

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

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2018-2019 Single Plan for Student Achievement

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THE STORY

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

Mission Statement

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.

School Description

Although Terra Linda high school does have an ever-changing population, it does not qualify for Title 1 funding. The campus occupies 29 acres in a serene, residential area off Manual Freitas Parkway in northern San Rafael. Students who typically attend Terra Linda High School include graduates from Miller Creek Middle School (part of the neighboring Dixie Elementary District), Venetia Valley K-8, and Davidson Middle School, although students from other local public and private schools in addition to schools from areas surrounding San Rafael also attend. This is due to an open enrollment policy in the San Rafael High School District that allows students from anywhere in San Rafael to choose either of the two high schools in the District. Additionally, we are a district of choice, which allows the children of anyone who works within the boundaries of the city of San Rafael, to enroll in our schools.

<u>Enrollment</u>	<u>Student Diversity</u>
Total enrollment - 1, 235	
Enrollment by class:	
<i>Class of 2019</i> - 302	White 44%
<i>Class of 2020</i> - 302	Latino 43%
<i>Class of 2021</i> - 325	Asian 6%
<i>Class of 2022</i> - 306	African American 2%
	Other 5%

The Terra Linda community has a tradition of innovation and excellence, and it has continued this tradition through a strong focus on preparing all students for success in postsecondary opportunities in college, career and community directed by the school leadership teams that strongly supports this vision. All students have access to the core curriculum, which includes English, math, social sciences, and science. Students are encouraged to develop a six-year plan for their high school education when they are in the eighth grade in middle school. Students follow a traditional bell schedule on Mondays, with a block schedule the remainder of the week and take six or seven classes as a full load. Students wishing a greater challenge are encouraged to enroll in Honors and Advanced Placement courses. Many students at Terra Linda are concurrently enrolled in courses at the College of Marin. In 2016, we began offering College of Marin courses on the Terra Linda campus. These courses (typically 2 per semester) are open to interested sophomores, juniors and seniors.

Terra Linda has implemented a system of interventions to ensure that students who need additional academic support have access to both the core curriculum and appropriate early interventions. A robust after school tutoring program supports students at all ability levels, providing both peers tutors and adults through the Marin Volunteer Community. Students with disabilities have exceptional access to the core curriculum through concurrent enrollment in Resource classes and college-prep coursework. English Language Learners (ELL) receive extended learning opportunities through English Language Development (ELD) courses.

Terra Linda offers a variety of programs designed to increase college access for traditionally underserved populations. These programs include Advancement via Individual Determination (AVID), College of Marin Promoting and Supporting Success (COMPASS), college access partnerships, and our counseling/college and career center prepare all students, including first generation college bound students for entry into two and four year colleges and universities. We offer a full range of extra and co-curricular courses and programs in the art, music, drama, athletics, leadership, and community service. Additional student supports include a tutorial period built into our bell schedule and offered two days per week, after school tutoring, therapeutic counseling, and community based health and wellness partnerships.

Terra Linda High School is also home to an academy program, the Marin School of Environmental Leadership (MarinSEL). With an average of thirty students at each grade level, MarinSEL currently encompasses grades 9-12, with a total of approximately 120 students. Formed in August 2011, MarinSEL is a project-based, environmentally-focused program, with emphasis on the development of both leadership and 21st century skills. MarinSEL students have five common classes during their freshman year, three in their sophomore and junior years, and one in their senior year, with an external internship through Skyline Community College in San Bruno, California.

SPSA HIGHLIGHTS

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

In the 2018-2019 school year, Terra Linda High School's SPSA report will focus on how we assess student learning and how we build community by creating a school culture where all students are engaged, supported, and welcomed. Since the 2017-2018 school year, we have made tremendous progress in both these areas, and documenting our successes, in addition to mapping out further steps in our action plan has allowed for meaningful change.

Some of the highlights from this report include:

- The action steps created and implemented in an effort to close the achievement gaps that are present with our graduation rate data. We have increased academic support for all struggling students, more specifically our EL students and economically disadvantaged, through during and after school programs, subject-specific tutoring, and newly adopted curriculum.

We provide additional support to our parent community by offering new ways for parents to get involved on our campus and receive information around how they can best support their son/daughter throughout high school system and the college application process.

We continue to refine our successful AP Program and learn new ways to empower more students to take advantage of our many advanced placement course offerings.

