Single Plan for Student Achievement

Achievement

(SPSA) Template

Data Analysis Tool: Use as prompts (not limits)

LCFF Evaluation Rubrics: This data is certified

Ed-Data: This data is certified

DataQuest: This data is certified

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2019-2020 Single Plan for Student Achievement

THE STORY

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

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

San Rafael High School's enrollment has grown since 2012-13, from 879 students to 1387. Our ethnic population is made up of two major sub-groups - Latino (64%) and White (27%). Approximately 29% of our students are English Learners and 37% are Reclassified Fluent English Proficient. 24% are English Only. 61% percent of our students are eligible to receive Free and Reduced Lunch. The majority of our students come from homes where English is not a first language. A significant number of families have both parents working and many of our parents commute to San Francisco for their jobs. Many students come from single parent families. While the average family income exceeds the state average, there are a significant number of students from very poor families.

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

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

Parent/Community Organizations

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

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

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

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

SPSA HIGHLIGHTS

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

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

- SRHS has developed a Graduate Profile and students are using it to upload tasks in each discipline to a schoolwide portfolio.
- SRHS is working with the YMCA to divert suspension to the Youth Court and develop restorative practices to respond to student behavior.
- Transitioning to schoolwide AVID by shifting college readiness practices from the AVID elective into all classrooms.
- Participating in the CALLI Math Project to increase math literacy across the school.
- Professional development focused on increasing the academic performance of EL students.
- Implementation of the Next Generation Science Standards (NGSS) starting with a 9th grade Physics course in 2019-20.
- Reduce chronic absenteeism through the SARB process and other ongoing outreach efforts.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Graduate Profile: Last year, SR created a draft Graduate Profile and shared it with staff. The Design Team developed rubrics aligned to the Graduate Profile and used the rubrics to develop performance tasks. The Design Team created two tasks for the year, one in the Fall and the second in the Spring. They shared their findings with the larger staff at the end of each reflection cycle. This upcoming school year, each staff member to upload two artifacts aligned to the Graduate Profile into student digital portfolios housed in Canvas.

ELD SIFE Bridges Curriculum: Last year, SRHS piloted using the Bridges SIFE curriculum in ELD 1 and 2. UC Berkeley coaches helped assist teachers in implementing the curriculum. Grade data from spring semester of the 2017-18 and 2018-19 school years is provided below.

- Overall, average GPA's for ELD 1A increased by .99 points from 1.99 to 2.98, a 50% increase from 2018 to 2019!
- The average GPA in ELD1B increased by 1.23pts, from 1.41 to 2.64, a 1.23pt an 87% increase!
- In ELD2A, GPA's increased .35 pts from 1.96 to 2.31, an 18% increase.
- In ELD2B, GPA's increased .57 pts from 2.08 to 2.65, a 27% increase.

Newcomer Adult Education Program: Last year, the counseling department worked with Susana Tolchard to develop policy language and processes to guide the transition of students into the Newcomer Adult Education Program. In the Fall of 2018, 44 students were enrolled in the high school diploma program. 7 students (18 years of age) were concurrently enrolled in the high school and at the Adult Education Program. The school and District is making good progress in transitioning students into the Adult Education Program. 100% of students eligible for the program from SR expressed a desire to enroll. 2/3rds of the students enrolled. The Newcomer Adult Education Program offers a viable pathway for a diploma for older immigrant students. It has helped reduce the dropout rate for SRCS.

College and Career Indicator: According to the LCAP Dashboard, SR students 48.2% of SR students are considered "prepared", an increase of 7.3 percent.

The **Suspension Rate** for EL students dropped dramatically from 18.2% in 2017-18 to 4.8% in 2018-19.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement? Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

GREATEST NEEDS PERFORMANCE GAPS

Based on the Spring 2018 LCFF Dashboard, San Rafael High showed needing improvement in four areas:

1. Suspension Rate: 8.1% of students were suspended at least once in 2018. In 2019, 6.7% of students were suspended, a 2.7 pt. decline in the suspension rate. 8.5% of Hispanic and 8.8% of Homeless students are suspended at rates higher than the school average. **SRHS will reduce its suspension rate by 50% for all students, from 6.7% to 3.35% by the end of Spring 2020.**

a) Revise the school's Progressive Discipline Plan with alternatives to suspension.
b) Work with YMCA to develop student peer court. Collaborate with the PBIS Team to develop alternatives to out-of-class referrals in order to increase student-school connectedness.
c) Divert suspendable offenses, as appropriate, to Youth Court.

