

# Single Plan for Student Achievement (SPSA) Template

SPSA Year  2017–18  
 2018–19  
 2019–20

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

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

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

[DataQuest](#): This data is certified

School Name

San Rafael High School

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# 2018-2019 Single Plan for Student Achievement

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## THE STORY

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

San Rafael High School is located 18 miles north of San Francisco in Marin County's oldest city and its county seat. Established in 1888, San Rafael High has been in its current location since 1924, where its campus occupies 33 acres east of downtown San Rafael. The school serves the most economically, ethnically and culturally diverse population in Marin. The majority of students enter San Rafael from Davidson Middle School, the largest sixth through eighth-grade middle school in San Rafael. The school also receives students from Venetia Valley K-8 School and local private schools. This is due to an open enrollment policy in the San Rafael High School District that allows students from anywhere to choose either of the two high schools in the district. Our students represent the surrounding community, which reflects a dichotomy between affluent highly educated professionals and a significant number of recent immigrants from Latin America.

San Rafael High School's enrollment has grown since 2012-13, from 879 students to 1295 in 2016-17. Currently our school enrollment is 1340. Based on 2016-17 data, our ethnic population is made up of two major sub-groups - Latino (65.95%) and White (26.95%). Approximately 26.1% of our students are English Learners and 40.6% are Reclassified Fluent English Proficient. 33% are English Only. While the average family income exceeds the state average, there are a significant number of students from very poor families. 61% percent of our students are eligible to receive Free and Reduced Lunch. The majority of our students come from homes where English is not a first language. A significant number of families have both parents working and many of our parents commute to San Francisco for their jobs. Many students come from single parent families. While the average family income exceeds the state average, there are a significant number of students from very poor families.

San Rafael is committed to providing a rigorous and relevant curriculum for all students, and supporting them to achieve the goal of college and career readiness in the following ways:

1. We offer a wide range of rigorous A-G courses, AP/Honors and college prep classes in all academic disciplines, media production and computer courses, a robust English Learner Program.
2. The school offers innovative programs to meet student learning needs and future goals. This includes our two award winning interdisciplinary academies: Media Academy Experience (MAX), a junior/senior English, social studies, and media arts program, and the Applied Physics and Technology Academy, a sophomore/junior/senior applied physics and applied arts/technology program. The Applied Physics and Technology Academy was recognized as a model program for the State of California, bringing both California Department of Education (CDE) representatives and educators from other schools throughout the state to view and learn more about this exciting opportunity for students.
3. Our AVID/CASS program, COMPASS program, 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.
4. We offer a full range of extra and co-curricular courses and programs in the art, music, drama, athletics, leadership, and community service.

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

### **Parent/Community Organizations**

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

Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent teacher associations, district and school site committees, fundraising campaigns and special events.

At San Rafael High School, specific opportunities for parent participation include the Site Leadership Team (SLT), WeAreSR (parent teacher student association), School English Language Advisory Council (SELAC), grade level class advisors and support parents, and four parent booster groups: athletic, music, drama, and art. The Parent Institute for Quality Education (PIQE) offers educational workshops for first-generation college bound, Spanish-speaking families at SRHS. The CASS AVID program does specific and targeted outreach to families through parent events, workshops, college visits, and progress monitoring. Parents also participate on other site committees such as the Site Facility Committee that oversees ongoing facility, improvements/ modernization and many subcommittees that address specific program needs.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, eighth-grade orientation night, college information nights, special parent education nights, concerts, plays, musicals, and other artistic and athletic performances.

## **SPSA HIGHLIGHTS**

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

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San Rafael High School is focusing on a number of areas this year:

- San Rafael is fully implementing Canvas, an online learning management system, and is developing an electronic portfolio to house student work. Students will upload artifacts representing significant examples of learning from SRHS.
- Project based learning is being implemented in all English 9 courses and expanding into the English 10.
- SRHS will continue its partnership with UC Berkeley in delivering professional development focused on increasing the academic performance of EL students.
- Plan the implementation of the Next Generation Science Standards (NGSS) starting with a 9th grade Physics course in 2019-20.
- Successfully transition 18 year old Newcomer students who do not have the requisite credits for a San Rafael HS diploma students into a Newcomer Adult Education program.
- SRHS will develop a Graduate Profile, a set of rubrics to evaluate student work and guide teaching, and assemble examples of student work that demonstrate essential learner outcomes. We will develop a prototype for a Defense of Learning.

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.

SRHS has made significant progress in implementing the new standards (Common Core, ELD Framework, and NGSS) by developing whole units of study including assessments, corresponding rubrics, and performance tasks. Paid and release time is provided to teachers for to develop units, create assessments and rubrics, review student work and analyze results of assessments.

For the past six years, UC Berkeley History and Social Science Project has worked with SRHS and SRCS to provide summer institutes to teachers and instructional coaching for departments during the school year. All departments have participated in past summer institutes. The professional development involve learning instructional strategies to develop language skill and critical thinking. Some examples include, Integrated ELD, reading and annotation strategies, primary source analysis, Socratic Seminar, academic oral discourse strategies, etc.

The English department developed department-wide use of backwards mapping and unit building, including summative and formative assessments to ensure common practice and assessment. Teachers

## **GREATEST PROGRESS**

created Common Core aligned writing rubrics based on Elk Grove School District. Teachers work together to create shared Common Core aligned units and assessment with a focus on nonfiction texts. All rubrics are loaded in Canvas, the online learning management system, and address grades 9 and 10, and grades 11 and 12. English teachers teach towards the SBAC Essay and Performance types and use Performance Rubrics (annotations, speaking, activities, reading assessment types, etc).

- The English Department requires all students, 9-12, to contribute work to an ePortfolio housed in Canvas. All students created a portfolio that contained a mandatory essay type for the grade level. There is a shared structure for the portfolio across all ELA courses.

Mathematics teachers have worked to create common rubrics, pacing guides, common assessments, common practices and portfolios. They regularly review assessments and student work as a department. Each course possesses Common Core aligned final exams and benchmark assessments. The Math Department has created sets of performance tasks modeled after the Smarter Balanced Assessments.

