | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$7,627.20                   | \$2,141.92                          | \$5,485.28                            | \$73,466               |
| District                                      | N/A                          | N/A                                 | \$5,615                               | \$73,153               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -2.3                                  | 0.4                    |
| State                                         | N/A                          | N/A                                 | \$7,750                               | \$83,059               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -34.2                                 | -12.3                  |

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$44,479        | \$49,782                                     |
| Mid-Range Teacher Salary                      | \$60,056        | \$76,851                                     |
| Highest Teacher Salary                        | \$86,277        | \$97,722                                     |
| Average Principal Salary (Elementary)         | \$103,961       | \$121,304                                    |
| Average Principal Salary (Middle)             | \$109,099       | \$128,629                                    |
| Average Principal Salary (High)               | \$117,833       | \$141,235                                    |
| Superintendent Salary                         | \$212,364       | \$233,396                                    |
| Percent of Budget for Teacher Salaries        | \$32.61%        | 33.48%                                       |
| Percent of Budget for Administrative Salaries | 4.22%           | 5.57%                                        |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 1                             | N/A                               |
| English                  | 4                             | N/A                               |
| Fine and Performing Arts | 2                             | N/A                               |
| Foreign Language         | 3                             | N/A                               |
| Mathematics              | 5                             | N/A                               |
| Science                  | 1                             | N/A                               |



| Subject        | Number of AP Courses Offered* | Percent of Students In AP Courses |
|----------------|-------------------------------|-----------------------------------|
| Social Science | 9                             | N/A                               |
| All courses    | 25                            | 18.6                              |

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

| Measure                                                                         | 2018-19 | 2019-20 | 2020-21 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4       | 4       | 4       |

Five (5) professional development days were built into the work year calendar for the 2016-2017 and 2017-2018 school years. For the 2018-2019, 2019-2020, and 2020-2021 school years there were four (4) professional development days. Staff were surveyed to collect teacher professional development interest/need. The area of highest interest/need were selected as topics for the professional development days. Professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry and project-based learning, effective influences on student learning, classroom management, accessing/discerning reliable information, and environmental literacy. Teachers also attended workshops, trainings, and conferences provided by the Sonoma County Office of Education, among other outside providers. To support implementation, several committees have been formed and meet regularly to plan for continued teacher support. The K-12 Curriculum/Staff Development committee met and planned the professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.