

SAN RAFAEL HIGH SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for School Year 2014-2015,
Published during 2015-2016*

District Information:

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200

<http://www.srcs.org>

Dr. Michael R. Watenpaugh, Superintendent



School Information:

San Rafael High School

185 Mission Avenue
San Rafael, CA 94901
415-485-2330

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Glenn Dennis, Principal



San Rafael High School

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I. DATA AND ACCESS

SARC Data

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the new Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

Additional Information

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

II. ABOUT THIS SCHOOL

School Description and Mission Statement (Most Recent Year)

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.

San Rafael is committed to providing a rigorous and relevant curriculum for all students, allowing and encouraging them to achieve to their potential. To that end, the school continues to move forward with school-wide reform to meet student learning needs and future goals. This includes our three interdisciplinary academies: Media Academy Experience (MAX), a junior/senior English, social studies, and technology program; Applied Physics and Technology Academy, a sophomore/junior/senior applied physics and applied arts/technology program; and Banyan, a two-year program blending ninth and tenth grades that includes English, social studies, and health. Students master the content and skills of these core disciplines and complete three to four collaborative interdisciplinary projects each year. 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.

The mission of San Rafael High School is for each student to acquire college and career-ready skills and knowledge, and to contribute to society while recognizing the dignity and worth of each individual.

Student Enrollment by Grade Level (School Year 2014-2015)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
9	338
10	316
11	316
12	240
Total Enrollment	1,210

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II. ABOUT THIS SCHOOL

Student Enrollment by Group (School Year 2014-2015)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.2%	White	28.9%
American Indian or Alaska Native	0.2%	Two or More Races	0%
Asian	3.6%	Socioeconomically Disadvantaged	59.6%
Filipino	0.6%	English Learners	21.7%
Hispanic or Latino	65.1%	Students with Disabilities	6.5%
Native Hawaiian or Pacific Islander	0.5%	Foster Youth	0.7%

III. CONDITIONS OF LEARNING

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teachers	School			District
	2013-2014	2014-2015	2015-2016	2015-2016
With Full Credential	57	64	66	126
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

A "teacher misassignment" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. A "vacant teacher position" is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period. Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2013-2014	2014-2015	2015-2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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III. CONDITIONS OF LEARNING

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-2015)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. This table displays the percent of classes in core academic subjects taught by and not taught by Highly Qualified Teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High-poverty schools are defined as those with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program. For more information, see the *Improving Teacher and Principal Quality* Web page at <http://www.cde.ca.gov/nclb/sr/tq>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Quality and Currency of Textbooks and Instructional Materials (Most Recent Year)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The High School District Curriculum Advisory Council, composed of administrators, teachers, counselors, students, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program.

The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

Due to the nature of high school, with different subjects being taught at different grade levels, the list of textbooks and resources is too numerous to include here. **A comprehensive list of textbooks and instructional materials for each grade level is available for review in the San Rafael City Schools District Office and on the district website at www.srcs.org/hscourses.**

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III. CONDITIONS OF LEARNING

Availability of Textbooks and Instructional Materials (Most Recent Year)

With textbook funding assistance from the state and other sources, the district has been able to purchase sufficient materials to provide one textbook per student in all core subject areas. The Board of Education last approved the sufficiency of textbooks and instructional materials for the San Rafael City Schools High School District on September 21, 2015.

Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%
Visual and Performing Arts	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

At San Rafael High School, the campus is orderly, and students feel safe on campus before, during, and after school. District and school staff work as partners with the San Rafael police and fire departments to maintain a safe community environment. Supervision begins thirty minutes before the opening of school and continues throughout the day into after-school hours and at school sponsored events.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space.

San Rafael High School moved to its current location in 1924. The school has a total of 84 classrooms. With monies from voter-approved school bond measures and state modernization funds, the school underwent multiple phases of modernization that began in 2001 and were completed in 2008. Improvements included modernization of the main buildings that include all classrooms, library, theatre, offices, restrooms and special program buildings such as technology, music, art and the entire gymnasium facility. Additionally, modernization was completed on the industrial arts shops, cafeteria, the surrounding grounds, and parking lot.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line maintenance order request process ensures efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

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III. CONDITIONS OF LEARNING

School Facility Good Repair Status (Most Recent Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			n/a
Interior: Interior Surfaces	✓			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			n/a
Electrical: Electrical		✓		n/a
Restrooms/Fountains: Restrooms, Sinks, Fountains	✓			n/a
Safety: Fire Safety, Hazardous Materials	✓			n/a
Structural: Structural Damage, Roofs	✓			n/a
External: Playground/School Grounds, Windows, Doors, Gates, Fences	✓			n/a

Date of Inspection: October 19, 2015

Overall Rating of School Facility Good Repair Status (Most Recent Year)

This table displays the overall rating from the results of the most recently completed school site inspection.

