

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 High School

Contact Name and Title

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2017-2018 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 or personal challenges, have been unsuccessful in the traditional high school. 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 is successful in working with 'at risk' students due to the personalized educational planning that students receive, excellent teaching provided by our staff, academic counseling, and mental health services provided by 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 parents set one of two goals: 1) to complete his/her education through Madrone High School; 2) to complete the school year, optimizing the opportunity to earn credits and return to a district comprehensive high school. 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 and is well-utilized by students.

Madrone High School provides a caring, enthusiastic and committed staff and effective structure to achieve school success for 'at risk' students. Consistently enforced guidelines 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.

SPSA HIGHLIGHTS

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

Last year, Madrone High School had a Western Association of Schools and Colleges (WASC) review and received six year accreditation through June 30, 2023.

In ELA state testing, Madrone 11th grade students had scores ranging from 2299-2671. With individual increases of 75 points, 60% of our students will reach the the next Standard Level. In Math, the range was from 2297-2604. With individual increases of 80 points, 40% of our students will reach the next Standard Level. These are clearly measurable goals where we can focus multiple efforts to increase our standard scores.

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 project facilitated by guest educator Phyllis Goldsmith. Ms. Goldsmith has connected with the staff and teachers have shown dedication to grow and work with each other on teaching 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 score 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 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)
Allocated	1,500.00	14,500.00	4,500.00	8,632.00	1,232.00	NA
Budgeted*						
Spent YTD						
Encumbered						
Available						
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	0.00	1,350.00	0.00			
2XXX	0.00	300.00	0.00			
3XXX	0.00	189.00	0.00			
4XXX-5XXX	1,500.00	12,661.00	4,500.00			

STAKEHOLDER ENGAGEMENT

SPSA Year

- 2017–18
- 2018–19
- 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 23, 2017 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 new to 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	23/25 Below standard			
SBAC - Math	25/25 Below standard			
SBAC: SED - ELA	14/16 Below standard			
SBAC: SED - Math	16/16 Below standard			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

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.

ACTUAL

I would encourage you to look at student scale scores and to define expected growth in student scores: <http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>

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 B in ELA and/or Algebra.

- 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	<p>PLANNED</p> <p>Teachers are paid hourly to provide before and after school group support.</p> <p>Teachers will provide one to one tutoring with higher level struggling students.</p> <p>Teachers and other qualified tutors to be paid from an hourly timesheet.</p>	ACTUAL
Expenditures	<p>BUDGETED AMOUNT / SOURCE</p> <p>\$1,500 / Title I</p>	ACTUAL EXPENDITURES

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

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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 in order to 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):

	<p>PLANNED</p> <p>Our counselor, who is formally trained in therapeutic counseling, will meet one to one with students in need to deal with their emotional issues, thus allowing them the freedom to be more present in school and in the classroom learning environment.</p> <p>The counselor will be available for students before, anytime during, and after school.</p> <p>Our counselor will meet as a members 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.</p>	<p>ACTUAL</p>
Actions/Services		
Expenditures	<p>BUDGETED / SOURCE</p> <p>\$400 / Title I</p>	<p>ESTIMATED ACTUAL</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 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: 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"/> [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>	<p>PLANNED</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>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>No cost</p>	<p>ESTIMATED ACTUAL</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 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: Teacher collaboration will lead to developing additional units of instruction for all subjects to improve ELA and Math performances.

<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):

Actions/Services	PLANNED One hour per week for Team Collaboration has been built into the school schedule. This takes place after school and is part of the daily schedule.	ACTUAL
Expenditures	BUDGETED / SOURCE \$600 / Title I \$250 / Title III	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

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 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: An Advisory period for students has been added to the school’s daily schedule one day per week for forty minutes to provide students with additional strategies to access content and improve student learning.

