

San Rafael 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.

The SPSA is a Title I Schoolwide Program Plan.

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

Contact Person: Glenn Dennis, Principal

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County-District School (CDS) Code: 21-65466-2133262

Date of this revision: January 2017

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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:

English Learner Advisory Committee _____ Signature _____

Title I Advisory Committee _____ Signature _____

Other Committee **Instructional Leadership Team** Signature _____

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 herein 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: March 21, 2017.

Attested:

Glenn Dennis _____
Typed name of School Principal

Signature of School Principal

Date

Jeannine Thurston _____
Typed name of SSC Representative

Signature of SSC Representative

Date

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.

State guidance for school site council membership:

Middle grades SSC composition falls under the rules for secondary schools. For the first time students are included in the SSC. At the secondary level the council shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852). Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Glenn Dennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeannine Thurston	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danielle O'Neill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harry Gong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Avi Fernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Myers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brooke Hansen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Theresa Allyn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miriam Amador	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	2	1	4	1

Governance and Funding

1. The School Site Council will hold 5 meetings in the 2016-2017 school year.
2. At San Rafael High School, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
 - Title I
 - Title III, Immigrant
 - Title III, LEP
 - Other (Specify)
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
 - Review by SSC members
 - Changes recommended as a result of ELAC and Title I parent Advisory Groups
 - Meetings with stakeholders
 - Input/changes recommended by site staff
 - Input/changes recommended by Needs Assessment Survey data
 - External Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
 - School Site Council
 - Site Advisory Councils: () Title I () ELAC () PTA () Other: ILT
 - District Advisory Committee: () LCAAP PAC () DELAC () DAC/Title I
5. At San Rafael High School, at least 85% of the funds available for programs are spent for direct services to students.
6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evinced by:
 - Budgets (expenditures)
 - Field Trip Forms
 - Capital Outlay
 - PAFs (Personnel Action Forms)
 - Requisitions
 - Conference Reports
7. For Title I Schoolwide Program schools, provide any parent comments of dissatisfaction with the plan here.
 - Check here if none received

School/Community Description

San Rafael High School

Mission Statement

Our mission at San Rafael High School is for each student to acquire the skills and knowledge necessary to succeed in the future and to contribute to society while recognizing the dignity and worth of each individual.

Expected School-Wide Learning Results

To fulfill this mission, the San Rafael High School staff in partnership with parents and students, expect graduates to be:

Aware, ethical and involved citizens who:

- Participate in school, local communities and develop an awareness of one global community.
- Engage in decision-making that considers the economic, social, ethical and political consequences of their actions and accepts responsibility for them.
- Value diversity of culture, language, ideas, and gender

Collaborative workers who:

- Use cooperative skills to contribute to the accomplishment of group goals.
- Utilize effective communication and problem solving skills.
- Select and use a variety of tools including technology to acquire, organize, analyze and communicate information.

Critical thinkers who:

- Analyze ideas and issues with an open and inquiring mind.
- Plan, organize and carry out complex tasks.
- Apply past learning experiences to new situations.

Effective communicators who:

- Listen, speak, read and write competently.
- Organize and express their thoughts in an informed and meaningful way using a variety of media.
- Appreciate, critique, and create diverse forms of visual and performing art.

Life-long learners who:

- Assume personal responsibility for their learning.
- Develop and evaluate personal educational and career plans.
- Have the skills for life-long learning, fitness and wellness.

School Description

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.

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, afterschool tutoring, therapeutic counseling, and community based health and wellness partnerships.

Demographic and Assessment Data

ENROLLMENT	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Enrollment (CBEDS)	879	996	1100	1210	1228	1295
% American Indian	0.3	0.4	0.4	0.2	0.1	0.15
% Asian	5.6	3.8	3.8	3.6	4.5	5.33
% Pacific Islander	0.5	0.5	0.6	0.5	0.2	0.31
% Filipino	0.6	0.4	0.3	0.6	0.2	0.38
% Hispanic or Latino	58.6	60.4	62.5	65.1	64.2	65.95
% African American	2.4	1.8	1.6	1.2	1.0	0.93
% White	30.0	30.9	28.9	28.9	29.4	26.95