System Inspected	Overall Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Rating		✓		

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IV. PUPIL OUTCOMES

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Statewide Student Assessments

The Standardized Testing and Reporting (STAR) Program was last administered during the 2012-2013 school year. California's new statewide student assessment system, the California Assessment of Student Performance and Progress (CAASPP), was established January 1, 2014 and first administered during the 2013-2014 school year. The 2014-2015 CAASPP comprises the following required assessments:

- Smarter Balanced Summative Assessment, or computer adaptive test (CAT) and performance task (PT), for English-language arts and mathematics in grades 3 through 8 and grade 11.
- Early Assessment Program (EAP), which uses the Smarter Balanced Summative Assessments in grade 11.
- Alternate assessment field test for English-language arts and mathematics in grades 3 through 8 and grade 11.
- Science assessments including California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA), in grades 5, 8, and 10.

Note: Percentages are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes appear (—) when the number of students tested is ten or less.

California Assessment of Student Performance and Progress (CAASPP) Results for All Students (School Year 2014-2015)

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CAASPP in the areas of English-language arts and mathematics for the 2014-2015 school year.

Percent of Students Scoring at Proficient or Advanced			
Subject	School	District	State
English-Language Arts	53%	54%	44%
Mathematics	31%	30%	33%

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IV. PUPIL OUTCOMES

Disaggregated CAASPP Results— English Language Arts and Mathematics (School Year 2014-2015)

The following tables display CAASPP assessment results in English language arts (ELA) and mathematics disaggregated by student groups, and by grade level, for the 2014-2015 school year. In reporting the results, **Level 1** = standard not met; **Level 2** = standard nearly met; **Level 3** = standard met; and **Level 4** = standard exceeded.

Grade 11														
Student Groups	Total Enrollment		Number Tested		Percent Tested		Percent Achievement Level 1		Percent Achievement Level 2		Percent Achievement Level 3		Percent Achievement Level 4	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	306	306	279	286	91.2%	93.5%	20.0%	43.0%	19.0%	21.0%	29.0%	19.0%	24.0%	12.0%
Male	*	*	134	136	43.8%	44.4%	27.0%	46.0%	19.0%	15.0%	25.0%	16.0%	20.0%	14.0%
Female	*	*	145	150	47.4%	49.0%	14.0%	39.0%	19.0%	26.0%	32.0%	21.0%	28.0%	11.0%
Black or African American	*	*	5	5	1.6%	1.6%	--	--	--	--	--	--	--	--
American Indian or Alaska Native	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	*	*	4	5	1.3%	1.6%	--	--	--	--	--	--	--	--
Filipino	*	*	1	2	0.3%	0.7%	--	--	--	--	--	--	--	--
Hispanic or Latino	*	*	173	178	56.5%	58.2%	31.0%	55.0%	21.0%	19.0%	28.0%	14.0%	10.0%	3.0%
Native Hawaiian or Pacific Islander	*	*	1	2	0.3%	0.7%	--	--	--	--	--	--	--	--
White	*	*	95	94	31.0%	30.7%	3.0%	20.0%	14.0%	23.0%	27.0%	27.0%	52.0%	30.0%
Two or More Races	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	*	*	162	167	52.9%	54.6%	31.0%	62.0%	24.0%	17.0%	28.0%	11.0%	7.0%	2.0%
English Learners	*	*	46	53	15.0%	17.3%	63.0%	74.0%	11.0%	4.0%	0.0%	2.0%	0.0%	0.0%
Students with Disabilities	*	*	16	15	5.2%	4.9%	44.0%	87.0%	38.0%	7.0%	0.0%	0.0%	13.0%	7.0%
Students Receiving Migrant Education Services	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	*	*	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Tests Results for All Students in Science- Three-Year Comparison

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CST in science for the last three-year period.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Science	53%	52%	47%	58%	56%	54%	59%	60%	56%

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IV. PUPIL OUTCOMES

California Standards Tests Results by Student Group in Science (School Year 2014-2015)

This table displays the percent of students, by group, scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CST in science for the 2014-2015 school year.

Student Group	Percentage of Students Scoring at Proficient or Advanced
	Science
All Students in the District	54%
All Students in the School	47%
Male	48%
Female	48%
Black or African American	--
American Indian or Alaska Native	--
Asian	75%
Filipino	--
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	--
White	79%
Two or More Races	--
Socioeconomically Disadvantaged	27%
English Learners	5%
Students with Disabilities	36%
Students Receiving Migrant Education Services	--
Foster Youth	--

Career Technical Education Programs (School Year 2014-2015)

San Rafael High School students may select a combination of college prep and general classes that will give them a good foundation for college and career. High school courses are grouped with some regional occupation programs (ROP) and community college courses into clusters: communication; engineering and technology; fine arts and entertainment; science and math; and social science. These clusters explore career fields and prepare students for an academic or occupational path. The ROP radio/broadcasting class prepares students to enter the work world with marketable skills in lucrative fields. The career center supports students by providing information on a multitude of careers and colleges and also offers internships to students in various fields. The school has two academies that integrate academic courses with career preparation and/or preparation for work. The media academy experience (MAX) offers a two-year academy program for juniors and seniors that combines college preparatory English language arts, social studies, and media technology curriculum. The applied physics and technology academy is a three-year blended program for grade 10-12 students focusing on applied physics and technology, industrial arts, and a career path internship. Both academies extend opportunities to work with professional mentors and partners in our surrounding community.

