San Rafael High School

185 Mission Avenue • San Rafael, CA 94901 • 415-485-2330 • Grades
Glenn Dennis, Principal
gdennis@srcs.org
http://srhs.srcs.ca.schoolloop.com/

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Rafael High School District
310 Nova Albion Way
San Rafael, CA 94903
415-492-3200
http://www.srcs.org

District Governing Board

Greg Knell, President

Maika Llorens Gulati, Vice President

Linda Jackson, Board Member

Rachel Kertz, Board Member

Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent

Dr. Mayra Perez
Deputy Superintendent

School Description

The mission of San Rafael High School is for each student to acquire college and career-ready skills and knowledge, and to contribute to society while recognizing the dignity and worth of each individual.

All SRHS graduates are ready for college, career, and life. Over four years, students will compile a portfolio that, along with satisfying expectations for critical thinking, communication, and collaboration, demonstrates: a commitment to lifelong learning and wellness; active, ethical, and engaged community membership; and proficiency with 21st-century technology.

San Rafael High School is located 18 miles north of San Francisco in Marin County's oldest city and its county seat. Established in 1888, San Rafael High has been in its current location since 1924, where its campus occupies 33 acres east of downtown San Rafael. The school serves the most economically, ethnically, and culturally diverse population in Marin. The majority of students enter San Rafael from Davidson Middle School, the largest sixth through eighth-grade middle school in San Rafael. The school also receives students from Venetia Valley K-8 School and local private schools.

San Rafael is committed to providing a rigorous and relevant curriculum for all students and supporting them to achieve the goal of college and career readiness.

1. We offer a wide range of rigorous A-G courses, AP/Honors and college prep classes in all academic disciplines, media production and computer courses, a robust English Learner Program.

2. The school offers innovative programs to meet student learning needs and future goals. This includes our two award-winning interdisciplinary academies: Media Academy Experience (MAX), a junior/senior English, social studies, and media arts program, and the Applied
Physics and Technology Academy, a two-three year engineering program. The Applied Physics and Technology Academy was recognized as a model program for the State of California.

3. Our AVID/CASS program, COMPASS program, college access partnerships, and our counseling/college and career center prepare all students, especially first-generation college-bound students for entry into two and four-year colleges and universities.

4. We offer a full range of extra and co-curricular courses and programs in the art, music, drama, athletics, leadership, and community service.

5. Additional student supports include an advisory class, afterschool tutoring, therapeutic counseling, and community-based health and wellness partnerships.

About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	356
Grade 10	385
Grade 11	312
Grade 12	280
Total Enrollment	1,333

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	4.4
Filipino	0.2
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.4
White	27.4
Socioeconomically Disadvantaged	66.8
English Learners	26.1
Students with Disabilities	9.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
San Rafael High School	**16-17**	**17-18**	**18-19**
With Full Credential	66	62	64
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael High School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	126
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
San Rafael High School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)
Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The High School District Curriculum Advisory Council, composed of administrators, teachers, counselors, students, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program.

The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

Due to the nature of high school, with different subjects being taught at different grade levels, the list of textbooks and resources is too numerous to include here. A comprehensive list of textbooks and instructional materials for each grade level is available for review in the San Rafael City Schools District Office and on the district website at www.srcs.org/hscourses

Textbooks and Instructional Materials Year and month in which data were collected: 2018, August	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)
At San Rafael High School, the campus is orderly, and students feel safe on campus before, during, and after school. District and school staff work as partners with the San Rafael police and fire departments to maintain a safe community environment. Supervision begins thirty minutes before the opening of school and continues throughout the day into after-school hours and at school sponsored events.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space.

San Rafael High School moved to its current location in 1924. The school has a total of 84 classrooms. With monies from voter-approved school bond measures and state modernization funds, the school underwent multiple phases of modernization that began in 2001 and were completed in 2008. Improvements included modernization of the main buildings that include all classrooms, library, theatre, offices, restrooms and special program buildings such as technology, music, art and the entire gymnasium facility. Additionally, modernization was completed on the industrial arts shops, cafeteria, the surrounding grounds, and parking lot.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure B in November 2015 to fund capital facilities projects to improve our school facilities. Measure B provides $161 million to update the district's high school facilities.