- Our site continues to develop a professional development plan that is both driven by student data and teacher need. TL's professional development team and staff participate in instructional rounds and develops faculty agendas that thoughtfully weave best practices throughout. Each year, teachers at TL participate in an array of professional development that include the most current trends in the teaching profession. Every year we look to increase attendance in professional development opportunities.
- School culture continues to be a central focus for the 2018-2019 school year. Through various groups and events , students have the ability to engage in meaningful conversations about school and create solutions. Our site continues to offer effective systems, such as peer court and restorative circles, as well as create new ways to provide support and interventions to our at-risk population. In doing so, we have created a campus where students feel safe and included so that they can participate fully in learning and the school community.

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.

As is demonstrated by our score report, Terra Linda's Smarter Balanced Assessment showed growth in both English and Math for students who met or exceeded standards. In math, Terra Linda saw a significant change of 59.4. We exceeded District averages by 5 points for students who exceeded standard and CA State averages by 8. While each assessment strand demonstrated growth, it was the "Communicating Reasoning" strand that most clearly points to the math department's work on increased discourse as part of CALLI. In that strand alone, the number of students who tested "Above" doubled and students who were "Below" dropped from 34.23 in 2017 to 14.91 in 2018.

Our overall suspension rate continues to show significant decline. This is largely a result of our successful restorative justice program, Peer Court or Restorative Circles. The goal of restorative justice is to keep students in school, support positive behaviors and choices, reduce recidivism, provide students with an equitable, supportive and respectful discipline process, and increase scholastic achievement. Peer Court provides students who have committed Ed. Code violations an opportunity to divert a violation through a peer-to-peer restorative justice process. This provides students with an opportunity to make restitution to the school community and victims/targets.

The AP program at Terra Linda continues to thrive, with over 800 students enrolled in one or more AP programs. More specifically, we continue to see gains in enrollment in our AP English Literature Courses and AP Environmental courses, while still maintaining high numbers in AP US History and AP English Language. 83% of the students enrolled in an AP class take the AP test and we to exceed the state average of students with a passing score of 3 or higher. As a site, we have made a concentrated effort to get more first generation college students enrolled in an AP class by their junior year of high school.

GREATEST PROGRESS

Terra Linda continues to prioritize Student Culture. Our Be Body Positive and Student Voice continue to be a strong presence on our campus. In 2018-2019, we were the first comprehensive high school in Marin County to host Ambassadors of Hope on our campus to help address the deep-rooted tensions between young people and law enforcement. In addition, Terra Linda students are likely to join clubs, present during faculty meetings, and take various other leadership roles on campus. Students who participate in the in these student groups and activities reflect the diverse backgrounds and perspectives of our student community.

Parent outreach demonstrates concerted efforts from staff and our administration team to improve communication and increase parent participation in our parent programs, parent groups, and parent events. For example, in our PIQE (Parents for Quality Education) program, we have sustained parent participation numbers from the 2017-2018 school year. We currently have two cohorts for our Spanish speaking population and one cohort of English speaking families.

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?

While we have shown significant growth in areas like Smarter Balanced Assessments and Advanced Placement courses, our graduation rates have declined from 2016 to 2017. In response, Terra Linda will reduce the dropout rate by 50% for the 2018 cohort. To help achieve this goal, we will complete the steps outlined in the report below. Including, but not limited to:

- Counselors complete individual conferences at each grade level to monitor UC A-G eligibility as well as to determine whether students are on track to graduate.
- AERIES Professional Development to a site team including our Data Processor and counselors.
- Further develop partnership between the ELD teachers, Academic Counselors, and the Adult Education/ Transitional Youth EL Case Manager to ensure all ELD students have a clear path to graduation

In an effort to close the achievement and opportunity gap, Terra Linda will also increase the number of students meeting UC A-G by 5%. We will do this by refining our process for reviewing transcripts and ensuring that Community College or online courses are properly documents. Counselors will provide targeted presentations to classes about UC A-G requirements and greater efforts of educating parents on this topic will occur in parent groups like PIQE.

GREATEST NEEDS

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

As demonstrated by our analysis of graduation data one of our more significant gaps exists for our English Learner population. Currently, the graduation rate for our EL students is 42%; declining approximately 30% from the 2017-2018 school year. To address this gap, our site is strengthening the partnership between the ELD teachers, Academic Counselors, and the Adult Education/ Transitional Youth EL Case Manager to ensure all ELD students have a clear path to graduation. In addition, AERIES professional development will be provided to our data processor and new registrar to ensure students are properly tagged for CALPADS.