- The department common assessments are organized by course benchmarks test and final exams, and semester performance tasks by grade level.
- All teachers currently use a common teaching language (claim, evidence, and reasoning) when administering tasks, to improve student writing in math. Each unit includes a performance tasks for each unit exam in core classes.
- Math teachers look at student tasks and data, and have translated the tasks into Spanish for English Learners.
- Math teachers recently participated in professional development for how to teach students how to read and annotating text in math, and incorporate these new practices in their lessons. Teachers now have students write about math, analyze mistakes through writing, and adjust mistakes by using metacognitive strategies (thinking about their thinking process).

District-wide our ELD teachers have sequenced ELD standards map with unit maps. ELD teachers promote literacy strategies across content areas. The department has created narrative writing rubrics and placement assessments. Partnering with the Science Department, differentiated units for English Learners have been developed. The ELD Department also adopted a writing proficiency rubric for the evaluation of student writing samples as a means to assess progress of students. The ELD Department developed

assessment tool for monitoring progress, LAS Links, and also established a Language Assessment Team to use data to make decisions about student placement. This year, we are also integrating the Bridges Program, a curriculum developed to address the needs of students with interrupted education into ELD 1 courses.

Over the past six years, the Social Studies Department has participated in Common Core training in unit development and literacy strategies from the UC Berkeley History Social Studies Project.

- The Social Studies Department worked in collaboration with the UC Berkeley Writing Project on common rubrics for Document Based Questions (DBQ). Strategies to support English Learners include Cornell Notes, structured Think-Pair-Share, text chunking, and guided reading/annotation with the document camera. These strategies serve as formative assessments.
- The Social Studies department has developed a common rubric for argumentative writing. It is used across all grade levels, with one version for 9th/10th graders and another version for 11th/12th graders. The common rubric is part of the SRHS Social Studies Writing Handbook, which was created by four Social Studies teachers, with input from all department members. The Handbook is a resource that all teachers use in their classrooms.
- Our Social Studies teachers implement reading (Headings and Highlights, etc) and writing (BBB thesis statement) strategies to support all students in mastering standards. We have also included more speaking/listening components (Structured Academic Controversy, etc), both to help all students to develop verbal communication skills and to deepen their content understanding. All of these are essential parts of the Common Core Standards.
- Social Studies teachers have worked in grade level teams to develop Unit Maps, which include reading/writing/speaking/listening components.

The Science and CTE Departments are continuing to create and refine common rubrics and assessments for all courses. Over the past three years these departments have spent a considerable amount of department and professional development time familiarizing themselves with the Common Core Standards and in particular, the Next Generation Science Standards.



- Science teachers have begun implementation of the new standards using PBL assessments in Chemistry and Biology. Chemistry classes have worked towards having four PBL assessments each school year.
- Engineering 1 and 2 have been accepted for G credit through the UC system and are more aligned with CA State CTE Engineering standards.
- The Science Department has been attending workshops and spending the department meeting time to redesign the course sequence and align the curriculum to the Next Generation Science Standards. We will offer a NGSS aligned 9th Physics course in the 2018-19 school year.

In the 2017-18 school year, San Rafael High School underwent a WASC visit and earned a 6 year accreditation with a 3 year midterm review.

CAASP English Language Arts and Mathematics (2015-2017)

San Rafael High School	ELA Grade 11				Math Grade 11			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
2014-15	22	20	31	26	45	22	20	13
2015-16	23	26	27	25	41	23	23	14
2016-17	20	22	32	26	38	28	19	14
2017-18	27	23	31	19	43	24	20	13
Point Change from 2017 to 2018	+7	+1	-1	-7	+5	-4	+1	-1

- 58% of SRHS students “exceeded” or “met” the ELA proficiency in 2016-17 compared to 50% in 2017-18, a loss of 8 points.

- In Math, 33% of SRHS students “exceeded” or “met” the SBAC in 2017-18 compared to 33% in 2016-17.

CAASP English Language Arts by Ethnicity and Economic Status

San Rafael High School	Whites		Latino		Economically Advantaged		Economically Disadvantaged	
	Met	Exceeds	Met	Exceeds	Met	Exceeds	Met	Exceeds
2014-15	29	54	31	11	32	51	31	7
2015-16	24	56	30	8	21	53	31	7
2016-17	30	53	32	11	29	48	34	12
2017-18	32	49	30	5	33	43	30	7
Change from 2017 to 2018	+2	-4	-2	-6	-4	-5	-4	-5

- When the CAASPP English Learning Arts results are disaggregated by ethnicity and socio-economic status, we learn that the sub-groups performed as follows:
- White students gained +2 points in the “Met Standards” category, and lost -4 points in “Exceeded” when comparing 2018 to 2017 results.
- Latino students lost 2 points in the “Met Standards” category, and -3 points in “Exceeded” when comparing 2018 to 2017 results.
- Economically Advantaged students declined -4 points in the “Met Standards” category and -5 points in “Exceeded” when comparing 2018 to 2017 results.

- Economically Disadvantaged students lost -4 points in the “Met” and -5 in the “Exceeded” categories when comparing 2018 to 2017 results.

CAASP Mathematics by Ethnicity and Economic Status

San Rafael High School	Whites		Latino		Economically Advantaged		Economically Disadvantaged	
	Met	Exceeded	Met	Exceeded	Met	Exceeded	Met	Exceeded
2014-15	27	30	15	4	29	28	12	2
2015-16	32	32	18	4	30	30	17	3
2016-17	33	31	14	5	28	30	14	4
2017-18	31	36	15	3	34	30	14	4
Change from 2017 to 2018	-2	+5	+1	-2	+6	0	0	0

- When the CAASPP Mathematics results are disaggregated by ethnicity and socio-economic status, we learn that the sub-groups performed as follows:
- White students lost -2 points in the “Met Standards” category, and gained +5 points in “Exceeded” when comparing 2018 to 2017 results.
- Latino students gained +1 points in the “Met Standards” category, and lost -2 points in “Exceeded” when comparing 2018 to 2017 results.
- Economically Advantaged students gained +6 points in the “Met Standards”. No change in the “Exceeded” category when comparing 2018 to 2017..

