



CASA GRANDE HIGH SCHOOL

**333 Casa Grande Road
Petaluma, California 94954**

ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT

March 2, 2021

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Community, History, and Background

The City of Petaluma

While we will not have the results of the 2020 census until spring 2021, it is likely that both the population and demographics of Petaluma have remained approximately the same as they were in 2017. Petaluma and the surrounding area of Sonoma County have faced a number of hardships in the past three years. The Tubbs Fire in 2017, the Paradise Fire in 2018, and the Kincade Fire in 2019 all resulted in poor air quality causing school closures of various lengths. In addition, during 2017, 2019 and with the Glass Fire this fall, there were multiple staff members who were evacuated from their homes. One staff member lost his home in 2017. The stress on the community, and on students and staff in particular from these events, has not been insignificant.

In addition, in March 2020 students and staff left for Spring Break, and have not returned to campus (with the exception of two student cohorts who are doing supervised distance learning on campus as of Nov. 12) due to the COVID pandemic. The fires, combined with the pandemic, have resulted in some families leaving the area, while there has also been an influx of families moving to the North Bay from San Francisco. Sonoma County's place in the Purple Tier, the most restrictive COVID tier, is resulting in economic challenges for families as well.

Casa Grande High School

When Distance Learning began, in March 2020, it was unknown territory for most staff and students. Teachers quickly adapted their lessons and assignments to the Zoom format and Google Classroom, which many teachers were already using. In addition, the PCS district adopted a "do no harm" grading policy for the rest of that semester, so that student grades would not drop as long as students made some effort to attend Zoom classes and turn in work.

During the summer of 2020, when it became clear that we would not return to in-person learning, the district formed the Distance Learning Committee in order to formalize and standardize the class schedule, the online platforms, and other technology tools that students, teachers, and parents would use during the continuation of distance learning. This 32 member committee was composed of teachers and administrators from all over the district, including eight Casa teachers, one Casa counselor, and the Casa principal. During over forty hours of meetings, a Distance Learning 2.0 platform was created [here](#). This platform contains resources for parents, students, and staff all in one location. The committee also created elementary and secondary schedules, protocols for attendance and engagement reports, learning norms, and key standards. The district recorded webinars explaining the use of all these tools as well, both for staff and for parents. Additionally, the district purchased Parent

Square as an online communication tool that is used by parents and staff. By the time school began on August 12, 2020, teachers were prepared for and trained in meaningful distance learning.

Learning and Achievement During Distance Learning (DL)

While teachers have adapted to DL, we are finding that some students are overwhelmed and are not attending nor achieving as they previously were, while other students have excelled. During the first marking period in the fall of 2020, the number of F's students received went from 356 in 2019, to 947 this year. This alarming increase is consistent with what high schools across Sonoma County are experiencing. In September 2020, the Sonoma County Office of Education formed a county-wide committee to study this problem and make recommendations. Casa Grande has several teachers and administrators on this committee. Since the move to DL in March 2020, there have been many focused conversations, professional development, data analysis and reflection - all with a laser focus on effective teaching and learning for all students. Bright spots that have been identified include a significantly expanded technology and web-based instructional repertoire for all teachers, as well as a broader and arguably more equitable approach to student accountability (ie. policies around late work, make-up work, alternative forms of assessment, mandatory office hours attendance, etc).

Casa has also put in place a number of interventions for students who are not being successful in DL. Each Tuesday and Thursday, a staff member from the district technology department is on campus from 1-3 pm to address any Chromebook issues students may have. WiFi Hotspots have also been provided to students with on-going connectivity issues at home. Materials distribution and collection is done each Wednesday afternoon for those students whose teachers need to provide them with materials that cannot be accessed online. Meals are also distributed to students on Mondays, Wednesdays, and Fridays with no identification or Free and Reduced qualification required.

Casa's Academic Review Team program continues during DL with the Grade Level Support Teams in the 9th and 10th grades, case managing a total of 89 students in the Fall 2020 semester. Each struggling ninth and tenth grade student is assigned a teacher mentor to meet with them individually on a weekly basis during Academic Time to provide support and to check in. For our RSP students, their case manager is their teacher mentor. In addition, a Google spreadsheet was created for teachers to note contact with students or student concerns; administrators and counselors follow up where appropriate with these. Online attendance is an issue for some students. In some cases, connectivity is an issue and for some it's a lack of structure and support at home. Casa's administration, in conjunction with counselors, has done several home visits which, in some cases, has resulted in improved attendance and engagement for students.

Academic Support Cohorts

On November 12, 2020 and November 16, 2020, Casa opened its first on-campus academic support cohorts with a total of 24 EL and RSP students split into two separate cohorts, with 12 students in each group. We created a list based on referrals from our ELRT and RSP teachers and invited parents to confirm their students' need for attendance. The criteria for being invited to attend the academic support cohorts included a lack of access to stable internet, failing grades in two or more subjects, having an ELD or Special Education designation, and other anecdotal information provided by family or teachers. The academic support cohorts help create equitable access to the distance learning curriculum for some of the most at-risk students at CGHS. Students receive breakfast and lunch each day. They must wear masks, and come with their devices fully charged. Headphones are provided for students who do not have their own. They are situated in a classroom, six feet apart, with plexiglass shields and must follow all safety protocols outlined by the CDC. Students "attend" their regular Zoom classes but are supervised by a Casa Grande Campus Supervisor. In addition to attending Zoom classes from 8:45 am-12:15 pm, students attend Academic Time after lunch from 1-3pm. During this time teachers are available to give one-on-one help to students. The cohort supervisors are given an annotated copy of each students' Aeries class roster, with notes on which classes they should be attending during the Academic Time. The hope is that the more scaffolded support will enable students to get caught up in turning in missing assignments and improving their comprehension of information reviewed in class. All students are required to utilize the academic support cohort environment until 3 pm daily. Our goal in running the academic support cohorts is to mitigate the D and F rates that have increased due to the distance learning format.

Social and Emotional Learning and Extra/Co-Curricular Activities

In partnership with the student journalism program, ASB leadership students continue to produce a weekly broadcast for staff to screen every 2 weeks on Fridays. The brief broadcast, called the "Gaucho Weekly Roundup" features activities and perspectives from our various clubs and student groups.

During Distance Learning, ASB student leaders continue to stay active in promoting and celebrating Casa Grande through Teacher Appreciation Week, Halloween Spirit Week, Kindness Week, Club Rush, and many other events. Clubs meet via Zoom and there are currently over 20 clubs meeting virtually. The ASB website can be found [here](#). In addition, the drama class put on a virtual series of six student-written plays in November 2020.

All sports were suspended as of March 2020. Currently fall sports teams can participate in outdoor conditioning, with a coach present, following safety protocols. Plans are in place for athletics to begin in January 2021 but this will be determined by the conditions at that time.

We recognize that it is difficult to meet the social and emotional needs of our students during DL. At Casa Grande a number of resources were introduced to address this. Students have

access to the [Student Support page](#) on the school website featuring the [Atlas Mental Health](#) app, a new self-referral form for individual and group counseling, and other social and emotional resources. Casa also launched the STOPit! Anonymous Reporting app school wide in August 2020. Lastly, the PCS Board of Trustees devoted a study session to determine how students can safely participate in a wide range of extra- and co-curricular activities designed to balance the school experience. This work is currently in progress.

Demographics

Enrollment at Casa Grande has fluctuated from year to year but this year has reached a six-year high at 1775 (excluding concurrently enrolled students). Casa is proud of its ethnic and socioeconomic diversity, which is reflected in the demographics of Sonoma County. The current student population is 49% White, 40% Hispanic, 4.4% Asian, 2.0% African American, 2.9% multiple or no response, with the Native American and Pacific Islander populations less than 1% each. The Hispanic population has grown 1% since the last WASC visit and the White population has remained stable. The school reflects the growing diversity of Petaluma and the state of California.

Many of the parents in our community are well-educated with bachelor's or advanced degrees. As a result, the community has very high expectations for public education. Parent and community support for the schools in Petaluma is exceptional. Petaluma City Schools has an annual operating budget of 92 million dollars with the total number of students at 7500 and 878 staff members. Casa Grande receives \$10,303 in per pupil funding. The per-pupil spending on the average in California is \$11,495 placing it 41st in national per-pupil spending. Casa Grande does not receive Title I funds.

Despite distance learning, there remains strong support for Casa's programs by groups such as Boosters, Eastside Friends of Music, PTSA, United Anglers of Casa Grande, and Friends of Drama. We also have an active ELAC (English Learners Advisory Committee) and Project Grad is actively fundraising as well.

The Petaluma Education Foundation (PEF) is a privately funded, non-profit organization whose primary goal is to raise money in the community to benefit education in Petaluma. PEF has awarded grants of up to \$15,000 to support educational programs at Casa Grande. Most recently PEF has awarded a Major Impact grant to the Robotics Program in 2018 and 2019 and Broadcast Media in 2016 and 2017.

With community and parent support, along with a dedicated and professional teaching staff, Casa's students have performed at high levels academically and in co-curricular activities. Casa's students score above the national average on AP exams and SAT tests. In the final year of API rankings, Casa scored 812 and earned a similar schools ranking of 8. Casa Grande's Academic Decathlon Team has placed first in its division for the past 35 years. The Gaucho Gazette is the most awarded high school newspaper in Sonoma County. Casa Grande has been ranked in the top 5% of high schools nationally in US News and World Report since 2014.

