Madrone High School
2016 - 2017
Single Plan for Student Achievement

San Rafael City Schools Mission Statement

The San Rafael City Schools community ensures that every student receives an empowering education. High expectations and skillful individualized instruction enable all students to embrace their own learning, think critically, and experience success.

Our welcoming school climate ensures our diverse community of students, families, staff, and community members are treated with dignity and respect, creating opportunities for participation, engagement and support. Every student graduates ready for college and/or a career, able to take responsibility for a future that includes life-long learning.

Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The SPSA is a Title I Schoolwide Program Plan.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jane Songer, Principal
Telephone Number:415-485-2435
Address: 185 Mission Avenue, San Rafael, CA 94901
E-mail Address: jsonger@srcs.org
County-District School (CDS) Code: 21-65466-2133254
Date of this revision: January 2017

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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:

   ☒ English Learner Advisory Committee   Hortalia Rodas _   Signature _____

   ☐ Title I Advisory Committee **N/A** _____   Signature _____

   ☐ Other advisory committee **N/A** _____   Signature _____

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 herein 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 __March 2, 2017__ .

Attested:

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

Hortalia Rodas_____   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

State guidance for school site council membership:

Middle grades SSC composition falls under the rules for secondary schools. For the first time students are included in the SSC. At the secondary level the council shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852). Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jane Songer	☒	☐	☐	☐	☐
Eve Cooper	☐	☐	☒	☐	☐
Alexis Morgan	☐	☒	☐	☐	☐
Hortalia Rodas	☐	☐	☐	☒	☐
Sarah LeValley	☐	☐	☐	☒	☐
Dahlia Gutierrez	☐	☐	☐	☐	☒
Francisco Guillen	☐	☐	☐	☐	☒
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	1	1	2	2

Governance and Funding

1. The School Site Council will hold 4 meetings in the 2016-2017 school year.

2. At Madrone High School, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:

    ☒ Title I
    ☒ Title III, Immigrant
    ☒ Title III, LEP

3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:

    ☒ Review by SSC members
    ☐ Changes recommended as a result of ELAC and Title I parent Advisory Groups
    ☒ Meetings with stakeholders
    ☒ Input/changes recommended by site staff
    ☐ Input/changes recommended by Needs Assessment Survey data
    ☐ External Consultants

4. Parents are involved in decision-making at the site and district level by participation in:

    ☒ School Site Council
    ☒ Site Advisory Councils: (X) Title I   ( ) ELAC   (   ) PTA   (   ) Other: _____
    ☒ District Advisory Committee: (X) LCAAP PAC   (   ) DELAC   (   ) DAC/Title I

5. At Madrone High School, at least 85% of the funds available for programs are spent for direct services to students.

6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evidenced by:

    ☒ Budgets (expenditures)   ☐ PAFs (Personnel Action Forms)
    ☒ Field Trip Forms   ☐ Requisitions
    ☐ Capital Outlay   ☐ Conference Reports

7. For Title I Schoolwide Program schools, provide any parent comments of dissatisfaction with the plan here.
    ☒ Check here if none received

Madrone High School

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.
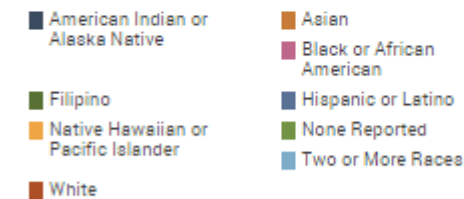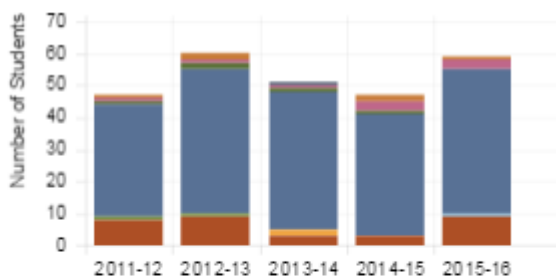
Description of School Programs
Madrone is successful in working with 'at risk' students due to the personalized educational planning that students receive, excellent teaching provided by our staff, academic counseling, and mental health services provided by the San Rafael Police Department Youth Bureau, 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.