Free and Reduced Lunch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
% Qualifying for Free/Reduced Lunch (FRL)	49.7%	56.2%	58.1%	53.6%	56.2%	60.9%

Language Fluency	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
% English Learners (EL)	22.5	18.6	22.4	21.7	20.8	28.0
% Fluent English Proficient (FEP)	37.5	38	39.4	43	44.1	31.9

San Rafael High School's enrollment has grown 47% since 2011-12, from 879 students to 1295 in 2016-17. Our ethnic population is made up of two sub-groups - Latino (65.95%) and White (26.95%). Approximately 28% of our students are English Learners and 32% are Fluent English Proficient. 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, an increase of 23% since the 2011-12 school year.

CELDT Scores – Number and Percent of Students at Each Overall Performance Level

	2011-2012	2012-2013	2013-2014	2014-15	2015-16	2016-17
Advanced	10 (5%)	6 (3%)	15 (6%)	8 (3%)	14 (5%)	22 (7%)
Early Advanced	48 (26%)	71 (34%)	55 (22%)	32 (12%)	43 (17%)	64 (19%)
Intermediate	65 (35%)	45 (21%)	45 (18%)	46 (17%)	50 (19%)	68 (21%)
Early Intermediate	27 (14%)	31 (15%)	30 (12%)	45 (17%)	40 (16%)	38 (12%)
Beginning	38 (20%)	58 (27%)	101 (41%)	133 (50%)	110 (43%)	136 (41%)
Total Tested	188	211	246	264	257	328

Our CELDT scores indicate a significant increase in the Newcomer population. In 2011-12, 38 students scored a “1” on the CELDT, representing 20% of all students tested. In 2016-17, 328 students tested for the CELDT exam, and 41% (136) of those tested scored a “1”. The total number of students scoring a “1”, an indicator of Newcomer status, has increased 257% in a five year period. The total number of ELD students has increased from 188 in 2011-2012 to 328 in 2016-17, a 74% increase.

CAASPP Results (SBAC) – 2015-16 (All Students)

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
Point Change +/-	+1	+6	-4	-1	-4	+1	+3	+1

2015-16 is the 2nd year that California students took the Smarter Balanced Assessment Consortium exam (SBAC). 52% of SRHS students “exceeded” or “met” the ELA proficiency in 2015-16 compared to 57% in 2014-15, a decline of 5 points. In Math, 37% of SRHS students “exceeded” or “met” the proficiency in 2015-16 compared to 33% in 2014-15, a gain of 4 points.

CAASP English Language Arts by Ethnicity and Socio-economic Status

San Rafael High School	Whites		Latino		Economically Advantaged		Economically Disadvantaged	
	Met	Exceeded	Met	Exceeded	Met	Exceeded	Met	Exceeded
% Met or Exceeded ELA Standards								

2014-15	29	54	31	11	32	51	31	7
2015-16	24	56	30	8	21	53	31	7
Point Change +/-	-5	+2	-1	-3	-11	+2	0	0

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 fell by 5 points in the “Met Standards” category, and gained 2 points in “Exceeded” when comparing 2016 to 2015 results.
- Latino students lost 1 point in the “Met Standards” category, and 3 points in “Exceeded” when comparing 2016 to 2015 result
- Economically advantaged students dropped 10 points in the “Met Standards” category, and gained 2 points in “Exceeded”.
- Socio-economically disadvantaged students saw no change in the “Met” or “Exceeded” categories from 2015 to 2016

CAASPP Mathematics by Ethnicity and Socio-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
Point Change +/-	+5	+2	+3	0	+1	+2	+5	+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 5 points in the “Met Standards” category, and gained 2 points in “Exceeded” when comparing 2016 to 2015 results.
- Latino students gained 3 points in the “Met Standards” category, and 0 points in “Exceeded” when comparing 2016 to 2015 results.
- Economically advantaged students gained 1 point in the “Met Standards” category, and gained 2 points in “Exceeded”.
- Socio-economically disadvantaged students gained 5 points change in the “Met Standards” and 1 point in the “Exceeded” categories from 2015 to 2016.