Student Enrollment Data *(total excludes concurrently enrolled students)*

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-16	461	400	427	395	1683
2016-17	418	472	381	399	1670
2017-18	483	396	435	351	1665
2018-19	447	477	374	426	1724
2019-20	455	423	445	364	1688
2020-21	478	457	412	428	1775

Casa’s enrollment is at a six-year high. It is difficult to ascertain a reason for the increase, however, several hundred new housing units have been or will be completed by the end of 2021 and there are many reports of families leaving San Francisco for outlying areas due to more people working from home long-term during the pandemic and the higher cost of living in the city.

Enrollment by Ethnicity in Percent

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2015-16	1,683	1.2%	0.3%	5.1%	0.8%	36.9%	0.2%	50.6%	4.8%	0.1%
2016-17	1,670	1.0%	0.4%	4.4%	0.8%	39.2%	0.4%	49.5%	4.2%	0.1%
2017-18	1,706	1.3%	0.5%	4.5%	0.8%	39.7%	0.2%	48.4%	4.6%	0.0%
2018-19	1,724	1.9%	0.5%	3.7%	1.0%	40.1%	0.2%	48.5%	4.2%	0.0%
2019-20	1,688	1.8%	0.5%	4.4%	1.1%	40%	0.3%	49%	2.7%	0.2%
2020-21	1775	2.0%	.44%	4.39%	1.06%	40.74%	.33%	46.69%	4.34%	0.1%

The ethnic diversity has not changed significantly over the past six years. The percentage of white students has decreased by 4% and the percentage of hispanic students has increased by 4%. These percentages mirror the ethnic diversity of the city of Petaluma.

Enrollment by Subgroup *(number and percentage of population)*

Subgroup	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
English Learners	169/10%	171/10.2%	155/9%	136/7.8%	134/7.9%	139/7.8%
Foster	1/.5%	1/.5%	3/.17%	2/.1%	4/.2%	2/.1%
Homeless youth	32/2%	38/2.2%	14/.08%	24/1.3%	11/.6%	10/.6%
Migrant Education	6/.3%	4/.2%	1/.05%	1/.05%	2/.1%	7/.3%
Students with Disabilities	195/11.5%	217/12.9%	219/12.8%	219/12.7%	228/13.5%	237/13%
Socio-economically Disadvantaged	666/39.5%	674/40.3%	653/38.2%	656/38%	762/45.1%	791/44.5%
Free and Reduced Meal	646/38.3%	650/38.9%	599/35.1%	627/36.3%	738/43.7%	650/36.6%
All Students	1683	1670	1706	1724	1688	1775

Over the past six years Casa has seen a decrease in students entering high school as designated English Learners. This is the result of more students being redesignated at the junior high school level. There has been an increase in the percentage of Socio-economically Disadvantaged students and a slight increase in Students with Disabilities. These subgroup percentages have not necessitated significant changes in our action plan, but rather a continued focus that Casa has had for years on closing the achievement gap.

Percentage of Students Receiving Free and Reduced Meals

Year	Number of Students Receiving Free and Reduced Meals	Total Number of Students Enrolled	Percentage
2015-16	646	1683	38%
2016-17	650	1670	39%
2017-18	599	1706	35.1%
2018-19	627	1724	36.4%
2019-20	738	1688	43.7%
2020-21	650	1775	36.66%

The percentage of students receiving free or reduced meals has remained fairly constant over the past six years. Given the current economic situation in Sonoma County, it is likely that more than 36% qualify for free or reduced meals, but distance learning may have impacted the number of

families who filled out the F/R meal application. Casa Grande currently distributes breakfast and lunch meals to families on Mondays, Wednesdays, and Fridays and none are turned away.

CAASPP Results (*no CAASPP testing in 2020)

English Language Arts (All Students)						Economically Disadvantaged					English Learners					Students with Disabilities				
Year	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Standard Exceeded	33%	35%	31%	39%	39%	21%	21%	15%	28%	22%	6%	0%	0%	0%	0%	4%	2%	3%	2%	4%
Standard Met	44%	39%	40%	36%	38%	45%	41%	43%	32%	43%	0%	14%	10%	4%	12%	29%	30%	14%	21%	21%
Standard Nearly Met	17%	18%	17%	15%	16%	26%	22%	21%	21%	26%	47%	32%	14%	16%	35%	21%	32%	38%	36%	47%
Standard not Met	5%	9%	12%	10%	7%	8%	16%	21%	19%	9%	47%	54%	76%	80%	53%	46%	36%	46%	40%	28%

During 2019, the last year of testing, there was a decrease in the percentage of students not meeting the standard in ELA, particularly among economically disadvantaged students, English learners, and students with disabilities. The percentage nearly meeting standard increased significantly among English learners and students with disabilities. This may be due to a decrease in the number of English learners being reclassified prior to high school. For all students, the percentage of those meeting or exceeding the standard continues to climb slowly.

Mathematics (All Students)						Economically Disadvantaged					English Learners					Students with Disabilities				
Year	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Standard Exceeded	19%	21%	16%	13%	14%	8%	10%	7%	8%	2%	6%	0%	0%	0%	5%	4%	2%	0%	2%	0%
Standard Met	21%	30%	28%	31%	29%	18%	23%	21%	22%	22%	19%	4%	4%	0%	5%	0%	2%	0%	0%	9%
Standard Nearly Met	32%	24%	28%	23%	22%	35%	29%	30%	19%	35%	13%	18%	0%	8%	15%	24%	20%	31%	5%	13%
Standard not Met	27%	24%	28%	34%	34%	39%	37%	42%	51%	41%	63%	79%	96%	92%	75%	72%	75%	69%	93%	79%

Casa continues to focus on solutions to lack of achievement in math, particular in our subgroups. The transition to integrated math (from traditional math) has been a challenge for some students. Currently a number of our students with disabilities are enrolled in math review (pre-math 1) and therefore may not be completely prepared for the rigors of the math CAASPP test by eleventh

grade. Building academic vocabulary for our English Learners is also essential for success in math.

CAASPP Result for White and Hispanic/Latino

	2015	2015	2016	2016	2017	2017	2018	2018	2019	2019
English Language Arts	White	Hispanic/Latino	White	Hispanic/Latino	White	Hispanic/Latino	White	Hispanic/Latino	White	Hispanic/Latino
Number of student Tested	197	142	227	129	173	133	192	171	168	146
Number of Students With Scores	189	142	227	128	173	133	190	171	168	146
Standard Exceeded: Level 4	42%	17%	42%	19%	40%	14%	43%	31%	50%	25%
Standard Met: Level 3	43%	46%	36%	45%	39%	41%	40%	33%	35%	41%
Standard Nearly Met: Level 2	12%	27%	16%	23%	13%	24%	13%	18%	9%	25%
Standard Not Met: Level 1	3%	10%	5%	13%	8%	22%	4%	19%	7%	8%
Proficient and above	85%	63%	78%	64%	79%	55%	83%	64%	85%	66%

	2015	2015	2016	2016	2017	2017	2018	2018	2019	2019
Math	White	Hispanic/Latino	White	Hispanic/Latino	White	Hispanic/Latino	White	Hispanic/Latino	White	Hispanic/Latino
Number of student Tested	194	139	227	129	173	132	187	166	167	149
Number of Students With Scores	190	137	227	128	173	132	187	166	167	149
Standard Exceeded: Level 4	24%	9%	28%	9%	20%	5%	13%	7%	21%	4%
Standard Met: Level 3	27%	14%	33%	25%	32%	21%	37%	25%	35%	23%
Standard Nearly Met: Level 2	29%	36%	21%	33%	27%	30%	29%	19%	14%	31%
Standard Not Met: Level 1	19%	41%	18%	33%	21%	44%	26%	49%	29%	42%
Proficient and above	51%	23%	61%	34%	52%	26%	51%	33%	56%	27%

The above two tables represent CAASPP information for Casa’s two largest subgroups. The disparity between the groups continues. The gap between the two groups has lessened somewhat in ELA but continues at a concerning rate for math.

Early Assessment Program (EAP)

ELA	2015	2016	2017	2018	2019
Students Tested	396	392	356	435	372
College Ready	33%	35%	31%	44%	45%
Conditional	44%	39%	40%	31%	29%
Not Ready	22%	27%	29%	25%	26%

Math	2015	2016	2017	2018	2019
Students Tested	391	392	355	435	372
College Ready	19%	21%	16%	22%	24%
Conditional	21%	30%	28%	24%	23%
Not Ready	59%	48%	56%	54%	53%

The percentage of students deemed college-ready according to the EAP continues to climb slowly with a significantly higher proportion of students designated college-ready in ELA than in math. Counselors and teachers at Casa continue to encourage students to take at least three and preferably four years of math in high school to better prepare them for post-secondary.

