

# Single Plan for Student Achievement (SPSA) Template

- SPSA Year
- 2017–18
  - 2018–19
  - 2019–20

[Data Analysis Tool](#): Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): This data is certified

[Ed-Data](#): This data is certified

[DataQuest](#): This data is certified

School Name

Madrone Continuation High School

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# 2018-2019 Single Plan for Student Achievement

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## **THE STORY**

Briefly describe the students and community and how the school serves them.

### **Mission Statement**

Madrone High School creates an environment where all students value and respect integrity, diversity and civic responsibility. Students will develop the intellectual, social, and emotional skills necessary to compete and contribute successfully in their local and global communities.

### **School Description**

The student body consists of young adults who, because of unusual responsibilities, circumstances, or personal challenges, have been unsuccessful in the traditional high school. Based on 2016-17 data, our student population by ethnicity consisted of 76% Hispanic/Latino, 19% White, 4% African American and 1% two or more races. Most students who enter Madrone are behind in credits and are at risk of not graduating with their class. Students are referred to Madrone from San Rafael High and Terra Linda High during regularly scheduled quarter or semester meetings. Students may also enter our school if they are referred through the Student Attendance Review Board or by community agencies. Students must be at least 16 years of age and have attended at least one year at a traditional high school. Exceptions to this rule are rare and must be initiated by a parent after all other avenues for success have been explored.

### **Description of School Programs**

Madrone's 'at risk' students are successful due to the personalized educational planning that students receive, excellent teaching provided by our staff, academic and career counseling, and mental health services provided by a variety of outside organizations such as the San Rafael Police Department Youth Bureau, Marin County Juvenile Services and Huckleberry Youth Programs. At the time of enrollment, a student and his/her parent will typically set one of these two goals: 1) to complete his/her high school education and receive a diploma from Madrone High School; 2) to complete the school year, optimizing the opportunities provided to earn credits and return to one of the district's two traditional high schools. Regular, consistent monitoring of student progress assists the student in achieving his/her goals. Each student meets with the academic counselor once per quarter and additionally as needed to review progress toward their high school completion goals, establish and update their post-secondary plan, and check in about their emotional well-being. Our School to Career Liaison provides students with opportunities for community-based internships and is on campus one day per week. After school tutoring is offered twice per week for any struggling students.

Madrone High School provides a caring, enthusiastic and committed staff and effective structure to achieve school success for 'at risk' students. Clear and consistently enforced student expectations describe a clear dress code, strict requirement for bringing materials to class, punctual arrival to class, and prompt removal for disruptive behavior. Poor habits previously practiced by students are reduced under these guidelines,

and a positive classroom environment is fostered where learning can flourish. The school staff believes that all students can learn and that all students should pursue graduation from high school along with a plan for post-graduation.

In 2017, Madrone High School received six year accreditation (through June 30, 2023) from the Western Association of Schools and Colleges (WASC).

## SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

Madrone exists to give students who are behind in credits an alternative to the traditional high schools in order to make up credits for graduation. To ensure that students get the best opportunity to earn their original credits and recover their lost credits, we provide a variety of programs to support them as they strive towards the finish line that we call "graduating from high school".

Some of our highlights are:

- Core Subject classes- We offer in our classrooms nearly all high school core course subjects needed for graduation. These courses are taken by students for original credit.
- Credit Recovery classes- These courses are ones that students need to make up because they were not successful the first time they took them at their traditional high school.
- Online Learning- Last year, 80-85% of our students were involved in online learning. Through Apex last year and Peak's Fuel Education this year, students make up courses that are not offered in our limited school or will not fit in the student's schedule.
- Madrone offers 8 class periods compared to traditional schools' 6 or 7.
- Students from Madrone who finish within the school year participate in our own graduation ceremony.
- Students are allowed to return to their previous high school their final semester if they have caught up within that time frame.
- Students have the opportunity to earn "extra credit" from their subject area teachers through projects.
- Elective credits may also be earned from our work experience program, internships, volunteering in community service with non-profit organizations, and other approved extracurricular activities in and out of school.
- Our most dedicated students have earned up to 25 credits per quarter.
- Madrone offers students smaller classes sizes in order to provide more personalized attention.
- Madrone is looking forward to a new school building next to the SRHS new stadium.
- Along with a new physical facility, Madrone has put together a redesign team consisting of current staff, district leadership and School Board personnel to continue the plan of best practices for our students.

