

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

Terra Linda High School

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2017-2018 Single Plan for Student Achievement

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THE STORY

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

Mission Statement

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 2017 - 286</i>	White 44%
<i>Class of 2018 - 299</i>	Latino 43%
<i>Class of 2019 - 315</i>	Asian 8%
<i>Class of 2020 - 335</i>	African American 2%
	Other 3%

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. Beginning last year, 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, afterschool 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 2017-2018 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 2016-2017 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 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 participates 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 is at the center of four new student initiatives for the 2017-2018 school year. Through opportunities such as these, 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.

Terra Linda Smarter Balanced Assessment scores made significant progress, specifically in English Language Arts. As is demonstrated by our score report, Terra Linda showed an overall growth of 6% for students who met or exceeded standards in English Language Arts on the Smarter Balanced Assessment. We exceeded District averages by 4% and CA State averages by 1%. Similarly, Economically disadvantaged students also increased by 6% in English Language Arts

EL students demonstrated a growth of 18% for students who met/exceeded in ELA on the Smarter Balanced Assessment. We exceeded the District averages by 7% and CA State averages by 7%. The percent of EL students who met/exceeded standards also grew by 3% in math.

Our overall suspension rate has declined significantly. 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 600 students enrolled in one or more AP programs. More specifically, our enrollment in programs like AP US History and AP Language have doubled from last year to this. We continue to make gains with students receiving a passing score of 3 or higher in courses like AP Chemistry, AP US Government, English Literature, and Statistics and we have made a concentrated effort to get more first generation college students enrolled in an AP class their junior year of high school.

GREATEST PROGRESS

Terra Linda continues to prioritize Student Culture by adopting four new initiatives - No Place for Hate, Be Body Positive, Student Voice, and Youth Leadership Institute. Students at Terra Linda are likely to join clubs, present during faculty meetings, and take various other leadership roles on campus. Students who participate in the four new initiatives 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 over one hundred parents participating; more than doubling our numbers from years past. 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?

GREATEST NEEDS

While we have shown growth on the Smarter Balance Assessment in English Language Arts, the percentage of students who met or exceeded in math was only 27%; decreasing 4% since 2016. Our site is addressing this decline by developing and implementing a plan to ensure students are better prepared to take the math portion of this assessment. Juniors will be taking a math performance task in fall to better prepare for the testing format and content. In addition, our math department will actively participate in year two of our CALLI conference and will create goals and action steps based upon our data and the needs of students. These action steps include monthly discourse strategies, the creation of benchmark assessments, meetings around pacing, instructional round, etc.

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 61%; declining approximately 14%. To address this gap, our site is amping up our math and science support through our morning and afternoon tutoring program.

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.

In addition to academic and professional support, our counseling team, EL Department Chair, EL Coach, administrators, and the Director of Secondary Education have met to discuss adult education programs for our EL students who are lack credits needed to graduate and are close to aging out.

While our overall suspension rate has declined significantly over the past year, the suspension rates for our two subgroups, students with disabilities and EL students has shown a slight increase. Of the total number of students who received a

suspension, 17% were students with disabilities; this is just over a 1% increase from the previous year. To address this, we continue to refine our Restorative Justice program and offer peer court as well as restorative circles. In addition, our administration team and counseling department meet weekly to discuss attendance trends as well as discipline in order to identify students who may need intervention.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	94,340.00	170,000.00	45,000.00	NA	10,890.00	5,902.00
Budgeted*	94,340.00	170,000.00	45,000.00			9,375.00
Spent YTD	47, 491.00	62, 317.00	39, 843.90		4,963.00	212.00
Encumbered	22,032.00	33,437.00	4,791.50		27, 621.00	254.00
Available	34,816.00	74,245.00	364.00		-16,486.69	8,908.00
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	8,480.00	6,847.00	0.00	WASC Review Cert. Salary		
2XXX	551.00	11,311.00	0.00	Campus sup. class hourly		
3XXX	1,683.00	3,241.00	0.00	payroll deduc. SSI etc.		
4XXX-5XXX	93,626.00	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

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> • EL Progress • Graduation Rate (HS)
<h1>Goal 1</h1>	<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, reading lexiles, growth measures, and standardized test results, performance gaps still exist. These gaps 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%			
Graduation Rate of Socio Economically Disadvantaged	77.5%			
Graduation Rate of Hispanic Students	80%			
EL Progress	57%			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

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

- Increase parent involvement in programs like Parents for Quality Education
- Provide information and support during the college application and financial aid process.
- Purchase new course materials and technology to support our students 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.
- 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.
- Student in need of credit recovery will be provided with options, including APEX offered during the school day.

