



**PETALUMA
CITY SCHOOLS**

GOVERNANCE HANDBOOK

Developing Effective Communicators and Critical Thinkers

Board of Trustees

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Caitlin Quinn, Vice-President/Clerk

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Ryan Williams, Member

Student Board Members

Rubi Castro Zarco, Alternative High School Class of '26

Jessica Dodson, Casa Grande Class of '26

Paige Leestma, Petaluma High School Class of '26

Superintendent

Matthew Harris

Approved by the Petaluma City School District Board of Trustees on _____ 2025

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I. Effective Governance

This Governance Handbook reflects the governance team's work on creating an effective framework for successful leadership. It represents the Board and Superintendent's dedication to principles of effective governance needed to achieve the District's mission through ongoing discussions about Unity of Purpose, District priorities, governance principles, and agreed-upon protocols. Unity of Purpose is the common focus, and the core values and beliefs governance team Members share about students, the district and public education.

This Handbook defines our shared values, establishes clear roles and responsibilities, and documents formal structures—all designed to ensure transparent decision-making that best benefits each student scholar in our district.

Petaluma City Schools Mission Statement

What we do as an organization

Petaluma City Schools delivers a high quality, diverse, equitable, and inclusive education to all student scholars so they creatively explore interests, collaboratively solve problems, and fully develop as resilient, caring, and responsible Members of our community.

Petaluma City Schools—Core Values

What we believe as an organization

1. All students have value, infinite potential, and the right to an excellent education.
2. All students learn in a safe and caring environment where they are motivated to do their best work.
3. All students reach high levels of achievement through rigorous and culturally-relevant curriculum.
4. Diversity is an asset that strengthens and enriches our learning community.
5. Parents and caregivers are recognized and engaged as partners.
6. The community supports the educational program and is engaged as a partner and resource in student learning.
7. District employees are dedicated to student success and operate as a high-performing, collaborative team.
8. Shared decision making is valued and active participation from all educational partners is critical to student success.

Petaluma City School District Priorities - 2025/27
Local Control Accountability Plan (LCAP)

Goal One (Broad Goal)
All students will graduate PCS college and career ready.
Goal 2 (Focus Goal)
By January of 2027, the percent of students who respond positively to the following Youth Truth question will increase by 12%: “When I’m feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.”
Goal Three (Focus Goal)
By June 2027, students with disabilities will improve in English language arts (ELA) and mathematics by at least 30 points, moving from -90 to -60 in ELA and -124 to -94 in mathematics.
Goal 4 (Focus Goal)
By June 2027, 95% of multilingual learners, enrolled in Petaluma City Schools for at least 4 years, will reclassify as fluent English proficient (RFEP) within 7 years of entering a US school.
Goal 5 (Equity Multiplier Focus Goal)
<ul style="list-style-type: none"> • PCS will institute a system of support that ensures outcomes for San Antonio High School on the California School Dashboard will improve for outcomes on the College/Career, Graduation Rate, and Suspension Rate indicators. • By June of 2027, the percent of students showing that they are prepared for College and Career as measured on the College/Career Indicator on the California School Dashboard will increase from 0% to 10%. • Graduation Rates: By June 2027, the Graduation Rate for San Antonio High School will increase at least 17% from 51.1% to at least 68.0% (2023- 51.1% on dashBoard)School Climate: By June of 2025 the suspension rate for all students will decrease from 9.6% to less than 6%. While suspension rates for all students is 9.6%, students with disabilities have a rate at 11.4%. By the end of 2025, the suspension rate for students with disabilities will decrease to less than 6%, matching the expectation for all students.

Governance Team

The Governance Team is defined as the Petaluma City School District Board of Trustees working in concert with the Superintendent. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