- Madrone staff meets monthly with our UC Berkeley education coach to learn and use more “high leverage” strategies in our individual classrooms.
- Our staff enjoys taking our students on educational field trips to broaden our students knowledge and experiences in high school.
- Our “Student Voice” group has expanded this year as we sent 10 students to a retreat for student leaders and plan to meet as a group at least one time per quarter.
- The principal and one teacher are involved in professional development through the California Principals’ Support Network at UC Davis being lead by Dr. Thomas Many.
- Our professional development work is focused on the concepts of schools being Professional Learning Communities (PLCs).

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

Last year, Madrone teaching staff dedicated themselves to growing as a staff together and working more closely with each other to the benefit of the school’s students. One program that was added, to help them reach their goal, is a UC Berkeley History and Social Science Project facilitated by guest educator Phyllis Goldsmith. Ms. Goldsmith has connected with the staff and teachers and has shown dedication to grow and work with each teacher on strategies and cross curricular project based learning has been introduced.

This year, teachers are collaborating with each other to formulate cross curriculum projects. A common theme has been agreed upon and each teacher is presenting their subject area as it applies to this theme.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

Performance on state testing has proven to be a challenge for Madrone students. Last year, 24 of 26 students tested scored below standard in English Language Arts. Similarly, 25 of 25 students tested scored below standard in math. Although teaching continuation school students can be challenging, I do not believe these statistics are an accurate reflection of the academic potential our student population. Efforts will be made to improve the culture of the school and every effort will be made to improve student performance to gain a more accurate read of the actual performance levels of our students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

### PERFORMANCE GAPS

Our Socially Economically Disadvantaged population is a group that shows our greatest single need. 14 of 16 students have not met standard in ELA and 16 of 16 students have not met the standard for Math. Review of data and focused efforts in teaching strategies will help our staff focus our efforts on these areas of need.

## BUDGET OVERVIEW

### Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
<b>Allocated</b>	2,520.00	14,500.00	4,500.00	22,146.00	7,190.00	NA
<b>Budgeted*</b>						
<b>Spent YTD</b>		1,116.81	0.00	2,207.25	0.00	
<b>Encumbered</b>	0.00	7,693.57	0.00	350.00	0.00	
<b>Available</b>		5,689.62	4,500.00	19,588.75	7,190.00	
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
<b>1XXX</b>	0.00	700.00	0.00			
<b>2XXX</b>	0.00	0.00	0.00			
<b>3XXX</b>	0.00	134.00	0.00			
<b>4XXX-5XXX</b>	3,845.00	13,666.00	4,500.00			



## STAKEHOLDER ENGAGEMENT

SPSA Year	<input checked="" type="checkbox"/> 2017–18
	<input checked="" type="checkbox"/> 2018–19
	<input type="checkbox"/> 2019–20

### *Involvement Process for SPSA and Annual Update*

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

The principal consulted with his staff, students, parents, community members, the district's traditional high schools' principals, the Director of Secondary Education and the Accountability Coordinator while planning and writing this SPSA. The Madrone School Site Council reviewed and approved this plan prior to the October 22, 2018 School Board Meeting.

### *Impact on SPSA and Annual Update*

How did these consultations impact the SPSA for the upcoming year?

Input and feedback from stakeholders was critical as the principal is only in his second year at this school and district. The data and direction were especially helpful to the completion of the plan.

## GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

- New
- Modified
- Unchanged

### Goal 1

**College and Career Readiness:** Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.

#### Identified Need

(Red or orange area on dashboard)

As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting students with low socioeconomic supports, and low English language mastery. The need is to close the gap while raising the achievement level for all students.

#### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC - ELA	SBAC ELA 23/25 Below Standard Score was -114	25/29 students are below standard. Score is -103		
SBAC - Math	Math 25/25 Below Standard Score was -196	Math 29/29 Below Standard Score is -204		
SBAC: SED - ELA	14/16 Below standard	18/20 Below standard. Score is -110.		
SBAC: SED - Math	16/16 Below standard	22/22 Below standard. Score is -199		
Graduation Rate	73% in 2015-2016 60.5% in 2016-2017.	Graduation rates not yet published for 2017-2018		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

All students will improve their overall ELA scores by 75 points.  
 All students will improve their overall Math scores by 80 points.  
 Given an increase of 75 points in ELA scores, 60% of all students and 44% of SED students will reach the next Standard Level.  
 Given an increase of 80 points in Math scores, 40% of all students and 38% of SED students will reach the next Standard Level.

**Goal 1, Action 1**

**Multi-Tiered System of Supports Description:** Before and after school tutoring will be provided to access rigor and content and make gains for those students who are achieving below a C in ELA and/or Algebra classes.

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):
- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

**Actions/Services**

**PLANNED**

Students will participate in after school tutoring. Teachers and/or outside tutors will be paid hourly to provide before and after school group support.

**ACTUAL**

Expenditures

Higher level struggling students will receive more intense one to one tutoring. Teachers and other qualified tutors will be paid from an hourly timesheet.	
<b>BUDGETED AMOUNT / SOURCE</b> \$1,500 / Title I \$1,500 / Title III	<b>ACTUAL EXPENDITURES</b>

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 1, Action 2**

**Multi-Tiered System of Supports Description:** The school counselor, after meeting with every student in the school, will meet individually with identified students in need of further or more intensive emotional support and counseling so they may better access rigor and content in the classroom.

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):
- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

**PLANNED**

Students in need of support for emotional issues will meet one on one with the school counselor. The school counselor may also choose to refer students to other available resources, thus allowing students the freedom to be more present in school and in the classroom learning environment.

The counselor will be available for students before, anytime during, and after school.

**ACTUAL**

Expenditures

**BUDGETED / SOURCE**

\$500 / Title I

**ESTIMATED ACTUAL**

**ANTICIPATED MODIFICATIONS TO**

**ACTION NARRATIVES:**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 1, Action 3**

**Multi-Tiered System of Supports Description:** An Advisory period for students will be held within the school’s daily schedule one day per week for forty minutes to provide students with time to build as a team and learn additional strategies to access content and improve student learning.

<p><u>Students to be Served</u></p>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services

**PLANNED**

Students will participate in lessons during the Advisory period. These lessons will be topical and provide students with a variety of strategies and tools to help them gain access to the curriculum. Supplemental instructional materials will be used as needed.

During the Advisory period, students will learn how to monitor their own grades, attendance and progress towards graduation. Students will maintain a constant awareness of their current grades and graduation status.

Students will be recommended for tutoring when their grades drop below a C.

**ACTUAL**

Expenditures

**BUDGETED / SOURCE**

\$500 / Title I \$500 / Title III

**ESTIMATED ACTUAL**

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 1, Action 4**

**Multi-Tiered System of Supports Description:** District wide assessments will be implemented in ELA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>Students will be administered SBAC-aligned district wide assessments to ensure college and career readiness.</p> <p>Site administrator and lead teachers will collaborate in the analysis of assessment results to address professional development needs.</p> <p>Supplemental materials will be purchased as needed to support academic interventions.</p>	<b>ACTUAL</b>
	<p><b>BUDGETED / SOURCE</b></p> <p>\$500 / Title I    \$250 / Title III</p>	
<u>Expenditures</u>		

