

Terra Linda High School

2016 - 2017

Single Plan for Student Achievement

San Rafael City Schools Mission Statement

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

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

Single Plan for Student Achievement

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

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

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Date of this revision: March 11, 2017

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Recommendations and Assurances

The OneTL Committee recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The OneTL Committee is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The OneTL Committee 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 OneTL Committee sought and considered all recommendations from the following groups or committees before adopting this plan: Academic Excellence, Site English Language Learner Committee (SELAC), Music Boosters, Athletic Boosters, Associated Student Body (ASB), Department Representative Council, Instructional Leaders Council (ILT), Professional Development Committee
4. The OneTL Committee reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the OneTL Committee at a public meeting on: March 1, 2017 and will again be reviewed on April 5, 2017.

OneTL Committee/ School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Katy Dunlap	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Inman (English Department Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jim McCarthy (Math Department Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elena Cavendar (ASB President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sabrina Gelini (ASB Board Representative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Donna Romberger (Accounts Payable)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Kritzberger (OneTL President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nubia Barrajas (SELAC President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	2	2

Governance and Funding

1. The OneTL Committee/SSC will hold 8 meetings during the 2016-2017 school year.

2. The OneTL Committee/SSC received input regarding design/modification of the School Site Plan in the following ways:
 - Review by OneTL Committee/SSC members
 - Changes recommended as a result of SELAC and various parent Advisory Groups
 - Meetings with stakeholders
 - Input/changes recommended by site staff through Department Representatives
 - Input/changes recommended by Needs Assessment Survey data
 - External Consultants

3. Parents are involved in decision-making at the site and district level by participation in:
 - OneTL Committee/SSC
 - Booster Groups (Athletics, Drama, Music)
 - Site Advisory Councils: () Title I (x) SELAC (x) PTA (Academic Excellence) (x) Other: OneTL
 - District Advisory Committee: (x) LCAAP PAC (x) DELAC () DAC/Title I

4. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evidenced by:
 - Budgets (expenditures)
 - Field Trip Forms
 - Capital Outlay
 - PAFs (Personnel Action Forms)
 - Requisitions
 - Conference Reports

School/Community Description

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.

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.

Terra Linda High School Expected Schoolwide Learning Results
Western Association of Schools and Colleges (WASC) spring 2013

ESLR	Demonstrated By
Independent Self-Directed Learners	<ul style="list-style-type: none"> A. Achieving proficiency in core academic subject areas. B. Seeking knowledge and valuing what is learned C. Applying knowledge across curriculum D. Setting priorities and achieving goals. E. Developing and practicing a strong work ethic
Physically and Emotionally Healthy Individuals	<ul style="list-style-type: none"> A. Applying the components of a healthy lifestyle B. Practicing civility, integrity, honor, and consideration toward others C. Retaining individual thought while allowing for compromise, risk-taking and collaboration
Critical Thinkers and Creative Problem Solvers	<ul style="list-style-type: none"> A. Reading, writing, speaking and listening effectively in academic, professional, and public settings B. Applying computational, problem-solving, time-management, and test-taking skills C. Applying research skills and technological fluency D. Collaborating in teams and groups
Active Citizens Exercising Concern For Others	<ul style="list-style-type: none"> A. Recognizing that diverse cultures comprise and enrich our local community B. Negotiating conflicts and honoring agreements C. Understanding rights, responsibilities, and privileges of citizens in a democracy D. Promoting the need for activism, service, and global awareness

Note: During the 2014-15 school year, the Western Association of Schools and Colleges (WASC) revised action plan was aligned with the Single Plan for Student Achievement in addition to the District’s Local Control and Accountability Plan (LCAP) to ensure that the school maintained a common and aligned focus on closing the achievement and opportunity gap.

Evaluation of Previous Year's SPSA Goals:

The following goals and objectives included in our WASC action plan and aligned with our 2015-16 Single Plan for Student Achievement (SIPSA) initiatives were fully implemented:

- Teachers received professional development in transitioning to the Common Core State Standards (CCSS) departmentally and in monthly staff meetings. In addition, many attended specific content focused workshops.
- Common Core State Standards aligned units developed and refined across all disciplines, along with school-wide faculty time focused on common instructional practices.
- A successful three year WASC Mid-term visit with continued accreditation until 2019.
- Computer upgrades in many classrooms, new chrome carts, and considerable technology improvements technology were implemented.
- AP Program expansion including AP Physics 1 and 2 (non-calculus based courses) last year - and AP Computer Science A and AP Computer Science Principles offered this fall 2016.
- Increased computer science courses for our students, with 3 sections of Intro to Computer Graphics offered in fall 2016 and in 2nd year of a very successful TL Coding/ Innovation Lab.
- Became the first school in Marin County to implement COMPASS (College of Marin Promoting and Supporting Success), the new freshman program comprised of a cohort of 20 TL students. COMPASS students earned their very first college credits during the school day, and receive intensive tutoring and counseling services ensuring their success at Terra Linda.
- With the help of our Bilingual Community Liaison and our EL Site team, we dramatically increased in parental engagement within our Latino community.
- Parent Institute for Quality Education (PIQE) program was provided for TL parents through shared funding by the College of Marin and SRCS. Two cohorts of parents graduated from the PIQE program last year and the PIQE program is currently underway during spring 2017 semester.
- Improved Newcomer Program for fall 2017, with a new bilingual World Cultures course (3 sections) in social science and additional newcomer staffing for the fall to increase the number of cohorts offered.
- Link Crew class developed for the fall 2017, furthering opportunities for students at TL to take a wide range of elective offerings.
- Development of career pathways at Terra Linda funded by California Career Pathways funding.
- Development of a Student Senate in fall 2015 to ensure equal representation of student voices across campus and a Student Voice Committee in fall 2016.
- MarinSEL senior students participated in an external internship through Skyline Community College in San Bruno and will now also work with COM to grow the internship program.
- Our AVID program was nominated for a National AVID Schoolwide Site of Distinction in 2016.
- In fall 2015 we implemented a weekly newsletter, an online Student Voice newspaper <http://thevoice.srcs.org/>, a TL Twitter feed at <https://twitter.com/TLHSTrojans>, and a bi-monthly College and Career Center newsletter.
- Instructional Coaches that were assembled in 2015 (Literacy Lead, Math Coach, and EL Coach) continue to provide tremendous support in our classrooms working directly with our teachers. This fall 2016 the coaches also implemented a support plan for new teachers and EL teachers.
- A Professional Development Team, Instructional Leadership Team, SRFT/Administration Meet & Confer, Department Representatives Council were reorganized in fall 2015 and are meeting regularly and functioning at high levels.
- TL offered its first after school COM class in spring 2016 to juniors and seniors (Intro Sociology 110). This fall 2016 we will begin offering COM 160: Race, Gender, and Class in the Media.
- TL Athletics has undergone tremendous changes, with a dynamic Athletic Booster Group and many new coaches making significant improvements for our athletes and improving parental engagement.