Demographic and Assessment Data

Demographic Characteristics 15-16	Madrone	District	Madrone	District
Enrollment	47	2,356	59	2,420
English learners	12.8%	16.6%	20.3%	17.1%
Free / Reduced Lunch	70.2%	41.7%	71.2%	45.1%
Fluent English Proficient	68.1%	38.7%	54.2%	38.1%

Enrollment by Ethnicity

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- None Reported
- Two or More Races
- White

View Table Data ⌄

Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	0	0	1	0	0
Asian	1	2	0	2	1
Black or African American	1	1	1	3	3
Filipino	1	2	1	1	0
Hispanic or Latino	35	45	43	38	45
Native Hawaiian or Pacific Islander	0	0	2	0	0
None Reported	1	1	0	0	0
Two or More Races	0	0	0	0	1
White	8	9	3	3	9
Total	47	60	51	47	59

Chart Notes   Source

This graph displays the number of enrolled students by the federal race/ethnicity categories. *Note:* These counts do not include short-term enrollments.

Free and Reduced Lunch Students

Free & Reduced   Full Price
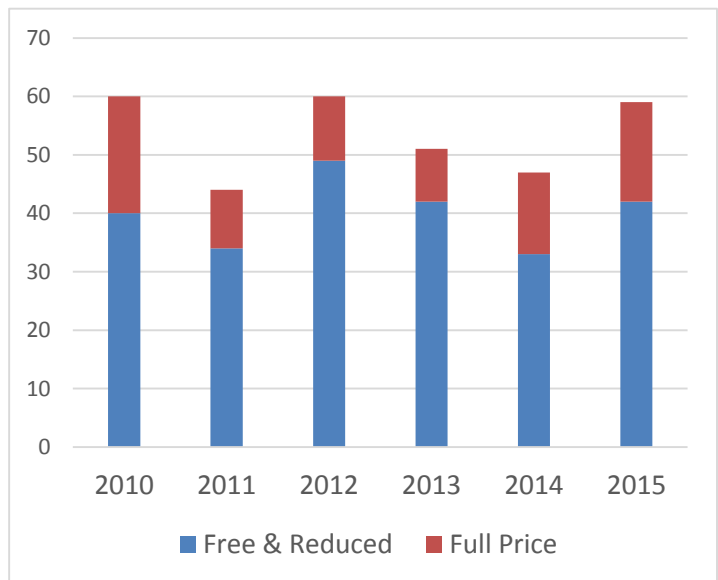
Language Fluency Trends
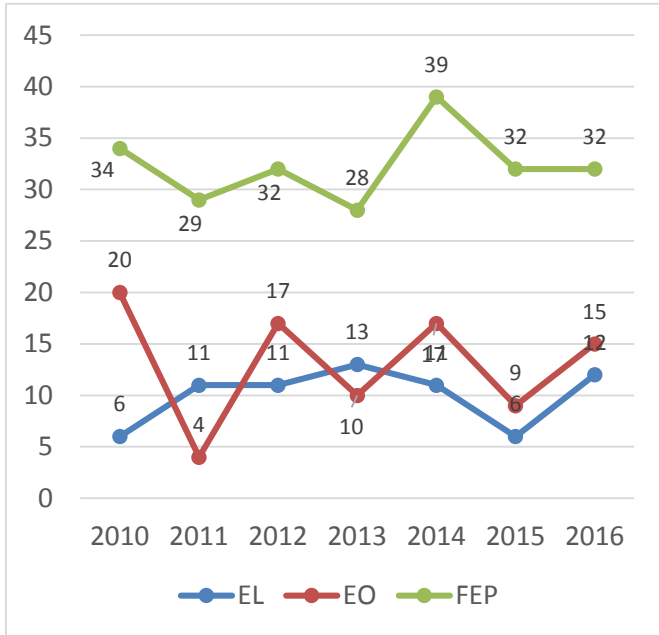
2016-2017 CELDT Data: Overall Placement by Grade Level