**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 1, Action 5**

**Multi-Tiered System of Supports Description:** A college and career advisor from MCOE has been assigned to Madrone for one day per week to work exclusively with the Madrone students. This advisor will also connect students to outside agencies for credit earning internships.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<b>PLANNED</b> Students will work one on one with the College and Career Advisor to be assessed and have recommendations for academic and career pathways after graduation. Students will research and plan goals toward their career to ensure they will have access to pathways of interest during and after high school. Through support from the College and Career Advisor, students will also be provided support in looking for current employment or expressed interest in a new field post high school. The advisor will also connect students with outside agencies in order to earn high school credits from hours of volunteer work.	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> \$750 / Title III	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 1, Action 6**

**Multi-Tiered System of Supports Description:** The school counselor will plan, organize and present one college night for students and their parents. Following the college night, the counselor will meet with all seniors to fill out online financial aid forms for college.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<b>PLANNED</b>	<b>ACTUAL</b>
	Students will participate in College and Career Night and all financial aid meetings during the first semester.	
<u>Expenditures</u>	<b>BUDGETED / SOURCE</b>	<b>ESTIMATED ACTUAL</b>
	\$300 / Title I    \$200 / Title III	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

## Goal 1, Action 7

**Multi-Tiered System of Supports Description:** Madrone will continue to provide students with elective credits towards graduation through a variety of options. Existing possibilities include documented hours from internships, community service hours, work experience for hours worked at jobs, documented gym workouts, online courses and concurrent enrollment in College of Marin classes. The principal will continue to explore new possibilities to offer outside credit.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>Each student in the school will meet with the counselor at least two times per quarter. During these visits, the student and counselor will plan strategies to earn elective credits.</p> <p>The front office will provide students with the proper forms to demonstrate successful completion of documented hours.</p> <p>The career center personnel will be used to guide interested students toward appropriate community service and internships.</p> <p>Job opportunities are posted on bulletin boards throughout the school to inform students of the variety of local businesses looking to hire.</p> <p>A College of Marin (COM) class will be held on the Madrone campus for our interested students.</p> <p>Madrone students will have access to take the COM class offered at SRHS.</p> <p>On site COM placement testing and counseling appointments for all seniors will take place in the spring semester.</p> <p>Students will participate in a COM field trip.</p>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED /</b></p> <p>\$500 / Title I    \$500 / Title III</p>	
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

**GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT**

- New
- Modified
- Unchanged

**Goal 2**

**Professional Development:** Provide all staff with differentiated professional development with a focus on developing the school into a Professional Learning Community through collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

Identified Need

As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting students with low socioeconomic supports, and low English language mastery. The need is to close the achievement gap while raising the achievement level for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall ELA scores will increase by 75 points.	SBAC ELA 23/25 Below Standard Score was -114	25/29 students are below standard. Score is -103		
Overall Math scores will increase by 80 points.	Math 25/25 Below Standard Score was -196	Math 29/29 Below Standard Score is -204		
As measured by the California Healthy Kids Survey, the percentage of students scoring Low in School Connectedness will decrease by 10%	CHKS School Connectedness scoring Low: 25%			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>Given the above increase in ELA scores, 60% of all students and 44% of SED students will proceed to the next Standard Level.</p> <p>Given the above increase in Math scores, 40% of all students and 38% of SED students will proceed to the next Standard Level.</p>	

On the California Healthy Kids Survey or a like alternative student survey, 85% of students will score Moderate to High for School Connectedness.

(For students not taking the CHKS, a short “in house” survey will be created and used to gain a more accurate understanding of the entire school population.)

**Goal 2, Action 1**

**Multi-Tiered System of Supports Description:** Staff will participate in district and administration provided professional development activities scheduled during summer, prior to the beginning of school and throughout the school year.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<b>PLANNED</b>	<b>ACTUAL</b>
	Teachers will participate in out of district conferences during summer and during the school year.  District and principal lead days of professional development planned during work year.	