The College and Career Center (CCC) advisor assists students with information on career decision-making, post high school training/educational options, and occupational information. She works closely with the academic counseling department and the school-to-career liaison to coordinate CCC efforts. Programs with the school-to-career liaison include but are not limited to: co-teach, an internship orientation class required to prepare the students for internships; collaboration with employer/community resources for classroom speaking, internships, job shadows, and informational interviews; and assisting more seniors, especially the non-college bound, in developing a plan for after high school.

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IV. PUPIL OUTCOMES

Career Technical Education Participation (School Year 2014-2015)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	303
Percent of pupils completing a CTE program and earning a high school diploma	27%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission (School Years 2013-2014 and 2014-2015)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
2014-2015 Students Enrolled in Courses Required for UC/CSU Admission	99.1%
2013-2014 Graduates Who Completed All Courses Required for UC/CSU Admission	47.8%

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English-language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal ESEA, also known as NCLB. Detailed information regarding CAHSEE results can be found at <http://cahsee.cde.ca.gov/>.

Note: Scores are not reported when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. Double dashes appear (—) when the number of students tested is ten or less.

California High School Exit Examination for All Grade Ten Students— Three-Year Comparison

This table displays the percent of grade ten students scoring at the Proficient or Advanced level in English-language arts and mathematics.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
English-Language Arts	59%	53%	58%	66%	33%	36%	57%	56%	58%
Mathematics	54%	59%	58%	62%	34%	34%	60%	62%	59%

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IV. PUPIL OUTCOMES

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-2015)

This table displays the percent of grade ten students, by group, scoring at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	39%	23%	37%	42%	34%	24%
All Students in the School	42%	22%	36%	42%	30%	28%
Male	49%	23%	28%	44%	28%	28%
Female	35%	22%	44%	41%	31%	28%
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	9%	18%	73%	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	55%	28%	17%	56%	29%	15%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	15%	12%	73%	16%	30%	54%
Two or More Races	--	--	--	--	--	--
Socioeconomically Disadvantaged	56%	28%	16%	58%	29%	14%
English Learners	97%	3%	--	88%	12%	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

California Physical Fitness Test Results (School Year 2014-2015)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the cumulative percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: Percentages are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes appear (—) when the number of students tested is ten or less.

Grade Level	Cumulative Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	91.7%	73.9%	53.5%

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V. ENGAGEMENT

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person Name: Rachel von Doepp

To Reach Contact Person: Vondoeppwearesr@gmail.com

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.

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 the following five parent booster groups: athletic, music, drama, art, and cheerleading. Parents also participate on other site committees such as the Site Facility Committee that oversees ongoing facility improvements/modernization and many subcommittees that address specific program needs.

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

This table displays the school's dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Dropout Rate	8.9%	7.4%	9.3%	8.8%	6.1%	8.9%	13.1%	11.4%	11.5%
Graduation Rate	87.68%	89.4%	88.44%	88.59%	91.37%	88.07%	78.87%	80.44%	80.95%

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V. ENGAGEMENT

Completion of High School Graduation Requirements– Graduating Class of 2014

Students in California public schools must pass both the English-language arts and mathematics portions of the CAHSEE to receive a high school diploma. This table displays, by student group, the percent of students who began the 2013-2014 school year in grade twelve and were part of the school's graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. *Note: "n/a" means that the student group is not numerically significant. Until statewide student-level longitudinal data are available, data reported at the state level represent estimates.*

Group	Graduating Class of 2014		
	School	District	State
All Students	87%	85%	—
Black or African American	100%	100%	76%
American Indian or Alaska Native	95%	97%	78%
Asian	100%	100%	93%
Filipino	84%	89%	96%
Hispanic or Latino	55%	57%	81%
Native Hawaiian or Pacific Islander	88%	85%	84%
White	91%	85%	90%
Two or More Races	100%	80%	83%
Socioeconomically Disadvantaged	83%	100%	81%
English Learners	97%	80%	51%
Students with Disabilities	83%	90%	61%
Foster Youth	n/a	n/a	n/a

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state levels for the most recent three-year period.