Advanced Placement

Casa Grande continues to offer a robust selection of Advanced Placement courses:

- | | |
|---|----------------------------|
| US Government & Politics | 2D Art & Design |
| Calculus AB | 3D Art & Design |
| Calculus BC | Psychology |
| Environmental Science (not offered 20/21) | Spanish Language & Culture |
| French Language & Culture | Statistics |
| English Language & Composition | US History |
| English Literature & Composition | Macroeconomics |
| Computer Science A | Human Geography |

As evidenced by the two charts below, Casa’s students succeed on AP tests at a rate higher than the state and national averages. It should be noted that even though students have been in Distance Learning since March 16, 2020, the pass rate in 2020 increased among test takers.

Advanced Placement Pass Rate

Data provided by College Board

SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	329	351	281	258	271
Number of Exams	621	624	541	475	544
AP Students with Scores 3+	220	264	204	184	205
% of Total AP Students with Scores 3+	66.9	60.5	72.6	71.3	75.6

AP Ethnicity Data (Test Takers)

Race/Ethnicity	2016	2017	2018	2019	2020
American Indian or Alaska Native	5	0	0	0	0
Asian	31	38	31	23	23
Black or African American	3	2	4	3	4
Hispanic or Latino	86	118	106	95	86
Native Hawaiian or other Pacific Islander	2	1	1	1	0
White (including Middle Eastern origin)	170	166	118	116	133
Other	0	0	0	0	0
Two or more races (non-Hispanic)	23	20	19	15	15
No response	9	6	2	5	10
Total Test Takers	329	351	281	258	271

The percentage of Hispanic students taking AP tests has increased since 2016 from 26%-31.7% in 2020. There is still room for growth in this area, as the percentage ideally should mirror the overall demographics of the school.

Graduation Rate, a-g completion, Seal of Biliteracy, and Golden State Merit Diploma

2017 Data

Race/Ethnicity	Cohort	Regular Diploma	% Grad Rate	# a-g	Seal of Biliteracy	Golden State Merit Diploma
Asian	12	12	100	6	1	6
Hispanic/Latino	128	113	88.3	45	26	27
White	225	219	97.3	108	19	88
2 or more races	12	11	91.7	6	1	4
Total #	390	366	93.8	169	48	128

No data is reported if the cohort number is less than 10

Graduation Rate, a-g completion, Seal of Biliteracy, and Golden State Merit Diploma

2018 Data

Race/Ethnicity	Cohort	Regular Diploma	% Grad Rate	# a-g	Seal of Biliteracy	Golden State Merit Diploma
Asian	25	24	96	19	9	16
Hispanic/Latino	133	117	88	47	26	23
White	171	154	90.1	68	11	49
2 or more races	16	15	93.8	6	1	5
Total #	355	320	90.1	144	49	97

No data is reported if the cohort number is less than 10

Graduation Rate, a-g completion, Seal of Biliteracy, and Golden State Merit Diploma

2019 Data

Race/Ethnicity	Cohort	Regular Diploma	% rate	# a-g	Seal of Biliteracy	Golden State Merit Diploma
Asian	19	19	100	14	3	6
Hispanic/ Latino	166	147	88.6	42	35	25
White	184	176	95.7	86	8	62
2 or more races	30	30	100	15	1	9
Total #	409	382	93.4	159	48	103

No data is reported if the cohort number is less than 10

The overall a-g completion rate for the past three years is:

- 2017- 43%
- 2018- 41%
- 2019- 39%

As noted in the Goal #1 of the Action Plan, Casa Grande is going through a process of, and in many cases, adding courses to the UC Doorways list. In particular, the opportunity to move the freshman required course of Physical Science from area 'g' to area 'd', will significantly increase the number of students who meet a-g requirements. Additional courses are included in the set being prepared for submission to the UC in February 2021 that will further increase rates.

The 3-year decrease in a-g completion may be due to the reintroduction of the Doyle Scholarship for students who attend Santa Rosa Junior College. This scholarship provides funding for high school graduates with an unweighted GPA of 2.0 or higher to receive a non-income based scholarship that essentially pays for their tuition. As a result, 50% of students choose this option and finish the Jumpstart to the JC program at Casa Grande, pre-enrolled, and ready to begin full-time JC study in the fall. Students articulate to a four year university or complete highly qualified certification programs in various CTE fields.

Summary

Across the board, demographic and performance data at Casa Grande High School remains consistent for the last 3-5 years, with many areas of strength consistently observed. These include an average 94% graduation rate, 77% proficiency for CAASPP ELA, and a 5-year high for AP testing. Going deeper, CAASPP Math scores remain at or near the state average, and nearly across the board, Students with Disabilities perform below the state average in a number of areas, including the CAASPP Math test, the CCI indicator (CA Dashboard), and graduation rate.

Looking ahead, Casa will be working to implement the EL Roadmap further - with a focus on the Seal of Biliteracy in particular, as well as cleaning up the UC a-g course list to increase completion rates and subsequent qualification for CSU and UC articulation. More details on these particular initiatives and others are included in other sections of this report.

II: Significant changes and/or developments

Distance Learning

As described in the school profile section, the most significant change currently impacting Casa Grande is the advent of distance learning due to the COVID pandemic and Sonoma County’s place in the most restrictive (purple) tier. Although Petaluma City Schools spent considerable time during the summer of 2020 preparing for distance learning with all its contingencies, there are ongoing challenges for students, staff, and families as we continue to navigate these waters.

The absence rate is higher this year than is typical for Casa Grande, which in the last several years had the highest attendance rate of any school in the district, consistently over 95%. Classified staff, counselors, case managers, and administrators regularly follow up on poor attendance but there is no formalized SARB this year to add “teeth” to the process. Some students report a lack of structure at home, a lack of support and/or oversight, and having to care for younger siblings as reasons for poor attendance. For some it is simply a lack of self-motivation. Some students in outlying areas have connectivity issues and have been provided with a free Wifi hotspot, however, even this has not helped engage some students.

An additional challenge during DL has been the increase in the number of students receiving one or more Fs on their progress reports this year. The total number of Fs students received on their second marking period progress report increased to 1098 in 2020, up from 433 during the same period in 2019. Although 2019 was somewhat of an anomaly, the 1098 number is approximately double the number of Fs students would receive in a typical marking period. In order to mitigate this (particularly concerning for our seniors) teachers have, in some cases, begun to require Academic Time attendance from students. Many teachers have also relaxed their grading policies in terms of accepting late work, and making finals optional in an effort to help more students pass. The schedule for Distance Learning is below. The district DL committee continues to work on a hybrid DL schedule in anticipation of students returning to campus.

Distance Learning Bell Schedule

Time	"A Days"	"B Days"
7:30-8:30 AM	Period 0	
8:45-9:45 AM	Period 1	Period 4
10:00-11:00 AM	Period 2	Period 5
11:15 AM-12:15 PM	Period 3	Period 6
12:15-1:00 PM	Lunch	
1:00-3:00 PM	Academic Time*	Academic Time*

**Academic Time* functions as an expanded "Office Hours" and is used for teacher-student appointments, small group instruction, intervention, etc. On Wednesdays each week, there is no Academic Time as teachers and staff engage in staff or department meetings, professional learning networks, small learning communities, preparation, or grading.

Additional Changes and Developments

Administrative Team

Although Distance Learning is the most significant change currently impacting Casa Grande High School, there have been other changes since the last WASC report as well. Since the 2018 self-study and visit, Casa Grande has gained a new principal and two new assistant principals. Assistant Principal Dan Ostermann became Casa's principal in July 2019 and Samantha Azofeifa and Christina Lee joined the administrative team as assistant principals at the same time. Stephen Owens, an eleven-year veteran of Casa's administrative team, left in August 2020. A third new assistant principal will be added by July 2021. That vacancy is currently being filled by a substitute. While having a new administrative team can provide challenges, it also provides opportunities for implementing changes such as those in the WASC Action Plan.

Small Learning Communities

Casa has also added a new Small Learning Community (SLC) for grades 11 and 12, called "American Voices", and includes the new elective Race/Class/Gender Studies alongside a refresh of the "Legal Studies" course. There are now four SLC clusters for juniors and seniors at Casa Grande: American Voices, International House, Innovation, and the Health Career Pathway. In addition, juniors and seniors can take Advanced Placement English, US History, and Government and Economics. We continue to offer SLCs that are relevant and rigorous to meet the needs of all students and are constantly evaluating our course offerings to ensure that they meet those needs.

Demographics

While Casa's student demographics have not changed dramatically in the past three years, we continue to see an increase in our Latino population. Meeting the needs of that population during distance learning has proved even more challenging. To help address a decline in student engagement among our English Learners and RSP students during DL, Casa opened two on-campus learning cohorts. Consisting of up to 12 students each, they are supervised by classified personnel in classrooms at opposite ends of the campus. Students attend school from 8:15 am-3 pm each day. They are on their school-provided Chromebooks for their Zoom classes until 12:15 pm each day. They are provided breakfast and lunch, and then they stay for Academic Time in the afternoon which may include Zoom meetings with teachers or just completing assignments in Google Classroom.