<p>Teachers will continue their professional development activities meeting and collaborating with Phyllis Goldsmith from the UC Berkeley History and Social Science Project each month during team collaboration time and in the classroom.</p> <p>Our counselor will be included and attend trainings with other high school counselors in the district.</p>	
<p><b>BUDGETED / SOURCE</b></p> <p>\$1,800 / Title I \$600 / Title III</p>	<p><b>ESTIMATED ACTUAL</b></p>

Expenditures

**ANTICIPATED MODIFICATIONS TO**

**ACTION NARRATIVES:**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 2, Action 2**

**Multi-Tiered System of Supports Description:** Teachers will participate in weekly scheduled team collaboration meetings to discuss strategies for struggling students, plan and develop common instructional units and assessments, and to discuss and recommend timely academic and linguistic interventions.

<p><u>Students to be Served</u></p>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u> <hr/> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>
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Actions/Services

**PLANNED**

Team collaboration time of one hour per week has been implemented into Madrone’s daily schedule.

Classroom teachers will take turns as the facilitator of the collaboration time. The facilitator will be responsible for creating an agenda, documenting the discussion items, and reporting back to the principal.

Supplemental materials will be purchased as needed to support the collaborative units of instruction.

Our counselor will be an active member of the PLC during Team Collaboration time. The counselor will provide the team with strategies and supplemental materials to embed social emotional supports within the classroom.

**ACTUAL**

Expenditures

**BUDGETED / SOURCE**

\$750 / Title I    \$300 / Title III

**ESTIMATED ACTUAL**

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

### Goal 2, Action 3

**Multi-Tiered System of Supports Description:** Teachers will reflect on and continually improve delivery of instruction to include effective, research based instructional strategies.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services	<p><b>PLANNED</b></p> <p>Teachers will participate in ongoing PD during staff meetings to plan and reflect on cross curricular projects.</p> <p>Teachers will continue to work with the UC Berkeley History and Social Science Project each month during the school year to focus on student engagement through cross curricular projects .</p> <p>Principal feedback from weekly classroom visits will focus on teaching behaviors linked to teacher and school goals.</p> <p>Teachers will participate in peer observations and feedback.</p>	ACTUAL
Expenditures	<p><b>BUDGETED / SOURCE</b></p> <p>\$500 / Title I \$250 / Title III</p>	ESTIMATED ACTUAL

#### ANTICIPATED MODIFICATIONS TO

#### ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged



**Goal 2, Action 4**

**Multi-Tiered System of Supports Description:** Teachers, the counselor and the principal will meet and collaborate with all other county alternative education programs to share best practices and focus on continually improved delivery of academic instruction and career readiness from alternative schools throughout the school year.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>Marin County Office of Education along with each district's high school alternative education program will collaborate to share best practices. All teachers and administrators will participate and learn best practices at these team meetings that are scheduled for four times this school year.</p> <p>Teachers will meet in same subject teams and present to each other favorite academic lessons in order to gain from each other successful strategies.</p> <p>Principals will meet to discuss and gain knowledge of alternative school best practices.</p>	<b>ACTUAL</b>
	<p><b>BUDGETED / SOURCE</b></p> <p>\$250 / Title I</p>	<b>ESTIMATED ACTUAL</b>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 2, Action 5**

**Multi-Tiered System of Supports Description:** Classified staff will participate in and out of district professional development opportunities.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services	<p><b>PLANNED</b></p> <p>Our administrative assistant/school office manager, and counselor will attend an Aeries training</p> <p>Sexual harassment and mandated reporter trainings provided by the district.</p>	ACTUAL
Expenditures	<p><b>BUDGETED / SOURCE</b></p> <p>District provided</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 2, Action 6**

