

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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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.

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.

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 in all courses will upload artifacts representing significant examples of learning for each of their courses.
- Project based learning is being implemented in all English 9 courses.
- SRHS will continue its partnership with UC Berkeley in delivering professional development
- The school is looking to increase access and recruitment of students lower division into the Engineering Pathway
- Deliver professional development and collaboration around implementation of Next Generation Science Standards (NGSS)

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 five 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 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

GREATEST PROGRESS

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. Last year, the ELD Department piloted the use of a new assessment tool for monitoring progress, LAS Links, and also established a Language Assessment Team to use data to make decisions about student placement.

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.

- In 2016-17 teachers piloted a PBL approach to biology in three classes. We are now moving toward full implementation for all 9th grade biology classes, including honors, college prep and SDAIE classes, starting in 2017-18.
- Departments have used meeting time to share work around graphing from various science courses to inform the common assessment. This work has helped teachers of various levels know the skill progression for their incoming students.
- In 2016-17 the entire Science Department focused on graphing and had common expectations based on the how to graph list. This was included on final assessments for fall semester.

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
Point Change from 2016 to 2017	-3	-4	+5	+1	-3	+5	-4	0

- 58% of SRHS students “exceeded” or “met” the ELA proficiency in 2016-17 compared to 52% in 2014-15, a gain of a point, but a +6pt improvement compared to last year’s scores.
- In Math, 33% of SRHS students “exceeded” or “met” the SBAC in 2016-17 compared to 33% in 2014-15, no gain or loss.

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
Change from 2016 to 2017	+6	-3	+2	+3	+8	-5	+3	+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 +6 points in the “Met Standards” category, and lost -3 points in “Exceeded” when comparing 2017 to 2016 results.
- Latino students gained +2 points in the “Met Standards” category, and +3 points in “Exceeded” when comparing 2017 to 2016 result.
- Economically Advantaged students gained +8 points in the “Met Standards” category and lost -5 points in “Exceeded”.
- Economically Disadvantaged students gained +3 points in the “Met” and +5 in the “Exceeded” categories from 2017 to 2016.

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
Change from 2016 to 2017	+1	-1	-4	+1	-3	0	-3	+1

- When the CAASPP Mathematics results are disaggregated by ethnicity and socio-economic status, we learn that the sub-groups performed as follows:
- White students gained +1 point in the “Met Standards” category, and lost -1 points in “Exceeded” when comparing 2017 to 2016 results.
- Latino students lost -4 points in the “Met Standards” category, and gained +1 points in “Exceeded” when comparing 2017 to 2016 results.
- Economically Advantaged students lost -3 points in the “Met Standards”.
- Economically Disadvantaged students lost -3 points in the “Met Standards” and gained +1 points in the “Exceeded” categories from 2017 to 2016.

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
Total AP Students	103	139	159	195	236	277
Number of Exams	175	230	247	362	379	429
AP Students with Scores 3+	82	107	113	150	197	293
% Total AP Students w/ 3+	79.6	77.0	71.1	76.9	68.6	68.2

- Since 2012, the number of total AP students increased from 103 to 277, an increase of 174 students, a 168% increase. By comparison, the overall student population at SRHS has increased by 39% during the same time period, and for AP students in CA, the increase was 23%.
- The number of exams taken by SR students increased from 175 in 2012 to 429 in 2017, an increase of 254 exams, a 145% increase. By comparison, for AP students in CA, the increase was 26%.
- The number of students with scores of 3 or higher has grown from 82 in 2012 to 293 in 2017, an increase of 211 students, a 257% increase. By comparison, for AP students in CA, the increase was 19%.
- The % total of AP students with a 3 or higher dropped 8.2 pts., from 79.6% in 2012 to 68.2% 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. The Graduation rate is “medium” at 86%, a decline of 2.6%.

San Rafael High’s graduation rate is due to the large numbers of newcomer students who enroll into high school with low credits and turn 18 before they are able to complete 220 credits and earn a high school diploma. Since many newcomer students do not enroll in adult school or a post-secondary institution after they “age out”, they count as high school dropouts. San Rafael High School traditionally has offered a fifth year for students who have the possibility of earning a high school diploma. The Educational Services department piloted a Transitional Youth Program to help bridge students into viable post-secondary programs. In partnership with College of Marin and the MCOE, Educational Services is looking to establish an effective Transitional Youth Program for 18 year old newcomer students who do not qualify (based on credits) for a fifth year.