2. Graduation Rate. According to SRCS data, the graduation rate is 80%. The rate has not changed since last year. However, the dropout rate has declined as a result of students enrolling into the Newcomer Adult Education Program.   Last year, Districtwide graduation rates were 46% for English Learners and 28% for homeless youth. **SRHS will increase our graduation rates from 80% to 84% for all students by the end of Spring 2020**.

In order to improve the graduation rates, SR will take the following actions:

a) Continue our work with Ed Services to create a plan to address the needs of older newcomers (16 plus). Currently, our plan is to direct students to the Adult Education program. While this helps students reduce the dropout rate, it does not address the graduation rate for this group of students. We hope the District and school sites can develop an SRCS newcomer "bridge" program for students who are not able to meet graduation requirements within two years of high school enrollment.
b) Implement AB2121 to provide a viable pathway for older newcomers.
c) Implement the Graduate Profile in all grades and content areas to more clearly define skills and attributes we are seeking for all graduates.

3. SBAC Scores: For 2019 English Language Arts, scores are -38 points distance from standard. In 2018, scores were -16 pts distance from standard.   For 2019 Math, scores are -84 points below standard. In 2018 scores were -64 points below standard. Hispanic students, particularly our English Learner subgroups have the greatest academic needs. **SRHS will increase English Language Arts and Math SBAC Distance from Standard scores 10 points by the end of Spring 2020 for all students and student sub-groups.**

a) Work as a site and District to analyze the data.   Use the data to identify instructional opportunities. Develop a professional development plan to address the instructional opportunities.
b) Use interim assessment benchmarks to help familiarize students with the SBAC, analyze the results of the data and use it to provide meaningful preparation for students.
c) Strengthen math instruction and core content achievement for all students focusing on language development and literacy.
d) Increase schoolwide use of AVID WICOR and academic discourse strategies in classrooms.

e) Expand use of the SIFE curriculum and integrated ELD into EL and SDAIE classrooms..

4. Chronic Absenteeism: SR's chronic absenteeism rate was 13% in 2019, a decrease of 1 percentage point from 14% in 2018. **SR will reduce its chronic absenteeism rate from 13% to 10% for all students by the end of Spring 2020.**

a) Analyze the school data to understand truancy patterns. Use data to identify students with high levels of chronic absenteeism. Weekly analysis of reports to monitor attendance trends during our weekly administrative meetings.
b) SART Process: utilize Student Attendance Review Board to intervene with students and families.
c) SARB Referrals: Site administrators will be responsible for compiling referral information complete with SART/SART Letters, current attendance information, interventions and sending it to the SARB coordinator for review.
d) Pilot using home visits and other school-home outreach methods with chronically absent students/families.

BUDGET OVERVIEW

Budget Summary (as of 09/30/19):

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	107,615.00	170,000.00	45,000.00	182,776.00	33,262.00	0
Budgeted*			45,000.00	TBD	TBD	TBD
Spent YTD	71,681.19	45,202.19	15,551.19	27,445.49	5,373.21	0
Encumbered	19,246.49	19,736.40	0.00	110,879.73	1557.00	0
Available	16,687.32	105,061.41	29,448.81	44,440.78	26,331.79	0
	Unrestricted (0000)	**Unrestricted (1100)**	**Restricted Lottery (6300)**	**Brief Description of budgeted materials/services**		
1XXX	0.00	7,750.00	0.00	Teacher salaries or extra pay		
2XXX	1,500.00	22,550.00	0.00	Classified salaries and extra pay		
3XXX	138.39	3,942.00	0.00	Taxes and benefits		
4XXX-5XXX	105,976.61	135,758.00	45,000.00	Materials and supplies, conferences, dues, field trips, contract services, printing		

STAKEHOLDER ENGAGEMENT

SPSA Year	❏ 2017–18
	❏ 2018–19
	✓ 2019–20

Involvement Process for SPSA and Annual Update

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

The SPSA budget was shared with the School Site Council at the September 2019 meeting. The Site Council meets monthly to discuss important issues at the school. The professional development actions described in the SPSA and other major instructional initiatives (e-portfolio) were developed at the department level in consultation with teachers, department heads, and Literacy leads. Parent leadership groups like WeAreSR meet monthly with the Site Principal to share information and provide feedback about major school changes or initiatives.