Summary

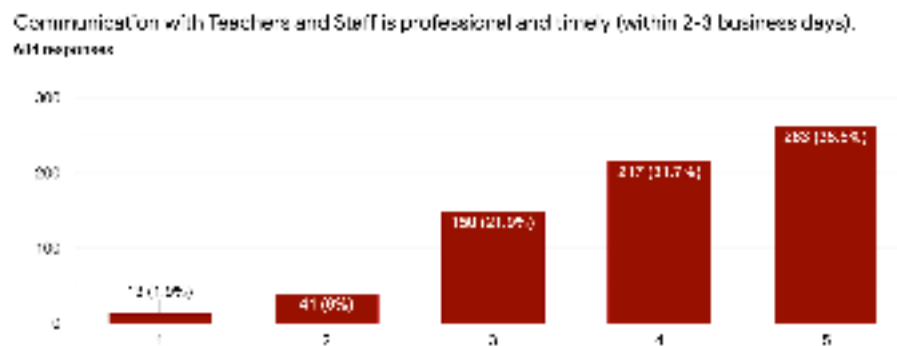
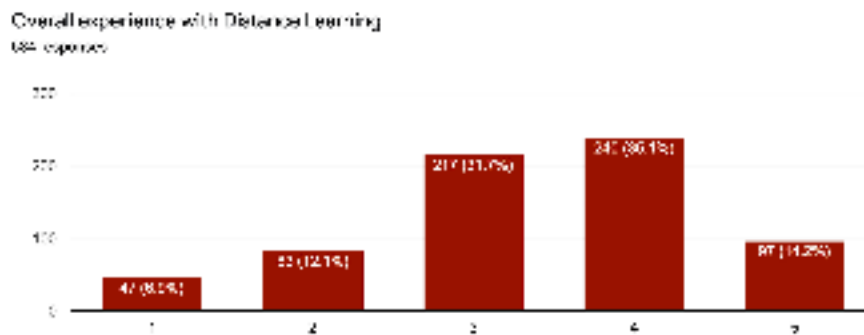
Over the course of the last 2 years at Casa Grande High School, a significant amount of change has been experienced: new principal, 2 new assistant principals, and distance learning as the backdrop. Casa has also seen a gradual increase in the number of Latino students and has welcomed a new (and fourth) Small Learning Community to the menu of options for students. Looking ahead, Casa will hire a 3rd assistant principal to complete the team in the Spring 2021 semester. Refinement and strengthening of the SLCs, Graduate Profile, and Senior Project at Casa Grande are all broad and exciting undertakings that will drive much of the progress and change in the next few years.

III: Engagement of Stakeholders in Ongoing School Improvement

At Casa Grande, we realize that successful implementation of programs and initiatives comes from stakeholder buy-in. To achieve this it is necessary to involve stakeholders in the process of creating and rolling out any new program or initiative. Involvement and feedback comes through a number of sources: parent and student surveys, department and staff meetings, Leadership Team meetings, meetings with site union representatives, Site Council, the (new) Student Advisory Council, and collaboration with district departments such as curriculum, business, and human resources. The schoolwide action plan is reviewed by these groups during the course of planning and during implementation. The progress report was reviewed by the Leadership Team, entire staff, and Site Council to receive feedback and ensure its accuracy. This year these meetings are held via Zoom.

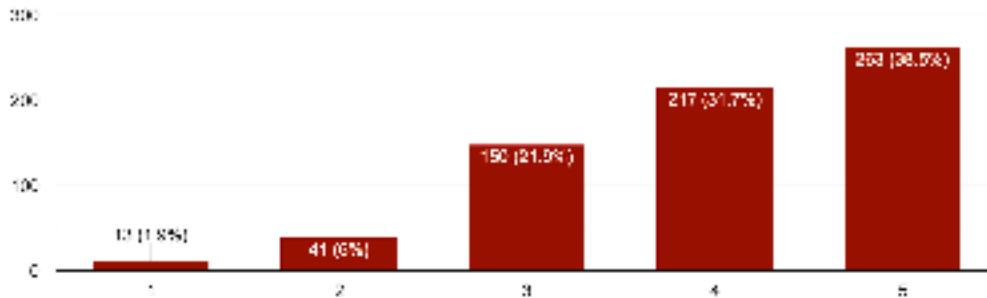
In mid-November 2020 Casa’s principal sent a survey to all parents asking for feedback on how Distance Learning was working for them. We received 684 responses and those responses, along with the accompanying comments, indicated that overall parents feel that DL is working for them and their students. ParentSquare is a communication tool used by all teachers and administrators. Parents can report student absences via ParentSquare as well.

Casa Parent Survey regarding Distance Learning (684 Responses)



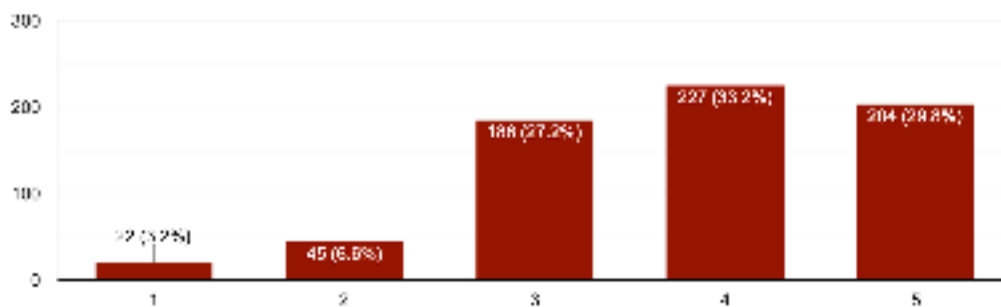
Communication with Teachers and Staff is professional and timely (within 2-3 business days).

684 responses



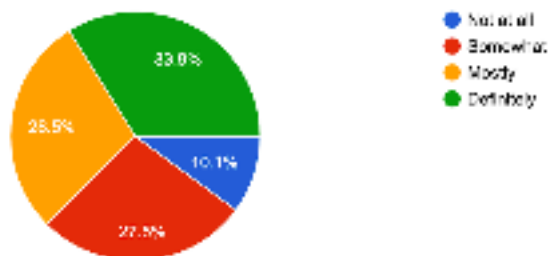
ParentSquare is working for us.

684 responses



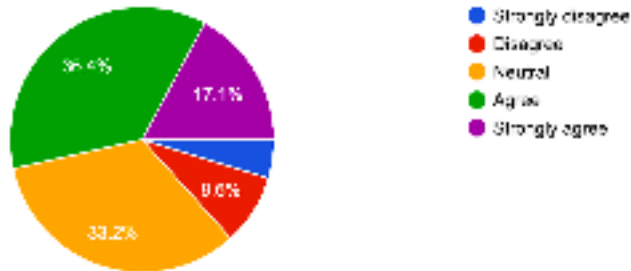
Academic Time is part of the school day (1:00-3:00pm, Mon/Tues/Thurs/Fri). My student(s) effectively use Academic Time to work on classwork and homework.

684 responses



My student(s) schedule and use Academic Time when they need extra help or if a Teacher requests they attend.

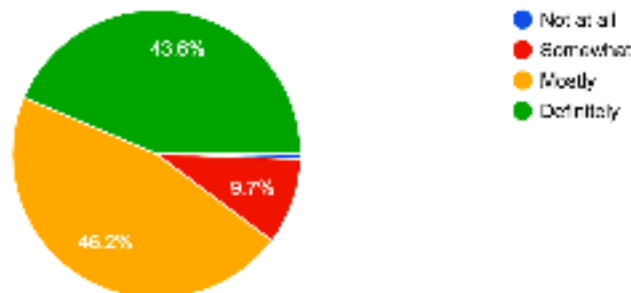
684 responses



Casa Student Survey regarding Distance Learning (195 Responses)

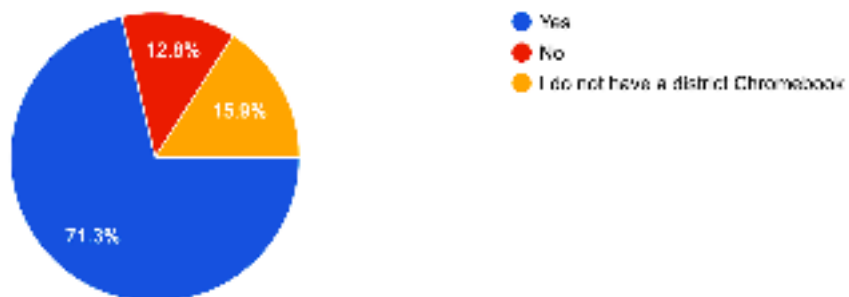
I understand what is expected of me during Distance Learning?

195 responses



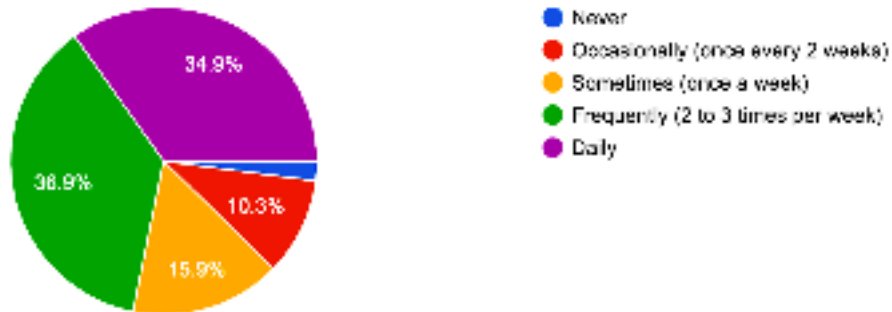
When I have an issue with my district Chromebook, I know what to do.