The Board's Responsibilities

Board Responsibilities	Jobs
1. Set direction for the district	<ul style="list-style-type: none"> • Hire, support, and evaluate the Superintendent so that the vision, goals, and policies of the district are implemented. • Involve the community, parents, students, and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
2. Establish policies to create a structure for Board operation	<ul style="list-style-type: none"> • Employ the Superintendent and set policy for hiring of other personnel. • Adopt, evaluate, and update policies consistent with the law and the district's vision and goals. • Adopt a fiscally responsible budget based on the district's vision and goals. • Affirm the district's collective bargaining process.
3. Stewardship: Create a supportive environment	<ul style="list-style-type: none"> • Ensure that a safe and appropriate educational environment is provided to all students. • Act with a professional demeanor that models the district's beliefs and vision. • Make decisions and provide resources that support mutually agreed upon priorities. • Uphold district policies the Board has approved. • Ensure a positive personnel climate exists. • Understand and commit the time required to be informed and effective and commit to a continuous improvement process.
4. Ensure accountability and transparency.	<ul style="list-style-type: none"> • Maintain accountability for student learning and outcomes by adopting the district curriculum and monitoring student progress. • Regularly monitor and work to maintain the fiscal health of the district. • Conduct regular and timely evaluations of the Superintendent based on the vision, goals, and performance of the district, and ensure that the Superintendent holds district personnel accountable.
5. Provide community leadership on behalf of the district and public education.	<ul style="list-style-type: none"> • Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels. • Be responsive and accessible to the community. • Speak with a common voice about district priorities, goals, and issues.

The Superintendent's Responsibilities

1. Promotes the success of all students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.
2. Values, advocates and supports public education.
3. Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents and the community, and ensures that diverse range of views inform Board decisions.
4. Leads in a dignified manner and treats everyone with respect.
5. Supports the Board's continuous professional development and models the value of lifelong learning.
6. Works with the Board and assures collective responsibility to build a unity of purpose, common vision, and create a positive organizational culture.
7. Recognizes that the Board/Superintendent governance relationship is supported by the administration team.
8. Understand the distinctions between Board and staff roles, and respect the role of the Board as the representative of the community.
9. Understand that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.
10. Communicates openly with trust and integrity, providing all Members of the Board with equal and timely access to information.
11. Accepts leadership responsibility and accountability for implementing the vision, goals, and policies of the district.

Section II. Governance Infrastructure

The governance infrastructure consists of three essential components: Guiding Principles; Governance Norms; Governance Operating Protocols

Guiding Principles for Governance Leadership

Governance guiding principles are the fundamental values and beliefs that direct a school board's decision-making process and overall approach to leadership.

Governance Principle	Description
Ensure Student Centered Focus	<ul style="list-style-type: none"> • Ignite every student's boundless potential • Create safe and caring environments that empower student success • Champion excellence through rigorous, culturally relevant learning
Practice Collaborative Governance	<ul style="list-style-type: none"> • Ensure active participation from all educational partners • Implement systematic shared decision-making processes • Build consensus through inclusive dialogue • Support unified Board decisions and actions

Governance Principle	Description
Promote Professional Excellence	<ul style="list-style-type: none"> • Support high-performing, collaborative teams • Foster a culture of continuous improvement • Build collective ownership through shared leadership • Maintain highest standards of professional practice
Cultivate Community Partnerships	<ul style="list-style-type: none"> • Leverage and celebrate diversity as a core strength • Establish meaningful partnerships with parents and caregivers as vital educational collaborators • Engage community as active partners in student learning • Value and incorporate diverse perspectives in decision-making
Uphold Accountability, Results & Transparency	<ul style="list-style-type: none"> • Monitor and evaluate student achievement outcomes • Make data and information readily accessible to stakeholders • Maintain fiscal responsibility aligned with educational goals • Communicate openly about decisions, progress, and challenges

Governance Norms

Governance norms are the agreed-upon expectations and behaviors that guide how participants interact, communicate, and conduct themselves during school board meetings to ensure efficiency, respect, and productive outcomes.

We agree to:

- Work in the interest of all students.
- Be prepared for Board meetings by asking questions ahead of time and follow the "No Surprise Rule."
- Success depends on participation – share ideas, ask questions, draw others out.
- Respect and give fair consideration to diverse and opposing viewpoints; Respect each other’s thinking and value individual contributions.
- Accept and encourage constructive disagreement as necessary to yield the best decisions—nothing personal.
- Be open to challenge your own beliefs and ideas; Stay open to new ways of doing things
- When you have a problem, attempt to offer either a desired outcome, a solution, or share why it is a concern.
- Support decisions once made.
- Work toward the future, learning from the past.
- Celebrate success – take time to recognize small steps or progress toward goals.

Governance Operating Protocols

Governance operating protocols are the formal, documented procedures that guide how a school board conducts its business and makes decisions.