To provide teachers with professional development and support, our EL Coach meets with our SDAIE team to discuss academic support opportunities, effective teaching strategies, and current data. In addition, our EL coach regularly conducts instructional rounds with our SDAIE team and is an integral part of our Professional Development Team.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	92,355.00	193,845.00	45,000.00	NA	15,580.00	0
Budgeted*	92,355.00	193,845.00	45,000.00		15,580.00	0
Spent YTD	32, 518.84	45,583.72	30,544.16		5,354.00	0
Encumbered	24,708.23	22,044.28	12,121.66		24, 093.11	0
Available	35,127.93	126,217.00	2334.18		-13,867.11	0
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	0	6,847.00	0.00			
2XXX	0	11,311.00	0.00	Campus sup. class hourly		
3XXX	0	3,241.00	0.00	payroll deduc. SSI etc.		
4XXX-5XXX	92,355.00	148,601.00	45,000.00			

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 Single Plan for Student Achievement is reviewed annually by the following committees: Academic Excellence Parent Group, Site English Learner Advisory Committee (SELAC), Department Representatives, and Terra Linda Faculty. The Single Plan for Student Achievement is aligned with the Terra Linda High School Focus on Student Learning Plan (WASC Plan) and monitored by the administration, Department Representatives, and WASC Leadership Team.

Impact on SPSA and Annual Update

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

Consultations with the above groups provided our site with guidance and allowed us to determine where our site showed room for growth based upon our data. Our School Site Council Membership advised our action plan and provided feedback during the revision process.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

<h1>Goal 1</h1>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> Graduation Rate (HS) - By 2019 Terra Linda's graduation cohort will decrease by 50%. By June 2019, the percentage of students who graduate having completed A-G requirements will increase by 5% in all student groups.
	<p>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.</p>	

Identified Need

While the school has made progress in closing our overall achievement gap, the demographic background of students continues to have a significant impact upon the rates at which they graduate and attend college. Terra Linda students from more affluent families tend to graduate from high school and enroll in college at higher rates than less affluent students. Although Terra Linda exceeds the state average for UC A-G graduates, Terra Linda did not meet its target of an annual increase of 10%. We will be working to increase the number of students who are A-G eligible, as well as offer a variety of concurrent enrollment courses on campus through our partnership with COM.

As demonstrated by our analysis of graduation data, we have seen a decline in the rates in all sub groups. These gaps most significantly affect students with low socioeconomic supports, low parent education levels, and low English language mastery.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate of EL Students	61% (2015 cohort) 75% (2016 cohort)	42.1% (2017 cohort, source DataQuest)		
Graduation Rate of Socio Economically Disadvantaged	77.5% (2015 cohort) 78% (2016 cohort)	68.8% (2017 cohort, source DataQuest)		
Graduation Rate of Hispanic Students	80% (2015 cohort) 78.3% (2016 cohort)	68.3% (2017 cohort, source DataQuest)		
EL Progress	70.2% (Fall 2017 California School Dashboard)	Indicator not yet available due to transition to ELPAC - results still embargoed.		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

Upon completion of the action steps below, our site expects to:

- The counseling department will provide grade-level push-ins to review topics like the 4 year plan, Advanced Placement classes, A-G eligibility, etc.
- Increase parent involvement in programs like Parents for Quality Education to include cohorts of both English and Spanish speaking families
- Provide college workshops during tutorials to a targeted group of students who do not currently get support from outside organizations
- Provide information nights, rallies, and in class support during the college application and financial aid process.
- Purchase new reading curriculum and utilize Canvas to support student writing in ELD classes.
- Ensure all ELD students have a clear path to graduation and/or adult education options.
- Provide targeted intervention and academic support to our ELD students and those who are credit deficient.
- Continue to Increase overall student enrollment in AP courses and AP testing participation, with a specific focus on those course who have shown a decrease in enrollment.
- Students in need of credit recovery will be provided with options, including FUEL

ACTUAL

Upon completion of the action steps be

offered during each period of the school day.

Goal 1, Action 1

Multi-Tiered System of Supports Description: Provide targeted academic support and guidance to our all of our students through after school tutoring program. Tutoring will focus specifically on math and science.