**Multi-Tiered System of Supports Description:** The principal, to improve teacher collaboration and student learning, will lead the entire staff to develop the school into a more effective Professional Learning Community.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services	<p><b>PLANNED</b></p> <p>The principal will share with all staff strategies to improve teacher effectiveness and student learning during regularly scheduled Team collaboration and faculty meetings.</p> <p>The teachers will identify and set school goals for themselves.</p> <p>The principal will cultivate the habit of conducting quick drop-in visits to each classroom to look for evidence of teaching behaviors linked to school goals. Within one day of each drop-in, the principal will briefly share his thoughts with the teacher face to face about what he saw.</p> <p>Evidence of each drop-in will be kept on the principal's daily calendar.</p>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p>No cost</p>	<p><b>ESTIMATED ACTUAL</b></p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 2, Action 7**

**Multi-Tiered System of Supports Description:** Teacher collaboration will lead to developing additional units of instruction for all subjects to improve ELA and Math performances for all students.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Teachers will participate at least one hour per week in Team Collaboration. This takes place after school and is part of the daily/weekly schedule.</p> <p>Teachers will share the leadership role of their teacher collaboration time by rotating as facilitator.</p> <p>The facilitator will be responsible for creating the agenda and reporting the results to the principal.</p>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p>\$750 / Title I    \$250 / Title III</p>	
<p><b>Expenditures</b></p>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
Goal 3	<b>Student Engagement &amp; School Climate:</b> Establish effective systems and a welcoming environment that allow staff, students and families to feel safe and included so that they can fully participate in learning and the school community.

Identified Need

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Chronic Absenteeism	38.6%	54.4%		
Suspension Rate (2014-2015)	79 students 5 suspensions = 6.3 rate	34 days, 14 students out of 90, resulting in a 15.5% suspension rate		
California Healthy Kids Survey: Perceived Safety at School	Safe or Very Safe 45%			
Caring Adults at School	80% students scored High to Moderate			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

On the next CHKS or like survey, 85% of students will score Moderate to High for School Connectedness	
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**Goal 3, Action 1**

**Multi-Tiered System of Supports Description:** School will follow state, county and district procedures and policies to monitor student attendance and encourage positive attendance throughout the year.

Students to be Served

- All School
- Students with Disabilities

[Specific Student Group(s)] -- (List here):

English Learners

Foster Youth

Low Income

[Specific Grade span(s)] -- (List here):

Actions/Services

**PLANNED**

Administrative assistant will contact absent students' parents daily after the beginning of the school day.

Administration will use various other strategies including restorative practices as an alternative to suspension whenever legally possible.

Truancy letters, School Attendance Review Team, and School Attendance Review Board will all be utilized when appropriate to deal with students who have truancy issues.

The Principal will participate at the county level in PD regarding best practices for SARBs.

California Healthy Kids Survey will be given yearly.

Home visits will be made to chronic truants.

Implement data gathering, monitoring, analysis and intervention actions for State metrics:

- School Climate Surveys
- Attendance including SARB compliance and chronic absenteeism
- Suspension rates
- Social emotional referrals

**ACTUAL**

Expenditures

**BUDGETED / SOURCE**

\$800 / Title I \$200 / Title III

**ESTIMATED ACTUAL**

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

- New
- Modified

**2018-19**

- New
- Modified

**2019-20**

- New
- Modified

✓ Unchanged	<input type="checkbox"/> Unchanged	<input type="checkbox"/> Unchanged
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**Goal 3, Action 2**

**Multi-Tiered System of Supports Description:** Madrone staff will use strategies from Positive Behavior Intervention System to improve school climate and overall safety of the school.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>Principal will lead staff in the implementation of PBIS strategies.</p> <p>The principal and staff will use restorative practices to correct negative behavior and avoid absences due to suspension from school and class.</p> <p>The principal will reward students for good weekly attendance and grades.</p> <p>The school will award graduates with exemplary attendance during the graduation ceremony.</p>	<b>ACTUAL</b>
	<p><b>BUDGETED / SOURCE</b></p> <p>\$600 / Title I \$200 / Title III</p>	
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**



<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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### Goal 3, Action 3

