

# San Rafael High School

2015 - 2016

## 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

Telephone Number: 415-485-2330

Address: 185 Mission Avenue, San Rafael, CA 94901

E-mail Address: [gdennis@srcs.org](mailto:gdennis@srcs.org)

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

Date of this revision: January 2016

## Table of Contents

Recommendations and Assurances .....	3
School Site Council Membership .....	4
Governance and Funding .....	5
School/Community Description.....	7
Demographic and Assessment Data .....	8
Data Analysis.....	13
District Initiatives.....	16
School Improvement Goals .....	18
Categorical Allocations .....	23
2015 – 2016 Categorical Budget .....	24
Summary of Centralized Services .....	25
Parent Involvement Policy .....	27

## 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: January 13, 2016.

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.

**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"/>
Kevin Seeley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lana Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kai Schussler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Susan Gess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jacquie Gribens	<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"/>
Numbers of members in each category	1	2	1	4	2

## Governance and Funding

1. The School Site Council will hold   7   meetings in the 2015-2016 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 some students from Venetia Valley K-8 School and from 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 High 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, our Applied Physics and Technology Academy, a sophomore/junior/senior applied physics and applied arts/technology program and Banyan, a 9<sup>th</sup>/10<sup>th</sup> grade blended interdisciplinary program. The aim of these academies is to engage students in their environment and the larger community of San Rafael, Marin, and beyond. With many opportunities to work in teams, students are expected to assume responsibility for their own learning while developing as effective collaborators for team success. Both MAX and Physics Academies received the Marin County Golden Bell Award for 2007-2008, and our Applied Physics and Technology Academy was also 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.

## Demographic and Assessment Data

ENROLLMENT	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total Enrollment (CBEDS)	897	879	996	1100	1210	1228
% American Indian	0.2	0.3	0.4	0.3	.2	0.1
% Asian	6.5	6.1	3.8	3.3	4	4.7
% Pacific Islander	0.3	0.5	0.5	0.5	.5	0.2
% Filipino	0	0	0.4	0.7	0	0.2
% Hispanic or Latino	59.1	58.6	60.4	62	65	64.2
% African American	2.7	2.3	1.8	0.2	1	1.0
% White	29.4	30.0	30.9	29	29	29.4

Free and Reduced Lunch	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
% Qualifying for Free/Reduced Lunch (FRL)	52%	51%	56%	57%	57%	61%	54%

Language Fluency	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
% English Learners (EL)	22.2	25.5	21	22.6	23	22.4	21.7
% Fluent English Proficient (FEP)	35.8	38.1	41.0	36.9	38	39	43

San Rafael High School's enrollment has grown significantly since 2011-12, from 879 students to 1228 in 2015-16. Our ethnic population is made up of two sub-groups - Latino (64.2%) and White (29.4%). Approximately 22% of our students are English Learners and 43% are Fluent English Proficient. While the average family income exceeds the state average, there are a significant number of students from very poor families. In 2014-15 school year school enrollment grew to 1210 students with 54% percent eligible to receive Free and Reduced Lunch.

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Advanced	7 (3%)	7 (3%)	10 (5%)	6 (3%)	15 (6%)	8 (3%)
Early Advanced	53 (21%)	28 (13%)	48 (26%)	71 (34%)	55 (22%)	32 (12%)
Intermediate	80 (32%)	69 (33%)	65 (35%)	45 (21%)	45 (18%)	46 (17%)
Early Intermediate	44 (18%)	30 (14%)	27 (14%)	31 (15%)	30 (12%)	45 (17%)
Beginning	67 (27%)	78 (37%)	38 (20%)	58 (27%)	101 (41%)	133 (50%)
Total Tested	251	212	188	211	246	264

Our CELDT scores indicate a significant increase in the Newcomer population. In 2009-10, 67 students scored a “1” on the CELDT, representing 27% of all students tested. Last year, 264 students tested for the CELDT exam, and 50% of those tested scored a “1”.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-15
Enrollment	921	896	879	966	1100	1210
English Learners	235 (25.5%)	188 (21%)	198 (22.5%)	225 (23.3%)	246 (22.4%)	263 (21.7%)
Fluent-English-Proficient Students	351 (38.1%)	368 (41.1%)	330 (37.5%)	367 (38%)	433 (39.4%)	520 (43%)
Students Redesignated FEP	49 (22.9%)	25 (10.6%)	3 (1.6%)	50 (25.3%)	61 (26%)	17 (6.9%)

SRHS’ English Learner population comprised 21.7% of the school’s enrollment. 43% are Fluent English Proficient, and 6.9% Redesignated FEP.