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

Actions/Services

PLANNED	ACTUAL
<p>Targeted students will participate in weekly tutorial with math department. TL's math and science department will shift from morning and afternoon <u>tutoring</u> sessions in classrooms to after school tutoring in the library.</p> <ul style="list-style-type: none">- Teachers will keep an attendance sheet so that we can track student use of this service. <p>The math department will offer math clinics to provide skill specific instruction.</p> <p>Our librarian will continue to run our after school tutoring program with the goal of serving over fifty students.</p> <p>Students will participate in summer math bootcamp; a bootcamp will be replicated the summer of 2019 to provide targeted academic support to students prior to entering Algebra 2</p> <ul style="list-style-type: none">- A survey was provided students who attended the bootcamp during the summer of 2018. These	

Expenditures

students will be monitored throughout the fall semester.	
BUDGETED AMOUNT / SOURCE	ACTUAL EXPENDITURES

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Additional afternoon sessions will be added, should students express interest in attending afternoon sessions over morning tutoring</p> <p>The math department will offer math clinics to provide skill specific instruction.</p>	<p>Morning and afternoon tutoring sessions were modified to three days a week in the library. This benefits all students because it extends library hours.</p>	

Goal 1, Action 2

<p>Multi-Tiered System of Supports Description: Continued parent outreach and parent participation in our Parents of Quality Education program (PIQE).</p> <ul style="list-style-type: none"> ■ All School <input type="checkbox"/> Students with Disabilities ■ <u>[Specific Student Group(s)] -- (List here): Spanish speaking families</u>
<ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services

PLANNED	ACTUAL
<p>Create a targeted plan for outreach to parents, including use of bilingual liaison, Blackboard Connect, our parent newsletter, etc.</p>	

Expenditures

Maintain PIQE parent participation numbers from 2017-2018. Cohorts will include, English, Spanish, and year two parents. Parent participants learn about the high school system, the “4 year plan,” higher education options, etc.	
BUDGETED / SOURCE	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 1, Action 3

Multi-Tiered System of Supports Description: ELD students will engage with a new reading curriculum that was created for students with interrupted formal education (SIFE). Continued use of supplemental texts and technology to support reading and writing.

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

Actions/Services

<p>PLANNED</p> <p>Reading curriculum was purchased to address the literacy needs of our SIFE students.</p>	<p>ACTUAL</p>
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<p>Students will read f leveled texts for emergent readers and engage with sight words, vocabulary, phonics, reading fluency and basic writing structures. The students receive small group support (guided reading) at their individual reading levels.</p> <p>Students will continue to use National Geographic EDGE series as well as Inside the USA as supplemental materials during lessons.</p> <p>ELD Teachers and students will continue to use the Chromebook cart to complete summative writing assessments through Canvas. Teachers will also use technology for oral and listening assessments. In ELD 2 students will complete web-quests, research, and learning games, and will keep a digital reading journal.</p>	
BUDGETED / SOURCE	ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 1, Action 4

Multi-Tiered System of Supports Description: College readiness workshops will be provided to all 12th grade students and parents. Targeted follow-up support will be provided to our LEP students, socio economically disadvantaged, and foster youth.

<u>Students to be Served</u>	<ul style="list-style-type: none"> ■ All School □ Students with Disabilities ■ <u>[Specific Student Group(s)] -- seniors</u>
	<ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ <u>[Specific Grade span(s)] -- (List here): 12th</u>

Actions/Services

PLANNED	ACTUAL
<p>Our counselors, college and career advisor, AVID Senior teacher, and a Econ & Government teachers will attend a Train the Trainer, FAFSA workshop offered by COM.</p> <p>Student will complete the FAFSA at higher rates than 2018 through our continued partnership with 10,000 Degrees. TLHS Financial Aid Week will take place in October. Students and families will participate in a rally, Financial Aid Night, and push-ins to Eco & Government classes. Targeted follow-up will occur for our LEP students, our socioeconomically disadvantaged, and foster youth.</p> <p>Students will participate in college application workshops during tutorial. A group of senior teachers, in collaboration with Counselors and Administration will target any students who are not currently served by AVID or a comparable community-based program, and provide</p> <p>Senior AVID students will meet with College Advisor's from 10,000 Degrees once a week to provide one-on-one advising during the college application process.</p>	

Expenditures

AVID Students will attend monthly Students Rising Above workshops centered on financial literacy and college readiness.	
BUDGETED / SOURCE	ESTIMATED ACTUAL N/A

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
	A group of senior teachers, in collaboration with Counselors and Administration will target any students who are not currently served by AVID or a comparable community-based program, and provide college application workshops during tutorial.	