- Economically Disadvantaged students did not change in the “Met Standards” and “Exceeded” categories when comparing 2018 to 2017.

San Rafael High School has made significant progress in increasing enrollment and access to in Advanced Placement courses. Below is table that shows the growth in the taking of AP exams over the last six years.

San Rafael	2012	2013	2014	2015	2016	2017	2018
Total AP Students	103	139	159	195	236	277	282
Number of Exams	175	230	247	362	379	429	430
AP Students with Scores 3+	82	107	113	150	197	190	171
% Total AP Students w/ 3+	79.6	77.0	71.1	76.9	68.6	68.1	60.6

- Since 2012, the number of total AP students increased from 103 to 282, an increase of 179 students, and a 173% increase. By comparison, for AP students in CA, the increase was 20%..
- The number of exams taken by SR students increased from 175 in 2012 to 430 in 2018, an increase of 255 exams, and a 145% increase. By comparison, for AP students in CA, the increase was 20%.
- The number of students with scores of 3 or higher has grown from 82 in 2012 to 171 in 2018, an increase of 89 students, a 108% increase. By comparison, for AP students in CA, the increase was 18%.
- The % total of AP students with a 3 or higher dropped 19 pts., from 79.6% in 2012 to 60.6% in 2017.

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?

Based on the Spring 2017 LCFF Dashboard, San Rafael showed needing improvement in two areas:

1. English Learner Progress. The English Learner Progress rate is “very low” at 51.4%, a decline of 14.1%.

After reviewing the data the school determined that the primary cause for the decline in English Learner data was due a decline in re-classification rates in 2015-16. Last year, 50 students were reclassified out of 338 English Learners, representing a reclassification rate of 14.7%. The State reclassification rate for 2016-16 was 13.3%, and 9.3% for the County. The school plans on utilizing the Language Assessment Teams to ensure reclassification of students who meet the new District criteria.

2. Graduation Rate. According to the Spring 2017 LCAP Dashboard, the graduation rate is “medium” at 86%, a decline of 2.6%.

All student sub-groups are represented showing a decline in the graduation rate. The largest sub-group appears to be newcomer students who did not have an accessible option for those who “age out”, and therefore counted as high school dropouts. Even though San Rafael High School has traditionally offered a fifth year for students who have the possibility of earning a high school diploma, a fifth year may not be enough for those that enter high school at the age of 17 or 18 with low credits. In 2018-19, the SRCS Educational Services department created a Newcomer Adult Education Program to provide an alternative option for students to complete a diploma.

3. Math and English performance based on the 2017-18 SBAC results. RFEP and English Learner subgroups have the greatest academic needs. The chart below shows the gaps in performance by language fluency for ELA.

San Rafael High School	English Only		RFEP		English Learners	
% Met or Exceeded ELA Standards	Met	Exceeded	Met	Exceeded	Met	Exceeded

**GREATEST NEEDS**

2014-15	30	50	42	12	0	0
2015-16	22	50	39	13	8	0
2016-17	30	51	42	17	7	0
2017-18	34	46	45	10	0	0
Point Change from 2017 to 2018	+4	-5	+3	-7	-7	0

- When the CAASPP English Learning Arts results are disaggregated by language fluency, we learn that the sub-groups performed as follows:
- English Only. 34% of students “Met Standards”, and 46% “Exceeded” the standards.
- Redesignated Fluent English Proficient. 45% “Met Standards”, and 10% “Exceeded” the standards. There was a 3 pt increase in students who “met” the ELA standard and a -7 pt drop in students who “exceeded” the standard comparing 2018 to 2017 scores.
- English Learners. No students “met” or “exceeded” the standards.

The chart below shows the gaps in performance by language fluency for Math:

#### CAASP Math by Language Fluency

San Rafael High School	English Only		RFEP		English Learners	
	Met	Exceeded	Met	Exceeded	Met	Exceeded
2014-15	28	27	18	4	2	0
2015-16	29	28	28	8	4	0

2016-17	29	32	7	19	2	0
2017-18	29	33	5	25	0	0
Point Change from 2017 to 2018	0	+1	-2	+6	-2	0

- When the CAASPP Mathematics results are disaggregated by language fluency, we learn that the sub-groups performed as follows:
- English Only students gained +1 points in “Exceeded” when comparing 2017 to 2018 results.
- Redesignated Fluent English Proficient students dropped -2 points in the “Met Standards” category, but gained +6 points in “Exceeded” when comparing 2017 to 2018 results.
- English Learners lost 2 points in the “Met Standards” category when comparing 2017 to 2018 results.

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?

Based on the Spring 2017 LCFF Dashboard, San Rafael showed needing improvement in two areas:

1. English Learner Progress. The English Learner Progress rate is “very low” at 51.4%, a decline of 14.1%.

After reviewing the data the school determined that the primary cause for the decline in English Learner data was due a decline in re-classification rates in 2015-16. Last year, 50 students were reclassified out of 338 English Learners, representing a reclassification rate of 14.7%. The State reclassification rate for 2016-16 was 13.3%, and 9.3% for the County. The school plans on utilizing the Language Assessment Teams to ensure reclassification of students who meet the new District criteria.

**PERFORMANCE GAPS**

2. Graduation Rate. According to the Spring 2017 LCAP Dashboard, the graduation rate is “medium” at 86%, a decline of 2.6%.

All student sub-groups are represented showing a decline in the graduation rate. The largest sub-group appears to be newcomer students who did not have an accessible option for those who “age out”, and therefore counted as high school dropouts. Even though San Rafael High School has traditionally offered a fifth year for students who have the possibility of earning a high school diploma, a fifth year may not be enough for those that enter high school at the age of 17 or 18 with low credits. In 2018-19, the SRCS Educational Services department created a Newcomer Adult Education Program to provide an alternative option for students to complete a diploma. In addition, SRHS is also analyzing the performance of all students,

3. Math and English performance based on the 2017-18 SBAC results. RFEP and English Learner subgroups have the greatest academic needs.