A. Preparation for Board Meetings

Topic	Using Meetings as Strategic Leadership Tools
Rationale	<ul style="list-style-type: none"> • The Board meeting is a meeting to conduct district business in public. The Board meeting provides opportunities to share educational philosophy among governance team Members and with the community. • Well-run efficient meetings model leadership, promote trust and confidence and demonstrate planning for the future and strategically moving the district forward. • Critical to effective governance is data driven decision-making that promotes clarity of direction, focus and alignment of resources.
Protocol	<p>Governance is a strategic function. The PCS Governance Team is responsible for setting the vision and adopting the strategic goals for the district.</p> <ul style="list-style-type: none"> • The governance team demonstrates to the public, that the Board maintains focus on district priorities through professional and respectful deliberation. • The Board Members share accountability for Board deliberations that spend appropriate time on district priorities while valuing the input of each Member of the governance team. • The Superintendent’s reports, when appropriate, will explicitly link Board meeting agenda topics to the district goals. • Board Member comments at the Board meetings will focus on district goals, professional development, or educational trends. • Annually and as needed, the governance team will schedule study sessions and Board conversations linked to the district’s strategic priorities.

Topic	Developing the Board Meeting Agenda
Rationale	<ul style="list-style-type: none"> • Any Board Member or member of the public may request that a matter within the jurisdiction of the Board be placed on the Board meeting agenda. • Critical to effective discussion and deliberation is clarification of the agenda item placement process and sufficient time for gathering information on the topic.
Protocol	<p>The following steps outline the process for submitting an item for the Board meeting agenda.</p> <ul style="list-style-type: none"> • The Board President, a Board Member (rotating) and the Superintendent will meet approximately one week prior to the Board meeting to review the draft Board meeting agenda. • The annual Board calendar and minutes from prior Board meetings will inform placement of items on the Board meeting agenda.

Topic	Board/Superintendent Communication
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Rationale	<ul style="list-style-type: none"> • Critical to effective governance is good communication and an open exchange of ideas. Effective communication ensures a common and shared understanding of issues, priorities and successes, ‘No surprises’. • The Board’s ability to make thoughtful, responsible decisions on behalf of students and the community is dependent upon receiving timely, and sufficient information from the Superintendent. • Board Members understand that the Board collectively gives direction to the Superintendent only through actions taken at a legally noticed Board meeting.
Protocol	<ul style="list-style-type: none"> • The Superintendent will prepare a weekly update to the Board. • The Superintendent has an open-door policy and will schedule one on one meetings with trustees as needed. The Superintendent welcomes and invites informal visits with trustees. • Trustees and Superintendent will strive to inform each other of any important situations. The Superintendent will contact trustees, via text or phone, regarding situations that are urgent or that trustees may hear about in the community. • Annually, the Superintendent and trustees will confirm preferred methods of communication.

Topic	Board/Staff/Administrators Communication
Rationale	<ul style="list-style-type: none"> • Critical to Board Member’s ability to make informed and wise decisions is timely and equal access to information. • The Superintendent wants to be responsive to information requests, while maintaining the focus on district priorities and balancing management of staff time. • Only the Board, by formal Board action, at a public meeting, may direct staff.
Protocol	<ul style="list-style-type: none"> • Requests for information made by a Board Member to staff or administrators will be made through the Superintendent. If a request requires less than ten minutes to respond, a Board Member may direct the request to appropriate staff and copy the Superintendent. • The Superintendent will ensure timely responses to requests and will provide the information or direct Board Members to the correct source. As appropriate, the Superintendent will distribute answers to all Board Members. • An individual Board Member will, insofar as possible, let the Superintendent and staff know ahead of time when a request for information will be made public so the staff can be prepared to provide an answer. • Individual Board Members will self-monitor requests for information to ensure one person’s request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals. • Individual Board Members shall take great care to ensure that communication to staff not imply direction nor assume that staff should act based upon individual trustees’ comments. • A Board Member who is a parent at a school has the ability to discuss any matters or concerns regarding his/her individual child. However, when a Board Member is present at a school site, it is important to remember that individual Board

Topic	Board/Staff/Administrators Communication
	Members do not create directives on policy or budgetary matters. The Board, as a whole, makes those decisions.

B. Conduct of Meetings

Topic	Staff Reports: Structure and Content
Rationale	<ul style="list-style-type: none"> Staff reports will be structured to promote an efficient and effective use of Board meetings and support informed decision making.
Protocol	<ul style="list-style-type: none"> Staff reports will be submitted in the Board packet prior to posting the Board meeting packets materials. Board Members will review staff presentations prior to the Board meeting, and call or e-mail in advance with questions as needed.