- Over 60 TL teachers attended the 2016 AVID Summer Institutes, AP Summer Seminars, QTEL Trainings, and our SRCS Summer Institute. This current year 13 teachers attended a Culturally Relevant Teaching Training, in addition to a number of local workshops and trainings focused on improving instruction.

The following strategies in the 2015-16 SPSA continue to be areas of growth and development:

Goal: All ELs will receive instruction in all content areas that is differentiated to meet their ELD needs. SIOP instructional strategies will be implemented in the core content areas.

Terra Linda High School has continued to experience a significant growth in our newcomer population. To improve our services, Terra Linda High School has developed and implemented a comprehensive English Learner program. Individual EL students receive varying levels of EL instruction based on diagnosed need (CELDT assessment), and ability level. Course sections offered are: Newcomer, Beginner, Intermediate and Advanced. In 2014 we hired an experienced Newcomer and Beginning Level teacher devoted to teaching ELD courses. This hire in our English Department was instrumental in solidifying a true Newcomer program for our students, and an increased level of collaboration between the District's two high schools has resulted now that both schools have a significant number of newcomer students and established cohorts.

In fall 2016 we hired a Bilingual World Cultures teacher who has three sections of newcomers. In fall 2016 our EL Coach, Jennifer Little, coordinated a professional development program for our EL teachers to provide instruction support and feedback through collaborative meetings and classroom observations. The group created working pairs or triads and wrote SMARTE goals which link to departmental goals and incorporate SDAIE/WICOR strategies. They created an observation feedback form, and a process for meeting with colleagues and providing feedback along with examining student work.

Additionally, EL students are able to take a variety of courses that are adapted for them using SDAIE techniques. These courses include: Health, World Cultures, Biology, Algebra A, Algebra 1, US History, and Spanish for Native Speakers. Aside from those specific courses, an assortment of core content classes have a Bilingual Aide embedded.

In 2015 Terra Linda hired a School Bilingual Community Liaison. This position is new to TL and in a short time has had a dramatic impact on increasing parental engagement within the Latino community. In addition, the Parent Institute for Quality Education (PIQE) program will be provided for TL parents through shared funding by the College of Marin and SRCS. PIQE is a parent education program which is offered at many Title 1 schools and has never been available for our parents due to lack of funding.

Goal: Improve and create a more comprehensive College and Career Center to serve as a resource for all high school students and families; expand existing school to career intern program.

The Counseling Department has experienced a complete turnover in support staff, with a new Registrar, Counseling Secretary, and Bilingual Liaison. The department has been impacted significantly due to several of these positions being unfilled for extended periods of time, in addition to experiencing tremendous challenges due to the Infinite Campus student information program which caused unnecessary hardships in student scheduling and providing general counseling services.

COMPASS (College of Marin Promoting and Supporting Success) is a comprehensive dual-enrollment partnership between students, parents, high schools, and College of Marin. COMPASS is the focal point of COM's agenda to eliminate educational inequity in Marin County. It is the outcome of two years of planning in collaboration with the Marin County Office of Education, every high school in the county, and several community-based partners. 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. Additionally, families are thoroughly engaged via planning support in the college selection process, deep understanding of the financial aid process, in-depth understanding of and exposure to college expectations and opportunities, and a strong connection to college, including motivated faculty and resources. In partnership with College of Marin, Terra Linda High was the first high school in Marin County to introduce the program. The new freshman program consisted of a cohort of 20 students. COMPASS students participate in a four year program designed to prepare them for college success, while they earn college credits during the school day, and receive intensive tutoring and counseling services to ensure their success at Terra Linda. COMPASS students have been attending classes with their COM instructors once weekly during tutorial. Currently, we are in year two of the COMPASS program with a new freshman cohort of 30 students.

College and Career Pathways is a primary focus for TL. We have teachers attending the UCCI Institute in January in order to develop one of these potential CTE/ UC A-G aligned courses. We are aiming for a hybrid of Applied Algebra 1 and Engineering for freshmen students in the Environmental Engineering Pathway. Expanding our already established ROP Medical Science pathway an important endeavor, in addition to adding a new Computer Literacy Pathway which would offer AP Computer Science in addition to various other computer-based courses.

Goal: To develop specific structures and strategies to support Latino students and all other under-represented groups to undertake and succeed in challenging academic classes that will prepare them for college, careers, and the community.

Initially included in our curricular offerings during the 2007-08 school year, the Advancement via Individual Determination (AVID) program received formal certification in the spring of 2009. The program has expanded to include four sections of the elective course. Currently, Terra Linda has 111 students participating in the AVID program. In the 2015-2016 school year, 93% of our graduating AVID class were accepted into a four-year university. For 2015-16, 77.8% of our AVID seniors were low income, 90% first generation, 96.3% graduated UC A-G eligible, 92.6% took one or more AP classes, and 92.6% were accepted into to a four-year university. Through the collective efforts of our AVID teachers, AVID Site Team, and counseling department this year, 38 of our 56 AVID 11th and 12th graders are currently enrolled in an Advanced Placement course and 19 of them are enrolled in a COM offering here at Terra Linda. The AVID curriculum provide college and career exploration opportunities, as well as extensive instruction in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies; all of which are intended to increase their success in a four-year institution. Outside of the classroom, a partnership with Vallecito Elementary School has been established, with weekly tutoring provided by TL AVID students.

Our COMPASS (College of Marin Promoting and Supporting Success) comprehensive dual-enrollment partnership between students, parents, high schools, and the College of Marin is another way in which we are engaging our Latino students and families.

To ensure ALL students have access to rigorous coursework, a school-wide open access policy needs to be implemented. Next steps include creating equitable outcomes for all students by opening up access to AP and Honors courses, eliminating any adult barriers that have traditionally limited student access, strategically and aggressively identify and recruiting students of color and poverty, creating support systems to address and remedy any possible lack of content specific and/or general academic skills through AP labs and/or preparation “bootcamps,” and utilizing College Board as a research-based repository of best practices as they relate to working with *non-traditional students*.

Additional areas for targeted growth for the 2016-17 school year include:

Goal: To improve the math performance of all students. By June 2017, the percentage of students scoring in MET or EXCEEDS in math will increase by 10%, as measured by the Smarter Balanced Assessment (Grade 11) administered in May 2017. In addition, the percentage of students scoring a passing mark of 3 or above will increase by 5% per math level (AP Statistics, AP Calculus AB, BC). Students will be encouraged to take the exam, and the participating rate will increase by 15%.