## BUDGET OVERVIEW

### Budget Summary (as of 10/12/18):

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
<b>Allocated</b>	125,340.14	170,000.00	45,000.00	182,154.60	55,149.00	0
<b>Budgeted*</b>			45,000	TBD	TBD	TBD
<b>Spent YTD</b>	75,967.95	54,878.71	39,854.47	29,554.09	12,378.67	0
<b>Encumbered</b>	20,147.05	32,945.06	2000.	112,831.64	1,187.59	0
<b>Available</b>	29,225.83	82,196.84	3145.53	39,768.87	41,582.74	0
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
<b>1XXX</b>	6438.51	12,500	0.00	Teacher salaries or extra pay		
<b>2XXX</b>	3310.36	23,588	0.00	Classified salaries and extra pay		
<b>3XXX</b>	1230.49	5161.42	0.00	Salaries and benefits		
<b>4XXX-5XXX</b>	117,671.14	128,750.58	45,000.00	Materials and supplies, conferences, dues, field trips, contract services, printing		

## 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 SPSA budget was shared with the School Site Council at the September 2017 meeting. The Site Council meets monthly to discuss important issues at the school. The professional development actions described in the SPSA and other major instructional initiatives (e-portfolio) were developed at the department level in consultation with teachers, department heads, and Literacy leads. Parent leadership groups like WeAreSR meet monthly with the Site Principal to share information and provide feedback about major school changes or initiatives.

The 2018 SPSA and the role of the SSC in approving the SPSA was shared with the SSC in October 2018. All SPSA members received a copy of the SPSA and were provided an opportunity to provide input.

### ***Impact on SPSA and Annual Update***

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

The Council agreed to review the budget at the October 2017 meeting, and also examine school data for the upcoming school accreditation visit. Departments requested UCB coaching support for the 2017-18 school year, and supported the implementation of E-portfolios at SRHS.

The SSC supports that direction of the school as articulated in the 2018 SPSA.

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

- New
- Modified**
- Unchanged

SBAC ELA and Math scores

Semester grades

### Goal 1a

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

#### Identified Need

Math and English SBAC scores, and grade data for RFEP and EL students show a need for improvement. Spring 2017 pass rate (C>) for the school was 80.5%. Lower division courses listed below have pass rates 5 pts below the school average.

#### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC English	59% of RFEPs met or exceeded ELA standards.	54% of RFEPs met or exceeded ELA standards. <i>Data Source: Internal SBAC database prior to California Dashboard being published</i>		
SBAC Math	26% of RFEPs met or exceeded Math standards.	30% of RFEPs met or exceeded Math standards. This equals to a score of -48. <i>Data Source: Internal SBAC database prior to California Dashboard being published</i>		
SBAC English	15% of ELs nearly met or met ELA standards.	14% of ELs nearly met ELA standards. <i>Data Source: Internal SBAC database prior to California Dashboard being published</i>		

SBAC Math	7% of ELs nearly met Math standards.	6% of ELs nearly met Math standards. <i>Data Source: Internal SBAC database prior to California Dashboard being published</i> This equals to a score of -221.		
English Grades	<u>Spring 2017 pass rates:</u> English 9 (69.6%) English 10 (74%) Strategic 9 (59.4%) Strategic 10 (62.5%)	<u>Spring 2018 pass rates:</u> English 9 (99%) English 10 (76%) Strategic 9 (26.1%) Strategic 10 (48%)		
Math Grades	<u>Spring 2017 pass rates:</u> Alg A (44.8%) Algebra A SDAIE (42.8%) Algebra B (55%) Algebra 1 (67.9%) Geometry A (69.8%) Geometry B (25%)	<u>Spring 2018 pass rates:</u> Alg A (53.7%) Algebra A SDAIE (40.9%) Algebra B (42.1%) Algebra 1 (68.9%) Geometry A (72.8%) Geometry B (30%)		
ELD Grades	<u>Spring 2017 pass rates:</u> ELD 1A (71%) ELD 1B (60%) ELD 2A (56%) ELD 2B (62%)	<u>Spring 2018 pass rates:</u> ELD 1A (53.8%) ELD 1B (37.5%) ELD 2A (61%) ELD 2B (59.2%)		
Science Grades	<u>Spring 2017 pass rates:</u> Phys. Earth (60.7%) Phys. Earth SDAIE (62.9%) Biology (63.3%) Chemistry (70.2%)	<u>Spring 2018 pass rates:</u> Phys. Earth (52%) Phys. Earth SDAIE (75.1%) Biology (56.6%) Chemistry (70.8%)		

Social Studies Grades	<u>Spring 2017 pass rates:</u> World Cultures SDAIE (64.7%) World History SDAIE (75.1%)	<u>Spring 2018 pass rates:</u> World Cultures SDAIE (69.5%) World History SDAIE (62.2%)		
Graduation Rate	2014-15 (86%) 2015-16 (81.7%)	2017-2018 graduation rate is 79.5%.		
EL Progress Rate	The score was 64.1% when officially published in the Fall 2017 California School Dashboard.	TBD		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

SR expects to see a 3-5 pt. improvement in SBAC scores in English and Math for RFEP 11th graders, and an increase in “nearly met” scores for English Learners for both Math and English.

SR expects to see the pass rate close to within 5pts of the school average using Fall 2017 grades.

In 2017-18, SR will increase the graduation rate by reducing the dropout rate for English Learner students who “age out”. LCAP Dashboard data is three years behind. 2014-15 and 2015-16 data is reported above.

SR will maintain a redesignation rate that is at or above the State average.

**ACTUAL**

For ELA SBAC scores, Redesignated Fluent English Proficient students, 45% “Met Standards”, and 10% “Exceeded” the standards. There was a 3 pt increase in “met” the ELA standard and a -7 pt drop in “exceeded” standard when comparing 2018 to 2017 scores. There was little change in ELA and math scores in the “nearly met” category for English Learners.