Topic	Board Member Interaction with the Public at Board Meetings
Rationale	<ul style="list-style-type: none"> Trustees want to ensure that multiple voices of the community are heard, that the process for community input is clearly defined and that community members feel welcome. Important to the work of the district are Board meetings that are professional, stay on track and ensure timely decisions.
Protocol	<ul style="list-style-type: none"> The Board President will remind the public of the purpose of the meeting is to conduct the district business in public. The Board President will outline the guidelines for public input and note that the guidelines are listed on the Board meeting agenda. The Board President acts as facilitator, focusing the dialogue and managing the public input. The Board President may ask the public to limit their comments to new information. Trustees will consistently abide by agreements and protocols so that all persons are treated fairly and equally.

Topic	Bringing Up New Ideas/Strategies - Deciding on whether to move forward on an Idea/Strategy
Rationale	<ul style="list-style-type: none"> Board Members value opportunities to share best practices and innovative strategies for moving the district forward. Board Members agree to a process that will support bringing forward new strategic goals while maintaining the focus on current District goals.
Protocol	<p>When bringing forward a new idea/strategic goal, Trustees will proceed according to these guidelines:</p> <ul style="list-style-type: none"> Introduce the concept/idea to the Superintendent, Board President or during Board comments at a Board meeting. Determine whether a new strategic goal will be held for consideration during the

Topic	Bringing Up New Ideas/Strategies - Deciding on whether to move forward on an Idea/Strategy
	district annual goal setting/ review process.

C. Board Structure & Operations

Topic	Governance Calendar
Rationale	<ul style="list-style-type: none"> Consistency and stability is a critical characteristic of effective governance. It is important that the Board have a framework for keeping track of key responsibilities. It is an essential tool for agenda planning, committee work and ensuring that the Board makes time for fiduciary, strategic and Board development work.
Protocol	<ul style="list-style-type: none"> The Board will adopt an annual Governance Calendar. The calendar will, among other things, list Board meetings, agenda due dates, other important District meetings, budget planning and adoption deadlines.

Topic	Special Board Meetings: Board Study Sessions and Discussion Meetings
Rationale	<ul style="list-style-type: none"> The governing Board recognizes the importance and value of exploring topics and issues in more depth. Situations will arise during the year that the Board may want to study or discuss further. These may be externally driven, of district-wide significance, on a topic with budget impact, or of public concern. Topics are usually those where additional discussion is needed to inform the decision.
Protocol	<ul style="list-style-type: none"> Any Board Member may request a Board study session or discussion meeting. The Board agrees that when a request for a study session is made, it is because the Board wants to hear an in-depth presentation on a topic with the goal of greater understanding. Study sessions and discussion meetings are public meetings subject to the provisions of the Brown Act, and no official action is taken. Study sessions and discussion meetings will be scheduled annually, or as needed, to gather representative opinions and perspectives and expand input on topics key to the educational quality of the district. Study sessions and discussion meetings are open to the public.

Topic	Board Members on District Committees
Rationale	<ul style="list-style-type: none"> District Committees are valuable ways for Trustees to become informed on specific issues as defined by Board process. Trustees will attend to observe for the purposes of listening and understanding the will of the community.
Protocol	<ul style="list-style-type: none"> Board Members shall be appointed to committees through a formal process approved by the full Board. Board Members serve on committees in an advisory capacity, representing Board perspectives. As representatives of the Board, Trustees participate by actively listening to understand various perspectives and maintaining a constructive, positive

Topic	Board Members on District Committees
	<p>approach in their interactions.</p> <ul style="list-style-type: none"> • Board Members shall share committee activities and discussions at regular Board meetings.

Topic	Orienting New Board Members to the District and Work of the Board
Rationale	<ul style="list-style-type: none"> • Board Members must be knowledgeable about the district they are governing, about current issues in education that are impacting their district, and about roles and responsibilities of all Members of the governance team. • The governance team recognizes the importance of supporting and promoting the smooth integration of new trustees to the work of the Board.
Protocol	<ul style="list-style-type: none"> • As soon as possible following the election, the Superintendent, and Board Members will schedule an orientation session with the newly constituted Board for discussion and review of governance processes and practices. • The Board President may also assign a Board Member to serve as a mentor for the new trustee.