Strategies:

- 1) Textbook Adoption: Courses include Algebra A/ B, Algebra 1 P, Geometry P/ HP, Algebra 2 P/HP, Pre-Calculus P/HP. New texts will be selected by Friday, December 2nd and will be implemented 2nd semester, January 2017.
- 2) Common Assessments: Courses include Algebra A/ B, Algebra 1 P, Geometry P/ HP, Algebra 2 P/HP, Pre-Calculus P/HP. Common assessments are currently being developed for fall and spring semesters, in addition to benchmark assessments for each unit. Common assessments will be aligned with the new textbook adoption. The development of common assessments is beginning with Algebra 1 courses.
- 3) Technology Advancements: ASCEND Math program purchased in September 2016 and implemented in Algebra A/B SDAIE, Algebra 1 SDAIE and Algebra Readiness (EL course).
- 4) Instructional Strategies: Math Coach, Hallie Foster, will support teachers, focusing on Algebra 1 instruction. Math teachers will implement WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies and focus on Academic Conversations.
- 5) Professional Development: 80% of teachers in the math department will work in a PLC that is focused on improving student learning and supporting their practice in their primary course level. Terra Linda is currently participating in the CALLI math conference, attending all sessions this year with a commitment to completing the three year program.

Data and/or Student Work:

Bi-monthly classroom observations in Algebra 1 classes are occurring across all levels. Student work will be collected during these observations, and notes taken. Benchmark assessment results will be analyzed once implemented. D & F analysis will be reviewed and discussed with teachers. Bi-monthly meetings will be held with the math coach to discuss our timeline for implementation and to provide necessary support.

Goal: To reduce the failure rate during the 2016-17 school year of all 9th grade students by 10%, as measured by 1st and 2nd semester grades. 9th grade failure rates in 2016-17 will be compared to 2015-16, with a 10% decrease in D/F grades. In addition, there will be a 5 % decrease in the D/F rate between fall 2016 and spring 2017 (cohort analysis).

Strategies:

- 1) Freshmen House Support: Freshmen House teachers are meeting as a PLC and working on aligning practices. Common practices were shared at the October faculty meeting and revisited throughout the year.
- 2) Link Crew: Link Crew students will meet regularly with freshmen students to monitor progress and will host various push-in activities.

- 3) Tutoring: A tutoring program was implemented in fall 2016 in math and science with Terra Linda teachers available to tutor students before and after school with a set schedule. This schedule was posted throughout the campus and was communicated to all families.
- 4) Freshmen Conferences. In January 2017, the counseling team will meet individually with each freshmen to review academic progress and to prepare all students to meet A-G requirements. Notes will be taken and shared.

Data and/or Student Work:

Freshmen house meetings are held every per month to monitor teacher and student progress. Student work will be collected and freshmen benchmark assessment data reviewed. The D/F grade report will be reviewed, and tutorial attendance monitored. Regular check-in meeting with Link Leader, Alex Pryor, to monitor our support for freshmen in addition to meeting with House Leader, Brent Lumsden.

Goal: By June 2017, 15% of the senior class will have completed one or more community college or CTE course.

Strategies:

- 1) Partnerships with MCOE and College of Marin: Terra Linda offers an ROP Medical Assistant class, through which our students receive a certificate after completing a paid summer internship program through Kaiser Hospital and receive college of Marin Credits. In October 2016 we added a College of Marin Business course as a satellite course at TL, which is required for students participating in the ROP Medical Assistant Program. Beginning in spring 2016, College of Marin began offering various satellite courses on campus at Terra Linda for our students. Last spring 2016 we offered Sociology and this fall 2016 we have a Communications class focusing on images of race, gender, and class in the media. This spring, we will also offer a filmmaking class. High school students receive 3 units of college credit per course.
- 2) COMPASS: COMPASS students participate in a four year program designed to prepare them for college success, while they earn college *credits during the school day, and receive intensive tutoring and counseling services to ensure their success at Terra Linda.*
- 3) College Network Office: Recently we assembled a College Network Office at TL. Literacy Lead (Lauren Inman), Pathways Coach (Dan Silin), EL Coach (Jennifer Little), and Math Coach (Hallie Foster) work in a collaborative atmosphere together to support our various college access initiatives.

Data and/or Student Work:

In early May, we will meet with College of Marin Vice President, Jon Eldridge, to review our partnership and discuss potential ideas for expansion along with areas to focus on improving our services. With the support of the College Network Team and the Counseling Department, we will collect data regarding the number of students successfully completing community college and pathways coursework.

Goal: By June 2017, 50% of teachers will be implementing WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies in their classrooms.

Strategies:

- 1) Classroom Walkthroughs: Protocols for classroom walkthroughs, admin led and peer led have been established. Walkthroughs will be done regularly in all classes to monitor WICOR strategies, in addition to previously shared school- instructional strategies (i.e. Academic Conversations, Socratic seminars, Headings & Highlights, CLEAR paragraphs, etc.).
- 2) Student Work: Student work will be collected during all classroom visits.
- 3) Professional Development: Schoolwide faculty meeting agendas a developed to build capacity of our staff in their understanding of the WICOR strategies and how teachers and instructional coaches can affect change schoolwide in ensuring the strategies are properly implemented in classrooms.
- 4) In March of 2017, fifteen faculty members will attend a “Culturally Relevant Teaching” strand offered through AVID and will lead their departments in a discussion around the topics covered, as well as model the WICOR strategies presented during the training.

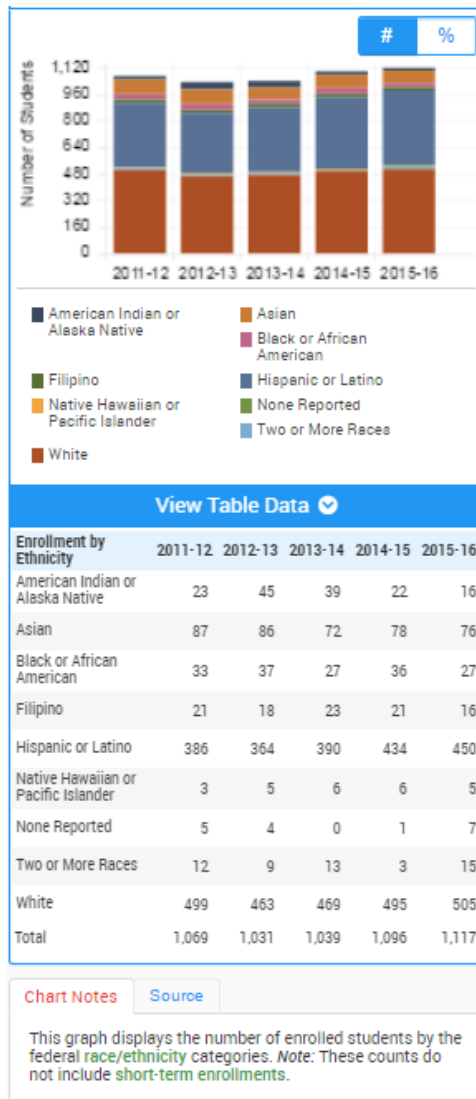
Data and/or Student Work:

School-wide surveys will be analyzed. Student work will be collected from classrooms during walkthroughs. Classroom observation forms, both from the College Network Team and peer observations will be reviewed.