Goal 1, Action 1

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

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here): EL Students

- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services	<p>PLANNED</p> <p>TL's math and science department will provide morning and afternoon tutoring sessions. They will specifically target EL students.</p> <p>Teachers will keep an attendance sheet so that we can track student use of this service.</p>	<p>ACTUAL</p>
	Expenditures	<p>BUDGETED AMOUNT / SOURCE</p> <p>\$ / Title 3</p>

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged 	<ul style="list-style-type: none"> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Additional afternoon sessions will be added, should students express interest in attending afternoon sessions over morning tutoring</p>		

Goal 1, Action 2

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

Actions/Services	PLANNED	ACTUAL
	<p>Created a targeted plan for outreach to parents, including use of bilingual liaison, Blackboard Connect, our parent newsletter, etc.</p> <p>Increase parent participation in PIQE by double. To include english cohort(s) and spanish cohort(s). Parent participants learn about the high school system, the “4 year plan,” higher education options, etc.</p>	
Expenditures	BUDGETED / SOURCE	ESTIMATED ACTUAL
	\$5,400/Title III Limited English	

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 1, Action 3

Multi-Tiered System of Supports Description: Purchase of new ELD 1 consumable textbooks, supplemental materials, and supplies.

<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>

<u>Actions/Services</u>	<p>PLANNED</p> <p>ELD Department Chair and ELD Coach provided feedback during the process of selecting course materials appropriate to the needs of our EL students.</p> <p>Inside the USA consumable, published by National Geographic. This consumable will be used as a primary text for ELD 1. Students will take notes and complete the activities within the book.</p> <p>ELD Teachers and students will 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> <p>TCI online subscription will be renewed for our Bilingual World Cultures</p>	<p>ACTUAL</p>
	<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>No cost associated</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

✓ Unchanged	<input type="checkbox"/> Unchanged	<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 <input type="checkbox"/> Students with Disabilities ■ <u>[Specific Student Group(s)] -- (List here): LEP Students, socioeconomically disadvantaged, and foster youth</u>
	<ul style="list-style-type: none"> ■ English Learners ■ Foster Youth ■ Low Income ■ <u>[Specific Grade span(s)] -- (List here): 12th</u>

	<p>PLANNED</p> <p>Our counselors, college and career advisor, AVID Senior teacher, and a Econ & Government teacher will attend a Train the Trainer, FAFSA workshop offered by COM.</p> <p>Partnering with 10,000 Degrees, TLHS will offer a Financial Aid Week. This will include a rally, Financial Aid Night, push-ins to Eco & Government classes, and targeted follow-up for our LEP students, our socioeconomically disadvantaged, and foster youth.</p> <p>College Advisor’s from 10,000 Degrees will work with the senior AVID class once a week to provide one-on-one advising during the college application process.</p> <p>Students Rising Above will provide monthly workshops to our AVID students regarding financial literacy and college readiness</p>	<p>ACTUAL</p>
Actions/Services		
Expenditures	<p>BUDGETED / SOURCE</p> <p>N/A</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

2018-19

2019-20

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

Goal 1, Action 5

Multi-Tiered System of Supports Description: Provide students who lack credits with credit recovery options; specifically, APEX.

<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 type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<p>PLANNED</p> <p>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.</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 APEX, which is offered during the school day.</p> <p>A designated teacher will be in charge of monitoring student progress and completion.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>N/A</p>	
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
APEX teacher from last year will provide training to the two new APEX teachers.		