The 2019 SPSA and the role of the SSC in approving the SPSA was shared with the SSC in September 2019. All SPSA members received a copy of the SPSA and were provided an opportunity to provide input.

Impact on SPSA and Annual Update

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

The SSC supports that direction of the school as articulated in the 2019 SPSA.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

	❏ New ✓ **Modified** ❏ Unchanged	SBAC ELA and Math scores
Goal 1a	**College and Career Readiness:** Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.	

Identified Need

Math and English SBAC scores, and grade data for Hispanic and EL students show a need for improvement. For 2019 English Language Arts, scores are -38 points distance from standard. In 2018, scores were -16 pts distance from standard.   For 2019 Math, scores are -84 points below standard. In 2018 scores were -64 points below standard.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC English	59% of RFEPS met or exceeded ELA standards.	54% of RFEPs met or exceeded ELA standards. This is the equivalent of 4 points above standard *Data Source: Internal SBAC database prior to California Dashboard being published*	The score is now at 28 points below standard. *Preliminary internal numbers, not yet published Sept 2019*	
SBAC Math	26% of RFEPS met or exceeded Math standards.	30% of RFEPs met or exceeded Math standards. This equals to a score of -48. Data Source: Internal SBAC database prior to California Dashboard being published	The score is now at 83 points below standard. *Preliminary internal numbers, not yet published Sept 2019*	
SBAC English	15% of ELs nearly met or met ELA standards.	14% of ELs nearly met ELA standards. This is the	The distance from standard remained the	

		equivalent 174 points below standard *Data Source: Internal SBAC database prior to California Dashboard being published*	same at -175. *Preliminary internal numbers, not yet published Sept 2019*	
SBAC Math	7% of ELs nearly met Math standards.	6% of ELs nearly met Math standards. This equals to a score of -221 *Data Source: Internal SBAC database prior to California Dashboard being published* .	The score went down a few points to 236 points below standard. *Preliminary internal numbers, not yet published Sept 2019*	
Graduation Rate	2014-15 (86%) 2015-16 (81.7%)	2017-2018 graduation rate is 79.5%.	*Preliminary internal numbers, not yet published Sept 2019*	
EL Progress Rate	The score was 64.1% when officially published in the Fall 2017 California School Dashboard.	306 English Learners. 18.6% Well-developed (L.l 4) 19.6% Moderately developed (L. 3) 17% Somewhat developed (L. 2) 44.8% Beginning Stage (L. 1)	*Preliminary internal numbers, not yet published Sept 2019*	

<u>CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL</u>

EXPECTED	ACTUAL
Math and English SBAC scores, and grade data for Hispanic and EL students show a need for improvement. We will increase English Language Arts and Math SBAC Distance from Standard scores 10 points by Spring of 2020 for all students and student sub-groups.	

	☐ New ✓ Modified ☐ Unchanged	College Readiness Programs
Goal 1b	**College and Career Readiness:** Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.	

Identified Need

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

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AVID enrollment	8 sections of AVID	8 sections of AVID	6 sections of AVID	7 sections of AVID
COMPASS enrollment	2 sections of COMPASS	2 cohorts of COMPASS	3 cohorts of COMPASS	4 cohorts of COMPASS

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	**ACTUAL**
In terms of college readiness program enrollment, SR anticipates the following: - Full enrollment in AVID (7 sections) - Full enrollment in four cohorts of the COMPASS program	

Goal 1, Action 1

Multi-Tiered System of Supports Description:	Tier 3 academic intensive intervention - math and English tutoring

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

- ❏ English Learners
- ❏ Foster Youth
- ❏ Low Income
- ✓ [Specific Grade span(s)] -- (List here): students in Algebra and Geometry courses; all grade levels

	PLANNED	ACTUAL
Actions/Services	Offer after school tutoring in mathematics to students that need support and extra help.	
	BUDGETED / SOURCE	ESTIMATED ACTUAL
Expenditures	Title 1 -$ 8,100	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ❏ Modified ✓ Unchanged
Offer after school tutoring in mathematics to students that need support and extra help.	Offer after school tutoring in mathematics, science, world language and English to students that need support and extra help.	Offer after school tutoring in mathematics, science, world language and English to students that need support and extra help.

