

Petaluma High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Petaluma High School
Street	201 Fair St.
City, State, Zip	Petaluma, Ca, 94952
Phone Number	707.778.4652
Principal	Giovanni Napoli
Email Address	gnapoli@petk12.org
School Website	https://www.petalumacityschools.org/petalumahigh
Grade Span	9-12
County-District-School (CDS) Code	49708624935151

2025-26 District Contact Information

District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

Petaluma High School began as a public school in 1873, making it one of the oldest high schools in California. PHS continues to offer students a rich educational experience, with the opportunity to participate in award winning programs immersed in tradition.

Staff and administration at Petaluma High completed our last full WASC self-study in 2020; receiving a 6 year accreditation with a one day Mid-Cycle visit. We plan to use staff meeting and PLC time to address the goals in our on our WASC Action Plan. We continue to encourage each student to choose an academic focus area that leads to certification in the senior year. These areas, based on California industry standards, include pathways in Agriculture (Ag & Natural Resources, Ag Mechanics/Construction); Arts, Media and Entertainment; Engineering, Manufacturing and Design; Business and Finance; Community Health; as well as seven subject specific concentrations based on achievement in Honors and Advanced Placement. In 2026, PHS will go through another WASC Cycle.

Petaluma High School Vision: Petaluma High School provides relevant, rigorous, engaging learning that prepares students for current and future opportunities and challenges. We embrace a culture and climate that supports communication, collaboration, critical thinking, and creativity while honoring the traditions and legacies of our school and community.

Petaluma High School Mission The Petaluma High School community includes staff, students, parents and community members who know each other individually and form connections to support student success. We provide a strong academic program and workforce programs with a wide variety of co-curricular activities and awareness of post-secondary options enabling students to direct their own futures. We... Provide a personalized approach to school and education, supporting each individual student - Ensure academic achievement at all levels for all students and encourage student participation in career pathway opportunities - Engage students in their development of a future vision for post-secondary success - Encourage personal social development with the ability to engage positively with diverse populations.

Petaluma High School adopted new Student Learner Outcomes that are aligned with a Profile of a Graduate. The staff with feedback from students and the community updated these to reflect the school mission and vision.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	292
Grade 10	319
Grade 11	286
Grade 12	296
Total Enrollment	1,193

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	51.4
Non-Binary	0.8
American Indian or Alaska Native	0.3
Asian	1.4
Black or African American	1.3
Filipino	0.4
Hispanic or Latino	31.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.4
White	60.3
English Learners	5
Foster Youth	0.3
Homeless	0.5
Socioeconomically Disadvantaged	42.5
Students with Disabilities	18.1

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.5	88.86	208.2	84.93	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.3	1.37	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	2.54	5.5	2.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	4.19	17.5	7.16	11953.1	4.28
Unknown/Incomplete/NA	2.6	4.38	10.4	4.25	15831.9	5.67
Total Teaching Positions	61.4	100	245.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.8	88.63	199.8	85.18	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	1.93	11.1	4.77	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.4	4.15	14.1	6.05	11746.9	4.23
Unknown/Incomplete/NA	3	5.27	7.6	3.27	14303.8	5.15
Total Teaching Positions	58.4	100	234.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.8	85.68	198.6	84.39	230039.4	100
Intern Credential Holders Properly Assigned	0.9	1.74	2.4	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.4	6.09	9	3.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.33	12.2	5.2	12112.8	4.34
Unknown/Incomplete/NA	2.9	5.11	12.9	5.49	13705.8	4.91
Total Teaching Positions	56.9	100	235.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	1.50	1.1	2.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	1.1	3.4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.5	0
Local Assignment Options	1.50	1.8	0.7
Total Out-of-Field Teachers	2.50	2.4	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	2.2	6.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12: Prentice Hall Literature: Timeless Voices, Timeless Themes © 2002, Adopted 2006	0.0 %
Mathematics	College Preparatory Mathematics - adopted 2015 - updated 2024	0.0 %
Science	Physical Science and Biology: Inspire Science: McGraw Hill - adopted 2020-2029 Science, Physiology: Essentials of Human Anatomy & Physiology, 8th Edition Science, Chemistry: Prentice hall Science, Physical Science: Prentice Hall Physical Science- Concepts in Action	0.0 %
History-Social Science	World History - Modern Works - Houghton Mifflin Harcourt - 2007 (Newly adopted curriculum has been adopted but not fully implemented) US History: American History: Reconstruction to Present HMH American Government and Economics: National Geographic - Adopted 2023	0.0 %
Foreign Language	Exploremos! 1 and 2, National Geographic Learning - adopted 2017 "French Nouveau" and "French Today" - adopted 2013	0.0 %
Health	Teen Talk from Health Connected. Adopted 2023	0.0 %
Visual and Performing Arts	Visual and Performing Arts, Standard of Excellence, Bruce Pearson Visual and Performing Arts, Warm-ups and Beyond, Timothy Loest	0.0 %
Science Laboratory Equipment	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Overall, the school is in excellent condition.