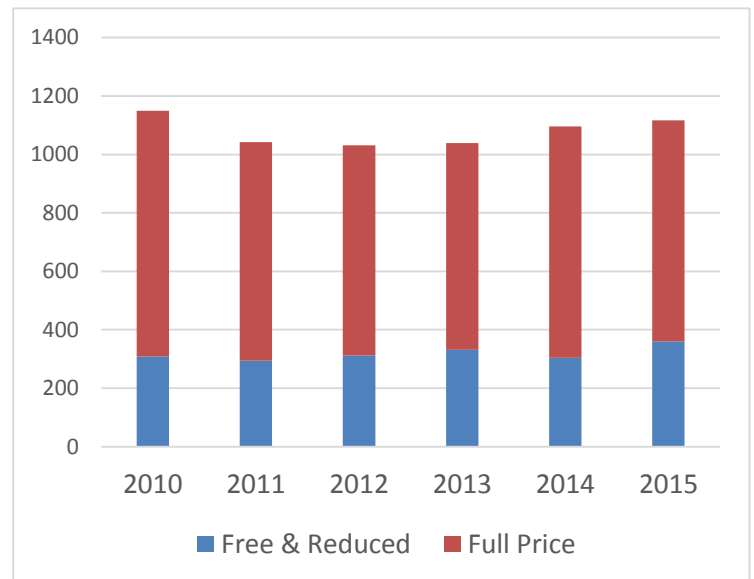
Demographic and Assessment Data

Demographic Characteristics 14-15	Terra Linda 14-15	District 14-15	Terra Linda 15-16	District 15-16	Terra Linda 16-17	District 16-17
Enrollment	1,158	2,434	1,117	2,420		
English learners	11.2%	16.6%	13%	17.1%		
Free / Reduced Lunch	27.7%	41.7%	32.2%	45.1%	32%	57%
Fluent English Proficient	33.2%	38.7%	31.2%	38.1%		

Enrollment by Ethnicity

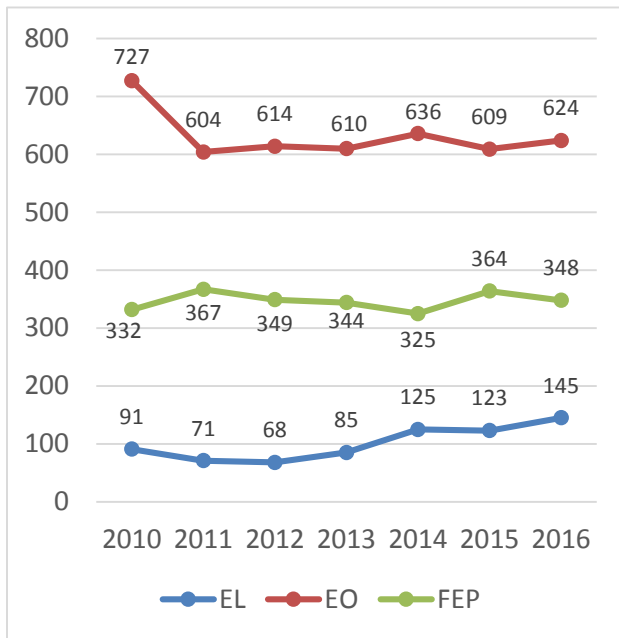


Free and Reduced Lunch Students



Terra Linda's enrollment has continued to grow with our projected 2017-18 enrollment being 1,234 students. Our ethnic population is made up of two sub-groups - Latino (40% and White (45%). Approximately 13% of our students are English Learners and 31% are Fluent English Proficient. While the average family income exceeds the state average, there are a significant number of students from socio-economically disadvantaged families. 32% percent of our students are eligible to receive Free and Reduced Lunch.

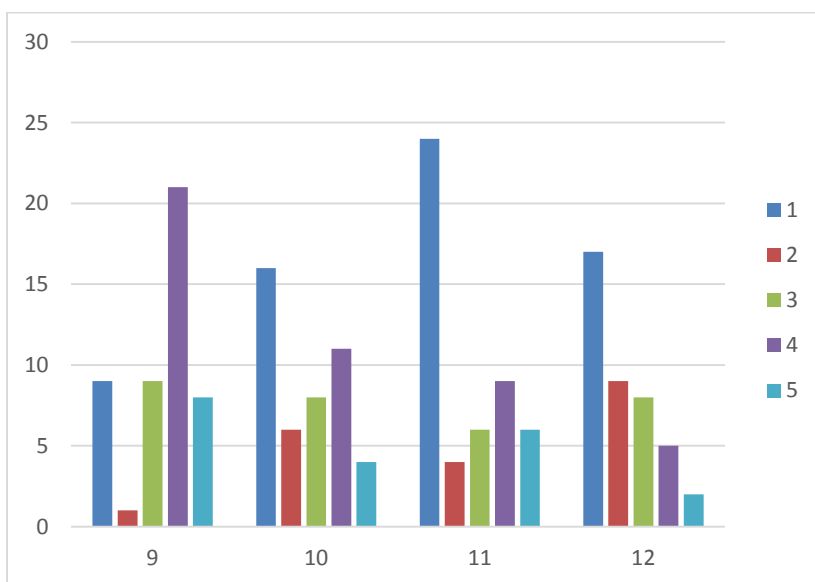
Language Fluency Trends



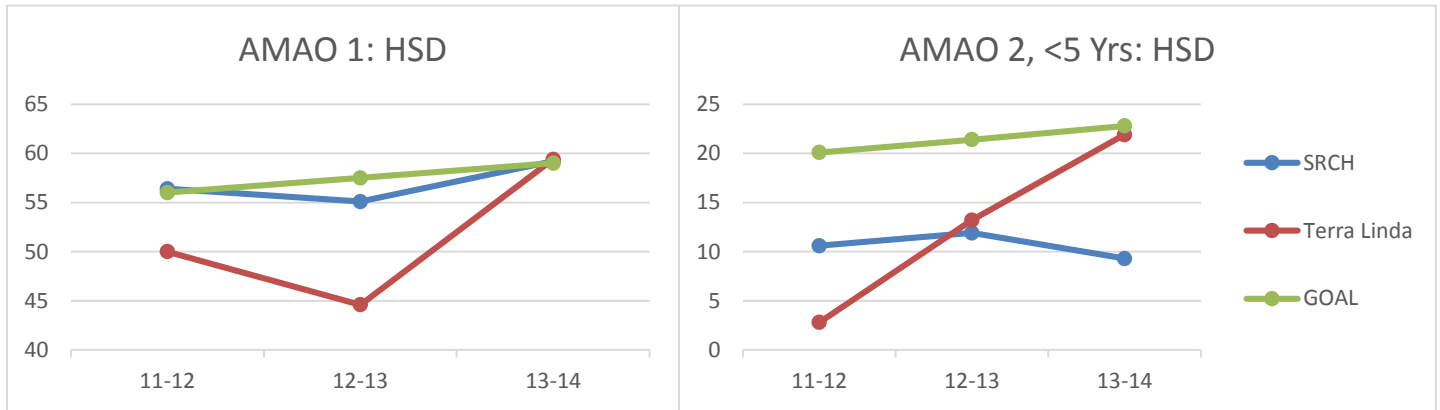
Our CELDT scores indicate a significant increase in the Newcomer population. In 2016-17, 183 students tested for the CELDT exam, and 36% (66) of those tested scored a “1”. The number of students scoring a “1”, an indicator of Newcomer status, has increased dramatically over the past five years.