D. Board Accountability

Topic	Responding to Concerns from the Community
Rationale	<ul style="list-style-type: none"> • The Board will ensure that everyone is treated fairly and equally, and that the process and procedures of the district are upheld. • This protocol is intended to clarify that one Board Member has no individual authority to solve a problem.
Protocol	<p>The Board values open communication and timely resolution of issues. When approached with concerns or complaints, Trustees will:</p> <ul style="list-style-type: none"> • Listen to the speaker. Acknowledge that the person has concerns and needs a response. • Ask, where appropriate, what steps they have taken or for clarification of details. • The Trustee will refer the person to the Superintendent and notify the Superintendent of the concern. • The Board President is the spokesperson and answers email or delegates another Board Member to answer emails directed to the full Board. The Board President will forward the email to the Superintendent and may also ask the Superintendent to answer on behalf of the Board. The Superintendent and/or the Board President will respond and copy the rest of the Board. • The Board agrees to contact the Superintendent with a staff issue. • The Board agrees that all legal questions will be directed to the Superintendent.

Topic	Establishing LCAP/District Multi-year Priorities and Annual District Action Plans
Rationale	<ul style="list-style-type: none"> • Establishing district multi-year priorities through the Local Control Accountability Plan (LCAP) process and annual goals with clear measurements of success promotes good stewardship, clarity of direction, and focus and alignment of resources toward improving student outcomes. This approach ensures all district efforts are coordinated toward supporting students to thrive academically, socially, and emotionally.

Topic	Establishing LCAP/District Multi-year Priorities and Annual District Action Plans
Protocol	<ul style="list-style-type: none"> • The Board will conduct comprehensive annual reviews of LCAP implementation that examine progress toward goals and metrics, effectiveness of actions and services, budget expenditures, and stakeholder satisfaction and engagement. This review will take place during the annual presentation from cabinet on the mid-year status of the LCAP held during the Spring semester and final presentation and review of the LCAP in June. During the third year of the LCAP, the board may conduct a study session in anticipation of a new LCAP three-year cycle. • The Board is mindful of resources and the impact of decisions, evaluating new initiatives based on their alignment with LCAP goals, supporting evidence, and potential to improve student outcome • The annual goal-setting process is directly linked to the evaluation of the superintendent, with progress toward established goals and priorities serving as the primary measure of leadership effectiveness

Topic	Superintendent Evaluation
Rationale	<ul style="list-style-type: none"> • The Superintendent evaluation is an important leadership tool to focus and align all district efforts. The evaluation process must be clear and fair. It should be goals based, data driven, collaborative and ongoing. • Boards must have an agreed upon district mission, core values and priorities to effectively evaluate the Superintendent.
Protocol	<ul style="list-style-type: none"> • The governance team understands that the manner in which the Superintendent is evaluated serves as a model for evaluation throughout the district. • The Board evaluates the Superintendent based on progress on the district goals and the PCS Local Control Accountability Plan (LCAP). • The formal Superintendent evaluation will be scheduled twice a year, constituting a mid-year check in and a final performance review.

Topic	Governance Self-Assessment
Rationale	<ul style="list-style-type: none"> • The Board supports continuous improvement through ongoing evaluation of governance effectiveness. • Conducting a governance self-evaluation demonstrates accountability to the community and the interest of the governance team to strengthen and improve governance practices.
Protocol	<ul style="list-style-type: none"> • The Board will participate in a minimum of one governance workshop annually to review governance effectiveness and governance team agreements. The process will identify commendations and recommendations for improvement. • The evaluation process will align with assessment of progress on district priorities and the Superintendent’s evaluation.

E. Board as Community Leaders

Topic	Board Office Hours
Rationale	<ul style="list-style-type: none"> The governing board recognizes the importance of being accessible to the community and supporting building a community of trust.
Protocol	<ul style="list-style-type: none"> The Brown Act recognizes that no more than two Board Members can be present at any given meeting and that no Board decisions will be made. The Board will implement regular, open-door meetings with community Members. <p>Process/Timeline</p> <ul style="list-style-type: none"> The Board will create a schedule each school year to set the location, dates and times for office hours. A calendar will be posted on the district website, school websites and social media.

Topic	Digital Communication and Social Media
Rationale	<ul style="list-style-type: none"> A meeting of the Board of Trustees is a meeting to conduct Board business in public.
Protocol	<ul style="list-style-type: none"> Use of electronic mail (email), notes, and all digital communications including tweets, chats, and use of social media by trustees shall conform to the same standards of judgment, propriety, and ethics as other forms of school Board related communication. Uses of electronic devices during Board meetings should be limited to instances where a family or business situation makes the communication necessary. Individual Board Members will refrain from personal and direct communications about Board issues on social media.