SRCS' bond program is providing much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment are being built and improved to reduce overcrowding in our schools and to better meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, have contributed greatly to shape the plans for these improvements, and the construction work is ongoing throughout the district.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2018 August		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	AD 241: Stain ceiling tile W.O#12417 AD 305: Stain ceiling tile W.O#12414 AD 309: Stain ceiling tile W.O#12416 COMPUTER LAB TE 200: Stain ceiling tile W.O#12421 GP 100: Stain ceiling tile W.O#12422 LA 206: Stain ceiling tile W.O#12419 LA 215: Stain ceiling tile W.O#12420 LA 314: Stain ceiling tile W.O#12418 SCIENCE ROOM 100/100S: Stain ceiling tile W.O#12412 SCIENCE ROOM 103: Stain ceiling tile W.O#12413
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	G 121 TEAM ROOM 2: Light cover missing W.O#12426 LA 106: lights out need to change W.O#12424
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	SCIENCE ROOM 108: Facet leak W.O#12423
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	58.0	50.0	57.0	54.0	48.0	50.0
Math	33.0	33.0	29.0	37.0	37.0	38.0

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

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

	CAASPP Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	16.1	25.4	42.4

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	307	294	95.77	49.83
Male	157	148	94.27	44.90
Female	150	146	97.33	54.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	71.43
Hispanic or Latino	197	187	94.92	34.76
White	81	79	97.53	81.01
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	196	94.69	36.73
English Learners	84	77	91.67	2.60
Students with Disabilities	24	21	87.50	9.52

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	307	293	95.44	33.11
Male	157	147	93.63	27.89
Female	150	146	97.33	38.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	57.14
Hispanic or Latino	197	188	95.43	17.55
White	81	78	96.3	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	197	95.17	17.77
English Learners	84	77	91.67	2.6
Students with Disabilities	24	21	87.5	0

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2018-19)
Contact Person Name: Jennifer Hatch and Lisa Salomon, WeAreSR! Presidents
To Reach Contact Person: Jennifer and Lisa can be reached by e-mail at jennhatch415@gmail.com and lghiosalomon@hotmail.com
Contact Person Name: Ana Peixotto, Community Bilingual Liaison
To Reach Contact Person: Ana can be reached by e-mail at apeixotto@srcs.org, or by phone by calling 415-485-2396

Parent involvement is a vital component of the educational program at San Rafael High School. San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

At San Rafael High School, specific opportunities for parent participation include the Site Leadership Team (SLT), WeAreSR! (parent-teacher-student association), School English Language Advisory Council (SELAC), grade level class advisors and support parents, and the following five parent booster groups: athletic, music, drama, art, and cheerleading.   Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, eighth-grade orientation night, college information nights, special parent education nights, concerts, plays, musicals, and other artistic and athletic performances. Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent-teacher associations, district and school site committees, fundraising campaigns and special events. (PIQE) offers educational workshops for the first-generation college bound, Spanish-speaking families at SRHS.

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.

School Safety Plan
Date Reviewed and Updated: August 2018 Date Discussed with School Faculty: August 2018

San Rafael High School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed by school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Every year, the school holds at least two fire drills, two lockdown drills, and the annual county-wide earthquake preparedness drill. While the school has a safety plan in place, it is important to note that we are working constantly to update it to meet the requirements established by the Marin County Office of Education and San Rafael City Schools.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.8	4.8	8.1
Expulsions Rate	0.0	0.0	0.2
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.3	4.3	6.2
Expulsions Rate	0.0	0.0	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	409.3

*   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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	24.0	27.0	26	22	11	35	42	40	2	1	9
Mathematics	26.0	25.0	27.0	12	20	8	39	30	34	6	10	12
Science	28.0	27.0	27.0	5	6	5	23	27	30	8	4	7
Social Science	28.0	26.0	26.0	4	9	10	26	30	28	8	5	9

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

Professional Development provided for Teachers

High School District number of dedicated negotiated staff development days:

2016-2017 – 1
2017-2018 – 1
2018-2019 – 1

Teachers and other key school staff members have opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent-teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate. Last year, San Rafael High School partnered with UC Berkeley to provide professional development focused on implementing Common Core. In addition, the school funded several teacher coaches/coordinators on special assignment to focus specifically on literacy, math, and English Language Development. These staff facilitated professional development on special release days, staff and department meetings, or in-class coaching.

Professional development during the 2018-2019 school year is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers participate in site-based professional development and other offerings through the county and other organizations as appropriate.