Goal 1, Action 5

Multi-Tiered System of Supports Description: Provide students who lack credits with credit recovery options; specifically, FUEL.	
<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 Students will participate in individual conferences at each grade level to monitor UC A-G eligibility as well as to determine whether students are on track to graduate.	ACTUAL
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<p>Counselors completed push-ins to classes to conduct pre and post assessments to students about A-G eligibility, gave presentations about the course request process, and provided general information about the four-year plan.</p> <p>Counselors will review transcripts and grades several times throughout the year to monitor graduation requirements, A-G eligibility, students failing one or more classes and seniors at risk of not graduating.</p> <p>Should students be credit deficient, students will be provided options for way to recover credit(s) that is/are needed to graduate. Students with a greater need who are seniors will be given the option to enroll in FUEL, which is offered during the school day.</p> <p>Administration, counselors, teacher, parents, and student receive a weekly FUEL progress report for each individual student.</p>	
BUDGETED / SOURCE	ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 1, Action 6

Multi-Tiered System of Supports Description: Create a partnership between the ELD teachers, Academic Counselors, and the Adult Education/ Transitional Youth EL Case Manager to ensure all ELD students have a clear path to graduation

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

<u>Actions/Services</u>	<p>PLANNED</p> <p>Administration, ELD Teacher, and Academic participation in the EL Task Force.</p> <p>Align intake process for our newcomers and the referral process to Adult education programs for students who will age out.</p> <p>Analyze our ELD course offerings in January and February to determine needs for 2019-2020 school year.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>N/A</p>	<p>ESTIMATED ACTUAL</p> <p>N/A</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" 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: Continue to make gains in overall student enrollment in AP courses and AP testing participation for each AP class offerings, as well as increase the number of students concurrently enrolled in COM classes.

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

<u>Actions/Services</u>	<p>PLANNED</p> <p>Provide an annual awareness of TL's AP data to parent groups (for example Academic Excellence and OneTL).</p> <p>Concentrated outreach and information provided to first generation and/or economically disadvantaged students.</p> <ul style="list-style-type: none"> - disaggregate AP Test data to ensure that these students are receiving support needed to be successful in these course <p>Create a student recruitment plan for AP courses that have demonstrated a drop in enrollment.</p> <p>Monitor AP test registrations in spring.</p> <p>Increase the number of satellite course offerings.</p> <p>Increase the number of students will enroll in concurrent courses through College of Marin.</p>	<p>ACTUAL</p>
<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>N/A</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2018-19	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
	disaggregate AP Test data to ensure that first generation and/or economically disadvantaged student students are receiving support needed to be successful in these course	

Goal 1, Action 8

Multi-Tiered System of Supports Description: Continue to expand our academic support programs during and after school that benefit our first generation, low income, and/or English Learners. These include AVID, Compass, Charlas, etc.

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

Actions/Services

PLANNED	ACTUAL
<p>Students will become educated in the various college access programs available to them at TL and/or outside of the school day.</p> <p>Increase academic support to AVID classes during collaborative study groups to meet the 7:1 ratio.</p> <p>Our freshman team of teachers have adopted AVID strategies and embedded them in freshman classes. They will author a set of freshmen expectations and will publish online to families.</p>	

<p>There will be four cohorts to our COMPASS program; one at each grade level. The primary goal for COMPASS is to eliminate educational inequity. It is based on a contract between students, families, high schools, and College of Marin, in which participants, beginning in the 9th grade agree to fulfill certain responsibilities.</p> <p>COMPASS students will graduate closer to college-ready, have a deep understanding of and practice with the expectations of a successful college student, earn additional units of transferable college credit, and be awarded free attendance for the first year should they matriculate to COM.</p> <p>Students will participate in an eight week Charlas program to support and provide therapeutic group discussions for newcomers.</p>	
<p>BUDGETED / SOURCE</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,840 / College Readiness</p> <p>\$1,840 / Unrestricted</p>

Expenditures

Goal 1, Action 9

Multi-Tiered System of Supports Description: All Freshmen students will create a portfolio within Canvas within their English Language Arts classes.

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities ■ <u>[Specific Student Group(s)] -- Freshmen</u> <hr/> <ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ <u>[Specific Grade span(s)] -- (List here):</u>
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<p>PLANNED</p> <p>Students will select pieces of work from their classes to include in CANVAS using the structure and expectations outlined by the freshmen teachers.</p>	<p>ACTUAL</p>
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Actions/Services

Expenditures

Students will engage in a reflection of growth over time through their analysis of their work through the course of the school year.	
BUDGETED / SOURCE	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

2018-19

2019-20

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

<h2 style="color: purple;">Goal 2</h2>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> ● Smarter Balanced Assessment results ● AP Data
	<p>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.</p>	

Identified Need

As is demonstrated by our score report, Terra Linda’s Smarter Balanced Assessment showed growth in both English and Math for students who met or exceeded standards. In math, Terra Linda saw a significant change of 59.4. We exceeded District averages by 5 points for students who exceeded standard and CA State averages by 8. To sustain this growth, our site will need to implement a similar plan for assessment as we did last year and incorporate new ideas for boosting student efforts. This plan will be refined three times throughout the year through our participation in CALLI.