195 responses



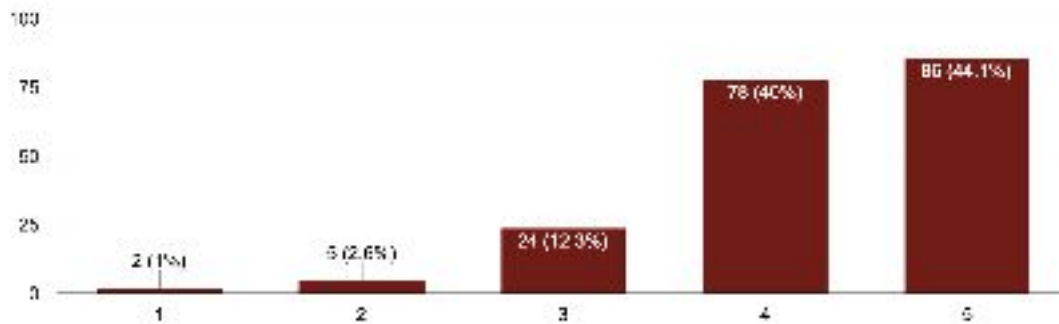
How often do you check Aeries Student Portal?

195 responses



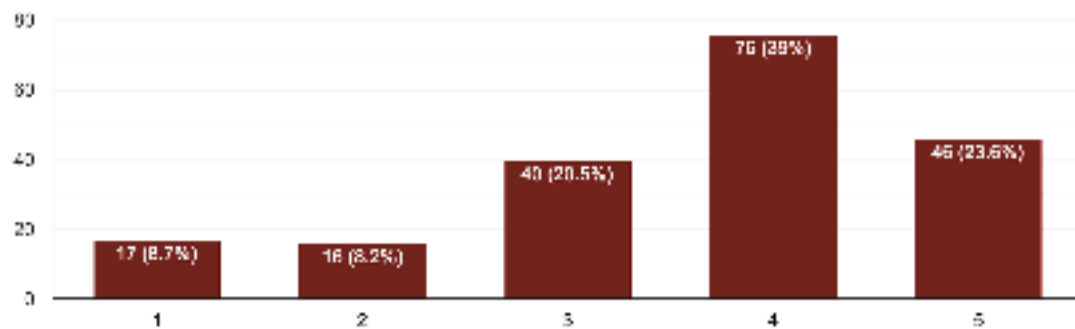
I am able to access Google Classroom and ZOOM successfully.

195 responses



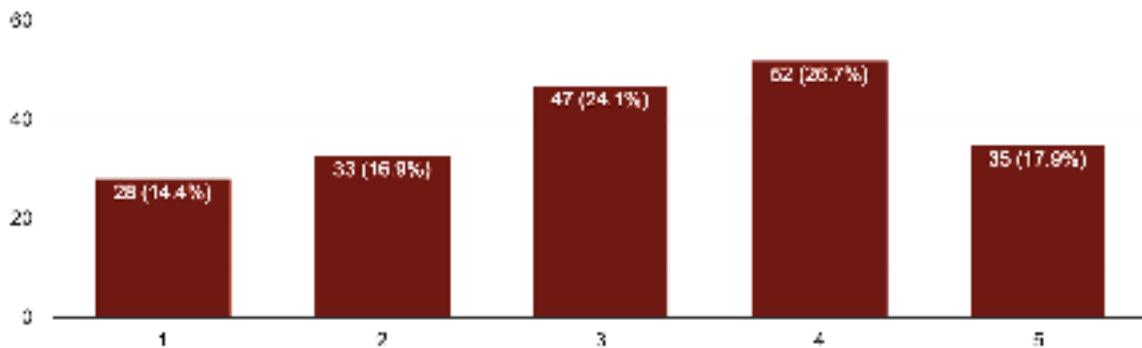
I use 'Academic Time' effectively and schedule time for extra help with Teachers when I need it.

195 responses



Overall, how satisfied are you with Distance Learning at Casa Grande High School?

195 responses



Although a small sample size, students who responded to the survey seem to be experiencing Distance Learning a generally positive way and accessing the necessary resources to be successful.

Summary

Casa Grande remains committed to gathering regular stakeholder input as well as partnership to implement a number of different extra and co-curricular programming. Even during Distance Learning, the evidence suggests that our key stakeholders are pleased with the program.

Looking ahead, Casa seeks to continue the practice of regular and robust stakeholder engagement and partnership to serve all students in their journey to achieve their academic and personal goals.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Action Plan Goal #1: College and Career

Graduate Profile

Casa's staff and administration have promoted the new school mission and vision statements, showcasing the graduate profile outcomes of literacy, employability, civic engagement, and personal vision through a variety of means. During the 19/20 school year, Casa Grande staff and administration developed programming and professional development schoolwide as "Focus Months" for each graduate outcome. Individual graduate outcomes were showcased and promoted for students to build capacity for understanding and achievement towards the goals. Unfortunately, due to the change to distance learning in March 2020, only two outcomes (Literacy and Civic Engagement) were promoted as Focus Months. When in-person learning resumes, the Focus Months for all four outcomes will resume. Even during distance learning, however, teachers use the graduate profile outcomes in class. A handful of teachers are designing semester finals around students' ability to demonstrate growth in one or more outcomes.

Alongside the implementation of the Graduate Outcome Focus Months, Casa will conduct a schoolwide survey as well as student panel interviews to determine where students feel they have opportunities to practice and develop proficiency and achievement through the outcomes. At this time, there has not been a schoolwide audit, as stated in the Action Plan. Once the Focus Months are completed, this will be the next task. Grade level rubrics to assess mastery of the outcomes will be developed in the 22/23 school year.

The graduate profile has also seen significant progress within the Senior Project - an unofficial graduation requirement at Casa Grande. The Senior Project is largely service based, however, the graduate outcomes have now been fully integrated as a primary lens of self-assessment for senior students. The four graduate outcomes were also adapted as the framework for assessment used by panelists during the annual Senior Project presentations in May. The latter adoption of the outcomes was developed and implemented in the Spring of 2020.

College and Career Access and Support

Two new semester-long courses (Success 102 and Personal Finance) have been added to Casa's master schedule, per the 2018 Action Plan. For the 20/21 school year, there are a total of 59 and 61 students respectively, enrolled in those courses.

Casa continues to fully support and expand the Jumpstart to the JC program and growing numbers of students sign up to complete their JC enrollment, financial aid applications, and course enrollment prior to graduation. According to SRJC, the following students completed the Jumpstart Program:

- 2018: 96 out of the 177 who attended SRJC- 54.5%
- 2019: 110 out of the 217 who attended SRJC- 50.6%
- 2020: 116 out of the 172 who attended SRJC- 67.4%
- 2021: program begins in the spring

As a precursor to developing an SLC alignment map with SRJC certification programs, Casa will begin in the spring of 2021 an SLC program review with assistance from the Sonoma County Office of Education's Chuck Wade, Coordinator Student Pathways, and Jessica Progulske, Coordinator Student Agency.

Through our Career Center Specialists (1.2 FTE) we have worked to strengthen and expand job shadows, internships, and work-based learning opportunities for all students. The Workability Program, available to all special education students, continues to provide assistance in finding jobs for students for which some get high school graduation credit. Some of the opportunities presented to students through the Career Center include:

- Food & Beverage Manufacturing Career Summit
- North Bay Construction Corp Career Fair and Boot Camps
- My Futuro in Health Care Conference

Casa continues to collaborate with Kenilworth Junior High School to identify students who could benefit from working with the 10,000 Degrees college access program upon enrollment at Casa.

Junior students at Casa Grande can apply to participate in the 10,000 Degrees college access cohort program. Casa is proud to host the largest cohort in the north bay, with 42 students completing the program in 2020.

UC a-g

As part of our goal of increasing the number of students who graduate a-g ready, we have increased our offerings of a-g approved courses. Both ASB Leadership and Yearbook were UC a-g approved since the last WASC. Academic Decathlon remains a school club, however the legacy continues, with 35 straight titles for Sonoma County, as well as numerous state and national rankings in the Top 10. Noticeably, our numbers of a-g ready graduates has not increased, possibly due to financial considerations. Students know they can attend the Santa Rosa Junior College for free, resulting in many students purposefully not completing all the requirements to attend a four-year university right out of high school.

In order to expand and promote education of UC a-g awareness and readiness to our student and parent community, Casa offers a range of School Counselor presentations, as well as the PIQE (Parent Institute for Quality Education). PIQE specifically targets Spanish-speaking families, as a traditionally under-resourced population for college access information. In November 2018, Casa graduated 54 parents in the PIQE program. Casa Grande is currently scheduled to host the program again in the spring 2021 semester.

On deck for UC Doorways submission February 2021 are the following courses:

- Physical Science & Astronomy (move to area D)
- Course for "American Voices" Small Learning Community
 - English
 - US Government
 - Economics

- Math 2 Honors
- AP 3D Art & Design
- Honors World History

Advanced Placement & Honors

In an effort to expand enrollment of traditionally underrepresented students in AP and honors courses, Casa maintains open access to all courses. In addition, staff are intentionally encouraged to identify students who would benefit a more rigorous course of study. Counselors promote the courses during classroom presentations and the master schedule is purposefully built flexibility, support, and opportunity for all students. More recently, fewer teachers of Honors and AP courses are requiring a summer assignment prior to enrollment in AP and honors courses, a step that has seen fewer students drop the course prior to classes beginning in the fall.