CAASPP ELA by Language Fluency

San Rafael High School	English Only		RFEP		English Learners	
	Met	Exceeded	Met	Exceeded	Met	Exceeded
2014-15	30	50	42	12	0	0
2015-16	22	50	39	13	8	0

Point Change +/-	-8	0	-3	+1	+8	0
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8. When the CAASP English Learning Arts results are disaggregated by language fluency, we learn that the sub-groups performed as follows:
- English Only students fell by 8 points in the “Met Standards” category, and performed the same in “Exceeded” when comparing 2016 to 2015 results.
 - Redesignated Fluent English Proficient students fell 3 points in the “Met Standards” category, and gained 1 point in “Exceeded” when comparing 2016 to 2015 result
 - English Learners gained 8 points in the “Met Standards” category when comparing 2016 to 2015 result

CAASPP 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
Point Change +/-	+1	-1	+10	+4	+2	0

When the CAASPP Mathematics results are disaggregated by language fluency, we learn that the sub-groups performed as follows:

- English Only students gained 1 point in the “Met Standards” category, and dropped 1 point in “Exceeded” when comparing 2016 to 2015 results.
- Redesignated Fluent English Proficient students jumped 10 points in the “Met Standards” category, and gained 4 points in “Exceeded” when comparing 2016 to 2015 result
- English Learners gained 2 points in the “Met Standards” category when comparing 2016 to 2015 result

Advanced Placement Tests

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

- Since 2012, the number of total AP students increased from 103 to 236, an increase of 133 students, a 129% 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 2011 to 379 in 2015, an increase of 204 exams, a 116% 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 197 in 2016, an increase of 115 students, a 140% 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 2011 to 68.6% in 2016.

AVID Program

	AVID Elective Sections	AVID Sections per School Average	Enrollment
2017	7	7	155
2016	6	6	132
2015	5	5	120
2014	3	3	72
2013	2	2	60

- Over the past five years, our AVID program has grown from 2 sections (60 students) to 7 sections (155 students). This represents a 158% increase in students served.

Data Analysis

Data	Key Findings
<p>Demographics</p>	<p>San Rafael High School’s enrollment has grown 47% since 2011-12, from 879 students to 1295 in 2016-17.</p> <p>Our ethnic population is made up of two sub-groups - Latino (65.95%) and White (26.95%).</p> <p>Approximately 28% of our students are English Learners and 32% are Fluent English Proficient.</p> <p>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, an increase of 23% since the 2011-12 school year.</p>
<p>English Language Arts</p>	<p>For the past four years, SR has focused on a school wide literacy initiative implementing the Common Core State Standards (CSSS) with support from UC Berkley’s History and Social Science Project, and our teacher coaches.</p> <p>2014-15 was the 1st year that California students took the Smarter Balanced Assessment Consortium exam (SBAC). 57% of SRHS students “exceeded” or “met” the ELA proficiency standards as compared to 54% for the State, and 68% for the County. 2015-16 represented the 2nd year that California students took the Smarter Balanced Assessment Consortium exam (SBAC). 52% of SRHS students “exceeded” or “met” the ELA proficiency in 2015-16 compared to 57% in 2014-15, a decline of 5 points.</p> <p>Exam results by ethnicity and language demonstrates differences in achievement by subgroup. In 2015-16, 80% of White students either “exceeded” or “met” the proficiency standards compared to 38% of Latino students. Language and class plays an influential factor in achievement results as well. 72% of English Only students “exceeded” or “met” the proficiency standards as compared to 52% of RFEP students. 8% of English Learners met or exceeded the ELA standards.</p> <p>The most noticeable change in sub-group performance over last year in English Language Arts was for our white and affluent students, and English Learners. White students fell by 5 points in the “Met Standards” category, and gained 2 points in “Exceeded”. Economically advantaged students dropped 10 points in the “Met Standards” category, and gained 2 points in “Exceeded”. English Learners gained 8 points in the “Met Standards” category when comparing 2016 to 2015 result.</p> <p>The “Get Reel, Media Through Your Lens” course, a 10th grade media arts and English course was offered this year. The course is a stand-alone honors English course, and/or is the 1st course in the media arts pathway at</p>

San Rafael High School. The course has been very successful, and we are currently offering two sections this year.

The English Department and other teachers in the school piloted the use of Canvas, a learning management system that provides greater online communication between student and teacher, and student to student. The school intends to shift all departments towards adopting Canvas school wide in 2017-18.