CELDT Overall Count by Grade Level	3	4	5	Total
11		16	15	31
12	3	28		31
Total	**3**	**44**	**15**	**62**
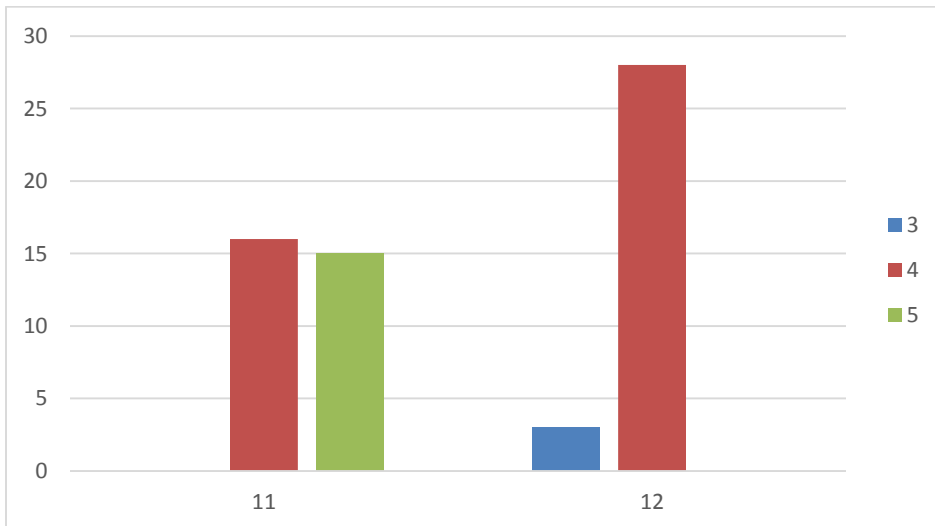
School Academic Performance Index: *Please note, the most recent update provided by the CDE is 2013*

Academic Performance Index All Students

Academic Performance Index Socio-Economically Disadvantaged
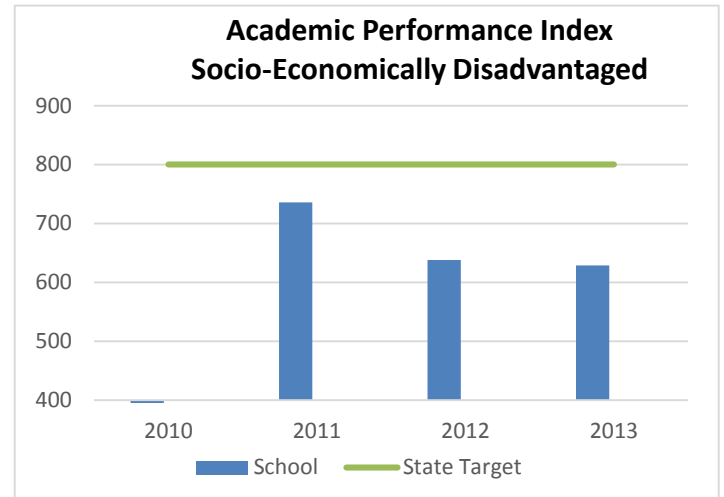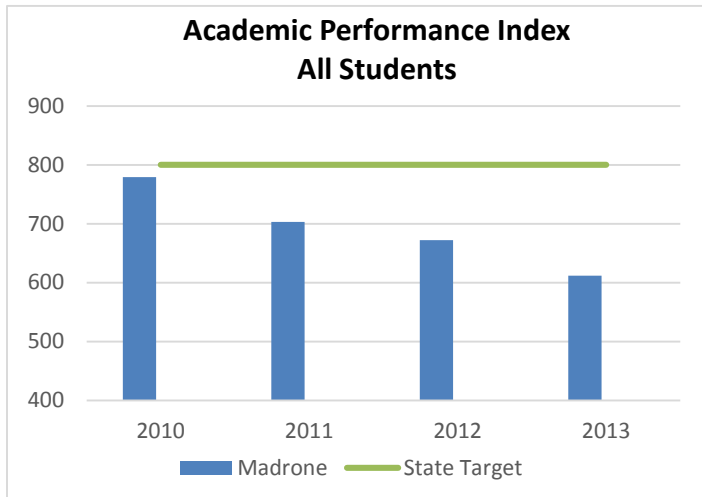
2015-2016 Smarter Balanced Performance Data

2015-2016	Madrone High Continuation

SBAC ELA/Literacy Scale Score

Grade	Not Met	Nearly Met	Met	Exceeds	Total
11	64%	32%	5%	0	101%

2015-2016	Madrone High Continuation

SBAC Mathematics Scale Score

Grade	Not Met	Nearly Met	Met	Exceeds	Total
11	91%	9%	0	0	100%

Data Analysis

Overall student achievement data is analyzed within individual departments. This data includes CELDT scores, D and F quarter and semester grades, benchmark assessments, attendance, truancy and discipline reports. Traditionally, CST data was reviewed annually, and teachers are now beginning to transition to a completely different type of assessment system with the introduction of Smarter Balanced Assessments. The annual review of data then begins to lay the foundation for providing resources and support in identified areas for growth.