2016-2017 CELDT Data: Overall Placement by Grade

Placement Level by Grade	Placement Level					Total
	1	2	3	4	5	
9	9	1	9	21	8	48
10	16	6	8	11	4	45
11	24	4	6	9	6	49
12	17	9	8	5	2	41

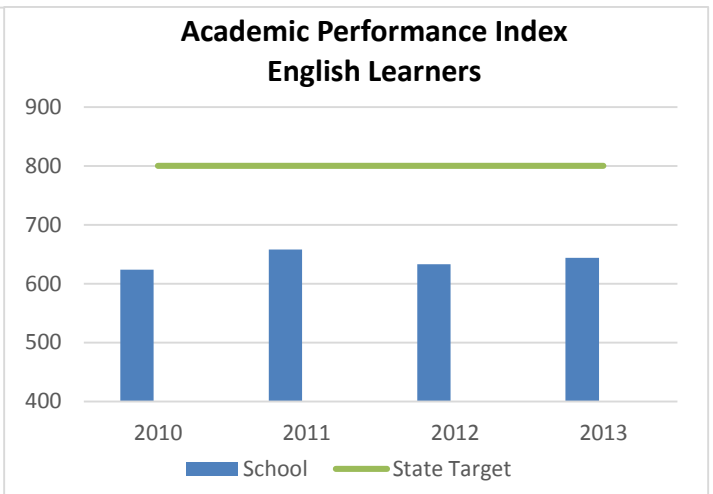
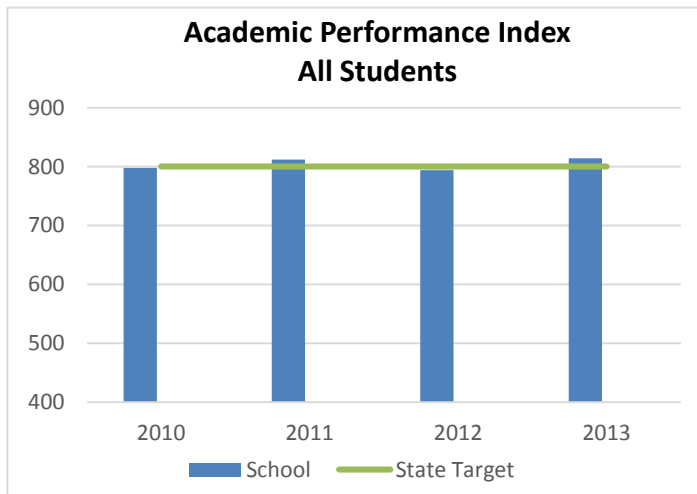


AMAO and API: Please note, the most recent update provided by the CDE is 2013



2015-2016 SBAC ELA/Literacy					
Row Labels	Not Met	Nearly Met	Met	Exceeds	Grand Total
11	23	23	32	21	100

2015-2016 SBAC Mathematics					
Row Labels	Not Met	Nearly Met	Met	Exceeds	Grand Total
11	44	25	22	9	100



Data Analysis

Data	Key Findings
Demographics	<p>Terra Linda High School’s student body is diverse. Our ethnic population is made up of two sub-groups - Latino (40% and White (45%). Approximately 13% of our students are English Learners and 31% are Fluent English Proficient. For 2016, 32% of our students are identified as socio-economically disadvantaged, as measured by the participation in the National Free and Reduced Lunch Program (FRLP). Approximately 60% of each graduating class continues their education at a four-year institution. An additional 40% generally enroll in some form of post-secondary education, either at College of Marin or local community or trade schools.</p> <p>Approximately 60% of each graduating class continues their education at a four-year institution, based on meeting the current UC A-G eligibility requirements. While the school has made progress in closing the achievement gap, the demographic background of students continues to have a significant impact upon the rates at which they graduate and attend college. SRCS 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 continues to focus on increasing the number of students meeting UC A-G requirements.</p>
ELA	<p>Currently, the state’s assessment program is being restructured to include a new exam, Smarter Balance. Under the previous assessment program requirements, adequate growth in math and English Language Arts were not evidenced, and our targeted subgroup, English Language Learners, did not demonstrate adequate growth. Last year the ELA and math departments facilitated an interim assessment to all 11th grade students and will do the same in spring to our 10th graders. Time is being spent developing and using SBAC aligned performance tasks, mapping skills covered on the assessment, and analyzing data from both the interim and full SBAC assessment. The ELA Department has worked with administration to develop an ideal test setting, and participates in proctor trainings offered at the District and site level.</p>
Math	<p>During the 2013-14 school year, math teachers at both high schools worked collaboratively in understanding and using the Common Core math practice standards and re-organizing the standards and course sequence to align to Common Core. They developed and implemented a Common Algebra final, and benchmark assessments tied to the final exam. During the 2014-15 school year, all algebra 1 teachers had a common prep and met weekly to address the adoption of Common Core. Huge strides were made to shift instruction to be CC aligned and task oriented. This year, the Algebra 1 teachers do not have the common prep, however, Algebra 1 teachers are continuing to work together and build on their work last year. Time is being spent developing and using SBAC aligned performance tasks, as well as extensive analysis of SBAC data. Through this work, the math department has been able to identify students who are likely to “not meet” standards and is creating a process of intervention for these students well in advance of the SBAC their junior year. For scheduling purposes, our Social Science department has historically been the ones to proctor the math portion of the SBAC. This year, however, the math department has taken an active role</p>