The English Department is developing portfolio artifacts and rubrics for each course aligned to the CCSS. The artifacts will be stored online using Canvas.

The English Department is planning to shift the teaching and curriculum in 9th grade English towards project based learning in the 2017-18 school year.

Mathematics

SRHS Math Common Core Unit Implementation

The Math Department has spent the last 3 years rewriting curriculum units to incorporate new content standards, and spent the summer realigning curriculum to CCSS and developing performance tasks aligned to the SBAC.

The department also revised unit tests and common assessments given by teachers in any given course to include both changed Content Standards AND new Practice Standards. The department created six performance tasks for each course.

SBAC Math Results

In 2014-15, 33% of SRHS students “exceeded” or “met” the Mathematics proficiency standards as compared to 29% for the State, and 46% for the County. In comparison, In 2015-16, 37% of SRHS students “exceeded” or “met” proficiency a gain of 4 points.

Ethnicity, language fluency, and socio-economic status demonstrate differences in achievement by subgroup. 64% of White students either “exceeded” or “met” the proficiency standards compared to 22% of Latino students. 57% of English Only “exceeded” or “met” the proficiency standards as compared to 34% of RFEF students, and 4% of English Learners.

However, there were gains across all subgroups compared to 2015 scores in the following areas:

- White students gained 5 points in the “Met Standards” category, and gained 2 points in “Exceeded”
- Latino students gained 3 points in the “Met Standards” category,

	<ul style="list-style-type: none"> • Economically advantaged students gained 1 point in the “Met Standards” category, and gained 2 points in “Exceeded”. • Socio-economically disadvantaged students gained 5 points change in the “Met Standards” and 1 point in the “Exceeded”. • English Only students gained 1 point in the “Met Standards” category • English Learners gained 2 points in the “Met Standards” category when comparing 2016 to 2015 result <p>The largest growth occurred for Redesignated Fluent English Proficient students whose performance jumped 10 points in the “Met Standards” category, and gained 4 points in “Exceeded” when comparing 2016 to 2015 results.</p>
<p>English Language Development</p>	<p>Our CELDT scores indicate a significant increase in the Newcomer population. In 2011-12, 38 students scored a “1” on the CELDT, representing 20% of all students tested. In 2016-17, 328 students tested for the CELDT exam, and 41% (136) of those tested scored a “1”. The total number of students scoring a “1”, an indicator of Newcomer status, has increased 257% in a five year period. The total number of ELD students has increased from 188 in 2011-2012 to 328 in 2016-17, a 74% increase.</p> <p>The demographic trend of a growing Newcomer population requires SRHS to focus more resources on this EL subgroup. With a greater percentage of newcomers, the school is devoting more sections from the master schedule while also adjusting the curriculum/instruction, and developing course offerings to better meet the needs of the newcomer population.</p> <p>This school year, SR offered a Bilingual World Cultures course to increase access to the academic core. Next year, we will offer an Introductory Science course for “beginner” level students to better prepare ELD students for college preparatory science.</p> <p>Over the past two years, the ELD Department has unpacked, synthesized and sequenced a comprehensive description of the ELA and ELA standards for all ELD levels. The resulting document guides the curriculum and teaching in ELD 1, 2, 3 and 4.</p> <p>Lastly, the ELD Department has developed a Language Assessment Team (LAT) to assess and accurately place ELD students according to proficiency using multiple measures.</p>