Topic	Responding to the Media /Speaking for the District
Rationale	<ul style="list-style-type: none"> It is essential that important information be communicated to Members of the Board, the staff and the community in a timely manner. Important to the work of the Board is that trustees speak with one voice in order to maintain the trust of the community.
Protocol	<p>The designated spokesperson will vary depending on the issue or situation:</p> <ul style="list-style-type: none"> Crisis: The Superintendent will be the primary spokesperson for any emergencies. Meeting Information (e.g., Board meetings, agenda items, study sessions): The Board President and the Superintendent will serve as primary spokespersons.

Topic	Role in Public/Community Visibility
Rationale	<ul style="list-style-type: none"> Trustees understand the importance of being visible and accessible to the community. Trustees will clarify their authority as one of five in all decisions and actions.
Protocol	<ul style="list-style-type: none"> Trustees represent the Board in what they say and do and will set an example of

	<p>professionalism.</p> <ul style="list-style-type: none"> Trustees will strive to educate the public about their role as representatives, entrusted with the education of all the students of the community.
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Topic	Visiting Schools, and Attending Events
Rationale	<ul style="list-style-type: none"> The Board wants to be informed about instructional practices, and the needs of the students and staff regarding school programs. The Board respects staff schedules and demands and the disruption that may be created by well-meaning, but unannounced visits to schools.
Protocol	<ul style="list-style-type: none"> Board Members are encouraged to visit schools and attend school events. Trustees requesting a meeting with school staff or administration will schedule this meeting through the Superintendent. The Superintendent and/or principal will accompany trustees on classroom visits. The Superintendent will ensure that staff is aware of the process and protocols for trustees visiting the classrooms.

Appendix I

What Every New Board Member Needs to Know About the District

Petaluma City School District, 200 Douglas Street, Petaluma, CA 94952

petalumacityschools.org

Governance Team Contact Information

Name	Position	Phone	E-mail
Matthew Harris	Superintendent	707-778-4604	mharris@petk12.org
Breanna Weaver	Executive Assistant to the Superintendent	707-778-4604	mwoelfel@petk12.org
Mady Cloud	Board President	707-778-4604	mcloud@petk12.org
Caitlin Quinn	Board Vice President/ Clerk	707-778-4604	cquinn@petk12.org
Joanna Paun	Board President	707-778-4604	jpaun@petk12.org
Ryan Williams	Board Member	707-778-4604	rwilliams@petk12.org
Ellen Webster	Board Member	707-778-4604	ewebster@petk12.org

2023/24 Student Board Member

Rubi Castro Zarco	Alternative High School (Class of '26)	rcastro26@petk12.org
Jessica Dodson	Casa Grande High School (Class of '26)	jdodson26@petk12.org
Paige Leestma	Petaluma High School (Class of '26)	pleestma26@petk12.org

District Office Contact Information

District Office Departments	Title & Name of Department Head	Phone Number	E-mail
Student Services	Esmeralda Sanchez Moseley Assistant Superintendent	707-778-4960	esmoseley@petk12.org
Business Office	Amanda Bonivert Chief Business Officer	707-778-4621	abonivert@petk12.org
Human Resources	Jason Sutter Assistant Superintendent	707-778-4608	jsutter@petk12.org

District Office Departments	Title & Name of Department Head	Phone Number	E-mail
Educational Services	Amy Fadeji & Gloria Estavillo Director of Educational Services	707-778-4619	afadeji@petk12.org gestavillo@petk12.org
Technology	David Fichera Director of Learning & Innovation	707-778-4702	dfichera@petk12.org