3. Math and English performance based on the 2016-17 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	Exceeded	Met	Exceeded	Met	Exceeded
2014-15	30	50	42	12	0	0

GREATEST NEEDS

2015-16	22	50	39	13	8	0
2016-17	30	51	42	17	7	0
Point Change from 2016 to 2017	0	+1	0	+5	+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 30% “Met Standards” category, and 51% “Exceeded” the standards.
- Redesignated Fluent English Proficient students saw no change in the “Met Standards” category (42%), and gained 5 points in “Exceeded” when comparing 2017 to 2015 results.
- English Learners gained 7 points in the “Met Standards” category when comparing 2017 to 2015 results.

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
Point Change from 2014-15	+1	+5	-11	+15	0	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 point in the “Met Standards” category, and +5 points in “Exceeded” when comparing 2017 to 2015 results.
- Redesignated Fluent English Proficient students dropped -11 points in the “Met Standards” category, but gained +15 points in “Exceeded” when comparing 2017 to 2015 results.
- English Learners lost 2 points in the “Met Standards” category when comparing 2017 to 2015 results.

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. The goal is to address language development, specifically for students who are not progressing. The school will take the following specific actions steps to address the performance gaps.

1. continue to focus professional development on improving instructional and assessment practices across the school. SRHS will set aside 12 days of instructional coaching and teacher release time to receive instructional coaching services from UC Berkeley.
2. implement E-portfolios across all departments for the purpose of monitoring student progress over time, and analyzing student work to improve instruction.
3. This year, the 9th grade English team is working under the guidance of UCBHSSP on developing common 9th grade curriculum, student artifacts, and performance scoring. English teachers are vertically articulating assessment types, the frequency per grade level, and using common rubrics. Design and implement strategies for improving student performance with a focus on language supports for SDAIE 9 and Strategic students. Examine class sets of student artifacts as tool to plan for student learning, reflecting on challenges and on successes
4. Science teachers will design new strategies and continue planning ELD 2 Science course, and revise based on results of implementation of Units 1 and 2
5. Social Studies teachers will support SDAIE instruction to improve language development and achievement for intermediate English Learners, review 9-12 scope and sequence of literacy skills, and plan for language and academic literacy scaffolds for struggling, LTEL, and EL students
6. PE teachers will revise Health curriculum to include language development supports and differentiated texts ELD/SDAIE.
7. ELD teachers will monitor placement, and assessments to ensure progress toward redesignation of intermediate ELs, and plan ELD 3 and 4 courses to support language development as well as academic literacy strategies to ensure student success in SDAIE and mainstream courses.

8. Math will revise writing prompts based on examination of student work, use assessment to drive instruction of writing and problem solving in math, and design language supports for LTEL as well as EL students

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

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 2016-17 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. The 2015-16 graduation rate is “medium” at 81.7%.

San Rafael High’s graduation rate is due to the large numbers of newcomer students who enroll into high school with low credits and turn 18 before they are able to complete 220 credits and earn a high school diploma. Since many newcomer students do not enroll in adult school or a post-secondary institution after they “age out”, they count as high school dropouts. San Rafael High School traditionally has offered a fifth year for students who have the possibility of earning a high school diploma. The Educational Services department piloted a Transitional Youth Program to help bridge students into viable post-secondary programs. In partnership with College of Marin and the MCOE, Educational Services is looking to establish an effective Transitional Youth Program for 18 year old newcomer students who do not qualify (based on credits) for a fifth year.

PERFORMANCE GAPS

The academic performance of ELs is monitored using assessments, teacher observation and focused professional dialogue in Language Assessment Team, Instructional Leadership or Student Study Team meetings in order to identify developing academic deficits.

In order to meet the needs of students at-risk to dropout,, SRCS has begun a Transitional Youth Program with a number of community partners, which will support adult students that are deficient in credits. This program in cooperation with local adult education programs, community organizations, and our local community college 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. Once this transition is successful, then each SRHS will designate students as transfers within the student information system. This program is identified as an action item in our 2017-2018 LCAP.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	143,245.00	170,000.00	45,000.00	193,826.00	33,404.00	33,657.00
Budgeted*			45,000			
Spent YTD	85,793.70	73,114.34	44,576.05	40,085.02	5,093.61	0
Encumbered	11,036.23	20,577.42	393.01	111,945.57	26,032.24	5,000
Available	46,415.07	76,308.24	30.94	41,795.41	2,278.15	28,657
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	340.33	6,797.00	0.00	Teacher salaries or extra pay		
2XXX	0.00	17,934.00	0.00	Classified salaries and extra pay		
3XXX	2.00	4,892.00	0.00	Salaries and benefits		
4XXX-5XXX	132,903.00	140,377.00	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.