Science	<p>Our Science Department is currently adapting the existing curriculum to the new Next Generation Science Standards (NGSS). Last year, teachers worked towards incorporating project based learning curriculum into existing units that focused on the NGSS practices.</p> <p>This year, SRCS will pilot the new CAASP assessments for science in the 10th grade, and working with the District, to begin preliminary steps in developing a new NGSS aligned course sequence for science in the high school.</p>
World Language	<p>SR developed a 3rd year A-G honors course for heritage speakers. As a result a greater number of heritage students will be better prepared for taking AP Spanish in the future.</p>
Career Technical Education	<p>The CTE department partnered with the counseling department to recruit students into engineering, computer science, and media arts classes. The enrollment in computer programming courses increased from 27 students enrolled in 2015-16 to 88 students in 2016-17, a 225% increase. The number of female students in computer science increased from 7 to 26, a 270% increase. Female students now make up 38% of all computer science enrollment at SR.</p> <p>SR offered a new AP Computer Sciences Principles course this year. Next year we will offer AP Computer Science A.</p> <p>In addition, the Broadcast Journalism is now a “f” Fine Arts Elective class, and Engineering will qualify as a “g” Elective with the University of California.</p> <p>The CTE standards are being aligned to the existing scope and sequence for all courses in the department. College of Marin courses and internship opportunities have also being incorporated into the third year of the Engineering Academy program.</p>
College Readiness Data	<p>Advanced Placement</p> <ul style="list-style-type: none"> • Since 2010, the number of total AP students has increased from 125 to 195, an increase of 70 students, a 56% increase. By comparison, the overall student population at SRHS has increased by 34.89% during the same time period. • The number of exams taken by SR students has increased from 207 in 2010 to 362 in 2015, an increase of 155 exams, a 74.8% increase. • The number of students with scores of 3 or higher has grown from 109 to 150, an increase of 41, a 37.61% increase. • The % total of AP students with a 3 or higher has dropped 10.1 pts. from 2010 to 2015. • Student enrollment in AP/Honors increased due to department/counseling recruitment and assemblies to promote access for all students.

	<p>AVID</p> <p>Enrollment in the AVID program at San Rafael High School has increased from 60 students in 2013, 6% of school enrollment to 160 students in 2017, 12% of school enrollment. The enrollment in the AVID program has more than doubled over the last five years.</p> <p>Marin Promise</p> <p>SRHS partnered with 10,000 Degrees and Huckleberry to target FAFSA and Dream Act financial aid applications. Based on the most current information, SRHS is poised to meet its goal of 80% of seniors successfully submitting financial aid applications.</p> <p>CASS</p> <p>SRHS received a grant from the Marin Community Foundation to increase college access for families in partnership with MCOE and community based organizations with the first ninth grade cohort of the CASS (College Access and Student Success) program.</p> <p>COMPASS</p> <p>SRHS initiated the first cohort of 9th graders in COMPASS, a college access partnership with the College of Marin.</p>
<p>Climate/Culture</p>	<p>SRHS continues to promote a positive school culture and climate. We are in our 3rd year implementation year of a Positive Behavior Intervention System.</p> <p>This year, we expanded our Bulldog Bucks and Student of the Month recognition program to recognize students for demonstrating Bulldog PRIDE.</p> <p>SRHS has joined the “No Place for Hate” campaign and invited the Anti-Defamation League to conduct staff, student and parent workshops.</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
7	From grade span → grade level

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 in English language arts and history/social science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	Literacy Leads	Release time for planning, curriculum development, and teacher coaching	.4 FTE	Common Core one time monies

Action Step 1.1.2: Classroom teachers will integrate the Common Core ELD standards into instructional units in English language arts and history/social science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	Principal, Literacy Leads, and Department Heads	n/a	Faculty and department meeting time	n/a

Action Step 1.1.3: 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, and teachers will monitor ELs for timely acquisition of English proficiency.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	English Departments	Strategic Intervention 9 th and 10 th grades	.6 FTE	Title I
	ELD Department	ELD newcomer and beginner intensive English classes	2.2 FTE	Newcomer and ELD, District funded
	ELD Department	For Words collaboration	\$5k	Title 1

Strategy 1.2: All students will develop mastery of the math and science standards.

Action Step 1.1.3: 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, and teachers will monitor ELs for timely acquisition of English proficiency.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	English Departments	Strategic Intervention 9 th and 10 th grades	.6 FTE	Title I
	ELD Department	ELD newcomer and beginner intensive English classes	2.2 FTE	Newcomer and ELD, District funded
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
2016-17	Principal, Science and Math Department	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	Common Core one-time monies
Action Step 1.2.2. 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
2016-17	Math Department	Algebra Readiness, Algebra A, and Math Support Classes	.4 FTE	District funded sections
Action Step 1.2.3. Students not meeting the required levels of standards mastery in core courses will be required to participate in afterschool tutoring				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	Math, Social Studies, Science, and Departments	Before and afterschool intervention	\$10K	Title 1
Action Step 1.2.4. Math Coach will coach teachers in math best practices and coordinate curriculum, and professional development for math teachers.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	Math Coordination and Coaching	n/a	.2 FTE	Title 1