Teachers meet twice a month to discuss grading practices, create common assessments, and share samples of student work. The purpose of this collaborative time is to begin to calibrate instruction, and eventually to shift from a culture focused on teaching to a culture focused on student learning. Over the past three years, the strong focus on collaboration has enabled teachers across the campus to engage in critical conversations that are changing the landscape of Madrone High School. This work has positioned Madrone to embrace the Common Core standards as well as 21st Century learning initiatives across the District.

Preparation of the WASC report and documentation of progress has been taking place since our self-study during the 2011-12 school year. The principal along with the teachers have closely monitored progress. Because the WASC action plan written in 2011 was before LCAP, we have needed to make adjustments to align our WASC report with the Single Plan for Student Achievement and the District's goals.   20
Schoolwide, we are continuing Common Core implementation with a focus on literacy and increasing student engagement and academic discourse. All school initiatives and programs are linked directly to LCAP Goals and the WASC report.

Student Achievement on the CST trended downward through 2012, as evidenced by the API scores. The new format for testing also makes it challenging to use true comparison data since the CSTs and Smarter Balanced testing are so significantly different. Smarter Balanced test results showed only 5% of the students who took the test met the ELA/Literacy Scale score. 32% nearly meet the score and 64% did not meet the scale score.   In Math, only 9% of the students who took the test nearly met the Math Scale score and 91% did not meet the scale score. Since less than 30 students took the test, Madrone did not have enough students participating to make the scores statistically relevant.

Beyond those complexities, the small sample size of Madrone, combined with the fluidity of the student population makes it even more difficult to evaluate the academic program by this information alone. The size and demographics of the testing population reveals that the achievement gap and performance by each ethnic group fluctuates significantly from year to year and from subject to subject, further drawing into question the credibility of the trending scores. Madrone High School, however, recognizes that greater emphasis must be placed on test preparation and student motivation/attitude toward testing, regardless of the number and fluidity of the testing population.

Like many alternative high schools, Madrone looks to other data points to evaluate the success of its program. Average daily attendance, suspension rates, rate of credit recovery, graduation rates, and the D/F rate are of primary concern for our population of students. In 2009-2010, the California Department of Education changed the API calculation for the Alternative Schools Accountability Model (ASAM). As a result, alternative schools earn their API without consideration of other data points. Madrone, however, continues to look to these other sources of data to inform our decisions.

Data indicates that average daily attendance is an area where much growth has been achieved. However, significant sustained effort is necessary to maintain and improve that rate.

Suspension rates for at-home suspensions are decreasing due to more in-school suspension except in drugs and/or physical violence. More students attend on a regular basis because students know there is a consistent discipline police with zero tolerance for drug, alcohol, and violence of any kind.

Further, the patterns of credit recovery reveal that some students continue to make slow academic progress at Madrone; this data underscores the need for an on-going intervention process within the framework of the Madrone alternative education program. In addition, the rate of students earning a D/F grade in one or more courses at progress report is significant. It appears to be trending downward as the students complete the quarter. The rate is much higher in the core subjects, compared to the elective courses, thereby warranting some investigation into individual teacher grading practices, grading rubrics, and the culture of expectation that heavily focuses on credit recovery rather than academic excellence in student work.

Both staff and students perceive that students would benefit from additional opportunities to prepare for college and career readiness, as evidenced by staff observation and conversations with students. Madrone anticipates that adding more vocational opportunities will improve student engagement, and thereby improve student attendance, behavior, and academic achievement. In addition, students would benefit from increased opportunities to improve their financial literacy. Currently, students do not receive information about financial literacy except when they attend the Bite of Reality program which is sponsored by Redwood Credit Union. Students also learn about financial literacy during the COM counseling class, internships, and work experience. Madrone teachers will reflect on the current curriculum and instruction related to financial literacy and find ways to bolster this effort and improve student outcomes.

One of the areas of greatest strength for Madrone High School is its' graduation rate. Madrone has a high graduation rate and although students arrive with severe credit deficiencies and limited time for credit recovery, the staff work diligently and successfully to support most students in achieving a diploma. Once the students accept their placement at Madrone and embrace the opportunity to return to the comprehensive high school and/or graduate from Madrone, their grades, attendance and academic involvement improve dramatically.

The SPSA evaluation will indicate completion or progress towards implementation of goals and objectives in the *Single Plan for Student Achievement*. It will also help the School Site Council in the development of SPSA goals, objectives and activities for the upcoming school year. When possible, please include data related to the progress toward goals (i.e. number/percent of participants, changes in benchmark assessment results, reports generated, number of professional development activities provided, amount of funds spent on staff, materials, etc. and other data related to the implementation of the SPSA goals/objectives).