**Multi-Tiered System of Supports Description:** Develop a student leadership group to intervene with staff on student issues.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>A student will represent the student body on the School Site Council.</p> <p>Madrone students will participate along with students from TLHS and SRHS in the "Student Voice" training at the CSO in the fall.</p> <p>Madrone's Student Voice group will meet at least 1 time per quarter to engage in the school's decision making process.</p> <p>The principal will follow all mandates and guidelines to provide support for all foster and/or homeless youth.</p>	<b>ACTUAL</b>
	<p><b>BUDGETED / SOURCE</b></p> <p>\$400 / Title I</p>	
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 3, Action 4**

**Multi-Tiered System of Supports Description:** Madrone High School will participate with an adult ESL Program two times per week in the evening to support education and language acquisition for parents

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services	<p><b>PLANNED</b></p> <p>Second language adults are being offered classes at intermediate and advance levels to improve English skills.</p> <p>Second language adult students are offered GED and high school diploma study preparation towards a diploma.</p> <p>Phone calls and flyers in Spanish are directed to second language parents.</p>	ACTUAL
	<p><b>BUDGETED / SOURCE</b></p> <p>\$650 / Title III</p>	
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

### Goal 3, Action 5

**Multi-Tiered System of Supports Description:** Madrone high school will participate in education field trips and in school activities to support a positive student culture and to expose students to arts and the environment outside of the school building

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<b>PLANNED</b> All school field trip in the fall to Pt. Bonita. Planning an all school field trip to experience a play from Marin Arts. School will encourage parents to attend events with school as chaperones. 10,000 Degrees' in school presentations	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> \$1,200 / Title I    \$1,000/ Title III	<b>ESTIMATED ACTUAL</b>

### ANTICIPATED MODIFICATIONS TO

### ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 3, Action 6**

**Multi-Tiered System of Supports Description:** A social-emotional counseling intern will be added two days per week for additional and more intensive social-emotional support.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<b>Actions/Services</b>	<b>PLANNED</b> <p>The district has placed a counseling intern in the school 2 times per week to provide additional social and emotional support. The social emotional counselor will receive referrals from the academic counselor or students will refer themselves for additional supports on campus.</p>	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> \$10,000 / Title I	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
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<input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

## School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Paul Tuohy	Administration	<a href="mailto:ptuohy@srcs.org">ptuohy@srcs.org</a>	October 19, 2018
2. Alexis Morgan	Teacher	<a href="mailto:amorgan@srcs.org">amorgan@srcs.org</a>	
3. Casey Hunt	Teacher	<a href="mailto:chunt@srcs.org">chunt@srcs.org</a>	
4. Denise Corrado	Teacher	<a href="mailto:dcorrado@srcs.org">dcorrado@srcs.org</a>	
5. Tania Morales	Classified	<a href="mailto:tmorales@srcs.org">tmorales@srcs.org</a>	
6. Cameron Janicula	Student	<a href="mailto:cj01102@srcs.org">cj01102@srcs.org</a>	
7. Kimberly Sosa	Student	<a href="mailto:ks61066@srcs.org">ks61066@srcs.org</a>	
8. Ennya Gil	Student	<a href="mailto:eg6064@srcs.org">eg6064@srcs.org</a>	
9. Elizabeth Bartl	Parent	<a href="mailto:bethbartl@gmail.com">bethbartl@gmail.com</a>	
10. Judy Schwerin	Comm. Member	<a href="mailto:jschwerin@huckleberryyouth.org">jschwerin@huckleberryyouth.org</a>	

### Total Number of School Site Council Members

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	2	3

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - School Site Stakeholder Groups
    - Administration
    - Teachers
    - Classified Employee
  - Parent Stakeholder Groups
    - Parent
    - Community Member
  - Student Stakeholder Groups
    - Student Representatives
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

_____	_____	_____
Typed name of School Principal	Signature of School Principal	Date

_____	_____	_____
Typed name of SSC Official	Signature of SSC Official	Date