Rate	School			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Suspensions	4.1%	2.9%	2.9%	4.5%	4.9%	3.7%	5.1%	4.4%	3.8%
Expulsions	0%	0%	0%	0.1%	0%	0%	0.1%	0.1%	0.1%

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V. ENGAGEMENT

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: February 9, 2015

Date Discussed with School Faculty: August 17, 2015

San Rafael High School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a semester throughout the year. The school also participates in an annual county-wide disaster preparedness drill.

Key elements in the school safety plan include: Assessment of current status of school crime; district and site policies and procedures regarding safety issues; programs and policies regarding drug, tobacco and alcohol use and prevention; and a review of suspension/expulsion and arrest data with a narrative report of the data. This includes significant trends based on the review of data from the previous five years. This report serves as the foundation for the revision of safety policies.

While the school has a safety plan in place, it is important to note that we are working constantly to update it to meet the requirements established by the Marin County Office of Education with regards to armed people on campus and other areas of concern.

VI. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but it is not included in the state priorities for the LCFF.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics (due to a one-year waiver, this will not be reported for 2015)
- Attendance rates as an additional indicator (for elementary and middle grades only)
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-2015)

This table displays an indication of whether the school, district, and state made AYP overall and whether the school, district, and state met each of the AYP criteria.

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate – English-Language Arts	Yes	Yes	Yes
Met Participation Rate – Mathematics	Yes	Yes	Yes
Met Percent Proficient – English-Language Arts	n/a	n/a	n/a
Met Percent Proficient – Mathematics	n/a	n/a	n/a
Met Attendance Rates	n/a	n/a	Yes
Met Graduation Rate	Yes	Yes	Yes

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VI. OTHER SARC INFORMATION

Federal Intervention Program (School Year 2015-2016)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	n/a	1
Percent of Schools Currently in Program Improvement	n/a	50%

Average Class Size and Distribution

This table displays, by subject area, the average class size and the number of classes that fall into each size category (a range of total students per classroom).

Subject	2012-2013				2013-2014				2014-2015			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	22.0	32	15	9	24.0	28	21	7	23.0	29	32	5
Mathematics	26.0	9	25	9	26.0	13	34	6	25.0	17	27	13
Science	28.0	6	10	14	27.0	6	21	8	27.0	5	25	6
Social Science	27.0	6	14	11	27.0	6	27	3	26.0	7	25	7

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VI. OTHER SARC INFORMATION

Academic Counselors and Other Support Staff (School Year 2014-2015)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	403.3
Counselor (Social/Behavioral or Career Development)	0.5	n/a
Library Media Teacher (librarian)	1.0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Psychologist	0.5	n/a
Social Worker	0	n/a
Nurse	0.5	n/a
Speech/Language/Hearing Specialist	0.5	n/a
Resource Specialist (non-teaching)	3.0	n/a
College Advisor	0.5	n/a
College Consultant	0.4	n/a
School-to-Career Liaison	0.2	n/a

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-2014)

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor. Detailed information regarding school expenditures and teacher salaries for all school districts in California can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, visit the Ed-Data Web site at <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School	\$8,568	\$2,313	\$6,255	\$84,198
District	n/a	n/a	\$8,669	\$88,845
Percent Difference - School and District	n/a	n/a	-38.5%	-5.5%
State	n/a	n/a	\$5,348	\$72,798
Percent Difference - School and State	n/a	n/a	14.5%	13.5%

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VI. OTHER SARC INFORMATION

Types of Services Funded (Fiscal Year 2014-2015)

San Rafael High School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2014-2015 school year, these programs and services included the following:

- Supplementary educational programs
- AVID
- Materials
- Staff development - UC Berkeley History and Science Project
- Parent education - Parent Institute for Quality Education
- Support program for students in math and English (CAHSEE/Title I)
- Math and English intervention courses - Strategic English, Algebra Readiness, and Math Support
- Community liaison for ELD families/students
- Drug and alcohol education

Teacher and Administrative Salaries (Fiscal Year 2013-2014)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	—	\$43,455
Mid-Range Teacher Salary	—	\$69,035
Highest Teacher Salary	—	\$89,886
Average Principal Salary (High School)	—	\$121,551
Superintendent Salary	*	\$158,898
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	7%	6%

*The Superintendent serves the Elementary District for 50% of the assignment.

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VI. OTHER SARC INFORMATION

Advanced Placement Courses (School Year 2014-2015)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at

<http://dq/cde/ca/gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	5	n/a
Foreign Language	4	n/a
Mathematics	4	n/a
Science	3	n/a
Social Science	2	n/a
All Courses	18	0.4%

Professional Development

Teachers and other key school staff members have opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent-teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate. Last year, San Rafael High School partnered with UC Berkeley to provide professional development focused on implementing Common Core.

Annual Number of School Days Dedicated to Staff Development		
2012-2013	2013-2014	2014-2015
0	0	1