2016-2017 Desired Outcomes	All teachers will

All teachers will

·   Know, understand, and recognize the instructional implications for the six shifts in English Language Arts & Literacy

·   Implement Common Core aligned meaningful units of instruction in all subject areas

·   Know, understand, and recognize the instructional implications for the six shifts in Mathematics and the eight Standards for Mathematical Practice (SMPs)

·   Implement engagement strategies and academic discourse frames developed during professional development with Phyllis Goldsmith (UCBHP)

·   The Madrone English/History teachers have selected the following focus areas and goals:

   o   Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

   o   Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

   o   Conduct short as well as more sustained research based on focused questions, demonstrating understanding of the subject under investigation.

   o   Draw evidence from literary or informational texts to support analysis, reflection and research.

   o   Cite specific textual evidence to support analysis of primary and secondary sources, as evidenced by short and essays

   o   Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions, as evidenced by short answers, oral presentations, discussions in class

·   The Madrone Art teacher has selected the following focus areas and goals:

   o   Students will learn to process, analyze, and respond to informative, instructional, and explanatory texts from content specific areas, so as to infuse the Common Core standards for literacy into Art in a variety of ways

Plan Implementation	• *Identify strategies in the SPSA that were fully implemented.* • *Identify strategies in the SPSA that were not fully implemented as described in the plan or within the timeline.* · *What specific actions related to those strategies were eliminated or modified during the year?* · *Identify barriers to full or timely implementation of strategies.* · *What actions were taken to mitigate or overcome those barriers?* · *What impact did the lack of implementation of these strategies have on student outcome?*

Teachers understand the six shifts in ELA and mathematics.

- The English/History teachers continue to refine the rigorous program through a focus on developing the capacity of students to make clear arguments after an analysis of content and support claims in writing routinely both short and long response to a variety of audiences.
- The History teacher has incorporated the analysis of primary and secondary sources into all units of instruction.

Full implementation of the CCSS and the pedagogical shifts is a multi-year process and requires ongoing professional development and site support.

Strategies & Activities	*Identify strategies or activities that were particularly effective in improving student achievement.*
	
	• *Identify strategies or activities that were ineffective or minimally effective in improving student achievement.*
	  · *Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?*
	  · *Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?*

	District and school direction is to transition to the expanded expectations of Common Core State Standards in every classroom, department, and grade level. Although CCSS in its inception will only measure student performance in ELA and mathematics, every department at Davidson is in full study of expanded formats of unit development based on higher level thinking, critical analysis across fields of information, and production of knowledge-work typical of college and career preparedness expectations. All teachers are working to design meaningful units of depth and complexity centered on essential questions worth answering. All teachers have developed a minimum of three CCSS aligned units.
Involvement & Governance	• *How was the SSC involved in the development of the plan?* • *How were advisory committees involved in providing advice to the SSC?* • *How was the plan monitored during the school year?*
	During the 2014-2015 school year, the Madrone Site Council received information on school goals to position them to advise staff in the development of the 2015-2016 Single Plan for Student Achievement. Throughout the school year, at regularly scheduled School Site Council meetings, the Site Council was apprised of student progress toward the achievement goals set in the 2015-2016 SPSA. The Site Council met in January and February to review the SPSA and provide suggestions and input regarding the goals for students.
Outcomes	• *Identify any Desired Outcomes that were met.* • *Identify any Desired Outcomes that were not met or partially met.* • *Based on this information, what might be recommendations for future steps to meet Desired Outcome(s)?*

Since 2012, a district-wide directive was given to focus fully on transition to the Common Core State Standards. Appropriate adjustments have been made in terms of student achievement gains so as to hold the reasonable expectations that students, subgroups, and the school overall would maintain the gains of the prior four years. As expected and expressed in our adjusted expected outcomes, almost all departments, grade levels, and individual teachers made significant progress by holding to the achievement gains of the preceding four years.

Madrone High School continues this work through on-site professional development (UCB H/SS Project). The Madrone teachers continue to implement of Common Core alignment through both horizontal and vertical articulation. They are teaching Common Core aligned units and implementing Common Core aligned Writing Across the Curriculum, such as the creation of complex, high level writing prompts – that include rigorous rubrics – for all content areas.