To date, an effective data analysis system has not been developed that would serve to identify students who are not enrolled in, but could benefit from AP and Honors courses. Given that advanced pipelines are often many years in the making, Casa looks forward to further collaborating with its primary feeder, Kenilworth Junior High, to expand access, as well as seek opportunities to discuss access with the 8 elementary schools that further feed the program.

CTE

As of spring 2020, 100% of Casa's CTE teachers are CTE certified. There remains an ongoing effort to strengthen and expand our CTE Pathways to maximize completers. The SLC Program Review previously mentioned will help with that effort. The Career Technical Education Incentive Grant (CTEIG), awarded to Petaluma City Schools in 2017, has provided Casa Grande with over \$300,000 in pathway specific materials, professional development, as well as a healthy run of consumables for each program.

Looking ahead, the SLC Program Review will look for opportunities to expand specific pathways offered at Casa Grande, as well as clarify and strengthen existing pathways.

CAASPP & EAP

In order to expand school wide test preparation and practice for state testing, Casa has given prep time for teachers and purchased extra prep materials for the special education department. There was no CAASPP or EAP testing in 2020 and it remains unclear whether there will be any in 2021.

Through parent information nights and school communication, Casa has tried to impress upon parents the importance of the EAP section of CAASPP testing.

At the current time, there are no district committees tasked with generating common assessments for ELA, Science, and Math. Should those occur, Casa will be well-represented.

Action Plan Goal #2: Culture & Climate

Community Engagement

Casa continues to broaden school correspondence to serve all stakeholders through expanded frequency of parent/community newsletters as well as various social media campaigns and announcements. ParentSquare, added in the fall 2020 semester, has proven to be an effective tool for communication to a variety of parent/family, staff, and student groups. All correspondence is sent in English and Spanish.

Casa has re-established the Student Advisory Council in the fall of 2019. The group features broad and diverse representation from the student body. Members include student leaders from ASB, MeCHA, and the Black Student Union. The council is facilitated by a mindfulness in education practitioner from Seeds of Awareness, a local non-profit dedicated to encouraging empathy and inclusivity in school communities. The Student Advisory Council currently meets via Zoom every 2 weeks. Spring 2021 will see a student developed survey for the entire student body featuring questions around the academic program and supports as well as social and emotional learning.

Casa is engaged in an ongoing effort to increase parent participation in all aspects of our school community. Membership this year in the Booster organization as well as ELAC, is at an all-time high. Counselors continue to provide parent education nights for all parents. All presentations are done in English and Spanish. Parents and community members participate in Site Council, PTSA, Eastside Friends of Music and are judges at the spring Senior Project.

Student Activities

At Casa we believe, "Everyone Has a Place at the Big House." There is a club or activity for everyone and any student can start a club by filling out the ASB form and getting a staff advisor. There are fewer active clubs this year due to distance learning, but there are still over 20 listed on the ASB website.

In addition to clubs, there are generally over 800 students per year who participate in Casa athletics. Currently students in football, cheerleading, and cross country are participating in outdoor socially-distanced conditioning. At this time, plans are uncertain as to how many sports or which sports will be allowed to practice or compete in the spring 2021 semester.

Campus Beautification has seen nearly 20 Saturday Beautification Days, where 75-100 students came to Casa to plant trees, prune, weed, and mulch. These optional Saturdays are evidence that students at Casa care about and want to contribute to their school environment.

Casa is proud to promote community service for all students. The Do Good Project in the ninth grade and the Senior Project in the twelfth, are hallmarks of the Casa program, and give thousands of hours each year back to the community. The Senior Project will be a challenge for both students and teachers this year due to the pandemic. In past years, 20 hours of community service was required for the Senior Project. Senior teachers are currently working on refinements to make it practical and possible during distance learning.

Learning Environment

At Casa we are constantly trying to improve the quality of our learning environment, both inside and outside the classroom. We continue to expand outdoor seating by purchasing more picnic tables so that students have a comfortable place to gather. With funding assistance from the Boosters, Casa purchased its first electronic marquee sign, installed in May 2020. In 2018, a new Casa Grande High School sign was installed outside the entrance to the main office building. Several new murals have been done on the Casa campus: on the art building, behind the library, on the storage containers by the band room, and by the gym. These add color and interest as students navigate our 56 acre campus. The native plant nursery adjacent to the baseball field has become a cooperative venture with the Point Blue Conservation Science STRAW program. New improvements on the horizon include a refresh of trash cans campus wide, the new "Casa Plaza" project featuring a thoughtfully designed outdoor seating and performance space, as well as the redesign of a student center space called "Casa Commons" or "Gaucho Hall".

Course Scheduling

Several years ago, it was determined that Casa had a high number of students who had either IWE (Internal Work Experience) as a class, or who had a shortened day. These students, then, were not taking six classes. Counselors are now more involved in course selection when students request IWE as a class, suggesting more rigorous courses where applicable. In addition, students need to fill out a Request for Modified Schedule Form if they wish to take IWE or a reduced schedule. That form must be signed by a parent, counselor, and administrator. The link to that form can be found [here](#). The table below shows the reduction in the number of students taking IWE as a course.

School Year	Stu completed IWE 1st Sem	Stu completed IWE 2nd Sem	Total IWE courses completed (5 credits / class)
2020-21	86	n/a	n/a
2019-20	173	232	405
2018-19	223	276	499
2017-18	210	261	471
2016-17	183	263	446

Support Services

In the past two years Casa has strengthened and expanded the Community Circle program. During the 17/18 and 18/19 school years, staff from the North Bay Organizing Project supported two circles for approximately 30 students of color to build inclusivity and leadership development. These circles helped set the stage for what is now our Student Advisory Council. Casa has increased participation in 10,000 Degrees and currently has the largest cohort in the North Bay (42 students).

Casa has increased our personnel in the College and Career center to 1.2 FTE (from 0.8). In addition, groups such as You Thrive and Project Success work with a wide range of students who are facing social, emotional, or behavior challenges, both at school and in the home.

Although not part of our original Action Plan, since 2018 Casa has increased bilingual instructional assistants in classrooms. Using site funds, in addition to district funding, Casa now has 2.0 FTE of bilingual assistants who work directly with students, alongside a 1.0 FTE Bilingual Program Clerk.

Additional supports added in the fall of 2020 include:

- Atlas Mental Health app
- STOPit Anonymous Reporting App
- Self-Referral form for students to access mental health services

Circle Up Education (new since fall 2019)

During the 19/20 school year, Petaluma City Schools contracted with Circle Up Education based in Oakland, CA, to provide training to all district staff members on issues related to equity, diversity, inclusivity, conflict resolution, and restorative practices. This district-wide training was to have begun in spring 2020 but was postponed until this school year due to the pandemic. During fall 2020 all district administrators received overview training from Circle Up. Teacher trainers were selected and the process of training all teachers has begun. This district initiative is ongoing.

Action Plan Goal #3: Interventions

Academic Review Team (ART)

Since 2018, the ART program has been expanded to include 10th grade students and has some significant evidence of positive impact (see table below). Link to [Academic Review Team Flow Chart](#) detailing the scope of the program.

There is no data from spring 2020 due to Distance Learning being in effect. The program continues in 20/21 even though we are in Distance Learning. Teachers/Case Managers meet remotely with their students at the end of class and/or during Academic Time. DL has made it more challenging to make the personal connections with students that will help ensure their success.

Academic Review Team results

(% students improved with 1 or zero failing grades by end of semester)	17/18		18/19		19/20		20/21	
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
Grade 9	41%	43%	19%	40%	29%	<i>n/a</i>	21%	<i>TBD</i>
Grade 10	<i>n/a</i>	<i>n/a</i>	54%	35%	45%	<i>n/a</i>	28%	<i>TBD</i>

Illuminate Early Warning System (EWS)

Although the district still subscribes to Illuminate, teachers have not been widely trained in nor do they widely use it for assessments. Instead, Casa used Aeries to identify, through progress reports, those students who are off-track for graduation, beginning in the ninth grade. Further refining and expanding the process is ongoing.

Parent Communication

The addition of ParentSquare as a communication tool in the 20/21 school year has made it easier for teachers, counselors, and administrators to communicate with all students and parents. Throughout the school year, teachers are expected to regularly communicate with the parents of students who are struggling. In addition, students with poor attendance receive letters from administration and calls from Casa staff members. This has been especially important during distance learning as a means of keeping parents informed. Monthly newsletters from the principal also serve as a means of communication from the school. Staff across the program continue to adapt to the new challenges of DL and find new and better ways to reach struggling students. At times, this has meant a home visit, other times, increased tech support, or discussions around mental health counseling.

Action Plan Goal #4: Curriculum

Professional Development

Staff have been engaged and exposed to a wide range of professional development in the last 3 years; both at the site and in the district, as well as around the county. They include:

- EL Roadmap/Global California 2030
- Student Talk and Academic Discourse
- Assessment
- Instructional Technology
- Adverse Childhood Experiences (ACES)
- Drug and Alcohol Awareness and Prevention
- Social Emotional Learning
- Equity, Diversity, and Inclusivity

Distance Learning has shifted focus significantly to provide professional development around specific technology teachers use to deliver instruction from a distance. Those widely used include Google Classroom, Zoom, Aeries, Clever, Jamboard, Flipgrid, Classwize, and Parent Square. A link to district training videos on these tools can be found [here](#).