Goal 1, Action 6

Multi-Tiered System of Supports Description: Continue to prioritize the ELD classes during the master scheduling process 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>Align intake process for our newcomers and the referral process to Adult education programs for students who are aging out.</p> <p>Analyze our ELD course offerings in January and February to determine needs for 2018-2019 school year.</p> <p>Use data from this year and last to estimate how many newcomers will be enrolling in the District to determine how many cohorts there will be.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>N/A</p>	
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 1, Action 7

Multi-Tiered System of Supports Description: Increase overall student enrollment in AP courses and AP testing participation for each AP class offering.

<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"> <input type="checkbox"/> English Learners ■ Foster Youth ■ Low Income ■ [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<p>PLANNED</p> <p>Provide an annual awareness of TL's AP data to parent groups.</p> <p>Concentrated outreach and information provided to first generation and/or economically disadvantaged students.</p> <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>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>N/A</p>	
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

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):

<u>Actions/Services</u>	<p>PLANNED</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 will adopt AVID strategies and embed them in freshman classes.</p> <p>Add a cohort to our COMPASS program. 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. As a result, 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 transferrable college credit, and be awarded free attendance for the first year should they matriculate to COM.</p> <p>Offer eight week Charlas program to support and provide therapeutic group discussions for newcomers.</p>	<p>ACTUAL</p>
	<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>NA</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

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

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

<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
<h1>Goal 2</h1>	<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

Terra Linda showed an overall growth of 6% for students who met or exceeded standards in English Language Arts on the Smarter Balanced Assessment. We exceeded District averages by 4% and CA State averages by 1%. Similarly, Economically disadvantaged students also increased by 6% in English Language Arts

EL students showed tremendous growth of 18% for students who met/exceeded in ELA on the Smarter Balanced Assessment. We exceeded the District averages by 7% and CA State averages by 7%. The percent of EL students who met/exceeded standards also grew by 3% in math.

While we have shown growth in English Language Arts, the percentage of students who met or exceeded in math has decreased by 4% since 2016.

Our AP program at Terra Linda continues to thrive, with over 700 students enrolled in one or more AP programs. More specifically, our enrollment in programs like AP US History and AP Language have more than doubled from last year to this. We continue to make gains with students receiving a passing score in courses like AP Chemistry, AP US Government, English Literature, and Statistics and we have made a concentrated effort to get more first generation college students enrolled in an AP class their junior year of high school.

While we see an increase in the number of students enrolling in AP classes, our total number of students who take the test is down by 14% since 2016.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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AP Students who take the AP test	73%			
Student who met/exceeded standards on SBAC in Math	27%			
Attendance at Professional Development	55 teachers			

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"> - make 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 	
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Goal 2, Action 1

<p>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.</p>	
<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):

Actions/Services

PLANNED

Working in our third year as a Professional Development Team and Instructional Leadership Team, all school-wide faculty time will focus on common instructional practices centered on student engagement and using assessments data to inform instructional practices.

Teachers will be devoting department collaboration time analyzing the following data: SBAC, AP, CELDT, SRI, D & F lists, and data that is department specific.

ACTUAL

Expenditures

BUDGETED / SOURCE

N/A

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

This action will be phased and will be part of our WASC preparation for the 2018-2019 school year

Goal 2, Action 2

Multi-Tiered System of Supports Description: Terra Linda’s math department will be participating in year two of CALLI and will create an actionable plan for the 2017-2018 school year to meaningfully improve outcomes for students.

<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):

Actions/Services	<p>PLANNED</p> <p>TLHS CALLI Team will attend conference three time within the 2017-2018 school year. This team will include our Math coach, math department chair(s), an administrator, and District representation.</p> <p>Math Coach will complete monthly rounds of learning walks of the entire department and will work one-on-one with math teachers seeking feedback.</p> <p>Math Department chair(s) and math coach will select three discourse strategies per semester and will provide demo lessons and materials to support teachers as they integrate the strategy into their lesson(s).</p> <p>Alg 2 teachers will meet with CALLI “Thought Partner” on the pacing of newly adopted Alg 2 textbooks.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>Covered through DO</p>	
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 2, Action 3

Multi-Tiered System of Supports Description: Continue to promote professional development opportunities for staff and increase overall PD attendance.