District Initiatives

COMMITMENT TO EQUITY, ACCESS & ACHIEVEMENT

GOALS
- College, career, and community readiness upon graduation from high school for all students
- School system (not a system of schools)

2016-2018 STRATEGIC PRIORITIES

- **Aligned K-12 Curriculum & Assessments** to the advanced levels of the Common Core State Standards.
- **Professional Growth System** Implement and improve district wide professional growth system for teachers, support staff, and administrators at all levels.
- **Align All District Resources & Activities** Purposeful identification and selection of personnel, instructional materials, equipment & supplies to support College and Career Readiness.

2016-2018 CCSS INSTRUCTIONAL FOCAL POINTS

- Common Core aligned ELA/ELD units of instruction will include all components as identified by the district and undergo a review process.
- Full implementation of Common Core math standards:
  - · K-5 *Every Day Math* CCSS
  - · K-12 Implementation of Math Practices
- Gain a deeper understanding of ELA/ELD framework, standards and continue to provide specific ELD instruction, with emphasis on speaking and listening. Pacing of standards and skills have been vertically aligned (6-12).

COMMON CORE STATE STANDARDS *Essential Shifts in Instruction*

Shifts in English Language Arts/Literacy	
1 **Balancing Informational and Literary Text**	Students read a true balance of informational and literary texts.
2 **Knowledge in the Disciplines**	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
3 **Staircase of Complexity**	Students read central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
4 **Text-based Answers**	Students engage in rich and rigorous evidence-based conversations about text.
5 **Writing from Sources**	Writing emphasizes use of evidence from multiple sources to inform or make an argument, and support claims.
6 **Academic Vocabulary**	Students constantly build the transferable vocabulary they need to access grade level complex texts. [This can be done effectively by spiraling like content in increasingly complex texts.]

Shifts in Mathematics	
1 **Focus**	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
2 **Coherence**	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
3 **Fluency**	Students are expected to have speed and accuracy through repetition, core functions.
4 **Deep Understanding**	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn how to think mathematically.
5 **Application**	Students are expected to use math and choose the appropriate strategy for application even when they are not prompted to do so.
6 **Dual Intensity**	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Shifts in English Language Development
1 From lock-step linear → spiraling, dynamic and complex social processes
2 From focus on accuracy → collaboration, comprehension, communication
3 From simplified texts and activities separate from content → use of complex texts and content integral to language learning
4 From English as a set of rules → meaning-making and language choices
5 From central focus on grammar and syntax → grammar and structure within meaningful context

6	From literacy foundational skills as one size fits all → targeting varying profiles of ELs and tapping linguistic resources
7	From grade span → grade level

District Initiatives

LOCAL EDUCATIONAL AGENCY PLAN

A technical assistance provider conducted a district needs assessment of both San Rafael City school districts in early 2012, including review of district and site documents, four District Liaison Team meetings, and classroom walkthroughs of four Title I sites, including three Program Improvement sites. Based on the needs assessment, the technical assistance provider made recommendations which were incorporated into Specific Actions for the five Performance Goals adopted by California's State Board of Education.

Performance Goals:
1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2017-18.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students are taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

LEA Plans for both districts were approved by the Board on and can be downloaded at www.srcs.org/leap.

PROFESSIONAL DEVELOPMENT PROVIDERS

Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation: University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, NGSS and new Social Science standards, introduces discipline-specific literacy strategies, plans for work with grade-level or subject-specific teams, and develops Common Core-aligned curriculum using literacy strategies, the new CCS ELD Standards, and analyzes student work to drive planning and instruction

PreK-3 SEAL: Common Core for English Language Learners: Dr. Laurie Olsen is the Director of the Sobrato Early Academic Literacy and statewide consultant with school districts in California on English Learner education. She will provide training and consultation on how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners.

Guided Language Acquisition Design: Jabbar Biegs and Naurin Kahn, of Be GLAD provide training in Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to standards, the model trains non-SEAL teachers to provide access to core curriculum using local district guidelines and curriculum.

School Improvement Goals

Goal 1.0: *Student Learning – Each student receives rigorous instruction that leads to mastery of the Common Core State Standards while continuing to foster critical thinking, collaboration, creativity, and communication skills.*

Strategy 1.1: All students will develop mastery of the English language arts Common Core State Standards.