Goal 1, Action 2

Multi-Tiered System of Supports Description: Tier 3 - Academic intervention - Strategic English and SDAIE English	
Students to be Served	❏ All School ❏ Students with Disabilities ❏ [Specific Student Group(s)] -- (List here):
	✓ English Learners ❏ Foster Youth ✓ Low Income ✓ [Specific Grade span(s)] -- (List here): 9th and 10th grade English

	PLANNED	ACTUAL
Actions/Services	Offer Strategic 9 and SDAIE 9 intervention classes to students demonstrating need for support in English language arts.	
	BUDGETED / SOURCE	ESTIMATED ACTUAL
Expenditures	Title 1 - $38,000	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ❏ Modified ✓ Unchanged
Offer Strategic 9, 10, and SDAIE 9 intervention classes to students demonstrating need for support in English language arts	Offer Strategic 9 and SDAIE 9 intervention classes to students demonstrating need for support in English language arts	Offer Strategic 9 and SDAIE 9 intervention classes to students demonstrating need for support in English language arts

Goal 1, Action 3

Multi-Tiered System of Supports Description: Adult Education Program	
<u>Students to be Served</u>	❏ All School ❏ Students with Disabilities ❏ [Specific Student Group(s)] -- (List here):
	✓ English Learners ❏ Foster Youth ✓ Low Income ❏ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	SRCS will offer a Newcomer Adult Education Program to students who need to continue their education in Adult School. Students are assigned a case manager to support the transition and enrollment of students into adult education.	
	BUDGETED / SOURCE	ESTIMATED ACTUAL
Expenditures	District Adult Education funds	

<u>ANTICIPATED MODIFICATIONS TO</u>

<u>ACTION NARRATIVES:</u>

2017-18	2018-19	2019-20
❏ New ✓ Modified ✎ Unchanged	✓ New ❏ Modified ❏ Unchanged	❏ New ❏ Modified ✓ Unchanged
SRCS hired a Newcomer Adult Education Case manager to create an Adult Education Program enroll students who are "aging" out into the new program.	SRCS will offer a Newcomer Adult Education Program to students who need to continue their education in Adult School. Students will be assigned a case manager to support the	SRCS will offer a Newcomer Adult Education Program to students who need to continue their education in Adult School. Students are assigned a case manager to support the

	transition and enrollment of students into adult education.	transition and enrollment of students into adult education.

Goal 1, Action 4

Multi-Tiered System of Supports Description: Tier 1 Academic Program - Canvas E-portfolio	
Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners ✓ Foster Youth ✓ Low Income ✓ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	Implement Canvas LMS system schoolwide to house student work and develop an E-portfolio tied to the Graduate Profile.	
Expenditures	BUDGETED / SOURCE Canvas system is District funded	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged
Implement Canvas LMS system schoolwide to house student work and develop an E-portfolio	Implement Canvas LMS system schoolwide to house student work and further develop an E-portfolio	Implement Canvas LMS system schoolwide to house student work and further develop an E-portfolio tied to the Graduate Profile.

Goal 1, Action 5

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

Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners ✓ Foster Youth ✓ Low Income ✓ [Specific Grade span(s)] -- (List here):

Actions/Services	PLANNED Offer 7 sections of AVID, and implement the program schoolwide	ACTUAL
Expenditures	BUDGETED / SOURCE **1 section of AVID, $19,000 (Title1) for Coordination; 2 sections of AVID, $38,000 (Title 1)**	ESTIMATED ACTUAL

2017-18	2018-19	2019-20
❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
Continue to offer 8 sections of AVID, 1 release period for AVID Coordination and implement the program schoolwide.	Offer 6 sections of AVID, 1 release period for AVID Coordination and implement the program schoolwide	Offer 7 sections of AVID, 1 release period for AVID Coordination and implement the program schoolwide

Goal 1, Action 6

Multi-Tiered System of Supports Description: ELD Literacy Support - Tier 3 - For Words Literacy Lab, ,Supplemental Instructional Materials for ELD	
Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners ✓ Foster Youth ✓ Low Income