## CAASPP Results (SBAC) – 2014-15

San Rafael High School – English Language Arts Overall Achievement				State	County
# of Students Enrolled	306	Exceeded	24%	22%	35%
# of Students Tested	279	Met	29%	32%	33%
% of Students Tested	91.2%	Nearly Met	19%	24%	17%
# of Students With Scores	258	Not Met	20%	19%	12%

2014-15 represented the 1<sup>st</sup> year that California students took the Smarter Balanced Assessment Consortium exam (SBAC). 53% of SRHS students “exceeded” or “met” the ELA proficiency standards as compared to 54% for the State, and 68% for the County.

SRHS – English Language Arts (ELA) Overall Achievement by Ethnicity and Language					
	White	Latino	English Only	RFEP	EL
Exceeded	52%	10%	48%	11%	0%
Met	27%	28%	28%	41%	0%
Nearly Met	14%	21%	14%	26%	11%
Not Met	3%	31%	5%	19%	63%
# Tested	91	156	108	112	34

Exam results by ethnicity and language demonstrates differences in achievement by subgroup. 79% of White students either “exceeded” or “met” the proficiency standards compared to 38% of Latino students. Language plays an influential role. 74% of English Only students “exceeded” or “met” the proficiency standards as compared to 52% of the RFEPs. No English Learners met or exceeded the ELA standards.

San Rafael High School – English Language Arts Area Achievement				
	Reading	Writing	Listening	Research/Inquiry
% Above Standard	31	32	21	38
% At or Near Standard	44	41	59	44
% Below Standard	22	22	16	14

The English Language Arts Area Achievement results shows that in the areas of Reading, 75% of students scored “above standard” or “at or near standard”, 73% in Writing, 82% in Listening, and 82% in Research/Inquiry.

San Rafael High School – Mathematics Overall Achievement				State	County
# of Students Enrolled	306	Exceeded	12%	11%	21%
# of Students Tested	286	Met	19%	18%	25%
% of Students Tested	93.5%	Nearly Met	21%	24%	22%
# of Students With Scores	270	Not Met	43%	44%	29%

31% of SRHS students “exceeded” or “met” the Mathematics proficiency standards as compared to 29% for the State, and 46% for the County.

SRHS – Math Overall Achievement by Ethnicity and Language					
	White	Latino	English Only	RFEP	EL
Exceeded	30%	3%	27%	4%	0%

Met	27%	14%	28%	17%	2%
Nearly Met	23%	19%	27%	23%	4%
Not Met	20%	55%	19%	53%	74%
# Tested	94	163	112	115	53

Exam results by ethnicity and language demonstrates differences in achievement by subgroup. 57% of White students either “exceeded” or “met” the proficiency standards compared to 17% of Latino students. Again, language plays an influential role in the achievement results. 55% of English Only students “exceeded” or “met” the proficiency standards as compared to 21% of RFEP students. 2% of English Learners met or exceeded the ELA standards.

San Rafael High School – Mathematics Area Achievement			
	Concepts and Procedures	Problem Solving and Modelling/Data Analysis	Communicating Reasoning
% Above Standard	21	20	15
% At or Near Standard	36	46	57
% Below Standard	44	34	29

The Mathematics Arts Area Achievement results shows that in the areas of Concepts and Procedures, 57% of students scored “above standard” or “at or near standard”, 66% in Problem Solving, Modelling, and Data Analysis, and 72% in Communicating Reasoning.

### Advanced Placement Tests

San Rafael	2010	2011	2012	2013	2014	2015
Total AP Students	125	112	103	139	159	195
Number of Exams	207	198	175	230	247	362
AP Students with Scores 3+	109	86	82	107	113	150
% Total AP Students w/ 3+	87.2	76.8	79.6	77.0	71.1	76.9

- 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.

## San Rafael High School Graduates and % Meeting A-G Requirements

Year	08-09	09-10	10-11	11-12	12-13	13-14
# of SR Grads	200	191	223	176	194	205
# of SR Grads meeting A-G Requirements	99	99	115	88	105	98
% SR Grads with A-G Requirements	49.5%	50.3%	51.6%	50%	54.1%	47.8%
% District Grads with A-G Requirements	51.1%	52.9%	N/A	50.7%	53.1%	50.6%
% County Grads with A-G Requirements	54.1%	59.3%	N/A	59.1%	60.8%	63%
% State Grads with A-G Requirements	35.3%	36.3%	N/A	38.3%	39.4%	41.9%

SRHS' A-G rates have remained relatively flat from 2008-09 through 2011-12. The percentage of A-G eligible graduates peaked to 54.1% in 2012-13, and then fell to 47.8% in the 2013-14 school year.