Action Step 1.1.1: Teacher collaboration will lead to developing additional units to provide ELA across all classes.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August '16 – June '17	Jane Songer	Professional Development day provided by staff	None	N/A

Action Step 1.1.2: Classroom teachers will integrate the Common Core ELD standards into instructional units in English language arts and history/social science and monitor ELs for timely acquisition of English proficiency.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – June '17	A. Morgan/D. Corrado	None	None	N/A

Action Step 1.1.3: Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted intervention program.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – June'17	Jane Songer	After school support is mandated for students not meeting required levels of standards mastery in ELA.	None	Title I

Strategy 1.2: All students will develop mastery of the math Common Core State Standards.

Action Step 1.2.1: Staff will create a minimum of 2 Common Core units to implement across all curriculum.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – June '17	Jane Songer	Collect and review a minimum of 2 units from each teacher	N/A	N/A

Action Step 1.2.2: Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – June '17	Casey Hunt	Work with Director of EL Programs for support to ensure the ELD standards are integrated into math and science.	$200	Title III

Action Step 1.2.3: Students not meeting the required levels of standards mastery in core courses will be required to participate in site based targeted intervention programs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

Sept. '16 – June'17	Jane Songer	None Students are mandated to stay after school to receive additional instruction in core courses.	$500	Title III

Strategy 1.3: 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.

Action Step 1.3.1: Site will implement SBAC-aligned district-wide assessments to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
May '17	Jane Songer/Alexis Morgan			

Action Step 1.3.2: Teachers will collaborate in the creation of embedded assessments that are SBAC-aligned to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – May '17	Jane Songer/Site staff	Teachers meet twice per month and review SBAC-aligned assessments for students.	None	N/A

Action Step 1.3.3: Site administrators and lead teachers will collaborate in the analysis of assessment results to address professional development needs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – May '17	Jane Songer/Site staff	Administrator and teachers review assessments monthly to determine professional development.	None	N/A

Goal 2.0: *Staff Support – Provide the professional development necessary to support our goals.*

Strategy 2.1: Teachers will participate in district-provided professional development.

Action Step 2.1.1: UCB HSSP

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. 16 – May '17	Phyllis Goldsmith	Teachers are working with Phyllis Goldsmith (UC Berkley project) to create and implement common core units across the curriculum.	$21,000	CCS one-time funds

Strategy 2.2: Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions, and efficacy in implementing the CCSS (including integration of ELD as needed).

Action Step 2.2.1: Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Aug. '16 – June '17	Jane Songer	Staff meets twice a month to collaborate on the development of instructional units and assessments.	None	N/A

Action Step 2.2.2: Teachers will reflect on and continually improve delivery of instruction to include effective, research-based instructional strategies.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – June '17	Jane Songer	Ongoing PD during staff meetings and through observations of other teachers at other sites.	None	Title III

Strategy 2.3: Classified staff will participate in district-provided professional development.

Action Step 2.3.1: District provided training for AERIES data entry

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – May '17	Doug Marquand	Quarterly trainings by the DO are provided for classified staff with regards to AERIES.	None	District personnel

Goal 3.0: *Culture, Climate, & Community Engagement – Establish welcoming, efficient, and effective practices that foster and deliver high quality customer service. Develop and implement highly effective communications that increase awareness, participation, and support from parents and community members for the district's goals.*

Strategy 3.1: Staff will participate in professional development to ensure the use of welcoming, efficient, and effective practices.

Action Step 3.1.1: Staff

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16	Jane Songer	Continue 10,000 Degrees 'Road to Success' presentations and expand to juniors for the 15-16 school year. Continue to offer Compass concurrent enrollment to all students. BACR counseling for Title 1 students Offer COM counseling class on site during the Madrone school day. Continue on site COM placement testing and counseling appointments for all seniors. The administrative assistant will review with the principal expectations regarding welcoming and effective practices.	$15,000	Title I

Strategy 3.2: Staff will increase family engagement in decision-making.

Action Step 3.2.1: Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data are gathered from families.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16	Jane Songer	None	$25	Site budget

Action Step 3.2.2: ELAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – June ' 17	Jane Songer	Committee monitors FEPs and reviews CELDT scores to determine if student needs to be redesignated	None	None

Action Step 3.2.3: LCAP PAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Sept. '16 – May '17	Jane Songer	Ensure parent representation on the LCAP PAC	None	None

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Categorical Allocations

☐ This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs	Allocation
☒ **Title I, Part A: Allocation (Resource 3010)** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$8,786
☐ **Title I, Part A: Parental Involvement** Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	NA
☒ **For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$879
☒ **Title I, Part A: Alternative Supports** Purpose: Services and programs that remove barriers to promote academic achievement of eligible students. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs	$3,284
☒ **Title III, Part A: Immigrant Students (Resource 4201)** Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	$0
☒ **Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203)** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$1,372
☐ **Other federal funds**	
Total amount of federal categorical funds allocated to this school	$14,321