	<p>in the testing calendar and has attended proctor trainings. They will be assigned to a Social Science classroom and will be co-proctoring the SBAC in spring 2017.</p>
<p>EL Data</p>	<p>Terra Linda High School has continued to experience a significant growth in our English Learner population. 15% of our students are designated LEP and another 25% are designated RFEP. To improve our services, Terra Linda High School has developed and implemented a comprehensive English Learner program. Individual EL students receive varying levels of EL instruction based on diagnosed need (CELDT assessment), and ability level. Course sections offered are: Newcomer, Beginner, Intermediate and Advanced, Spanish for Native Speakers and a variety of SDAIE courses in the core content areas. In 2014 we hired an experienced Newcomer and Beginning Level teacher devoted to teaching ELD courses. This hire in our English Department was instrumental in solidifying a true Newcomer program for our students, and an increased level of collaboration between the District's two high schools has resulted now that both schools have a significant number of newcomer students and established cohorts.</p> <p>In spring 2012 we established an EL Summer Academy designed for bilingual students who have not yet been reclassified as "fluent" by the state of California, and who have been identified as needing extra support specifically with academic language. The academy helps prepare our EL students for their upcoming English class, and provides support for all academic subjects.</p> <p>In fall 2016 we hired a Bilingual World Cultures teacher who has three sections of newcomers. This year our EL Coach, Jennifer Little, coordinated a professional development program for our EL teachers to provide instruction support and feedback through collaborative meetings and classroom observations. The group created working pairs or triads and wrote SMARTER goals which link to departmental goals and incorporate SDAIE/WICOR strategies. They created an observation feedback form, and a process for meeting with colleagues and providing feedback along with examining student work. Our EL Coach participates in monthly learning walks and coaches our SDAIE teachers through one-on-one coaching and demo lessons.</p>
<p>AP Data</p>	<p>In the 2015 - 2016 school year, TL offered 14 different AP classes. Combined enrollment in these classes rose over 8% to 609 students while the total number of AP tests taken last year rose to 526 which is 17% above our prior best year!</p> <p>TLHS has developed core goals and related metrics to ensure both the quality and growth of our AP Program:</p> <ul style="list-style-type: none"> • Improve and maintain scores above California averages for each offered AP class. TLHS was at 62% of that goal for 2015 - 2016. • Increase or maintain student AP enrollment and tests taken for each offered AP class. TLHS was at 81% of that goal for 2015 - 2016. • Add at least one AP class per school year for the next 5 years (2017 through 2021). Note that Computer Science A and Computer Science Principles was both added for the 2016-17 school year. <p>In addition TLHS has established the following ambitious longer-term stretch goals for the AP Program:</p> <ul style="list-style-type: none"> • Better than 75% passing rate (exam scores of 3s, 4s and 5s) for each AP offering. TLHS was at 31% of that goal for 2015 - 2016. • Better than 50% passing with excellence rates (exam scores of 4s and 5s) for each AP offering. TLHS was at 15% of that goal for 2015 - 2016. • > 600 AP tests taken and > 700 students enrolled.

	<p>To help us reach our goals, TLHS has been exploring and partaking in training and networking opportunities to assist both our AP teachers and administration. We are committed to making the TLHS AP Program one of the best in Marin County.</p>
<p>Climate/Culture</p>	<p>Currently, all teachers are expected to utilize the online grade book though Aeries.net to communicate student progress with stakeholders (parents, students, teachers, and staff). In addition, we are entering phase 2 of our Canvas rollout in SRCS.</p> <p>Over the past three years, Terra Linda High School has experienced significant changes in leadership, and has incorporated the new Local Control and Accountability Plan goals into its school-wide action plan. Interim Principal, Katy Dunlap, assumed leadership in early August 2015, after long-standing Principal, Lars Christensen, accepted an Assistant Superintendent position in the neighboring Tamalpais Union High School District. Both Assistant Principal positions have experienced turnover since the WASC visit in 2012. In an effort to align the District’s high school bell schedules at San Rafael and Terra Linda, a block schedule was adopted at TLHS in 2014. While San Rafael High was already following a block schedule, this shift was entirely new to Terra Linda. This shift happened at the same time the new student information system was implemented, and therefore less time was available to assist teachers in transitioning to the increased instructional time blocks, especially since the Infinite Campus program was plagued with problems. Teachers were very flexible in making this significant shift in instruction, and although the two schools did not achieve a synchronized bell schedule, collaboration time was established and greater communication between the two schools resulted.</p> <p>In an effort to address student tardiness and truancies, a Truancy Committee was established. This committee was formed in 2015 and they have established a system for tracking student tardies and truancies. Data is shared weekly with staff and a Loss of Privileges (LOP) list has been created. In an effort to support the focus on improving student attendance, Tardy Sweeps were implemented in 2015 by administration.</p> <p>The Parent Institute for Quality Education (PIQE) program was implemented at TL in fall 2015 and we currently have a cohort meeting that began this Spring 2017. PIQE is a parent education program which is offered at many Title 1 schools and has never been available for our parents due to lack of funding.</p> <p>In addition to the District initiated implementation of the Positive Behavior and Support Program (PBIS), Terra Linda High School has expanded its Restorative Practices program. To date, well over 60 students, in grades 9-12, are currently serving on our on-site Peer Court, disposing non-penal code violations (campus/classroom disruptions). Youth Court, a partnership between San Rafael City Schools and Marin County Youth Services, is utilized for select penal code violations. Both Peer Court and Youth Court programs are primary vehicles for alternatives to student suspension. Last year, an additional component, Student Senate, has been added to ensure equal representation of student voice across campus. In monthly Student Senate meetings, students work with the faculty and administration in addressing concerns generated by students. This fall, we began meeting regularly with a Student Voice committee and have also included students in our Bond & Facilities Planning Meetings.</p>

District Initiatives

COMMITMENT TO EQUITY, ACCESS & ACHIEVEMENT

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

2016-2018 STRATEGIC PRIORITIES

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

2016-2018 CCSS INSTRUCTIONAL FOCAL POINTS

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

COMMON CORE STATE STANDARDS *Essential Shifts in Instruction*

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

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

Shifts in English Language Development

1	From lock-step linear → spiraling, dynamic and complex social processes
2	From focus on accuracy → collaboration, comprehension, communication
3	From simplified texts and activities separate from content → use of complex texts and content integral to language learning
4	From English as a set of rules → meaning-making and language choices
5	From central focus on grammar and syntax → grammar and structure within meaningful context
6	From literacy foundational skills as one size fits all → targeting varying profiles of ELs and tapping linguistic resources

District Initiatives

LOCAL EDUCATIONAL AGENCY PLAN

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

Performance Goals:

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

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

PROFESSIONAL DEVELOPMENT PROVIDERS

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

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

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

School Improvement Goals

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

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

Action Step 1.1.1: Literacy Leads will provide support for the implementation of high rigor/relevant lesson plans, as well as WICOR strategies ,in all content areas.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>Literary Leads:</u> Lauren Inman, Hallie Foster <u>TLHS Administration</u>	Ongoing Professional Development with Phyllis Goldsmith & Substitute Coverage	District Negotiated Annual Contract for SRCS–HSD.	District-funded Common Core (7405) 1100