Year and month of the most recent FIT report

Dec 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	53	54	56	47	48
Mathematics (grades 3-8 and 11)	28	37	37	40	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	270	96.09	3.91	53.33
Female	134	129	96.27	3.73	59.69
Male	144	138	95.83	4.17	47.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	78	92.86	7.14	44.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	52.38
White	166	161	96.99	3.01	56.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	111	92.50	7.50	40.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	16.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	283	275	97.17	2.83	36.73
Female	135	132	97.78	2.22	31.06
Male	145	140	96.55	3.45	42.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	81	96.43	3.57	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	42.86
White	167	163	97.60	2.40	41.72
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	115	94.26	5.74	19.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	7.41

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	39.76	36.86	33.71	34.71	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	581	568	97.76	2.24	36.97
Female	275	268	97.45	2.55	36.57
Male	299	293	97.99	2.01	37.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	184	180	97.83	2.17	23.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	56.67
White	342	334	97.66	2.34	41.02
English Learners	24	23	95.83	4.17	4.35
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	247	236	95.55	4.45	22.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	95	95.00	5.00	5.26

2024-25 Career Technical Education Programs

Petaluma High School offers career technical education (CTE) courses that strengthen the academic, career and technical skills of students.

We offer 8 complete pathways with courses that are A-G and have articulation agreements with the local JC.

Here is a list of all CTE Course options.

Biology and Sustainable Agriculture (C001PU) - intro
 Agriculture and Soil Chemistry (D005PU) - concentrator
 Agriculture Systems Management (D703HU) - capstone
 SAEP (CTE Work Experience)

Introduction to Ag Welding (K005NN) - concentrator
 Adv. Ag Welding (K006NN) - capstone

Introduction to Ag Mechanics (K023NN) - intro
 Ag Small Engines and Diesel Mechanics (K028NN) - capstone

2024-25 Career Technical Education Programs

(Intro to Digital Media @ PJHS)

Broadcast Journalism (K166PU) - intro

Broadcast II (J168PU) - concentrator

Broadcast III - capstone

Accounting (K041PU) - concentrator

Adv. Accounting (K042NN) - capstone

Introduction to Engineering, Design, and Manufacturing (K020PU) - Intro

Architectural Design and Drafting (J155PU) - intro

Biology and Community Health (C007PU) - Intro

Chemistry and Community Health (D011PU) - Concentrator

Anatomy and Physiology (C003PU) - Capstone

Manufacturing Technology Metal (K010PU) - intro

Metalworking 2 (K011PU) - concentrator

Metalworking 3 (K012NN) - capstone

Automotive Engineering (M059PU) - intro

Auto Technology II (K025PU) - concentrator

Auto Technology III (K026PU) - capstone

Entrepreneurship (J153PU) - capstone

Veterinary Science, Ag (K071PU) - capstone

Computer Graphic Design (J150PU)

Intro to Business (M064NN)

Photography (J140PU)

Art and History of Floral Design (M004PU)

New Courses for the 2025-2026 include Intro to Engineering and Film Making

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	664
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	26.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	13.3

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.45
Graduates Who Completed All Courses Required for UC/CSU Admission	54.29

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--	---	---	-----------------------------

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Petaluma High School places a high value on fostering strong parent/school communication and we are committed to having our parents get involved. Our school has a long-standing tradition of parental involvement and support and we provide many opportunities for such involvement.