### Suspension Rates

This report provides an **unduplicated** count of students involved in one or more incidents<sup>1</sup> during the academic year who were subsequently suspended or expelled<sup>2</sup> from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories.

	2011-12	2012-13	2013-14	2014-15
SRHS Census Enrollment	879	966	1,100	1,210
SRHS Suspensions	81	43	33	36
SRHS Suspension Rate	8.6	4.1	2.9	2.9
SRCS High Suspension Rate	8.3	4.5	4.9	3.7
Marin County Suspension Rate	4.1	3.4	2.7	2.2
State Suspension Rate	5.7	5.1	4.4	3.8

Suspension rates have fallen 66% from 8.6 percent in 2011-12 to 2.9 percent in 2014-15. Our suspension rate in 2014-15 was .9 points lower than the State, and .8 points lower than the District.

**Data Analysis**

Data	Key Findings
<p><b>Demographics</b></p>	<p>San Rafael High School’s enrollment has grown significantly since 2011-12, from 879 students to 1228 in 2015-16. Our ethnic population is made up of two sub-groups - Latino (64.2%) and White (29.4%). Approximately 22% of our students are English Learners and 43% are Fluent English Proficient. While the average family income exceeds the state average, there are a significant number of students from very poor families. In 2015-16 school year school enrollment grew to 1228 students with 54% percent eligible to receive Free and Reduced Lunch.</p> <p>Last year, SRHS’ English Learner population comprised 21.7% of the school’s enrollment. 43% were Fluent English Proficient, and 6.9% Redesignated FEP. Our CELDT scores indicate a significant increase in the Newcomer population. In 2009-10, 67 students scored a “1” on the CELDT, representing 27% of all students tested. Last year, 264 students tested for the CELDT exam, and 50% of those tested scored a “1”.</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 investigating creating course offerings to better meet the needs of the newcomer population.</p>
<p><b>ELA</b></p>	<p>In the area of teaching and learning, SRHS is transitioning to the new Common Core State Standards. For the past three years, SR has focused on a school wide literacy initiative with support from UC Berkley’s History and Social Science Project. For the past two years, SRHS “Literacy Leaders” have been leading professional learning communities within departments and across the school. Currently, all teachers in the school are working on developing and implementing fully aligned Common Core Standards unit maps.</p> <p>2014-15 was the 1<sup>st</sup> year that California students took the Smarter Balanced Assessment Consortium exam (SBAC). 53% of SRHS students “exceeded” or “met” the ELA proficiency standards as compared to 54% for the State, and 68% for the County.</p> <p>Exam results by ethnicity and language demonstrates differences in achievement by subgroup. 57% of White students either “exceeded” or “met” the proficiency standards compared to 17% of Latino students. Again, language plays an influential role in the achievement results. 55% of English Only students “exceeded” or “met” the proficiency standards as</p>

	<p>compared to 21% of RFEP students. 2% of English Learners met or exceeded the ELA standards.</p> <p>The English Language Arts Area Achievement results shows that in the areas of Reading, 75% of students scored “above standard” or “at or near standard”, 73% in Writing, 82% in Listening, and 82% in Research/Inquiry.</p>
<p><b>Math</b></p>	<p><b>SRHS Math Common Core Unit Implementation</b></p> <p>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.</p> <p>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.</p> <p><b>SBAC Math Results</b></p> <p>31% of SRHS students “exceeded” or “met” the Mathematics proficiency standards as compared to 29% for the State, and 46% for the County.</p> <p>Exam results by ethnicity and language demonstrates differences in achievement by subgroup. 57% of White students either “exceeded” or “met” the proficiency standards compared to 17% of Latino students. Again, language plays an influential role in the achievement results. 55% of English Only students “exceeded” or “met” the proficiency standards as compared to 21% of RFEP students. 2% of English Learners met or exceeded the ELA standards.</p> <p>The Mathematics Arts Area Achievement results shows that in the areas of Concepts and Procedures, 57% of students scored “above standard” or “at or near standard”, 66% in Problem Solving, Modelling, and Data Analysis, and 72% in Communicating Reasoning</p>
<p><b>EL Data</b></p>	<p>Last year, SRHS’ English Learner population comprised 21.7% of the school’s enrollment. 43% are Fluent English Proficient, and 6.9% Redesignated FEP. Our CELDT scores indicate a significant increase in the Newcomer population. In 2009-10, 67 students scored a “1” on the CELDT, representing 27% of all students tested. Last year, 264 students tested for the CELDT exam, and 50% of those tested scored a “1”.</p> <p>.</p>
<p><b>College Readiness Data</b></p>	<p><b>A-G Rates</b></p>