<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>Counselors will attend a three-part SCOE Counseling Academy</p> <p>Site will send three representatives to the AERIES conference to get training on 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>Site will send one administrator AP national forum and will send AP teachers to AP trainings.</p> <p>Attend numerous professional development opportunities to learn about STEM courses offered in other districts in order to develop our own STEM pathway.</p> <p>Arts teachers will attend the National Arts Symposium in San Francisco</p>	

Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
AERIES 2,500 / Lottery AVID SI 3,970 / Lottery AP Forum / District Office CA	

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
Additional professional development opportunities will be added		

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 overall suspension rate has declined significantly over the past year, the suspension rates for our two subgroups, students with disabilities and EL students has shown a slight increase.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	18%			
Suspension Rate of students with disabilities	17.5			
Suspension Rate of EL Students	7.7			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Upon completion of the action steps below, our site expects to: <ul style="list-style-type: none"> - Refine our Restorative Justice program - Decrease the number of students who are chronically absent through the refinement of our SART/SARB process. 	

<ul style="list-style-type: none"> - 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. 	
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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.

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> ■ All School □ Students with Disabilities □ <u>[Specific Student Group(s)] -- (List here):</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>Actions/Services</p>	<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><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>ACTUAL</p>
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<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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 3, Action 2

Multi-Tiered System of Supports Description: 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.</p> <p>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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

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Goal 3, Action 3

Multi-Tiered System of Supports Description: Implement four new initiatives for school culture, including Student Voice, No Place for Hate, Be Body Positive, and Youth Leadership Institute

<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>

<u>Actions/Services</u>	<p>PLANNED</p> <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>Youth Leadership Institute:</u> YLI chooses to engage youth as part of the solution and nurtures this passion, providing ways for youth to lead and channel this motivation into effective community change. Youth leaders investigate community challenges, and potential solutions. They learn how to develop a campaign and build a network of community members to educate others and create policy change. By actively learning about the problems in society and working to make change, our young leaders strengthen themselves and their communities.</p> <p><u>No Place for Hate:</u> ADL’s No Place for Hate initiative provides schools and communities with an organizing framework for combating bias, bullying and hatred, leading to long-term solutions for creating and maintaining a positive climate.</p>	<p>ACTUAL</p>

Student Voice: 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.

Students will attend a one-day training at the beginning of the year and will meet monthly as a committee.

Expenditures

BUDGETED /

Be Body Positive 2,782.25/ Local donations

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

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.

<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):</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>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>
Expenditures	<p>BUDGETED / SOURCE</p> <p>N/A</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 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.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input checked="" type="checkbox"/> English Learners <input 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>	PLANNED	ACTUAL
	<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>Bilingual Community Liaison will provide outreach to families to increase participation and will act as a translator during our SELAC meetings.</p>	
<u>Expenditures</u>	BUDGETED / SOURCE N/A	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 3, Action 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.

<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>

<u>Actions/Services</u>	<p>PLANNED</p> <p>Adopt/ familiarize our site with District Suicidal Ideation Response/Return from Hospitalization Protocols (flow charts for Admin and Academic Counselors), as well as the new District Suicide Assessment & Intervention Form.</p> <p>Organize a Risk Assessment Team.</p> <p>Counselor’s will be trained to use the District’s Suicide Assessment and Intervention form.</p> <p>The Risk Assessment Team will meet bi-monthly to discuss our at-risk students.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>N/A</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current 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 Coach & Math Teacher	Hfoster@srcs.org	
4. Erik Schoengart	Science teacher & Union Rep	eschoengart@srcs.org	
5. Jessica Chung	ASB President	j_madlyn@yahoo.com	
6. Ryan Corr	ASB Board Representative	ryancorr@comcast.net	
7. Donna Romberger	Accounts Payable	dromberger@srcs.org	
8. Julie Kritzberger	OneTL President	jewelskritz@outlook.com	
9. Nubia Barrajas	SELAC President	nubia.barrajas99@gmail.com	
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