Using the Fall 2017 as a baseline, the overall pass rate in Spring 2018 (a grade of “C” or better) was 78.4%. English 9 and English 10 had pass rates within a 5 point average. Strategic 9 and 10 English were far below the school average. Algebra A, Algebra SDAIE, Algebra B, Algebra 1 and Geometry B were far below the school average. The same is also true for ELD 1 and ELD 2 classes. In Science, Physical Earth SDAIE was within the school average. Physical Earth and Biology were below the school average. World Cultures SDAIE and World History SDAIE were also below the school average.

The 2017-18 graduation rate is 79.5%. I do not have data on the dropout rate, but hope to see a reduced dropout rate due to the transfer of students into the Newcomer Adult Education Program.

In 2017-18, SRHS redesignated 34 students, approximately 10% of the English Learner population. By comparison, the District redesignated 13.9% of students, the County 14%, and the State 14.6%.

- New
- Modified
- Unchanged

### College Readiness Programs

## Goal 1b

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

#### Identified Need

FGCB Latino students continue to face barriers in successfully transitioning from high school to college. College readiness programs help bridge the gap.

#### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AVID enrollment	8 sections of AVID	8 sections of AVID	6 sections of AVID	
COMPASS enrollment	2 sections of COMPASS	2 sections of COMPASS	3 sections of COMPASS	
CASS enrollment	4 sections of CASS	4 sections of CASS	4 sections of CASS	
FAFSA and Dream Act completion	77% of SRHS students completed a FAFSA or Dream Act application in 2016-17. 84% of targeted 10KD students completed a FAFSA or Dream Act application in 2016-17.	TBD		

#### CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

##### EXPECTED

##### ACTUAL

In terms of college readiness program enrollment, SR anticipates the following:

- Full enrollment in AVID (8 sections)
- Full enrollment for two 2 sections of COMPASS
- 4 sections of CASS enrollment
- 80% SRHS FAFSA/Dream Act enrollment in 2017-18

- Enrolled 6 sections of AVID due to budget reductions, staffing changes and competition from other college access community programs.
- Added a new cohort of COMPASS. Currently three cohorts in operation.

**Goal 1, Action 1**

<b>Multi-Tiered System of Supports Description:</b> Tier 3 academic intensive intervention - math and English tutoring	
<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):	
<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input checked="" type="checkbox"/> [Specific Grade span(s)] -- (List here): students in Algebra and Geometry courses; all grade levels	

Actions/Services	<b>PLANNED</b> Offer after school tutoring in mathematics to students that need support and extra help.	<b>ACTUAL</b> SR offered after school tutoring for students that needed extra help in math, science, world language and English.
	<b>BUDGETED / SOURCE</b> Title 1 -\$ 8,100	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Offer after school tutoring in mathematics to students that need support and extra help.	Offer after school tutoring in mathematics, science, world language and English to students that need support and extra help.	



**Goal 1, Action 2**

<b>Multi-Tiered System of Supports Description:</b> Tier 3 - Academic intervention - Strategic English and SDAIE English	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> [Specific Grade span(s)] -- (List here): 9th and 10th grade English

<u>Actions/Services</u>	<b>PLANNED</b> Offer Strategic 9, 10, and SDAIE 9 intervention classes to students demonstrating need for support in English language arts	<b>ACTUAL</b> Offered Strategic 9, 10, and SDAIE 9 intervention classes to students demonstrating need for support in English language arts
	<b>BUDGETED / SOURCE</b> \$38,000	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Offer Strategic 9, 10, and SDAIE 9 intervention classes to students demonstrating need for support in English language arts	Offer Strategic 9 and SDAIE 9 intervention classes to students demonstrating need for support in English language arts	



### Goal 1, Action 3

**Multi-Tiered System of Supports Description: Tier 3 - Implement Transitional Youth Program**

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

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>In partnership with College of Marin and the MCOE, Educational Services is exploring establishing a Transitional Youth Program for 18 year old newcomer students who do not qualify (based on credits) for a fifth year. This program will provide these students with multiple entry points into adult and career education programs. Students will be assigned a case manager who will support their transition and enroll them into an adult education program.</p>	<p><b>ACTUAL</b></p> <p>SRCS started a Newcomer Adult Education Program to students who need to continue their education at Adult School. This program provides students with an entry point into adult and career education programs. Students have been assigned a case manager who supports the transition and enrollment into adult education. We have 44 students in our <u>high school diploma program</u> and 7 students in <u>concurrent enrollment</u> courses.</p>
	<p><b>BUDGETED / SOURCE</b></p> <p>District Adult Education funds</p>	<p><b>ESTIMATED ACTUAL</b></p>
<u>Expenditures</u>		

**ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" 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
SRCS hired a Newcomer Adult Education Case manager to create an Adult Education Program	SRCS will offer a Newcomer Adult Education Program to students who need to continue their education in Adult School. Students will	

enroll students who are “aging” out into the new program.	be assigned a case manager to support the transition and enrollment of students into adult education.	
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**Goal 1, Action 4**

**Multi-Tiered System of Supports Description: Tier 1 Academic Program - Language Appraisal Team**

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

<i>Actions/Services</i>	<p><b>PLANNED</b></p> <p><b>Implement EL master plan provisions</b> to ensure that students are getting reclassified by the Language Appraisal Team and EL progress is being actively monitored.</p>	<p><b>ACTUAL</b></p> <p><b>Implemented EL master plan provisions</b> to ensure that students are getting reclassified by the Language Appraisal Team and EL progress is being actively monitored. 34 students were reclassified in 2017-18.</p>
	<p><b>BUDGETED / SOURCE</b></p> <p>\$1,000 for substitute costs to release teachers, Title III</p>	<p><b>ESTIMATED ACTUAL</b></p>
<i>Expenditures</i>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><b>Implement EL master plan provisions</b> to ensure that students are getting reclassified by the Language Appraisal Team and EL progress is being actively monitored.</p>	<p><b>Implement EL master plan provisions</b> to ensure that students are getting reclassified by the Language Appraisal Team and EL progress is being actively monitored.</p>	