	✓ [Specific Grade span(s)] -- (List here):	

	PLANNED	ACTUAL
Actions/Services	Provide literacy instructional services and mentoring through the For Words program, a community based organization, for immigrant youth in ELD classes. Provide supplemental instructional materials to increase and enhance language/content access for immigrant students in ELD.	
Expenditures	BUDGETED / SOURCE **For Words - $5,000 - Title III 4201**	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ❏ Modified ✓ Unchanged
Provide literacy instructional services and mentoring through the For Words program, a community based organization, for immigrant youth in ELD classes. Provide supplemental instructional materials to increase and enhance language/content access for immigrant students in ELD and Computer Literacy classes.	Provide literacy instructional services and mentoring through the For Words program, a community based organization, for immigrant youth in ELD classes. Provide supplemental instructional materials to increase and enhance language/content access for immigrant students in ELD.	Provide literacy instructional services and mentoring through the For Words program, a community based organization, for immigrant youth in ELD classes. Provide supplemental instructional materials to increase and enhance language/content access for immigrant students in ELD.

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

❏ New ✓ **Modified** ❏ Unchanged	SBAC ELA and Math scores Semester grades
Goal 2	**Professional Development:** Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

Identified Need

Math and English SBAC scores, and grade data for RFEP and EL students show a need for improvement.   Students need greater exposure to the format of the SBAC. English and Math teachers will use interim assessment benchmarks to help familiarize students with the SBAC, analyze the results of the data and use it to provide meaningful preparation for students. Teachers will strengthen math instruction and core content achievement for all students focusing on language development and literacy.   All teachers will increase schoolwide use of AVID WICOR and academic discourse strategies in classrooms.   Teachers will expand the use of the SIFE curriculum and integrated ELD in classrooms where there are large numbers of EL students present .

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

See metrics for Goal 1

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

See metrics for Goal 1

Goal 2, Action 1

Multi-Tiered System of Supports Description: Tier 1 Academic Supports -- Literacy Instruction/Integrated ELD Professional Development UC Berkeley
✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
✓ English Learners ✓ Foster Youth ✓ Low Income ❑ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	Through teacher collaboration and coaching, teachers will address math and language arts needs for students. Gold proposes a scope of work which comprises unit and lesson design to incorporate integrated ELD supports and project-based learning outcomes. Additionally, the ELD department will be supported to plan and assess the needs of the ELD 1-4 students. Gold will also assist in the planning of site based and district wide Professional Development, responding to teacher needs.	
	BUDGETED AMOUNT / SOURCE	ACTUAL EXPENDITURES
Expenditures	$22,000 Phyllis Goldsmith Coaching contract (Title III); $5,000 substitute costs -- release days (Title 1)	

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
❑ New ❑ Modified ✓ Unchanged	❑ New ❑ Modified ✓ Unchanged	❑ New ✓ Modified ❑ Unchanged

		✓ Unchanged
SRHS will continue its partnership with UC Berkeley in delivering professional development focused on increasing the academic performance of EL students.	SRHS will continue its partnership with UC Berkeley in delivering professional development focused on increasing the academic performance of EL students.	SRHS will continue its partnership with Phyliss Goldsmith in delivering professional development focused on increasing the academic performance of EL students.

Goal 2, Action 2

Multi-Tiered System of Supports Description: PD -- SBAC Prep and Academic Discourse	
Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners ✓ Foster Youth ✓ Low Income ✓ **[Specific Grade span(s)] -- (List here): 12th Grade**

	PLANNED	ACTUAL
Actions/Services	English and Math teachers will use interim assessment benchmarks to help familiarize students with the SBAC, analyze the results of the data and use it to provide meaningful preparation for students. Teachers will strengthen math instruction and core content achievement for all students focusing on language development and literacy. All teachers will increase schoolwide use of AVID WICOR and academic discourse strategies in classrooms.	
Expenditures	BUDGETED / SOURCE Goldsmith contract; District supported instructional leadership support; staff and department meeting time	ESTIMATED ACTUAL

2017-18	2018-19	2019-20
✎ New ❏ Modified ❏ Unchanged	✓ New ✎ Modified ❏ Unchanged	❏ New ❏ Modified ✓ Unchanged
	SRHS Design Team to develop a Graduate Profile and Defense of Learning, Site Design Team will pilot the use of rubrics and tasks aligned to the Graduate Profile.	All staff will pilot the use of rubrics and tasks aligned to the Graduate Profile.