Common Assessment

In a district where common assessments have never been an expectation, it is difficult to gain traction on this goal. There have been some departments at Casa that have embraced common assessments (science and math) but at this point, there is no follow up review of student performance on the assessments, nor department-wide intervention as a result. We intend to use

the graduate profile as a means to having departments create common assessments that effectively measure student progress toward content mastery. During the 20/21 school year, the focus is on successful outcomes for students during Distance Learning. Further development of common assessments will continue when the program returns to "normal".

Action Plan Implementation Progress Summary

During the time period from the WASC visit in spring 2018 to the beginning of Distance Learning in March 2020, Casa has made substantial progress on our Action Plan goals. It is also true, however, that once Distance Learning began, our attention has, by necessity, turned toward ensuring that all students receive a quality education and that all staff are supported in their efforts to provide that. Putting a safety net under our struggling learners, through a variety of means described in this document, has been our highest priority and our greatest challenge. We are hopeful that our in-person learning cohorts will help those students at most risk, and we continue to plan for our students to return to campus. In the meantime, our work on the action plan continues with the refinements and updates listed below.

Recommended Growth Areas

Casa Grande continues its long-term commitment to small learning communities as both a means of providing rigorous and relevant curriculum and as a platform to help students more fully achieve the goals of our graduate profile. Since 2005, when Petaluma City Schools received its first Federal Small Learning Communities grant, Casa has continued to review and refine its SLC offerings to meet the needs of all students. This has resulted in a number of changes to our SLCs over the years, most recently the addition of the American Voices cluster.

We believe it is time to do a complete SLC Program Review, with the assistance of experienced staff from the Sonoma County Office of Education. Doing a deep-dive into what is working and what could be better, should lead to additional changes in our course offerings, potential grant opportunities, increased co-planning time built into the master schedule for teachers, and increased co-teaching of thematic curriculum. The SLC Program Review will also include important time for teachers to develop common assessment tools that will further inform the implementation of reassessment and re-teaching strategies. We plan to begin the program review in spring 2021 and continue the work in the 21/22 school year.

An additional area of growth for Casa is to promote more widely the Seal of Biliteracy and in turn reach towards the goals of the Global California 2030 initiative. The number of students graduating from Casa with the Seal of Biliteracy has not increased in the past three years. We believe that we have a significant number of students who come to us speaking Spanish, but do not value the additional skill of reading and writing in Spanish. By promoting this when students are engaged in course sign ups during the eighth grade year, we hope to increase the number of students signing up for Spanish for Native Speakers and continuing that education through the AP level, thereby increasing the number of students who receive the seal upon graduation.

V: Schoolwide Action Plan Refinements

Action Plan Goal #1: College and Career

Strengthen and expand existing College and Career programs to increase access and achievement for all students.

Rationale: Casa Grande High School is committed to maximizing opportunities for all students upon graduation. To this end, Casa will continue the important work of strengthening programs and building systems that provide all students with opportunities to access post-secondary education and to become highly employable.

SLO'S Addressed:

- To continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.
- Ensure that learning opportunities, both in and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

LCAP Alignment:

- All students will graduate from PCS college and career ready.
- All students will be engaged and supported to meet the rigor required to be a 21st century citizen.

Growth Targets:

- Development and Promotion of the Graduate Profile Outcomes
- Expand and develop CTE pathways
- Increase the number of students who have met UC a-g requirements
- Raise student achievement for all sub-groups on standardized tests (Early Assessment Program, CAASPP)
- Promote Honors and AP opportunities to all students
- Continue to expand opportunities for non 4-year college bound students

Responsibility: Site Administration, Casa Leadership Team, Counselors, Math Department, CAASPP Coordinators, Department Chairs, Teaching Staff, College and Career Coordinators

2018 Action Plan	2021 Action Plan Updates & Refinements
<p>Graduate Profile</p> <ul style="list-style-type: none"> ● Promote new school vision and mission statements throughout the school community showcasing the graduate profile outcomes: <ul style="list-style-type: none"> ○ <i>Literacy</i> ○ <i>Employability</i> ○ <i>Civic Engagement</i> ○ <i>Personal Vision</i> 	<p>On-Going</p>
<ul style="list-style-type: none"> ● Conduct school wide audit by teacher, department, and SLC to determine where students have opportunities to practice and develop graduate profile outcomes. 	<p>Refinement: <i>Shelved in SY 19/20 due to lack of ownership and understanding of the CGHS Graduate Profile and Vision. To be revisited in SY 21/22</i></p>
<ul style="list-style-type: none"> ● Conduct school wide student survey and student panel interviews to determine where students believe they have opportunities to practice and develop graduate outcomes. 	<p>Refinement: <i>Shelved in SY 19/20 due to lack of ownership and understanding of the CGHS Graduate Profile and Vision. To be revisited in SY 21/22</i></p>
<ul style="list-style-type: none"> ● Develop grade level rubrics to guide instruction and to assess growth and mastery of student achievement towards graduate outcomes. 	<p>Refinement: <i>Shelved in SY 19/20 due to lack of ownership and understanding of the CGHS Graduate Profile and Vision. To be revisited in SY 21/22</i></p>
<p>College & Career Access and Support</p> <ul style="list-style-type: none"> ● Introduce Success 102 and Personal Finance courses for grades 11 and 12. 	<p>Completed - SY 19/20</p>
<ul style="list-style-type: none"> ● Continue to fully support and expand Casa’s JumpStart to the JC program. 	<p>On-Going</p>
<ul style="list-style-type: none"> ● Develop a clear SLC alignment map with SRJC certification programs. 	<p>On-Going</p>
<ul style="list-style-type: none"> ● Strengthen and expand job shadow, internships, and work-based learning opportunities for all students. 	<p>On-Going</p>
<ul style="list-style-type: none"> ● Collaborate with KJHS in the design and launch of 10,000 Degrees Spring College and Career Workshops. 	<p>Completed - SY 18/19: <i>Pilot program launched and eventually shelved due to lack of funding and effectiveness.</i></p>
<p>UC a-g</p> <ul style="list-style-type: none"> ● Significantly increase the number of students who graduate meeting UC a-g requirements. 	<p>On-Going</p>
<ul style="list-style-type: none"> ● Add additional UC a-g approved courses, to include: ASB Leadership, *Academic Decathlon, and Yearbook. 	<p>Completed - SY 18/19 *Academic Decathlon remains a Club.</p>
<ul style="list-style-type: none"> ● Expand and promote education of UC a-g readiness requirements to student and parent communities. 	<p>On-Going</p>
<ul style="list-style-type: none"> ● Develop Early Warning System on Illuminate Platform to identify any student who is not on track to graduate meeting UC a-g requirements. 	<p>Refinement: <i>Illuminate is no longer a preferred data collection and analysis platform in the district. Illuminate is still used regularly among some members of the Math Dept, however, largely shelved school and district wide in SY 19/20. In lieu of an Early Warning System developed</i></p>

	<i>through Illuminate, Casa administration and counselors conduct regular and comprehensive data collection for a number of different goals, including UC a-g requirements, overall academic performance, credits earned, attendance, as well as analysis to track all students' progress toward graduation.</i>
<p>AP & Honors</p> <ul style="list-style-type: none"> Strengthen and expand promotion of Honors and AP courses to all students and parents. 	On-Going
<ul style="list-style-type: none"> Using Illuminate, explore and develop data analysis tools to identify students with high CAASPP scores and strong grades, who are currently not in Honors or AP. 	Refinement: <i>Given the obsolescence of Illuminate across the district (as noted above), there currently is no formal system by which staff analyze CAASPP data to identify students who are not already in an Honors or AP course.</i>
<ul style="list-style-type: none"> Develop an annual schoolwide process to identify potential Honors/AP students, including teacher feedback, assessment, and classroom grades. 	On-Going
<p>CTE</p> <ul style="list-style-type: none"> Strengthen and expand existing CTE Pathways to maximize completers 	On-Going
<ul style="list-style-type: none"> Develop additional CTE pathways to potentially include: <ul style="list-style-type: none"> Environmental Conservation and Restoration Intro & Advanced HOSA 1 and 2 	On-Going: <i>CTE pathway and alignment remains an area of growth at Casa as well as the District. It was identified in SY 19/20 that some CTE courses are incorrectly coded in the Aeries SIS for graduation requirement and/or UC a-g eligibility.</i>
<ul style="list-style-type: none"> 100% CTE Teachers are CTE credentialed 	Completed - SY 19/20
<p>CAASPP & EAP</p> <ul style="list-style-type: none"> Expansion of school-wide CAASPP test preparation practice, to include practice testing, interim assessments, strategy-building, and EAP education. Emphasis on students of lower performing subgroups, ie., EL, RSP. 	On-Going
<ul style="list-style-type: none"> Improve and expand parent education on the importance of EAP. 	On-Going
<ul style="list-style-type: none"> Actively participate with district-level committees tasked with generating common assessments for ELA, Science, and most urgently, Math. 	On-Going

Action Plan Goal #2: Culture & Climate

Increase social and academic engagement across all student groups.