District Schools Contact Information

Name of School	Grade Levels	Principal	Phone	E-mail
Mary Collins School at Cherry Valley Charter	K-8	Lisa Pologeorgis	707-778-4740	lpologeorgis@petk12.org
Grant Elementary	K-6	Amy Hale	707-778-4742	ahale@petk12.org
McDowell Elementary	TK-6	Ruth Miller	707-778-4745	rmiller@petk12.org
McKinley Elementary	TK-6	Gina Roberts	707-778-4750	groberts@petk12.org
McNear Elementary	TK-6	Melissa Becker	707-778-4752	mbecker@petk12.org
Penngrove Elementary	TK-6	Michael Mori	707-778-4755	mmori@petk12.org
Valley Vista Public Waldorf	TK-6	Kat McFee	707-778-4762	kmcfee@petk12.org
Kenilworth Junior High	7-8	Whitney Cottrell	707-778-4710	wcottrell@petk12.org
Petaluma Junior High	7-8	Ray McClintock	707-778-4724	rmcclintock@petk12.org
Casa Grande High School	9-12	Karla Conroy	707-778-4679	kconroy@petk12.org
Petaluma High School	9-12	Giovanni Napoli	707-778-4651	gnapoli@petk12.org
San Antonio High School	10-12	Greg Stevenson	707-778-4758	gstevenson@petk12.org
Valley Oaks Independent Study	7-12	Greg Stevenson	707-778-4758	gstevenson@petk12.org
Sonoma Mountain High School	10-12	Casa Grande High School	707-778-4679	kconroy@petk12.org

Name of School	Grade Levels	Principal	Phone	E-mail
Petaluma Accelerated Charter	7-8	Gina Roberts	707-778-4750	groberts@petk12.org
Carpe Diem High School	10-12	Giovanni Napoli	707-778-4651	gnapoli@petk12.org
Petaluma Adult School	Varies	Michelle Deveraux	707-778-4633	mdeveraux@petk12.org

Appendix II.

Petaluma City Schools-District/LCAP Goals and Action Plans - 2025/26

PCS District Goals and Action Plans - 2024/25	
Goal One (Broad Goal¹)	
All students will graduate PCS college and career ready.	
1.1	Staff development days: Support certificated and classified professional development with an emphasis on equity and access.
1.2	Monitoring Student Achievement: Implement common assessments in ELA and math. ADD Staff support in order to develop, implement, and impact instruction based on common assessment outcomes.
1.3	Early Literacy training: Provide K-3 teachers 3 days of training. Include Special education teachers.
1.4	Targeted TK-6 Reading Intervention to include 6 reading specialists and programs such as Lexia Reading Intervention software.
1.5	Continuous Improvement Committee. District administration will lead a committee focused on data, student outcomes, equity, and access.
1.6.	College and Career Pathways Development. Hire staff to manage college/career grants and coordinate all systems around a-g, course of study, Career Technical Education (CTE), work-based learning (WBL), and early college credit. Establish a district CTE Advisory Committee, and provide strategic planning and leadership for TK-12 articulation. Increase communication about the Sonoma State promise and a-g requirements.
1.7.	Academic Counseling Calibration. collaborate with academic counselors at all five high schools to strengthen counseling calibration including scheduling processes, removal of barriers to course access, early warning systems for student support, FAFSA completion, a-g access and placement, CaliforniaColleges.edu, and CTE pathways.

¹ **Broad goal** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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1.8.	Secondary Intervention. Fund additional intervention support in grades 7-12.
1.9.	Summer School. Provide credit recover opportunities.
1.10	Open Access to AP/Honors/Adv Courses & GATE Identification. Implementation of the Board Resolution 2324-31 which dictates open access to all rigorous courses.
1.11	Ethnic Studies. Staff will develop an Ethnic Studies course offering for high school students.
1.12	Preparing for College Parent Education Classes (PIQE). Fund college and career parent education workshops.
1.13	Expanded Learning Opportunities. The Expanded Learning Opportunities Program (ELO-P) provides after school and summer school enrichment programs for TK-6.
1.14	New Teacher/Admin Support (Induction Fees). Fund all first and second year teacher induction participation.
1.15	Additional Library Services. Add three additional library services for secondary.
1.16	Diversify Curriculum & Classroom Libraries. Purchase additional texts to diversify English Language Arts and Social Studies curriculum.
1.17	Formalize the SST Process. Develop, standardize, and consistently implement Districtwide Student Study Team processes.
1.18	Document Existing MTSS Components. Calibrate all Districtwide MTSS structures and procedures.
1.19	Bell Schedule Committee. Develop a schedule to ensure all students have equitable access to courses including electives, Career Technical Education (CTE) classes, and early college credit.
Goal 2 (Focus Goal ²)	
By January of 2027, the percent of students who respond positively to the following YouthTruth question will increase by 12%: “When I’m feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.”	
2.1	Culture and Climate: Provide training in PBIS to all campus supervisors and new administrators. Provide teachers training on culturally responsive pedagogy during the professional development days from First Water Consultants.
2.2	Chronic Absenteeism: Establish site level processes to review and intervene when students are chronically absent with a focus on unhoused youth.
2.3	Social Emotional Support: Fund LMFT support to provide targeted intervention for students showing deficits in attendance, academics or behavior.