These include:

Agriculture Advisory Board
Engineering and Design Apprenticeship Trade Skills Advisory Board
Athletic, Music, and Library Booster Clubs
Broadcast Journalism
Parent-Teacher-Student Association (PTSA)
English Learner Advisory Council (ELAC)
School Site Council
Wildlife Museum Advisory Board
Project Graduation Organizational Committee
Career Technology Education Advisory Board (PCS)
Monthly Principal Chats
YouthTruth Surveys

In addition to parent support groups, we receive support from the Petaluma Educational Foundation, Rotary International, the Chamber of Commerce, and many business and individual volunteers. Of particular note is the number of retirees from the trade industry who serve as classroom volunteers in our Career Technical Education classes.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.6	1.3	3.4	8.2	1.8	6	8.2	8.9	8
Graduation Rate	94.2	95.5	94.9	89.9	87.4	92	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	292	277	94.9
Female	143	138	96.5
Male	146	136	93.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	99	89	89.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	170	166	97.6
English Learners	24	17	70.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	159	145	91.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	45	35	77.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1231	1206	176	14.6
Female	587	573	94	16.4
Male	633	622	81	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	1	5.9
Black or African American	15	15	2	13.3
Filipino	--	--	--	--
Hispanic or Latino	397	380	61	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	53	7	13.2
White	731	724	98	13.5
English Learners	69	62	15	24.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	532	520	103	19.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	237	231	60	26.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.85	3.66	3.09	4.33	3.21	2.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.4	0.23	0	0.18	0.16	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.09	0.00
Female	2.21	0.00
Male	3.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.70	0.00
White	2.87	0.00
English Learners	7.25	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan is designed to provide a framework for protecting students, staff, and school facilities and to describe staff members' responsibilities for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements, district policy, and Administrative Regulations.

Members of the school staff and administration have been trained in Emergency Response according to the Federal Emergency Management Agency guidelines and certification processes. The School Safety Plan is reviewed, updated, and discussed with school faculty, PTS, and the school site council annually. We have updated our plan for the upcoming year based on guidelines from RESIG and the North Bay Security Consultants. The plan will be presented for approval by our School Site Council in the Spring of 2026.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	23	34	0
Mathematics	27	9	33	1
Science	28	3	29	0
Social Science	27	5	31	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	26	34	
Mathematics	24	11	34	2
Science	28	1	32	
Social Science	26	8	32	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	27	32	
Mathematics	24	11	35	
Science	25	7	22	
Social Science	26	9	30	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	313.25

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9619.53	3182.66	6436.88	88647
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-17.6	2.7
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-53.6	

Fiscal Year 2024-25 Types of Services Funded

The LEA funds several services to support student learning. Through our district LCAP process, many necessary services are detailed such as ELD, SPED, behavioral At a site level, we coordinate with public organizations for additional mental and emotion supports as well as for behavioral circumstances. We have also allocated funding through our SPSA to support an increase presence of qualified Mental health specialist on campus and to develop a wellness space for students to access throughout the school day. For academic purposes, we have paid for many licenses that provided a variety of supports for staff curriculum development professional development and overall student success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	46	
Percent of Budget for Administrative Salaries	6	

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	28.4
-----------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	8
Fine and Performing Arts	1
Foreign Language	4
Mathematics	10
Science	5
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	56

Professional Development

5 professional development days have been built into the work year calendar for 2025-2026. These PD days are a combination of district-wide, secondary and site-specific PD. Two PD days held prior to the start of the school year were dedicated to an overall theme of equity. Staff participated in a series of district-wide, secondary-only, site-specific and workshop sessions focused on: empowering students and teachers; equity in the math classroom; Universal Design for Learning; Project Based Learning; redesigning student assessments to empower students to self-assess; using site improvement data for continuous improvement; Title VI training; and LGBTQ+ rights.

Petaluma City Schools continues to prioritize Positive Behavioral Interventions and Support (PBIS), and Welcoming Schools (LGBTQ+) training for secondary staff. In addition, trainings have been scheduled throughout the school year to support a core team at each school site dedicated to enhancing a positive school climate.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5