Rationale: At Casa Grande High School, we believe there is a direct correlation between student engagement and achievement. Analysis of achievement data, along with observation, show a number of students at Casa who are under-engaged academically and have low participation rates in school-related activities. These students are disproportionately from predominant subgroups. In order to better serve all of Casa's students, a number of steps are being taken to increase social and academic engagement across all student groups.

SLO'S Addressed:

- To continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.
- Continue to increase parent engagement and participation at school and in support of their students' education.
- Ensure that learning opportunities, both in and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

LCAP Alignment:

- All students will graduate from PCS college and career ready.
- All students will be engaged and supported to meet the rigor required to be a 21st century citizen.

Growth Target:

- Strengthen and expand comprehensive communication and engagement with all stakeholders
- Improve campus academic culture and climate, in and outside the classroom
- Reduce the number of students with shortened days and/or IWE (Teacher Aide) schedules
- Strengthen and expand student activities campus wide

Responsibility: Site Administration, Leadership Team, Counseling Staff, KJHS Principal, Gaucho Gazette Staff, ASB Leadership, ELRT, KJHS Principal

2018 Action Plan	2021 Action Plan Updates & Refinements
<p>Community Engagement</p> <ul style="list-style-type: none"> Broaden school correspondence to serve all stakeholders. 	<p>On-Going: <i>Expanded Parent Newsletters and communication broadly in SY 19/20 with the further expansion of communications in SY 20/21 through ParentSquare and social media.</i></p>
<ul style="list-style-type: none"> Re-establish the Student Advisory Council to report to site administration and the Leadership Team. 	<p>Completed SY 19/20 & 20/21: <i>Pilot program launched in SY 19/20 with full expansion in SY 20/21 in partnership with local non-profit "Seeds of Awareness" (Mindfulness in Education)</i></p>
<ul style="list-style-type: none"> Increase parent participation in annual Senior Project, Parent Education series, ELAC, Site Council, and parent organizations. 	<p>On-Going</p>
<p>Student Activities</p> <ul style="list-style-type: none"> Strengthen and expand student club, leadership, and school activities <ul style="list-style-type: none"> Beautification Days Sounds & Sights of Casa Athletics Community service 	<p>On-Going</p>
<p>Learning Environment</p> <ul style="list-style-type: none"> Strengthen and expand campus beautification projects, including: <ul style="list-style-type: none"> Expanded seating in OLE Ely Street marquee sign (2020) School entrance/main office (2018) Student murals/public art Native plant nursery (2019 - formal partnership with Point Blue Conservation Science to manage nursery and cultivate outdoor education opportunities for students) 	<p>On-Going: <i>Expanded seating in OLE and throughout campus, student murals and public art</i></p> <p><u>New Projects</u></p> <ul style="list-style-type: none"> Refresh of Trash Cans campus wide "Casa Plaza" outdoor seating and performance space "Gaucho Hall" student center
<p>Course Scheduling</p> <ul style="list-style-type: none"> Research and develop protocol to limit the number of students who have a shortened day schedule or who serve as a Teacher Aide (IWE). 	<p>Refinement: <i>Initial data collection and analysis completed in 2019 by Leadership Team and administration. SY 19/20 did show a marked decrease in TA credits earned (19%). Further tracking of data is needed as well as the development of a "TA Job Description" for grading based on language from the "Employability" Graduate Outcome (see Goal 1).</i></p>
<p>Support Services</p> <ul style="list-style-type: none"> Strengthen and expand the Community Circle program to increase and diversify participation. 	<p>Refinement: <i>Community Circle program shelved temporarily Spring 2020 due to staffing issues and the onset of the pandemic. The program will be looked at in Spring 2021 for a possible refresh in Fall 2021.</i></p>
<ul style="list-style-type: none"> Increase participation and broaden outreach and promotion of 10,000 Degrees. 	<p>On-Going: <i>Casa Grande High School is proud to host the largest cohort of high school students in the north bay participating in the 10,000 Degrees program.</i></p>
<ul style="list-style-type: none"> Develop, strengthen, and expand mentoring and tutoring services available through the College and Career Center (CCC). 	<p>On-Going: <i>Additional part-time (2 days/week) CCC Outreach Coordinator added Spring 2020 - subsequent development of new CCC website, outreach, and bilingual resources.</i></p>

Action Plan Goal #3: Interventions

Develop and implement intervention systems that support high levels of achievement for all students.

Rationale: At Casa Grande High School, we are committed to ensuring that all students are given the opportunity to achieve at the highest possible levels. We also recognize that some students require additional support and guidance to stay on track to graduate and to reach their academic potential. In order to ensure equitable access to opportunity and success, Casa will continue to develop, implement and refine intervention systems to support high levels of achievement for all.

SLO's Addressed:

- To continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.
- Ensure that learning opportunities, both in and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

LCAP Alignment:

- All students will graduate from PCS college and career ready.
- All students will be engaged and supported to meet the rigor required to be a 21st century citizen.

Growth Target:

- Implement Academic Review Team (ART) intervention program more widely and effectively.
- Develop an early warning system using Illuminate.
- Strengthen and expand support for non-promote and struggling 8th graders

Responsibility: Site Administration, KJHS Principal, Leadership Team

2018 Action Plan	2021 Action Plan Updates & Refinements
<p>Academic Review Team (ART)</p> <ul style="list-style-type: none"> • Refine ART intervention program for 9th grade students • Expand ART program for 10th grade students 	<p>Completed SY 18/19</p> <ul style="list-style-type: none"> • 10th Grade expansion implemented, Fall 2018. • Detailed Flow Chart for the entire program, completed Fall 2019 for protocols: <ul style="list-style-type: none"> ○ ART Meetings ○ Grade Level Support Team (GLST) case management system ○ Student Led Conferences • Development and implementation of Grade Level Support Teams for 9th and 10th grade students, created Fall 2018 (15-20 teachers + lead teacher facilitators each team). <p><i>Program is deemed to be highly effective and has seen student achievement improvements as high as 54%.</i></p>
<p>Illuminate Early Warning System (EWS)</p> <ul style="list-style-type: none"> • Design and implement a new Early Warning System (EWS) using Illuminate to identify students who begin to fall off-track and may need intervention or additional support services. 	<p>Refinement: <i>Illuminate is no longer a preferred data collection and analysis platform in the district. Illuminate is still used regularly among some members of the Math Dept, however, largely shelved school and district wide in SY 19/20. In lieu of an Early Warning System developed through Illuminate, Casa administration and counselors conduct regular and comprehensive data collection for a number of different goals, including UC a-g requirements, overall academic performance, credits earned, attendance, as well as analysis to track all students' progress toward graduation.</i></p>
<p>Parent Communication</p> <ul style="list-style-type: none"> • Increase direct communication (phone call, email) from teachers to parents of struggling students. 	<p>On-Going: <i>Purposefully scheduling meeting time for staff to make direct communication.</i></p>

Action Plan Goal #4: Curriculum

Review, develop, and implement curriculum and assessment to address student outcomes with a focus on closing the achievement gap.

Rationale: At Casa Grande High School, we are committed to designing and implementing a curriculum that is highly engaging, challenging, with a focus on all students' growth and achievement. Casa's SLC structure supports the development of curriculum that is also interdisciplinary and thematically focused. Emphasis of curriculum design is on knowledge and content acquisition, work-based skills development, and mastery of Casa's four graduate outcomes.

SLO's Addressed:

- To continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.
- Ensure that learning opportunities, both in and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

LCAP Alignment:

- All students will graduate from PCS college and career ready.
- All students will be engaged and supported to meet the rigor required to be a 21st century citizen.

Growth Target:

- Development of common assessments and rubrics in all core subjects.
- Increased opportunities for professional development focused on student needs.
- Curriculum developed to address the achievement gap, align with SLC themes and address Casa's four graduate outcomes.

Responsibility: Teachers, Departments, SLCs, Leadership Team, Administrative Team

2018 Action Plan	2021 Action Plan Updates & Refinements
<p>Professional Development</p> <ul style="list-style-type: none"> Provide and sponsor professional development based on student needs and outcomes 	<p>On-Going <i>Current Focus Areas</i></p> <ul style="list-style-type: none"> Assessment CA English Learner Roadmap Student Talk Graduate Profile Equity, Diversity, and Inclusivity
<ul style="list-style-type: none"> Embed regular time throughout the school year for teachers to collaborate around curriculum development 	<p>On-Going: <i>Departments, Small Learning Communities, Professional Learning Networks</i></p>
<p>Common Assessment</p> <ul style="list-style-type: none"> Develop school wide common assessments and rubrics that effectively measure student progress towards content area standards mastery. 	<p>Refinement: <i>During the 20/21school year, the focus is on successful outcomes for students during Distance Learning. Further development of common assessments will continue when the program returns to "normal".</i></p>
<ul style="list-style-type: none"> Develop school wide rubrics to guide instruction and to assess growth and mastery of student achievement towards graduate outcomes. 	<p>Refinement: <i>During the 20/21school year, the focus is on successful outcomes for students during Distance Learning. Further development of common assessments will continue when the program returns to "normal".</i></p>