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.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

- New
- Modified**
- Unchanged

SBAC ELA and Math scores

Semester grades

Goal 1

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

Identified Need

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.			
SBAC Math	26% of RFEPS met or exceeded Math standards.			
SBAC English	15% of ELs nearly met ELA standards.			
SBAC Math	7% of ELs nearly met Math standards.			
English Grades	<u>Spring 2017 pass rates:</u> English 9 (69.6%) English 10 (74%) Strategic 9 (59.4%) Strategic 10 (62.5%)			
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%)			
ELD Grades	<u>Spring 2017 pass rates:</u> ELD 1A (71%) ELD 1B (60%) ELD 2A (56%) ELD 2B (62%)			
Science Grades	<u>Spring 2017 pass rates:</u> Phys. Earth (60.7%) Phys. Earth SDAIE (62.9%) Biology (63.3%) Chemistry (70.2%)			
Social Studies Grades	<u>Spring 2017 pass rates:</u> World Cultures SDAIE (64.7%) World History SDAIE (75.1%)			
Graduation Rate	2014-15 (86%) 2015-16 (81.7%)			
EL Progress Rate	The EL Progress rate is 51.4%, based on the 2015-16 data.			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

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.

Goal 1, Action 1

Multi-Tiered System of Supports Description: Tier 3 academic intensive intervention - math 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	PLANNED Offer after school tutoring in mathematics to students that need support and extra help.	ACTUAL
	BUDGETED / SOURCE Title 1 -\$ 6,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Goal 1, Action 2

Multi-Tiered System of Supports Description: 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"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u> 9th and 10th grade English

<u>Actions/Services</u>	PLANNED	ACTUAL
	Offer Strategic 9, 10, and SDAIE 9 intervention classes to students demonstrating need for support in English language arts	
<u>Expenditures</u>	BUDGETED / SOURCE	ESTIMATED ACTUAL
	.4 fte general budget; .2 Title 1	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

Goal 1, Action 3

Multi-Tiered System of Supports Description: Tier 3 - Academic Intervention - Algebra Readiness	
<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>Offer Algebra Readiness course to newcomer students address gaps in student readiness to take Algebra.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>.4 FTE Title 1; .6 FTE general budget</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

Goal 1, Action 4

Multi-Tiered System of Supports Description: 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):

Actions/Services	PLANNED	ACTUAL
	<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>	
Expenditures	BUDGETED / SOURCE TBD	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

Goal 1, Action 5

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"> ✓ All School ✓ Students with Disabilities ✓ [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>Implement EL master plan provisions to ensure that students are getting reclassified by the Language Appraisal Team and EL progress is being actively monitored.</p>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>Two days of release time for the LAT</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

Goal 1, Action 6

Multi-Tiered System of Supports Description: Tier 1 Academic Program - Canvas E-portfolio	
<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>	PLANNED	ACTUAL
	Implement Canvas LMS system schoolwide to house student work and develop an E-portfolio	
<u>Expenditures</u>	BUDGETED / SOURCE	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

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

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified
- Unchanged

- Program participation rates

Goal 2

(Revised) 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

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			
COMPASS enrollment	2 sections of COMPASS			
CASS enrollment	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.			

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

Goal 2, Action 1

Multi-Tiered System of Supports Description: Tier 1 Academic Supports

- ✓ 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

(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)

Expenditures

BUDGETED AMOUNT / SOURCE

\$25,000 UCB Coaching contract; \$8,400 in substitute costs

ACTUAL EXPENDITURES

TO BE COMPLETED SPRING 2018

ANTICIPATED MODIFICATIONS TO ACTION

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
(Will the action evolve over time--perhaps think phases of implementation)		

Goal 2, Action 2

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

<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	PLANNED Continue to offer 8 sections of AVID, and implement the program schoolwide	ACTUAL (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	BUDGETED / SOURCE 2 sections of AVID (Title1); 5 sections of AVID (general budget); 1 section of AVID and 1 section of AVID Coordination (College Readiness Grant); Professional development costs (15k)	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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(Will the action evolve over time--perhaps think phases of implementation)

Goal 2, Action 3

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

<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
 Implement second cohort of COMPASS Program at SRHS. Offer PIQE workshops to parents and families of COMPASS students..

ACTUAL
 (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)

Expenditures

BUDGETED / SOURCE
PIQE - Title III (4,000k)

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input 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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(Will the action evolve over time--perhaps think phases of implementation)

PLANNED ACTIONS / SERVICES--(DUPLICATE THIS PAGE FOR EACH ADDITIONAL ACTION UNDER GOAL AREA 2)

Goal 2, Action 4

Multi-Tiered System of Supports Description: Academic Support and Family Engagement - Tier 2 - College Access and Student Success (CASS)

<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>Implement 2nd year of CASS program for 100 9th and 10th graders in AVID. Regular progress monitoring and family engagement provided by CASS Coordinator. Offer PIQE workshops to parents and families of CASS students.</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	<p>BUDGETED / SOURCE</p> <p>120k - CASS Grant, MCF PIQE - Title III \$(4,000)</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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