<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):

Actions/Services	<p>PLANNED</p> <p>Teachers will plan and deliver same 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.</p> <p>During the Advisory period, student 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.</p> <p>Students will be recommended for tutoring when their grades drop below a B.</p>	ACTUAL
Expenditures	<p>BUDGETED / SOURCE</p> <p>\$400 / Title I</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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 6

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"/> [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>	<p>PLANNED</p> <p>Site will implement SBAC-aligned district wide assessments to ensure college and career readiness for all students.</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>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>\$300 / Title I \$100 / Title III</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 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: Counseling interns have been added for two days per week for additional and more intensive social support.	
<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):

<i>Actions/Services</i>	PLANNED The district has provided the counseling interns to provide additional social and emotional support. Students receive referrals or self-recommend themselves for additional supports on campus.	ACTUAL
	BUDGETED / SOURCE District provided	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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 8

Multi-Tiered System of Supports Description: A college and career advisor has been assigned to Madrone for one day per week to work exclusively with the Madrone students.

<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):

Actions/Services	<p>PLANNED</p> <p>The college and career advisor will work one on one with students to assess and make recommendations for academic and career pathways after graduation. The advisor will also provide academic guidance to the student toward their career to ensure they will have access to pathways of interest during and after high school. The advisor will also provide support to students looking for current employment or who have expressed interest in a new field post high-school.</p>	ACTUAL
Expenditures	<p>BUDGETED / SOURCE</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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 1, Action 9

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>	<p>PLANNED</p> <p>The college and career night and financial aid meeting will both be scheduled during the first semester.</p>	<p>ACTUAL</p>
<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>\$250 / Title I \$100 / Title III</p>	<p>ESTIMATED ACTUAL</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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified
- Unchanged

Goal 2

Professional Development: Provide all staff with differentiated professional development with a focus on 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 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			
Overall Math scores will increase by 80 points.	Math 25/25 Below Standard			
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

85% of students on the CHKS will score Moderate to High for School Connectedness
Given the above increase in ELA scores, 60% of all students and 44% of SED students will proceed to the next Standard Level.
Given the above increase in Math scores, 40% of all students and 38% of SED students will proceed to the next Standard Level.

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"/> <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>PLANNED</p> <p>Out of district conferences during summer and during school year.</p> <p>District and principal lead days of professional development planned during work year.</p> <p>Teachers will continue their professional development activities meeting and collaborating with Phyllis Goldsmith from the UC Berkeley project two times per quarter during team collaboration time.</p> <p>Counselor will attend a 2 day training with all the other high school counselors in the district.</p>	<p>ACTUAL</p>
	Expenditures	<p>BUDGETED / SOURCE</p> <p>\$1,200 / Title I</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 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 discuss and recommend timely academic and linguistic interventions.

<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>	PLANNED Beginning this school year, team collaboration time of one hour per week has been implemented into Madrone’s daily schedule. Supplemental materials will be purchased to support these units of instruction.	ACTUAL
	(Empty cell)	(Empty cell)
<u>Expenditures</u>	BUDGETED / SOURCE \$600 / Title I \$250 / 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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
(Empty cell)	(Empty cell)	(Empty cell)

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>PLANNED</p> <p>Ongoing PD during staff meetings to plan and reflect on cross curricular projects.</p> <p>Teachers will continue to work with the UC Berkeley Project 8 times over 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>Peer observations and feedback.</p>	ACTUAL
Expenditures	<p>BUDGETED / SOURCE</p> <p>\$400 / Title I</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 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, counselors and principals 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>

Actions/Services	<p>PLANNED</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>	ACTUAL
Expenditures	<p>BUDGETED / SOURCE</p> <p>\$250 / Title I</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 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 district provided professional development.

<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>	PLANNED Aeries training provided for counselors, school office managers and administrative assistants. Sexual harassment and mandated reporter trainings provided by the district.	ACTUAL
	BUDGETED / SOURCE District provided	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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- New
- Modified
- Unchanged

Goal 3

Student Engagement & School Climate: Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.