The AP program at Terra Linda continues to thrive, with over 800 students enrolled in one or more AP programs. As a site, we have made a concentrated effort to get more first generation college students enrolled in an AP class by their junior year of high school. Our site will disaggregate data to determine whether these students have the supports that they need to be successful in each AP class and provide professional development to AP teachers to ensure they have the tools needed to support all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP Students who take the AP test	73%	83%		
Student who met/exceeded standards on SBAC in Math	27%	46% of students met or exceeded standard in the Spring of 2018. Their average score is -23. <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		

Attendance at Professional Development	55 teachers	58 teachers		
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>Upon completion of the action steps below, our site expects to:</p> <ul style="list-style-type: none"> - sustain gains with students who met or exceeded in math on the smarter balanced assessment - see an annual increase in test takers across all AP courses - increase the number of teachers participating in professional development opportunities both in and outside the District 	

Goal 2, Action 1

Multi-Tiered System of Supports Description: Provide staff with professional development that focuses specifically on assessment data and how to use it to inform teaching, sequence course offerings, inform our academic interventions process, etc.

<u>Students to be Served</u>	<ul style="list-style-type: none"> ■ All School □ Students with Disabilities □ <u>[Specific Student Group(s)] -- (List here):</u>
	<ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services	PLANNED	ACTUAL
	Working in our fourth year as a Professional Development Team and Instructional Leadership Team, all school-wide faculty time will focus on common instructional practices	

<p>centered on student engagement and using assessments data to inform instructional practices.</p> <ul style="list-style-type: none"> - All staff will engage in a Data Discussion and will use data to tell the story of Terra Linda High School <p>Teachers will be devoting department collaboration time analyzing the following data: SBAC, AP, CELDT, SRI, D & F lists, and data that is department specific and will engage in Instructional Rounds.</p> <p>Our site will send a larger team to the AERIES conference and will focus specifically on changes within CALPADS and how it impacts data entered or tagged at the site level.</p>	
<p>BUDGETED / SOURCE \$1,150.00 AERIES</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>This action will be phased and will be part of our WASC preparation for the 2018-2019 school year</p>		

Goal 2, Action 2

Multi-Tiered System of Supports Description: Terra Linda’s math department will be participating in year three of CALLI and will create an actionable plan for the 2018-2019 school year to meaningfully improve outcomes for students.

Students to be Served

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

Actions/Services

PLANNED

TLHS CALLI Team will attend conference three time within the 2018-2019 school year. This team will include our former Math coach, math department chair(s), an administrator, and District representation.

The department will select a focus area off of the 5x8 rubric and will each identify a personal professional goal.

The entire department will engage in Instructional Rounds and will participate in the #oberseveme movement to support feedback loop.

Math Department chair(s) and math coach will offer demo lessons and materials to support teachers as they integrate any new discourse strategies into their lesson(s).

ACTUAL

Expenditures

<p>BUDGETED / SOURCE</p> <p>CALLI Covered through DO</p>	<p>ESTIMATED ACTUAL</p>
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>CALLI plan will be modified throughout the years based upon evidence and needs of students and/or math department</p> <p>Math Department will use the “5x8” card/rubric for Instructional Rounds within the Department</p>	<p>CALLI plan will be modified throughout the year based upon evidence and needs of students and/or math department</p>	

Goal 2, Action 3

<p>Multi-Tiered System of Supports Description: Continue to promote professional development opportunities for staff and increase overall PD attendance.</p>	
<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> ■ All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here): <hr/> <ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ [Specific Grade span(s)] -- (List here):

Actions/Services

<p>PLANNED</p> <p>Site will send three representatives to the AERIES conference to get training on CALPADS, CTE pathways, master scheduling process, CANVAS, etc.</p> <p>AVID teachers will attend AVID summer institute and we will increase AVID pathways attendance for teacher who teach core subject areas.</p>	<p>ACTUAL</p>
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Expenditures