**Goal 1, Action 5**

<b>Multi-Tiered System of Supports Description:</b> Tier 1 Academic Program - Canvas E-portfolio	
<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Implement Canvas LMS system schoolwide to house student work and develop an E-portfolio</p>	<p><b>ACTUAL</b></p> <p>Implemented Canvas LMS system schoolwide to house student work and develop an E-portfolio. Students are creating and uploading student work artifacts within every English class in the school.</p>
	<p><b>BUDGETED / SOURCE</b></p> <p>Canvas system is District funded</p>	<p><b>ESTIMATED ACTUAL</b></p>
<b>Expenditures</b>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement Canvas LMS system schoolwide to house student work and develop an E-portfolio	Implement Canvas LMS system schoolwide to house student work and further develop an E-portfolio	

### Goal 1, Action 6

**Multi-Tiered System of Supports Description:** Tier 1 and 2 - Academic Program and Support -- Implement AVID Schoolwide

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

<b>Actions/Services</b>	<b>PLANNED</b> Offer 6 sections of AVID, and implement the program schoolwide	<b>ACTUAL</b> Offered 8 sections of AVID, and implement the program schoolwide.
	<b>BUDGETED / SOURCE</b> <b>1 section of AVID, \$19,000 (Title1) for Coordination; 2 sections of AVID, \$38,000 (Title 1)</b>	<b>ESTIMATED ACTUAL</b>

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
Continue to offer 8 sections of AVID, 1 release period for AVID Coordination and implement the program schoolwide.	Offer 6 sections of AVID, 1 release period for AVID Coordination and implement the program schoolwide	

### Goal 1, Action 7

**Multi-Tiered System of Supports Description:** Tier 1 College and Career Counseling - 10KD Financial Aid

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

Actions/Services

**PLANNED**

Provide financial aid workshops and support for 12th grade students completing the FAFSA/Dream Act.  
CONSIDER MOVING TO GOAL 1.

**ACTUAL**

Provided financial aid workshops and support for 12th grade students completing the FAFSA/Dream Act.

Expenditures

**BUDGETED / SOURCE**

**10KD**

**ESTIMATED ACTUAL**

**ANTICIPATED MODIFICATIONS TO**

**ACTION NARRATIVES:**

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- ✓ Unchanged

- New
- Modified
- ✓ Unchanged

- New
- Modified
- Unchanged

Provide financial aid workshops and support for 12th grade students completing the FAFSA/Dream Act.

Provide financial aid workshops and support for 12th grade students completing the FAFSA/Dream Act.

**Goal 1, Action 8**

**Multi-Tiered System of Supports Description:** Tier 2 - Academic Engagement - implement COMPASS program

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	<b>PLANNED</b> Implement second cohort of COMPASS Program at SRHS.	<b>ACTUAL</b> Implemented second cohort of COMPASS Program at SRHS. Offer PIQE workshops to parents and families of COMPASS students.
Expenditures	<b>BUDGETED / SOURCE</b> <b>College of Marin</b>	<b>ESTIMATED ACTUAL</b>

**ANTICIPATED MODIFICATIONS TO**

**ACTION NARRATIVES:**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  Implement second cohort of COMPASS Program at SRHS. Offer PIQE workshops to parents and families of COMPASS students.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  Implement third cohort of COMPASS Program at SRHS. Offer PIQE workshops to parents and families of COMPASS students.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 1, Action 9**

<b>Multi-Tiered System of Supports Description:</b> ELD Literacy Support - Tier 3 - For Words Literacy Lab, Supplemental Instructional Materials for ELD	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input checked="" 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	<b>PLANNED</b> Provide literacy instructional services and mentoring through the For Words program, a community based organization, for immigrant youth in ELD classes. Provide supplemental instructional materials to increase and enhance language/content access for immigrant students in ELD and Computer Literacy classes.	<b>ACTUAL</b> Offered For Words services to ELD classes at SRHS. Provide supplemental instructional materials.
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Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
<b>For Words - \$5,000 - Title III 4201</b> <b>Cenage Learning - \$2500 - Title III 4203</b> <b>Hoonuit (formerly Atomic Learning) - \$3200 - Title III 4203</b> <b>American Reading - \$7300 - Title III 4203</b>	

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
Provide literacy instructional services and mentoring through the For Words program, a community based organization, for immigrant youth in ELD classes. Provide supplemental instructional materials to increase and enhance language/content access for immigrant students in ELD and Computer Literacy classes.	Provide literacy instructional services and mentoring through the For Words program, a community based organization, for immigrant youth in ELD classes. Provide supplemental instructional materials to increase and enhance language/content access for immigrant students in ELD and Computer Literacy classes. Purchase Bridges curriculum to support Students With Interrupted Formal Education (SIFE) in ELD.	

## GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified**
- Unchanged

SBAC ELA and Math scores

Semester grades

### Goal 2

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

#### Identified Need

Math and English SBAC scores, and grade data for RFEP and EL students show a need for improvement. Spring 2017 pass rate (C>) for the school was 80.5%. Lower division courses listed below have pass rates 5 pts below the school average. There is a need for staff to collaborate and learn how to better address learning needs of all students, but especially EL students at SRHS. In addition, the school's science curriculum and methods of teaching need to be aligned to NGSS. Lastly, evidence of a student's readiness to graduate should be assessed by the quality of student work via portfolio, a student's ability to defend their learning. Teachers and the school need to shift its teaching, collaboration, and professional development to accommodate student learning needs.

#### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

See metrics for Goal 1

#### CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

See metrics for Goal 1

## Goal 2, Action 1

**Multi-Tiered System of Supports Description:** Tier 1 Academic Supports -- Literacy Instruction/Integrated ELD Professional Development UC Berkeley

- ✓ 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**  
Through teacher collaboration and coaching, teachers will address math and language arts needs for students. UCBHSSP proposes a scope of work which comprises unit and lesson design to incorporate integrated ELD supports and project-based learning outcomes. Additionally, the ELD department will be supported to plan and assess the needs of the ELD 1-4 students. UCBHSSP will also assist in the planning of site based and district wide Professional Development, responding to teacher needs.