Site-based professional development includes instructional coaching, PLC release days, and teacher-led professional development such as AVID strategies, writing, student engagement, ELD strategies, and instructional technology. The school partners with Envision Learning Partners, the Marin County Office of Education, UC Berkeley History and Social Science Project, and more. Professional development primarily occurs after school during staff or department meetings, during the school day via teacher/staff release days, or during the summer.

The District provides a section to release a teacher-coach to support professional development at the school. Site categorial funds are used to provide 10 days of instructional coaching provided by UC Berkeley History and Social Science Project. Envision Learning Partners (grant funded by the Hewlett Foundation) provides about 8 days of on-site coaching to develop a Graduate Profile, school-wide instructional rubrics, and performance assessments.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,129	$48,783
Mid-Range Teacher Salary	$91,095	$80,177
Highest Teacher Salary	$111,400	$104,535
Average Principal Salary (ES)	$128,506	$128,506
Average Principal Salary (MS)	$154,350	$154,350
Average Principal Salary (HS)	$161,478	$133,486
Superintendent Salary	$256,050	$181,868
Percent of District Budget		
Teacher Salaries	35.0	32.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8978	2405	7636	88025
District	◆	◆	7644	$93,045
State	◆	◆	$7,125	$79,496
Percent Difference: School Site/District			-0.1	
Percent Difference: School Site/ State			14.9	12.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

San Rafael High School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2017-2018 school year, these programs and services included the following:

- Supplementary educational programs
- AVID Program
- Field trips, professional development conferences, materials and supplies, and field trips
- Instructional coaching (UC Berkeley History and Science Project) and substitute costs for professional development days
- Parent education - Parent Institute for Quality Education
- Support program for students in math and English (Title I)
- Math and English intervention courses - Strategic English, Algebra Readiness, and Math Support
- Community liaison for ELD families/students
- Mental health and social-emotional support for students (therapists)

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

San Rafael High School	2014-15	2015-16	2016-17
Dropout Rate	10.2	15.0	11.1
Graduation Rate	86.0	81.7	79.5
San Rafael High School District	2014-15	2015-16	2016-17
Dropout Rate	10.7	12.0	14.2
Graduation Rate	86.3	84.9	77.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	247
% of pupils completing a CTE program and earning a high school diploma	97%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	93.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	51.2

* Where there are student course enrollments.

2017-18 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	5	♦
Fine and Performing Arts	1	♦
Foreign Language	3	♦
Mathematics	5	♦
Science	3	♦
Social Science	3	♦
All courses	20	24.6

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	89.0	86.6	88.7
Black or African American	100.0	60.0	82.2
American Indian or Alaska Native	0.0	83.3	82.8
Asian	88.2	93.9	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	86.2	81.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	94.7	94.4	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	88.6	86.0	88.6
English Learners	53.5	49.0	56.7
Students with Disabilities	68.2	84.2	67.1
Foster Youth	100.0	75.0	74.1

Career Technical Education Programs

San Rafael High School students may select a combination of college prep and general classes that will give them a good foundation for college and career. High school courses are grouped with some regional occupation programs (ROP) and community college courses into clusters: communication; engineering and technology; fine arts and entertainment; science and math; and social science. These clusters explore career fields and prepare students for an academic or occupational path. The school has two academies that integrate academic courses with career preparation and/or preparation for work. The media academy experience (MAX) offers a two-year academy program for juniors and seniors that combines college preparatory English language arts, social studies, and media technology curriculum. The Broadcast class provides additional opportunities for students interested in the media arts. The applied physics and technology academy is a three-year blended program for grade 10-12 students focusing on applied physics and technology, industrial arts, and a career path internship. Both academies extend opportunities to work with professional mentors and partners in our surrounding community. The career center supports students by providing information on a multitude of careers and colleges and also offers internships to students in various fields.

The College and Career Center (CCC) advisor assists students with information on career decision-making, post high school training/educational options, and occupational information. She works closely with the academic counseling department and the school-to-career liaison to coordinate CCC efforts. Programs with the school-to-career liaison include but are not limited to: co-teach, an internship orientation class required to prepare the students for internships; collaboration with employer/community resources for classroom speaking, internships, job shadows, and informational interviews; and assisting more seniors, especially the non-college bound, in developing a plan for after high school.

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).

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.