Action Step 1.1.2: Set a goal for implementation of Scholastic Reading Inventory (SRI) and inform teachers in all content areas of student reading levels to assist in differentiating instruction.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>English Dept. Chair :</u> Lauren Inman <u>Literary Leads:</u> Lauren Inman, Hallie Foster <u>TLHS Administration</u>	N/A: District Supported SRI assessment administration at sites.	N/A	N/A

Action Step 1.1.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in English language arts and history/social science and monitor ELs for timely acquisition of English proficiency.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
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August 2016 - ongoing	<u>English Learner Coordinator</u> : Jen Little	PE/Health & Health SDAIE Textbooks (Human Kinetics, Fitness for Life 6 th Edition);	\$5,500	1100
	<u>Literary Leads</u> : Lauren Inman, Hallie Foster	Follet Library resources for early reading materials for our EL population	\$2,000	Title III
	<u>TLHS Administration</u> :	Technology purchase (chromebooks, printer)	Tbd	Title III
		Release days with EL and Literacy coaches to examine and refine units	Ongoing Professional Development with Phyllis Goldsmith & Substitute Coverage	District-funded Common Core (7405)

Action Step 1.1.4: Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted intervention program.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>English Dept. Chair</u> : Lauren Inman <u>Literary Leads</u> : Lauren Inman, Hallie Foster <u>TLHS Administration</u> : Katy Dunlap	Site Staffing Allocation used for support classes in ELA	N/A	N/A

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

Action Step 1.2.1: Site will provide support for the implementation of high rigor/relevant lesson plans in math and science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>Math Dept. Chair</u> : Hallie Foster <u>Math Coach</u> : Hallie Foster <u>Science Dept. Chair</u> : Erik Schoengart <u>TLHS Administration</u> : Katy Dunlap	Next Generation Standards Workshop, AP Computer Science A College Board Workshop, AP Computer Science Principles Workshop	\$2000	District-funded Common Core (7405) & Site Funded (1100 & 0000)
		Site Staffing Allocation used for Math Coach (0.2 FTE)	N/A	
		Math Department Release Time	\$800	7405 & 1100

Action Step 1.2.2: Set a goal for implementation of math assessments

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>Math Dept. Chair</u> : Jim McCarthy	Release time for PD	\$2,000	1100

	<u>TLHS Administration:</u> Katy Dunlap		\$100 per teacher/day	1100
Action Step 1.2.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>English Learner Coordinator :</u> Jen Little <u>Math Dept. Chair :</u> Hallie Foster <u>Science Dept. Chair:</u> Erik Schoengart <u>TLHS Administration:</u> Katy Dunlap	0.2 FTE allocation from District EIA funds for additional newcomer math section (opened in Spring 2016) Professional Development in Math and Science (CCSS Release Time)	District Funded (0.2 FTE) Site Funded	N/A 1100 & 7405
Action Step 1.2.4: Students not meeting the required levels of standards mastery in core courses will be required to participate in site based targeted intervention programs.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>Math Dept. Chair :</u> Jim McCarthy <u>APEX Teacher:</u> Tyler Schmalz <u>TLHS Administration:</u> Katy Dunlap	APEX Credit Recovery / District Funded	N/A	N/A
Strategy 1.3: District-wide assessments will be implemented in ELA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.				
Action Step 1.3.1: Site will implement SBAC-aligned district-wide assessments to ensure college/career readiness of all students.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>TLHS Administration:</u> Katy Dunlap <u>Department Representatives/ Instructional Coaches (ILT): All</u>	Chrome Books (Provided by District Technology Department/ 1 additional cart purchased in Spring 2016 by)	N/A	District-funded
Action Step 1.3.2: Teachers will collaborate in the creation of embedded assessments that are SBAC-aligned to ensure college/career readiness of all students.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>TLHS Administration:</u> Katy Dunlap <u>Department Representatives/ Instructional Coaches (ILT): All</u>	Professional Development 2015 and 2016	N/A	District-funded

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>TLHS Administration:</u> Katy Dunlap	ILLT Professional Development for Administrators (District Funded) & Training in Acuity Assessment Program	N/A	District-funded

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

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

Action Step 2.1.1: Quality Teaching for English Learners

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>English Learner Coordinator:</u> Jen Little <u>TLHS Administration:</u> Katy Dunlap	Summer 2016 Professional Development (District Supported)	N/A	(District Funded)

Action Step 2.1.2: UC Berkeley History-Social Science Project (Phyllis Goldsmith)

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>Literary Lead:</u> Lauren Inman <u>TLHS Administration:</u> Katy Dunlap	Summer Institute UCB – Phyllis Goldsmith (District Funded) Buck Institute Project Based Learning Pathway (District Funded)	N/A	(District Funded)

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>Literary Leads:</u> Lauren Inman, Hallie Foster <u>TLHS Administration:</u> Katy Dunlap	Professional Development (Literacy Leads) Meetings/Workshops	Substitute Coverage/Release Time (100 per day)	District-funded Common Core (7405)

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>TLHS Administration:</u> Katy Dunlap <u>Department Representatives/</u> <u>Instructional Coaches (ILT):</u> All	Aeries Training, CANVAS training, Buck Institute, AP Conferences, College Board Counselor Workshops, AVID Summer Institute registrations	Substitute Coverage/Release Time (100 per day)/ Registration Fees for AVID, AP/College Board, Buck Institute, and Aeries workshops	District-funded Common Core (7405) & Site Funded (1100)

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

Action Step 2.3.1: Instructional Aides / Clerical Support

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 – ongoing	<u>CSEA Site Representative/President:</u> Carmen Puga <u>TLHS Administration:</u> Katy Dunlap	Donna Romberger (ASB Works Software Conference)/ Vicki Knell (IC Attendance Workshops)	\$1,000	1100

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

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

Action Step 3.1.1: Receptionists / clerks

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 – ongoing	<u>TLHS Administration:</u> Katy Dunlap	CSEA Professional Development Opportunities and Workshops Carmen Puga/President & Trainee – release time & CSEA Leadership workshops	\$2,000	1100

Action Step 3.1.2: Community liaison will communicate with district community liaison to ensure that current information is maintained and provided to parents regarding instructional programs, student services, and district initiatives.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>TLHS Administration:</u> Katy Dunlap	Community Liaison Hired in November 2015; District sponsored training & workshops provided	N/A	District Funded Position

Strategy 3.3: Staff will increase family engagement in decision-making.