Suspension rates have fallen 66% from 8.6 percent in 2011-12 to 2.9 percent in 2014-15. Our suspension rate in 2014-15 was .9 points lower than the State, and .8 points lower than the District.

**Advanced Placement**

- 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.

**Climate/Culture**

SRHS continues to promote a positive school culture and climate. We are in our 2nd implementation year of a Positive Behavior Intervention System.

In addition, we complemented PBIS work with Restorative Justice Practices. This has resulted in a significant reduction in out of school suspensions and expulsions. Some of these practices include in-house suspension, letters of apology, restorative circles, community service, and counseling referrals. This year, we have also piloted the use of a Peer Court.

Suspension rates have fallen 66% from 8.6 percent in 2011-12 to 2.9 percent in 2014-15. Our suspension rate in 2014-15 was .9 points lower than the State, and .8 points lower than the District.

## 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, 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 FOCUS POINTS

- Common Core aligned units of instruction will include all components as identified by the district and undergo a review process prior to placement in the district, online repository.
- Full implementation of Common Core math standards:
  - K-5 *Every Day Math* CCSS
  - K-12 Implementation of Math Practices
- Gain a deeper understanding of new ELD 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); course descriptions will be developed based upon this pacing guide.
- Maximize bell-to-bell instructional time

### COMMON CORE STATE STANDARDS *Essential Shifts in instruction*

Shifts in English Language Arts/Literacy	
<b>1 Balancing Informational and Literary Text</b>	Students read a true balance of informational and literary texts.
<b>2 Knowledge in the Disciplines</b>	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
<b>3 Staircase of Complexity</b>	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.
<b>4 Text-based Answers</b>	Students engage in rich and rigorous evidence based conversations about text.
<b>5 Writing from Sources</b>	Writing emphasizes use of evidence from sources to inform or make an argument
<b>6 Academic Vocabulary</b>	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	
<b>1 Focus</b>	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.
<b>2 Coherence</b>	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
<b>3 Fluency</b>	Students are expected to have speed and accuracy with simple calculations. Teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
<b>4 Deep Understanding</b>	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 the math.
<b>5 Application</b>	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
<b>6 Dual Intensity</b>	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	
<b>1</b>	From lock-step linear → spiraling, dynamic and complex social processes
<b>2</b>	From focus on accuracy → collaboration, comprehension, communication
<b>3</b>	From simplified texts and activities separate from content → use of complex texts and content integral to language learning
<b>4</b>	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](http://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, 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
2015-16	Literacy Leads	Release time for planning, curriculum development, and teacher coaching	.6 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
2015-16	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
2015-16	English Departments	Strategic Intervention 9 <sup>th</sup> and 10 <sup>th</sup> grades	.6 FTE	Title I
	ELD Department	ELD newcomer and beginner intensive English classes	1.8 FTE	Newcomer and ELD, District funded

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
----------	--------------------	----------------------	----------------	----------------

2015-16	Principal, Science and Math Department	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	Common Core one-time monies
	Math Department	Math teachers attend Asolimar Conference to learn best practices and current research in implementations of Common Core	\$4600	Site professional development funds

**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
2015-16	Math and ELD Departments	Geometry B Intervention Class	.2 FTE	District funded
		Algebra Readiness, Algebra A, and Math Support Classes	.6 FTE	Newcomer 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
2015-16	Math Department	Before and afterschool algebra intensive and math tutoring intervention		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: UCBHSSP**

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

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2015-16	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development (two instructional unit maps per teacher in traditional core); UCBHSSWP Coaching	Prep, staff meeting and department meeting time	n/a

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2015-16	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	Common Core one-time monies
2015-16	Principal, Director English Learner Programs	Release time for EL coordination of standards alignment, assessment, and program monitoring	.2 FTE	Title III