PLANNED ACTIONS / SERVICES-

Goal 2, Action 5

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"> ✓ 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): 12th Grade</u>

Actions/Services	<p>PLANNED</p> <p>Provide financial aid workshops and support for 12th grade students completing the FAFSA/Dream Act.</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	<p>BUDGETED / SOURCE</p> <p>10KD</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
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

Goal 2, Action 6

Multi-Tiered System of Supports Description: STEM and NGSS Professional Development and Planning	
<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>

- ✓ English Learners
- ✓ Foster Youth
- ✓ Low Income
- ✓ **[Specific Grade span(s)] -- (List here): 12th Grade**

Actions/Services

PLANNED
 Develop lower division engineering pathway to increase enrollment and access to the Engineering Academy.
 Deliver professional development to implement NGSS.

ACTUAL
 (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)

Expenditures

BUDGETED / SOURCE
6,000/Career Readiness and grant and general site budget

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

(Will the action evolve over time--perhaps think phases of implementation)

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- New
- ✓ Modified
- Unchanged

Recommended Indicators:

- Truancy rate
- Suspension Rate
- SARB Data

Goal 3

- Advisory Intervention
- Counseling referrals

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

Identified Need

As demonstrated by student attendance measures and records, there is a need to improve attendance both through improved compliance with attendance procedures as well as incentivizing positive attendance as part of PBIS. 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
Suspension Rate	2.9% (2014-15 data)			
Truancy Rate	25.92 (2015-16 data)			
SARB	<u>2016-17 data</u> SARB 1 - 483 letters SARB 2 - 300 letters SARB 3- 158 letters SART - 94 meetings			
Therapeutic Counseling Referrals				
Advisory Intervention Meetings				

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.	(Summarize results of State priority metrics, local metrics and any additional site metrics for priorities 5, 6 as applicable vs your EAMO's)

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

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.

Goal 3, Action 1

Multi-Tiered System of Supports Description: Continue onsite short-term therapeutic counseling

<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>Offer 5 days of therapeutic counseling services offered through BACR, Huckleberry, CIP, and the SRCS.</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p> <p>For example, SARB compliance has been in the LCAP for 3 years and we have sites that are not in compliance.....include a chart of your chronic absenteeism (10% or more total absences, Truants (3 or more unexcused, and tally of each SARB category processes completed)</p>
	<p>BUDGETED / SOURCE</p> <p>BACR \$ 11,400 (WeAreSR!); Huckleberry, \$15,000 (Title 1); CIP, \$5,000 (Title 1)</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
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

Goal 3, Action 2

Multi-Tiered System of Supports Description: Implement PBIS

<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>Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System, 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"> ● Student of the Month ● Bulldog Bucks ● Teacher Recognition Program 	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>4,000 - WeAreSR!</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

Goal 3, Action 3

Multi-Tiered System of Supports Description: Truancy Intervention	
<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>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><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>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	<p>BUDGETED /</p> <p>NSBG, \$5,000 (SRCS)</p>	<p>ESTIMATED ACTUAL</p>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

(Will the action evolve over time--perhaps think phases of implementation)

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"> ✓ 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	<p>PLANNED</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>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	<p>BUDGETED / SOURCE</p>	<p>ESTIMATED ACTUAL</p>
Expenditures		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

Goal 3, Action 5

Multi-Tiered System of Supports Description: Tier 1-all campus, Tier 2-3 to ensure plan for special needs.

<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>A Parent Engagement plan 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>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	<p>BUDGETED / SOURCE</p> <p>\$6,000 PIQE (Title III) \$ 100,000 CASS (Program Coordination and parent engagement, funded by MCF) \$6,000,NBSG truancy intervention (District funded)</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 type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

PLANNED ACTIONS / SERVICES--(DUPLICATE THIS PAGE FOR EACH ADDITIONAL ACTION UNDER GOAL 3)

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 3, Action 6

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<ul style="list-style-type: none"> ✓ All School ✓ Students with Disabilities ✓ [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>(narrative of action current year planned action, THIS COMES FROM CURRENT SPSA)</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	<p>BUDGETED / SOURCE</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
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. 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. Robert Holt	Certificated Teacher	rholt@srcs.org	
5. Claire Mazariegos	Classified, CCC Advisor	cmazariegos@srcs.org	
6. Harry Gong	Parent	harrykgong@gmail.com	
7. Jennifer Meyers	Parent	jenmeyers5@yahoo.com	
8. Brooke Hansen	Parent	brooke.hansen@me.com	
9. Jordan Locke	Student	ladybugjordanl@gmail.com	
10. Brian Yah Lira	Student		

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:
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