2016 – 2017 Categorical Budget

Date of this Revision	March 1, 2017

Funding Resource	15-16 Carryover	16-17 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A	$9,446	$8,786		$14,140.50	Bay Area Community Resource - Counseling	$4,091.50
Title I, Professional Development	$0	$879		$160	Professional Development	$719
Title III, Immigrant	$258	$0			Supplemental core content instruction	$258
Title III, LEP	$2,436	$1,372			College of Marin counseling class Additional literature for ELL	$3,808

Summary of Centralized Services

Program Common to Most Schools

Administration
Provide administrative support of schools:
· Monitoring schools for compliance
· Development and monitoring of budgets
· Allocating funds
· Working with district committees to provide assistance and coordination to school sites
· Participating on county and state committees to support and coordinate school programs
· Implementing District Board *Roadmap to the Future* goals

Planning/Evaluation
Provide schools with assistance in the development of schools including:
· Development of instruments and forms
· Processing of surveys and test results
· Interpreting of survey and test results including analysis of standardized testing/content standards
· Reviewing school plans for compliance and quality of program
· Monitoring schools for program effectiveness
· Conducting evaluation of program at the district and school level for effectiveness
· Facilitate personnel assignments for all site level reviews
· Development of district application for funding
· Completion of annual reports

Implementation
· Process all funded personnel
· Monitor and revise all school budgets, plans, and time use of multi- funded personnel
· Provide on-site assistance to schools for implementation of planned activities
· Facilitate committee process /decisions related to annual program proposal guidelines
· Process all proposals

Staff Development
· Coordinate the processing of all travel/conference/materials requests
· Provide training to School Site Council members on roles and responsibilities
· Provide training in CPM and WASC processes and plan development and/or improvement
· Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

Parent Involvement
· Provide parent education training by request
· Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy

Summary of Centralized Services

<u>Title I Centralized Services</u>

<u>Administration</u>
- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by the ***Elementary and Secondary Education Act.***

<u>Planning/Evaluation</u>
- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

<u>Implementation</u>
- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs

<u>Staff Development</u>
- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are compliant with the ***Elementary and Secondary Education Act.***

<u>Parent Involvement</u>
- Monitor parent compact and parent involvement policies at individual sites

<u>EL Centralized Services</u>

<u>Administration</u>
- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective English learner programs
- Coordinate administration of California English Language Development Test

<u>Planning/Evaluation</u>
- Provide support for program compliance and quality
- Supervise development and revision of school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to monitor implementation of programs and instructional initiatives

<u>Implementation</u>
- Coordinate the delivery of support services for English learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor successful access to content standards and course pathways for English learners

<u>Staff Development</u>
- Coordinate and provide PD regarding ELD standards and differentiation of core content instruction
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

<u>Parent Involvement</u>
- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

MADRONE HIGH SCHOOL
Policy for Parent Involvement in the Education of Their Children

Madrone High School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.

2. Parent involvement in their children's education improves student achievement.

3. Parent involvement in children's education is more important to student success than family income or education.

4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.

5. The benefits of parent involvement for students are not limited to early childhood or the elementary grades; positive benefits continue on through high school.

6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Madrone believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Common Core Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Parental involvement, as described in this policy, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in the fall at a time and date which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of children in the core academic program. In addition, parents will receive specific information about the

Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.

- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.
The compact shall:
- Be signed by all parties – parent, student, teacher(s), and principal – and a copy give to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement Madrone High School shall:

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the Elementary and Secondary Education Act (ESEA), Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:

- State Content Standards and achievement goals all students are expected to meet.
- The requirements of Title I
- How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
- Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
- Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.

2. Madrone staff shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:

- Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.

- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
- Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
- Become knowledgeable about parent rights as specified in California statutes and in ESEA, Title I, Part A.

3. To further the goal of effective parent involvement, the Madrone staff will:

- Conference with parents and student to educate parents about Madrone and keep them informed of their child's graduation status
- Provide college and career opportunities for parents
- Examine and adopt model parent involvement program
- Work with and support a parent group (such as PTA) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
- Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and Title I Advisory Committee.
- Form alliances with community-based agencies and businesses outside of the school to connect families, in need of assistance, to appropriate services.
- Provide other support and services as required by parents.

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.