**ACTUAL**  
UCBHSS instructional coach facilitated 12 days of professional development which included: unit and lesson design to incorporate integrated ELD supports and project-based learning outcomes. assessment practices to determine language needs of ELD 1-4 students; planning of site based and district wide Professional Development.

Expenditures

**BUDGETED AMOUNT / SOURCE**  
\$25,000 UCB Coaching contract (Title III); \$5,000 substitute costs -- release days (Title 1)

**ACTUAL EXPENDITURES**

### ANTICIPATED MODIFICATIONS TO ACTION

#### ACTION NARRATIVES:

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

SRHS will continue its partnership with UC Berkeley in delivering professional development focused on increasing the academic performance of EL students.	SRHS will continue its partnership with UC Berkeley in delivering professional development focused on increasing the academic performance of EL students.	
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**Goal 2, Action 2**

<b>Multi-Tiered System of Supports Description:</b> STEM and NGSS Professional Development and Planning	
<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <b><u>[Specific Grade span(s)] -- (List here): 12th Grade</u></b></li> </ul>

<b>Actions/Services</b>	<b>PLANNED</b> Develop lower division engineering pathway to increase enrollment and access to the Engineering Academy. Deliver professional development to implement NGSS.	<b>ACTUAL</b> Increased enrollment and access to the Engineering Academy. Science teachers participated in professional development to implement NGSS.
	<b>BUDGETED / SOURCE</b> <b>2 release days for Science department; 2 days of coaching provided by UC Berkeley (District funded)</b>	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<ul style="list-style-type: none"> <li>✓ New</li> <li><input type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> New</li> <li>✓ Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> New</li> <li><input type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>
Increase enrollment and access to the Engineering Academy. Science teachers participate in professional development to implement NGSS starting with 9th grade Physics course.	Continue efforts to Increase enrollment and access to the Engineering Academy. Science teachers participate in professional development to implement NGSS starting with 9th grade Physics course.	

**Goal 2, Action 3**

<b>Multi-Tiered System of Supports Description: Tier 1 - Develop Graduate Profile and Defense of Learning</b>	
<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <b><u>[Specific Grade span(s)] -- (List here): 12th Grade</u></b></li> </ul>

<u>Actions/Services</u>	<b>PLANNED</b> Envision Learning Partners provide 10 days of coaching support to SRHS Design Team to develop a Graduate Profile and Defense of Learning,	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> Coaching and \$5,000 of stipend pay provided through a grant funded by the Hewlett Foundation.	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> New</li> <li><input type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>	<ul style="list-style-type: none"> <li>✓ New</li> <li><input checked="" type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> New</li> <li><input type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>
	SRHS Design Team to develop a Graduate Profile and Defense of Learning, Site Design Team will pilot the use of rubrics and tasks aligned to the Graduate Profile.	

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

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<b>Recommended Indicators:</b> <ul style="list-style-type: none"> <li>● Truancy rate</li> <li>● Suspension Rate</li> <li>● SARB Data</li> <li>● Advisory Intervention</li> <li>● Counseling referrals</li> </ul>
<h3>Goal 3</h3>	<b>Student Engagement &amp; School Climate:</b> Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.	

Identified Need

As demonstrated by student attendance measures and records, there is a need to improve attendance both through improved compliance with attendance procedures as well as incentivizing positive attendance as part of PBIS. In addition, SRHS will continue to offer services to offer social emotional counseling services to students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	2016-2017 was 12.1%	14%		
Suspension Rate	2.9% (2014-15 data) 2016-2017 data reported in the California Dashboard was: 4.8%	106 students having at least one day of suspension, out of 1,376 students = 7.7%		
SARB	<u>2016-17 data</u> SARB 1 - 483 letters SARB 2 - 300 letters SARB 3- 158 letters SART - 94 meetings	<u>2017-18 data</u> SARB 1 - 423 letters SARB 2 - 301 letters SARB 3- 178 letters SART - 100 meetings		

Advisory Intervention Meetings	88 Advisory Conferences 106 Teacher Student Meetings	248 Advisory Conferences 57 Teacher Student Meetings		
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

SR expects to see a reduction in the number of SARB 2 and 3 letters issued to students. SRCS has contracted with NBSG to do truancy intervention. In addition, SRCS has revamped the SARB process and increased the capacity of the SARB Board to hear more cases.

The number of SARB 1 letters issued dropped from 483 to 423, a reduction of 60 letters from 16-17 as compared to 17-18. SARB 2 letters were almost the same, and SARB 3 letters increased by 20, from 158 to 178.

SR continues to offer 5 days of therapeutic counseling to students.

SR offered 5 days of therapeutic counseling for students.

SR will continue with implementing PBIS, Level 2.

SR will continue with implementing PBIS, Level 2.

SR Advisors will regularly meet with students at-risk for failing classes and document intervention in Aeries.

SR Advisors will regularly meet with students at-risk for failing classes and document intervention in Aeries.

The number of advisory conferences increased from 88 to 248, and the number of teacher meetings dropped from 107 to 57. The combined interventions from 2016-17 to 2018 increased from 195 to 305.



### Goal 3, Action 1

<b>Multi-Tiered System of Supports Description:</b> Continue onsite short-term therapeutic counseling	
<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

<b>Actions/Services</b>	<b>PLANNED</b> Offer 5 days of therapeutic counseling services offered through BACR, Huckleberry, CIP, and the SRCS.	<b>ACTUAL</b> SR offered 5 days of therapeutic counseling for students.
	<b>BUDGETED / SOURCE</b> BACR \$ 11,400 (WeAreSR!); Huckleberry, \$15,000 (Title 1); CIP, \$5,000 (Title 1)	<b>ESTIMATED ACTUAL</b>

**ANTICIPATED MODIFICATIONS TO**

**ACTION NARRATIVES:**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
SR will offer 5 days of therapeutic counseling	SR will offer 5 days of therapeutic counseling	

### Goal 3, Action 2

<b>Multi-Tiered System of Supports Description:</b> Implement PBIS	
<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