Goal 2, Action 3

Multi-Tiered System of Supports Description: Implement Graduate Profile	
Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners ✓ Foster Youth ✓ Low Income ✓ **[Specific Grade span(s)] -- (List here): 12th Grade**

	PLANNED	ACTUAL
Actions/Services	Envision Learning Partners provides 2 days of coaching support to SRHS to implement Graduate Profile.	
Expenditures	BUDGETED / SOURCE Coaching and $5,000 of stipend pay provided through a grant funded by the Hewlett Foundation; staff and department meeting time	ESTIMATED ACTUAL

2017-18	2018-19	2019-20
✎ New ❏ Modified	✓ New ✎ Modified	❏ New ❏ Modified

❏ Unchanged	❏ Unchanged	✓ Unchanged
	SRHS Design Team to develop a Graduate Profile and Defense of Learning, Site Design Team will pilot the use of rubrics and tasks aligned to the Graduate Profile.	All staff will pilot the use of rubrics and tasks aligned to the Graduate Profile.

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

❏ New ✓ Modified ❏ Unchanged	Recommended Indicators: ● Chronic Absenteeism ● Suspension Rate

Goal 3	**Student Engagement & School Climate**: Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.

<u>Identified Need</u>

Suspension Rate: 8.1% of students were suspended at least once in 2018. In 2019, 6.7% of students were suspended, a 2.7 pt. decline in the suspension rate. 8.5% of Hispanic and 8.8% of Homeless students are suspended at rates higher than the school average.

 Chronic Absenteeism: SR's chronic absenteeism rate was 13% in 2019, a decrease of 1 percentage point from 14% in 2018.

<u>GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	2016-2017 was 12.1%	14%	13% *Preliminary internal numbers, not yet published Sept 2019*	

Suspension Rate	2.9% (2014-15 data) 2016-2017 data reported in the California Dashboard was: 4.8%	106 students having at least one day of suspension, out of 1,376 students = 7.7%	6.7% *Preliminary internal numbers, not yet published Sept 2019*
SARB	<u>2016-17 data</u> SARB 1 - 483 letters SARB 2 - 300 letters SARB 3- 158 letters SART - 94 meetings	<u>2017-18 data</u> SARB 1 - 423 letters SARB 2 - 301 letters SARB 3- 178 letters SART - 100 meetings	<u>2018-19 data</u> SARB 1 - 398 letters SARB 2 - 277 letters SARB 3- 150 letters SART - 87 meetings

<u>CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL</u>

EXPECTED	ACTUAL
SR expects to continue seeing a reduction in the number of SARB 2 and 3 letters issued to students. The school will regularly analyze truancy data and intervene through the SARB process, family outreach and/ or referring students for needed services. SR continues to offer 5 days of therapeutic counseling to students. SR will utilize Restorative Practices such as referrals to Youth Court and development of a Peer Court.	

Goal 3, Action 1

Multi-Tiered System of Supports Description: Continue onsite short-term therapeutic counseling	
Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners ✓ Foster Youth ✓ Low Income ✓ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	Provide bilingual therapeutic services utilizing the services of mental health therapist, 2 mental health interns, and support from Huckleberry and other community agencies.	
	BUDGETED / SOURCE	ESTIMATED ACTUAL
Expenditures	**Huckleberry, $15,000 (Title 1)** **District funded (mental health therapist and interns)**	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged
SR will offer 5 days of therapeutic counseling	SR will offer 5 days of therapeutic counseling	Provide bilingual therapeutic services utilizing the services of mental health therapist, 2 mental health interns, and support from Huckleberry and other community agencies.

Goal 3, Action 2

Multi-Tiered System of Supports Description: Restorative Practices	
Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners

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

	PLANNED	ACTUAL
Actions/Services	SR will strengthen its PBIS program by utilizing Restorative Practices such as referrals to Youth Court and development of a Peer Court.	
	BUDGETED / SOURCE	ESTIMATED ACTUAL
Expenditures	**District funded**	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ↗ Unchanged	❏ New ✓ Modified ❏ Unchanged
Continue to provide PBIS programs listed above.	Continue to provide PBIS programs listed above, but also have the team analyze school climate data regularly.	SR will utilize Restorative Practices such as referrals to Youth Court and development of a Peer Court.