Action Step 2.3.1: Site staff will administer the district 9-12 Parent Survey to ensure valid and reliable data are gathered from families, and will administer a similar survey to all SRCS HSD staff.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>TLHS Administration:</u> Katy Dunlap	Gallup Survey administered annually; Professional Development Survey administered districtwide in January 2016	N/A	(District Funded) 1100

Action Step 2.3.2: SELAC and PIQE Programs

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - ongoing	<u>TLHS Administration:</u> Katy Dunlap	Supplies for Summer EL Orientation Postage & Translation Services PIQE Program	\$500 \$4,800	Title III Title III or 1100

Categorical Allocations

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

Federal Programs	Allocation										
<input type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)											
<input type="checkbox"/> Title I, Part A: Parental Involvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).											
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)											
<input checked="" type="checkbox"/> Title III, Part A: Immigrant Students (Resource 4201) Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards Expenditures this year: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Extra Duty salaries to teachers for collaboration time</td> <td style="text-align: right;">\$ 936.41</td> </tr> <tr> <td>Pearson Education Bilingual Dictionaries</td> <td style="text-align: right;">812.01</td> </tr> <tr> <td>TCL software license</td> <td style="text-align: right;">254.00</td> </tr> <tr> <td>Ascend Education Software license</td> <td style="text-align: right;"><u>2222.80</u></td> </tr> <tr> <td>Remaining funds available</td> <td style="text-align: right;">2,335.78</td> </tr> </table>	Extra Duty salaries to teachers for collaboration time	\$ 936.41	Pearson Education Bilingual Dictionaries	812.01	TCL software license	254.00	Ascend Education Software license	<u>2222.80</u>	Remaining funds available	2,335.78	\$6,561.00
Extra Duty salaries to teachers for collaboration time	\$ 936.41										
Pearson Education Bilingual Dictionaries	812.01										
TCL software license	254.00										
Ascend Education Software license	<u>2222.80</u>										
Remaining funds available	2,335.78										
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards Expenditures this year: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Classified support for PIQE Meetings and translations</td> <td style="text-align: right;">\$ 1054.35</td> </tr> <tr> <td>Extra Duty salaries for teachers for tutoring/substitutes field trip or training</td> <td style="text-align: right;">4932.66</td> </tr> <tr> <td>Transportation to SRJC field trip re: college readiness</td> <td style="text-align: right;">1564.75</td> </tr> <tr> <td>PIQE</td> <td style="text-align: right;"><u>5400.00</u></td> </tr> <tr> <td>Remaining funds available</td> <td style="text-align: right;">-806.76*</td> </tr> </table> *Remaining balance to be paid from Title III (LEP) carryover funds	Classified support for PIQE Meetings and translations	\$ 1054.35	Extra Duty salaries for teachers for tutoring/substitutes field trip or training	4932.66	Transportation to SRJC field trip re: college readiness	1564.75	PIQE	<u>5400.00</u>	Remaining funds available	-806.76*	\$12,127.00
Classified support for PIQE Meetings and translations	\$ 1054.35										
Extra Duty salaries for teachers for tutoring/substitutes field trip or training	4932.66										
Transportation to SRJC field trip re: college readiness	1564.75										
PIQE	<u>5400.00</u>										
Remaining funds available	-806.76*										
Total amount of federal categorical funds allocated to this school	\$18,688										

2016 – 2017 Categorical Budget

Date of this Revision	March 11, 2017
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Funding Resource	15-16 Carryover	16-17 Allocation	Encumbered Expenses	To Date Expenses	Available Balance
Title III, Immigrant	\$2,675	\$6,561		\$4,225.22	\$5,010.78
Title III, LEP	\$6,348	\$12,127	\$5,400.00	\$7,552.00	\$5,523

Title III Expenditures to Date:

Purpose	Expense	Amount
purchase supplemental materials to enhance instructional program program	Spanish/ English dictionaries	\$2,426
purchase supplemental class materials to provide core content instruction	Ascend Math licenses	\$2,057
Establish plan for EL/SDAIE collaboration time to review educational strategies in support of school wide literacy.	provide supplemental pay for collaboration	\$1,800
Purchase Supplemental Class Materials to enhance educational program	TCI Licence for Social Studies	\$254
Parent Participation Program	PIQE	\$4,800
ELD Professional Development	ELD Professional Development Course/Workshop for Elizabeth Lloyd	\$375
Provide additional support for parents	Community Liason salary for translations services /	\$500
Total		\$12,212

Summary of Centralized Services

Program Common to Most Schools

Administration

Provide administrative support of schools:

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

Planning/Evaluation

Provide schools with assistance in the development of schools including:

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

Implementation

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

Staff Development

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

Parent Involvement

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

Summary of Centralized Services

Title I Centralized Services

Administration

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

Planning/Evaluation

- Provide support for development and review of school plans
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs

Staff Development

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

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

EL Centralized Services

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

- Coordinate and provide PD regarding ELD standards and differentiation of core content instruction
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

Parent Involvement

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

Family Engagement Policy

Terra Linda High School's Parent Involvement Policy

DECLARATION OF INTERDEPENDENCE

We the parents, students, and staff...

Who work together at Terra Linda High School, sharing our skills, abilities, and labor in service to our students and our community, do hereby declare and pledge our interdependence.

DECLARATION OF COMMITMENT

Responsibilities of the student.....

I will fulfill my responsibility for my own education by attending school regularly, arriving on time, and completing assignments to meet deadlines to the best of my ability. I will communicate with my parents and teachers regarding my progress and ask for assistance when necessary.

Responsibilities of the parents.....

Recognizing that educating my son/daughter is a three-way partnership. I will fulfill my responsibility by ensuring that my student has regular attendance and is prepared to learn each day. I will create an atmosphere for learning in my home and provide extra support when needed. I will communicate my questions and concerns to school personnel and will support staff in their efforts to educate my student.

Responsibilities of the staff...

I am dedicated to my students and will fulfill my responsibility for their education by delivering instruction that follows the California curriculum frameworks and San Rafael City Schools' guidelines. I will give adequate notice of tests, return corrected work promptly, be available to help students on an individual basis, and respect their unique learning styles and needs.

DECLARATION OF DIVERSITY

We work as one...

Our diversity serves our students and enriches our school and community. We learn from each other. We support and are supported by each other. We recognize that strength and power come from our differences. I will respect each person's right to be different from me, whether or not I understand or live the difference.

DECLARATION OF CHANGE

Change begins with me...

I will respect all students, parents, and staff and support each person's growth. I will take responsibility for shaping the culture of Terra Linda High School as a true learning organization.

I will take a stand...

I will make a conscious effort to encourage positive and constructive growth and communication at Terra Linda High School. I will support an environment which is free of hostility and work from a common foundation to meet goals.

DECLARATION OF ESTEEM

We are the best...

We all strive to be the best we can be. I will work to raise my own self-esteem and the esteem of others. I am proud of the contributions that I make to my high school and community. I recognize that there is strength in community. We are Terra Linda High School's most valuable assets.