**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:** 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
2015-16	Assistant Principal, Community Liaison	Parent Institute for Quality Education – PIQE parent education workshops	\$16,000	MCF (50%) and Title III (50%)

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

**Action Step 3.1:** Teachers will implement PBIS program at SRHS.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2014-15	PBIS Committee	N/A	Extra duty hours and staff meeting time	N/A

**Strategy 3.2:** Staff will increase family engagement in decision-making.

**Action Step 3.3.1:** Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data are gathered from families.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
May 2015	Principal	N/A	N/A	N/A

**Action Step 3.3.2:** LCAP PAC - SRHS will engage families and students in the LCAP process to gather input and ensure participation in developing District budget and action plan for 2015-16.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2015-16	Principal and District Administrations	N/A	N/A	N/A

**Strategy 3.3:** Staff will increase student and parent engagement related to school attendance, behavior and academics.

**Action Step 3.3.1:** Staff will ensure consistent practices and interventions related to school attendance.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2015-16	Administration and Intervention Coordinator	Intervention coordinator implements systems to monitor, intervene, and improve school attendance.	.8 FTE	District funded

<b>Action Step 3.3.2: Site staff will develop and implement practices to increase student engagement and decision-making.</b>				
<b>Timeline</b>	<b>Person Responsible</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
2015-16	Principal and ASB	Implement and utilize ASB Senate as an advisory student governance group.	Advisory time	N/A
<b>Action Step 3.3.3: Implement Peer Court as an alternative to suspension.</b>				
<b>Timeline</b>	<b>Person Responsible</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
May 2015	Principal, Intervention Coordinator	N/A	\$1,000	Title 1
<b>Action Step 3.3.4: Staff utilize advisory for academic interventions.</b>				
<b>Timeline</b>	<b>Person Responsible</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
May 2015	Administration, Intervention Coordinator, and Advisory Committee	Use advisory to monitor student grades, and implement advisory academic interventions	Advisory and committee time	N/A

## 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"/> <b>Title I, Part A: Allocation (Resource 3010)</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$73,567
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
<input checked="" type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$4,348
<input checked="" type="checkbox"/> <b>Title III, Part A: Immigrant Students (Resource 4201)</b> 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	\$11,312
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203)</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$23,836
<input type="checkbox"/> <b>Other federal funds</b>	\$
Total amount of federal categorical funds allocated to this school	\$77,915

## 2015 – 2016 Categorical Budget

Date of this Revision	January 2016
-----------------------	--------------

Funding Resource	14-15 Carryover	15-16 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A	\$41,757	\$73,567	\$59,016.50	\$34,977.47	\$24,250	\$0
Title I, Professional Development	\$6,560	\$4,348		7,305.00	\$3,500	\$100
Title III, Immigrant	\$4,034	\$11,312	296.00	\$2,153.48	\$12,000	\$897
Title III, LEP	\$5,033	\$23,836	\$13,841.06	\$9,227.11	\$5,800	\$0
<b>Total</b>	<b>\$57,384</b>	<b>\$113,063</b>	<b>\$73,153.56</b>	<b>\$53,663.06</b>	<b>\$45,550</b>	<b>\$0</b>

### List of Projected Expenditures

Expense	Purpose	Amount	Source
UC Berkeley History and Social Science Project	Instructional coaching for Common Core literacy strategies across departments.	\$12,000	Title 1
Peer Court	Develop and implement Restorative Practices to improve student culture, and reduce suspension.	\$1,000	Title 1
Huckleberry Counseling	Support social-emotional needs of students by providing bilingual therapeutic counseling services.	\$4,250	Title 1
Math Tutoring Intervention	Provide math support and tutoring before and after school for students.	\$7,000	Title 1
Math Professional Development	Provide professional development for math teachers to revise curriculum, instruction and assessments to support math intervention classes, and Algebra	\$3,500	Title 1, Professional Development
ELD Instructional Materials	Provide supplemental instructional resources for ELD.	\$5,800	Title III, LEP
ELD Field Trips	Support enrichment field trips for ELD students.	\$4,000	Title III, Immigrant
PIQE	Parent engagement for Latino families focused on understanding school system and college access.	\$8,000	Title III, Immigrant

## 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 District English Language Advisory Committee (DELAC)

## **Family Engagement Policy**

### San Rafael High School

---

#### Policy for Parent Involvement in the Education of Their Children

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.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. 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 Annual Performance Index (API) and Adequate Yearly Progress (AYP) 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.