Goal 3, Action 3

Multi-Tiered System of Supports Description: Truancy Intervention	
Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners ✓ Foster Youth ✓ Low Income ✓ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	Weekly analysis of reports to monitor attendance trends during our weekly administrative meetings. SART Process: SART's will be mandatory prior to a SARB referral. North Bay Security Group will attend SART meetings and conduct home visits whenever a family doesn't attend the meeting. SARB Referrals: Site administrators will be responsible for compiling referral information complete with SART/SART Letters, current attendance information, interventions and sending it to the SARB coordinator for review. Alternative education Referrals: Student Services Director will work with the Marin County Office of Education, site administrators and North Bay Security Group to ensure that students are enrolled in the Alternative Education Program as soon as possible if recommended. Counseling and mental health referrals: Staff will refer students to counseling or mental health services for any truancy related absences due to mental health related needs	

Expenditures	BUDGETED / **North Bay Security Group (District funded)**	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

201-18	2018-19	2019-20
❏ New ✓ Modified ❏ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ❏ Unchanged
SRHS will implement the SARB process described above.	SRHS will implement the SARB process described above.	SRHS will implement the SARB process and truancy intervention described above.

Goal 3, Action 4

Multi-Tiered System of Supports Description: Parent Engagement	
Students to be Served	✓ All School ✓ Students with Disabilities ✓ [Specific Student Group(s)] -- (List here):
	✓ English Learners ✓ Foster Youth ✓ Low Income ✓ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	Parent engagement activities will be implemented to provide parents and families with educational opportunities to better support their students. PIQE, CASS, SELAC, and counseling/career center events. PIQE, or the Parent Institute for Parent Education, is a community based organization that provides parent education for primarily immigrant, Spanish-speaking households at San Rafael High School. This nine-week workshop introduces families to the US educational system and helps parents of K–12 school age children to take an active role in encouraging and enabling their children to: stay in school; improve their academic performance; develop healthy and constructive relationships with their parents, teachers, and counselors; and, focus/prepare themselves for a post-secondary education.	
	BUDGETED / SOURCE	ESTIMATED ACTUAL
Expenditures	$8,000 PIQE (Title III) - 4203 $ 100,000 CASS (Program Coordination and parent engagement, funded by MCF)	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
❏ New ✓ Modified ❏ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged

Parent engagement activities will be implemented to provide parents and families with educational opportunities to better support their students. PIQE, CASS, truancy intervention, SELAC, and counseling/career center events.	Parent engagement activities will be implemented to provide parents and families with educational opportunities to better support their students. PIQE, CASS, truancy intervention, SELAC, and counseling/career center events.	Parent engagement activities will be implemented to provide parents and families with educational opportunities to better support their students. PIQE, CASS, truancy intervention, SELAC, and counseling/career center events.

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Glenn Dennis	Certificated Administrator	gdennis@srcs.org	9/23/19, 10/4/19
2. Jeannine Thurston	Certificated Teacher	jthurston@srcs.org	9/23/19, 10/4/19
3. Suzanne Truett	Certificated Teacher	struett@srcs.org	9/23/19, 10/4/19
4. Bryan Casper	Certificated Teacher	bcasper@srcs.org	10/4/19
5. Maria Rodriguez	Classified, Admin Asst.	mrodriguez@srcs.org	9/23/19, 10/4/19
6. Harry Gong	Parent	harrykgong@gmail.com	9/23/19, 10/4/19
7. Ryan Robinett	Parent	ryan@robinett.org	9/23/19, 10/4/19
8. Becky Spence	Parent	beckyspence@comcast.net	9/23/19, 10/4/19
9. Talia Harter	Student	th01936@srcs.org	9/23/19, 10/4/19
10. Amelia Cabrales	Student	ac00235@srcs.org	10/4/19

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	3	2

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

_____   _____   _____

Typed name of School Principal   Signature of School Principal   Date

_____   _____   _____

Typed name of SSC Official   Signature of SSC Official   Date