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

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

Action Step 2.1.1: Staff will receive instructional coaching support from UC Berkeley coaches and Literacy leads

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development; UCBHSSP and Literacy Coach release time	Prep, staff meeting and department meeting time .4 FTE Literacy Leads	n/a Educator Effectiveness Grant

Action Step 2.1.2: Teachers will collaborate on the development of instructional units, assessments, timely academic and linguistic interventions.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2015-16	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development.	Prep, staff meeting and department meeting time	n/a

Action Step 2.1.3: 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
2016-17	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	Common Core one-time monies

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 students, 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: 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
2016-17	Assistant Principal, Community Liaison	Parent Institute for Quality Education – PIQE parent education workshops	\$15,000	MCF (50%) and Title III (50%)

Strategy 3.1: Staff will continue to implement Positive Behavior Intervention and Support (PBIS) initiative.

Action Step 3.1.1: Teachers will implement PBIS program at SRHS.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2015-16	PBIS Committee	One day planning time for committee (\$700)	Extra duty hours, release time, and staff meeting time	Title 1

Strategy 3.2: Staff will increase student and parent engagement related to school attendance, behavior and academics.

Action Step 3.2.1: Staff utilize advisory for academic interventions.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	Administration, Intervention Coordinator, and Advisory Committee	Use advisory to monitor student grades, and implement advisory academic interventions	Advisory and committee time	N/A

Strategy 3.3: Counseling resources to support mental and emotional health of students will be provided on campus.

Action Step 3.2.1: Staff utilize advisory for academic interventions.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2016-17	Administration, Counseling Department	Referrals and monitoring of students receiving on-campus mental services	\$30k	Title 1

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Categorical Allocations

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

Federal Programs	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$125,164
<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).	NA
<input checked="" 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)	\$12,516
<input checked="" type="checkbox"/> Title I, Part A: Alternative Supports Purpose: Services and programs that remove barriers to promote academic achievement of eligible students. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs	\$46,778
<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	\$12,108
<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	\$24,398
<input type="checkbox"/> Other federal funds	NA
Total amount of federal categorical funds allocated to this school	\$220,964

2016 – 2017 Categorical Budget Summary

Date of this Revision	November 1, 2016
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Funding Resource	15-16 Carryover	16-17 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A (+)	\$72,377	\$125,164	47,869.62	114,500.43	\$15,000	\$20,170.95
Title I, Part A Alternative Supports	-	\$46,778	0	6,727.94	\$5,000	\$35,050.06
Title I, Professional Development	\$0	\$12,516	0	5,296.70	\$6,000	\$1,219.30
Title III, Immigrant (-)	\$11,989	\$12,108	808.04	9,585.55	TBD-	\$13,430.41
Title III, LEP (-)	\$2,806	\$24,398	9,569.73	14,497.12	TBD	\$3,137.15

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
- Prepare reports
- 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

San Rafael High School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long lasting, and well planned.
5. The benefit of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at San Rafael High School believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Common Core Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Parental involvement, as described in this policy, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

* = Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in the fall at a time and date, which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic

achievement. Parents will also receive a description of the services provided to children participating in the Title I program.

- Parents will be kept informed regarding the progress of children in the core academic program. In addition, parents will receive specific information about the Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.
- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's accountability measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.

The **compact** shall:

- Be signed by all parties – parent, student, teacher(s), and principal – and a copy give to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement the **school** shall:

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the Elementary and Secondary Education Act (ESEA), Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - The requirements of Title I
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.

- Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc.
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.
2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
- Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format and, to the extent required and practical, in a language parents understand.
 - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
 - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
 - Become knowledgeable about parent rights as specific in California statutes and in ESEA, Title I, Part A.
3. To further the goal of effective parent involvement, **school staff** will:
- Examine and adopt model parent involvement program
 - Work with and support a parent group (such as WeAreSR!, ELAC) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
 - Form alliances with community-based agencies and businesses outside of the school to connect families, in need of assistance, to appropriate services.
 - Provide other support and services as required by parents.

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.