<p>AVID teachers and Econ/Gov teachers will attend train the trainer professional development focused on the financial aid process.</p> <p>Site will send AP teachers to AP trainings.</p> <p>Site will send a larger team to Project Lead the Way to continue to educate our site about STEAM courses offered in other districts in order to refine our own STEAM pathway.</p>	
<p>BUDGETED / SOURCE \$1,150.00 AERIES / Lottery \$443.06 AVID SI / Lottery AP Forum / District Office</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Additional professional development opportunities will be added, including but not limited to MarinSEL professional Development, EL Excellence Every Day, Beyond Diversity Training</p>		

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

Goal 3	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> • Chronic Absenteeism • Suspension Rate
	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 our chronic absenteeism rate through improved compliance with attendance procedures as well as incentivizing positive attendance. While our attendance rate is significantly lower than our baseline, data shows that attendance increase in spring, most specifically in 11th and 12th grades.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	18%	10.6% End of Year Rate is 19.2%		
Suspension Rate of students with disabilities	17.5	6.6% Full year = 7 students out of 218 students = 3.2%		
Suspension Rate of EL Students	7.7	5.7% Full year = 8 students out of 156 students = 5.1%		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Upon completion of the action steps below, our site expects to:	

- Under new leadership, our Restorative Justice program will be refined and improved
- Decrease the number of students who are chronically absent through the refinement of our SART/SARB process.
- Partner with 10,000 Degrees to provide targeted academic support and advising to our foster youth and homeless.
- Implement four new student initiatives and increase student voice opportunities throughout the school.
- Increase parent participation in our SELAC group.
- Organize a Risk Assessment Team to track students that are at-risk of suicidal ideation and a Mental Health Action Team (MHAT).

Goal 3, Action 1

Multi-Tiered System of Supports Description: To continue to refine our SART/SARB process to ensure that the percentage of chronic absenteeism declines.

<u>Students to be Served</u>	<ul style="list-style-type: none"> ■ All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p>PLANNED</p> <p>Terra Linda has four new initiatives this year</p> <p>Weekly analysis of reports to monitor attendance trends during our weekly Admin & Counseling meetings.</p> <p>Adoption of a new attendance tracking system, RaaWee. This software is a truancy and dropout prevention system that will provide daily reports and monitor student attendance closely.</p>	<p>ACTUAL</p>

<p><u>SART Process:</u> SART's will be mandatory prior to a SARB referral. North Bay Security Group will attend SART meetings and conduct home visits whenever a family doesn't attend the meeting.</p> <p><u>SARB Referrals:</u> Site administrators will be responsible for compiling referral information complete with SART/SART Letters, current attendance information, interventions and sending it to the SARB coordinator for review.</p> <p><u>Alternative education Referrals:</u> Student Services Director will work with the Marin County Office of Education, site administrators and North Bay Security Group to ensure that students are enrolled in the Alternative Education Program as soon as possible if recommended.</p>	
<p>BUDGETED / SOURCE N/A</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
	<p>Adoption of a new attendance tracking system, RaaWee.</p>	

Goal 3, Action 2

Multi-Tiered System of Supports Description: In an effort to improve school climate, reduce the number of suspensions, and support constructive solutions for disciplinary referrals, Terra Linda High School will continue our Restorative Justice program.

<u>Students to be Served</u>	<ul style="list-style-type: none"> ■ All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<p>PLANNED</p> <p>Utilizes a restorative justice program called Peer Court or Restorative Circles. The goal of restorative justice is to keep students in school, support positive behaviors and choices, reduce recidivism, provide students with an equitable, supportive and respectful discipline process, and increase scholastic achievement.</p> <p>Referral to Peer Court is at the discretion of the school administration and may be used for violations that are not mandatory recommendations for suspension or expulsion. Peer Court provides students who have committed Ed. Code violations an opportunity to divert a violation through a peer-to-peer restorative justice process. This provides the student an opportunity to make restitution to the school community and victims/targets.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>N/A</p>	<p>ESTIMATED ACTUAL</p>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
	Restorative Justice program is under new teacher leadership in the 2018-2019 school year.	

Goal 3, Action 3

Multi-Tiered System of Supports Description: Continue two successful initiatives for school culture from 2017-2018, including Student Voice and Be Body Positive. Be the first comprehensive high school in Marin to participate in Ambassadors of Hope.

<u>Students to be Served</u>	<ul style="list-style-type: none"> ■ All School ❑ Students with Disabilities ❑ <u>[Specific Student Group(s)] -- (List here):</u>
	<ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services

PLANNED	ACTUAL
<p><u>Be Body Positive:</u> Creating a Body Positive culture on our campus that fosters a celebration of diverse beauty and identities, healthy body image, self-love, and positive relationships with food and exercise. Three teachers received training over summer and will conduct meetings during tutorials.</p> <p><u>Student Voice:</u> This initiative was inspired by nationwide data that identifies the correlation between increased student voice in school –wide decisions with high grades and lower dropout rates.</p> <p>Students will attend a one-day training at the beginning of the year and will meet monthly as a committee.</p> <p><u>Ambassadors of Hope:</u> This initiative’s goal is to help address the deep-rooted tensions between young people and law enforcement. The Building Bridges/Youth Team forum facilitated small student group discussions with over fifty students, 7 SRPD Officers, and Ambassadors of Hope representatives.</p>	

Expenditures

<p>BUDGETED / \$10,000.00 Heads Up</p>	<p>ESTIMATED ACTUAL</p>
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Schedule faculty PD on bias for August 2018	Addition of Ambassadors of Hope	

Goal 3, Action 4

Multi-Tiered System of Supports Description: Utilize community partners to provide targeted academic support and advising to our foster youth and homeless.

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

Actions/Services

<p>PLANNED</p> <p>Our community partner, 10,000 Degrees will have a 9th grade cohort of students who are housing insecure and will be providing academic/advising support during tutorials and weekly check-ins.</p>	<p>ACTUAL</p>
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Expenditures

<p>BUDGETED / SOURCE</p> <p>N/A</p>	<p>ESTIMATED ACTUAL</p>
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 3, Action 5

Multi-Tiered System of Supports Description: Increase outreach and participation in our Secondary English Learner Advisory Council (SELAC) group and provide our spanish speaking families with educational opportunities to better support their students.

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

Actions/Services

<p>PLANNED</p> <p>Agendas for SELAC meetings will be created based upon the needs expressed by our SELAC parent population. In the past, topics have included an overview of our attendance policy, including the SARB process, AERIES access, community resources, etc.</p>	<p>ACTUAL</p>
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Bilingual Community Liaison will provide outreach to families to increase participation and will act as a translator during our SELAC meetings.	
BUDGETED / SOURCE	ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 3, Action 6

Multi-Tiered System of Supports Description: Organize a Risk Assessment Team to track students that are at-risk for suicidal ideation/behaviors, and/or students that should be on the school’s radar for various interventions that could include mental health, special ed, administrative etc. In addition, create a Mental Health Action Team (MHAT).

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

Actions/Services	PLANNED Conduct a Suicide Prevention training to all staff in October.	ACTUAL
	Adopt/ familiarize our site with District Suicidal Ideation Response/Return from Hospitalization Protocols (flow	

<p>charts for Admin and Academic Counselors), as well as the new District Suicide Assessment & Intervention Form.</p> <p>Continue the Risk Assessment Team and meet bi-monthly to discuss our at-risk students. Team include administration, counselors, Mental Health Clinical supervisor, psychologist, and SPED department chair.</p> <p>Organize a Mental Health Action Team comprised of teachers, head counselor, and Mental Health Clinical supervisor.</p> <p>Change the name of “Dead Week” to “Study Week”</p> <p>Organize Suicide Prevention Awareness Week for faculty and students, as well as host Survivor Day at our site in November.</p> <p>Counselor’s will be trained to use the District’s Suicide Assessment and Intervention form.</p>	
<p>BUDGETED / SOURCE N/A</p>	<p>ESTIMATED ACTUAL</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
	<p>Mental Health Action Team</p> <p>Suicide Prevention Awareness Week</p>	

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 make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Katy Dunlap	Principal	Kdunlap@srcs.org	
2. Kendra Rose	Instructional Coach & ELA Teacher	Krose@srcs.org	
3. Hallie Foster	Math Teacher	Hfoster@srcs.org	
4. Erik Schoengart	Science teacher & Union Rep	eschoengart@srcs.org	
5. Ryan Corr	ASB President	ryancorr@comcast.net	
6. Devin Williams	ASB Board Representative		
7. Sheila Barone	Accounts Payable	sbarone@srcs.org	
8. Julie Kritzberger	OneTL President	jewelskritz@outlook.com	
9. Nubia Barrajas	Bilingual Liaison	nbarajas@srcs.org	
10. Lisa Sanchez O'Brien	Athletic Boosters	lisaob@gmail.com	

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	3	2

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