Actions/Services

<p><b>PLANNED</b></p> <p><b>Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System,</b> a multi-tiered system of support for behavior. Expand implementation of Positive Behavior Intervention System at designated sites. Identify site staff to be site leads for Positive Behavior Intervention System.</p> <ul style="list-style-type: none"> <li>● Student of the Month</li> <li>● Bulldog Bucks</li> <li>● Teacher Recognition Program</li> </ul>	<p><b>ACTUAL</b></p> <p>SR continues to support the Student of the Month, Bulldog Bucks, and Teacher Recognition Program. Though not formally part of the PBIS system, most teachers are at their doors welcoming students to class during passing periods.</p>
<p><b>BUDGETED / SOURCE</b></p> <p><b>4,000 - WeAreSR!</b></p>	<p><b>ESTIMATED ACTUAL</b></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 checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Continue to provide PBIS programs listed above.</p>	<p>Continue to provide PBIS programs listed above, but also have the team analyze school climate data regularly.</p>	

**Goal 3, Action 3**

<b>Multi-Tiered System of Supports Description: Truancy Intervention</b>	
<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>Weekly analysis of reports to monitor attendance trends during our weekly administrative meetings.</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><b>ACTUAL</b></p> <p>The number of SARB 1 letters issued dropped from 483 to 423, a reduction of 60 letters from 16-17 as compared to 17-18. SARB 2 letters were almost the same, and SARB 3 letters increased by 20, from 158 to 178.</p> <p>The administrative team uses the SARB process to monitor attendance and referred chronic truants to NBSG.</p>
	<u>Expenditures</u>	<p><b>BUDGETED /</b></p> <p><b>NSBG, \$5,000 (SRCS)</b></p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**201-18****2018-19****2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

SRHS will implement the SARB process described above.

SRHS will implement the SARB process described above.

### Goal 3, Action 4

Multi-Tiered System of Supports Description: SRHS Advisory Program	
<u>Students to be Served</u>	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ <u>[Specific Student Group(s)] -- (List here):</u></li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>SRHS teachers will monitor the progress of students in their advisory, and meet with students at-risk for failing classes. The results of the intervention will be documented in Aeries regularly.</p>	<p><b>ACTUAL</b></p> <p>SRHS teachers monitored the progress of students in their advisory, and met with students at-risk for failing classes. The results of the intervention were documented in Aeries mainly in the months of September and October.</p>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>N/A</b></p>	<p><b>ESTIMATED ACTUAL</b></p>
<u>Expenditures</u>		

#### ANTICIPATED MODIFICATIONS TO

#### ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input checked="" 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
<p>SRHS teachers will monitor the progress of students in their advisory, and meet with students at-risk for failing classes. The results of the intervention will be documented in Aeries regularly.</p>	<p>SRHS teachers will monitor the progress of students in their advisory, and meet with students at-risk for failing classes. The results of the intervention will be documented in Aeries regularly.</p>	

### Goal 3, Action 5

#### Multi-Tiered System of Supports Description: Parent Engagement

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

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>Parent engagement activities will be implemented to provide parents and families with educational opportunities to better support their students. PIQE, CASS,, SELAC, and counseling/career center events.</p>	<p><b>ACTUAL</b></p> <p>Offered PIQE program at SR last year. Held WeAreSR! sponsored parent education workshops for families. CASS facilitated parent engagement activities for 9th and 10th grade AVID families. CCC sponsored college access events throughout the year (Financial Aid, College Nights).</p>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>\$8,000 PIQE (Title III) - 4203</b>  <b>\$ 100,000 CASS (Program Coordination and parent engagement, funded by MCF)</b></p>	<p><b>ESTIMATED ACTUAL</b></p>
<u>Expenditures</u>		

#### ANTICIPATED MODIFICATIONS TO

#### ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input checked="" 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
<p>Parent engagement activities will be implemented to provide parents and families with educational opportunities to better support their students. PIQE, CASS, truancy intervention, SELAC, and counseling/career center events.</p>	<p>Parent engagement activities will be implemented to provide parents and families with educational opportunities to better support their students. PIQE, CASS, truancy intervention, SELAC, and counseling/career center events.</p>	

### Goal 3, Action 6

Multi-Tiered System of Supports Description: Tier 3: You Thrive Intervention	
Students to be Served	<ul style="list-style-type: none"> <li>✓ All School</li> <li>✓ Students with Disabilities</li> <li>✓ [Specific Student Group(s)] -- (List here):</li> </ul>
	<ul style="list-style-type: none"> <li>✓ English Learners</li> <li>✓ Foster Youth</li> <li>✓ Low Income</li> <li>✓ [Specific Grade span(s)] -- (List here):</li> </ul>

Actions/Services	<b>PLANNED</b> Implement You Thrive program at SRHS to support students most at-risk for drop-out or gang affiliation.	<b>ACTUAL</b> Implemented Spring 2018 pilot.
	<b>BUDGETED / SOURCE</b> <b>\$3,500 (Title 1)</b> <b>\$3500 (Title 3 - 4201)</b>	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>✓ New</li> <li><input type="checkbox"/> Modified</li> <li><input checked="" type="checkbox"/> Unchanged</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> New</li> <li><input type="checkbox"/> Modified</li> <li>✓ Unchanged</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> New</li> <li><input type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>
Implement You Thrive Spring 2018 pilot.	Implement YouThrive Fall 2018 program.	

### 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. Glenn Dennis	Certificated Administrator	gdennis@srcs.org	
2. Jeannine Thurston	Certificated Teacher	jthurston@srcs.org	
3. Danielle O'Neill	Certificated Teacher	doneill@srcs.org	
4. Maria Rodriguez	Classified, Admin Asst.	mrodriguez@srcs.org	
5. Claire Mazariegos	Classified, CCC Advisor	cmazariegos@srcs.org	
6. Harry Gong	Parent	harrykgong@gmail.com	
7. Ryan Robinett	Parent	ryan@robinett.org	
8. Becky Spence	Parent	beckyspence@comcast.net	
9. Jordan Locke	Student	ladybugjordanl@gmail.com	
10. Andrew DeLeon	Student	Deleonandrew85@yahoo.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	2	2	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:
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