Identified Need

As demonstrated by student attendance measures and records, there is a need to improve attendance both through improved compliance with attendance procedures as well as incentivizing positive attendance as part of PBIS.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate (2014-2015)	79 students 5 suspensions = 6.3 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, 85% of students will score Moderate to High for School Connectedness

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.

<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>PLANNED</p> <p>Administrative assistant will contact absent students’ parents 15 minutes after the beginning of the school day.</p> <p>Administration will use various other strategies including restorative practices as an alternative to suspension whenever legally possible.</p> <p>Truancy letters, School Attendance Review Team, and School Attendance Review Board will all be utilized when appropriate to deal with students who have attendance issues.</p> <p>The Principal will participate at the county level in PD regarding best practices for SARBs.</p> <p>California Healthy Kids Survey will be given this year.</p> <p>Home visits to chronic truants.</p> <p>Implement data gathering, monitoring, analysis and intervention actions for State metrics:</p> <ul style="list-style-type: none"> ● School Climate Surveys ● Attendance including SARB compliance and chronic absenteeism ● Suspension rates ● Social emotional referrals 	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>\$800 / 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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

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>

Actions/Services

PLANNED
 Principal will lead staff in the implementation of PBIS strategies.
 The principal and staff will use restorative practices to correct negative behavior and avoid absences due to suspension from school and class.

ACTUAL

Expenditures

BUDGETED / SOURCE
 \$600 / 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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 3, Action 3

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"/> [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	<p>PLANNED</p> <p>The counselor will meet with each student in the school 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 also be used to guide interested students toward appropriate community service.</p> <p>Opportunities are posted on bulletin boards throughout the school to inform students of the variety of opportunities</p> <p>On site COM classes will be offered.</p> <p>On site COM placement testing and counseling appointments for all seniors will take place.</p> <p>COM field trip.</p>	ACTUAL
	<p>BUDGETED /</p> <p>\$400 / Title I</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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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Goal 3, Action 4

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>

Actions/Services	PLANNED A student will represent the student body on the School Site Council. Madrone sent students to “Student Voice” training in order to engage more students in the school’s decision making process. The principal will follow all mandates and guidelines to provide support for all foster and/or homeless youth.	ACTUAL
	BUDGETED / SOURCE \$250 / 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 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 house 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"/> [Specific Student Group(s)] -- (List here):
	<input checked="" 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	<p>PLANNED</p> <p>Second language adults are being offered classes at 3 levels to improve English skills.</p> <p>Second language adult students are offered GED study preparation towards that diploma.</p> <p>Child care is provided at no cost for parents who wish to participate in the ESL program.</p> <p>Phone calls and flyers in Spanish are directed to to second language parents.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>\$532 / 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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 3, Action 6

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>

<p>Actions/Services</p> <p>Expenditures</p>	<p>PLANNED</p> <p>All school field trip planned for Pt. Bonita. Planned 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</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>\$682 / Title I</p>	<p>ESTIMATED ACTUAL</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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <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	ptuohy@srcs.org	October 19, 2017
2. Alexis Morgan	Teacher	amorgan@srcs.org	
3. Casey Hunt	Teacher	chunt@srcs.org	
4. Denise Corrado	Teacher	dcorrado@srcs.org	
5. Tania Morales	Classified	tmorales@srcs.org	
6. Karen Cifuentes	Student	kccifuentes@icloud.com	
7. Ricky Mendez	Student	rickymendezsocial@yahoo.com	
8. Kjersten Cox	Student	coxkiers10@gmail.com	
9. Brian Finley	Parent	BrianF@buckelew.org	
10. Judy Schwerin	Comm. Member	jschwerin@huckleberryyouth.org	

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:
 - Parent Stakeholder Groups (Adjust list to reflect any site specific groups)
 - Home and School Club
 - Special Education
 - Gifted and Talented
 - Foster, homeless, disadvantaged
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - Student representatives
 - ASB
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