² **Focus Goal** - A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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2.4	School Climate Committee: The School Safety and Climate Committee will maintain the focus on supporting physical and emotional safety and a sense of belonging.
2.5	School Safety Training: North Bay Security will provide training and support in the area of emergency preparedness and response to school safety incidents.
Goal Three (Focus Goal)	
By June 2027, students with disabilities will improve in English language arts (ELA) and mathematics by at least 30 points, moving from -90 to -60 in ELA and -124 to -94 in mathematics.	
3.1.	Reading Instruction Training. Offer Orton Gillingham Reading Instruction Training to special education staff in grades TK-8 and high school special day class (SDC) teachers.
3.2.	Training. Provide training for general education teachers on legal aspects of special education and accommodations during the professional development days.
3.3.	Training. Provide training for Special Education Teachers on designated supports and accommodations available on Statewide assessments.
3.4.	Supplemental Curriculum Create an inventory of supplemental curriculum used throughout the district with students with disabilities to determine what is being utilized and if additional curriculum is needed
3.5	Implement Goal Book Platform: This tool helps create developmentally appropriate goals that are tied to Common Core State Standards and gives teachers resources and strategies to help students meet their goals.
3.5	Training for Classified Staff. Provide relevant and appropriate onboarding, training, and capacity- building to classified staff at all levels.
3.7	Curriculum Implementation. Implement research-based, adopted curriculum with fidelity in all special education programs/classes.
3.8	Common Assessments. Implement Common assessments in ELA and math for multilingual learners, students with disabilities, and socioeconomically disadvantaged students. Staff support will be added in order to develop, implement, and impact instruction based on common assessment outcomes.
Goal 4 (Focus Goal)	
By June 2027, 95% of multilingual learners, enrolled in Petaluma City Schools for at least 4 years, will reclassify as fluent English proficient (RFEP) within 7 years of entering a US school.	
4.1	Training. ELD Training/Support Staff/ Implementation.
4.2	EL Master Plan. Implement the English Learner Master Plan.
4.3	Curriculum Alignment. Align Designated ELD Curriculum in 7-12 classrooms.

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4.4	Translation Services. Contract with outside translation services to support families during Individualized Educational Plan (IEP) meetings, parent teacher conferences, board, and LCAP meetings. The district will also examine existing bilingual support to align with current needs and develop staffing ratios.
4.5	Ellevation. Implement on online platform (Ellevation) to monitor students who have been Reclassified Fluent English Proficient (RFEP) for four years after reclassification and streamline the monitoring and reclassification process for current English learner students.
4.6	World Language Instruction. Align 7-12 Spanish Course Placement, examine opportunities for Language Other Than English (LOTE), and develop clear, consistent criteria for the State Seal of Biliteracy
4.7	SPSA Goals. Support school sites to develop goals for multilingual learners in their School Plan for Student Achievements (SPSAs) in support of the district LCAP goal.
Goal 5 (Equity Multiplier Focus Goal³)	
<ul style="list-style-type: none"> • PCS will institute a system of support that ensures outcomes for San Antonio High School on the California School Dashboard will improve for outcomes on the College/Career, Graduation Rate, and Suspension Rate indicators. • By June of 2027, the percent of students showing that they are prepared for College and Career as measured on the College/Career Indicator on the California School Dashboard will increase from 0% to 10%. • Graduation Rates: By June 2027, the Graduation Rate for San Antonio High School will increase at least 17% from 51.1% to at least 68.0% (2023- 51.1% on dashboard)] • School Climate: By June of 2025 the suspension rate for all students will decrease from 9.6% to less than 6%. While suspension rates for all students is 9.6%, students with disabilities have a rate at 11.4%. By the end of 2025, the suspension rate for students with disabilities will decrease to less than 6%, matching the expectation for all students. 	
5.1	Alternative Schools Coordinator. Hire a Coordinator of Alternative Schools. Root cause analysis on student outcomes will be conducted and actions will be put in place to address the root causes.
5.2	Suspension Diversion. Institute suspension diversion to keep students in school and earning credits towards graduation using a restorative process in lieu of suspension.
5.3	Academic Counselor. Create a full time Academic Counselor position in order to guide students and keep them on track for a timely graduation

³ **Equity Multiplier Focus Goal** - LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding.