

Terra Linda High School

2014 - 2015

Single Plan for Student Achievement

San Rafael City Schools Mission Statement

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

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

Single Plan for Student Achievement

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

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

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County-District School (CDS) Code: 21-65466-2134005
Date of this revision: May 21, 2015

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Recommendations and Assurances

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

1. The OneTL Committee is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The OneTL Committee reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The OneTL Committee sought and considered all recommendations from the following groups or committees before adopting this plan: Academic Excellence, Site English Language Learner Committee (SELAC), Music Boosters, Athletic Boosters, Associated Student Body (ASB), Department Representative/Instructional Leaders Council (ILT)
4. The OneTL Committee reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the OneTL Committee at a public meeting on: December 3, 2014 and again reviewed on May 21, 2015.

OneTL Committee/ School Site Council Membership

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

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lars Christensen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Tow (English Department Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hallie Foster (Math Department Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harmela Beyene (ASB President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anna Best (ASB Board Representative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Donna Romberger (Accounts Payable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesley Savelli (OneTL President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lucas Colli (SELAC President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	2	2

Governance and Funding

1. The OneTL Committee/SSC will hold 10 meetings in the 2014-2015 school year.
2. The OneTL Committee/SSC received input regarding design/modification of the School Site Plan in the following ways:
 - ✓ Review by OneTL Committee/SSC members
 - ✓ Changes recommended as a result of SELAC and various parent Advisory Groups
 - ✓ Meetings with stakeholders
 - ✓ Input/changes recommended by site staff
 - ✓ Input/changes recommended by Needs Assessment Survey data
 - ✓ External Consultants
3. Parents are involved in decision-making at the site and district level by participation in:
 - ✓ OneTL Committee/SSC
 - ✓ Site Advisory Councils: () Title I (x) SELAC (x) PTA (Academic Excellence) (x) Other:OneTL
 - ✓ District Advisory Committee: (x) LCAAP PAC () DELAC () DAC/Title I
4. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evinced by:

<ul style="list-style-type: none">✓ Budgets (expenditures)✓ Field Trip Forms✓ Capital Outlay	<ul style="list-style-type: none">✓ PAFs (Personnel Action Forms)✓ Requisitions✓ Conference Reports
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School/Community Description

Terra Linda High School

Mission Statement

Terra Linda High School provides a comprehensive education where students will succeed in a rigorous, academic environment. Students, staff, parents, and the community strive to generate in students an enthusiasm for life-long learning and a readiness for higher education. We encourage each student's greatest potential to contribute to our diverse community and global society.

School Description

Although Terra Linda high school does have an ever-changing population, it does not qualify for Title 1 funding. The campus occupies 29 acres in a serene, residential area off Manual Freitas Parkway in northern San Rafael. Students who typically attend Terra Linda High School include graduates from Miller Creek Middle School (part of the neighboring Dixie Elementary District), Venetia Valley K-8, and Davidson Middle School, although students from other areas surrounding San Rafael also attend. This is due to an open enrollment policy in the San Rafael High School District that allows students from anywhere in San Rafael to choose either of the two high schools in the District. Additionally we are a district of choice, which allows the children of anyone who works within the boundaries of the city of San Rafael, to enroll in our schools.

The Terra Linda community has a tradition of innovation and excellence, and it has continued this tradition through a strong focus on preparing all students for success in postsecondary opportunities in college, career and community directed by the school leadership team that strongly supports this new vision. All students have access to the core curriculum, which includes English, math, social sciences, and science. Students are encouraged to develop a six-year plan for their high school education when they are in the eighth grade in middle school. Students follow a non-traditional bell schedule taking six or seven classes as a full load. Students wishing a greater challenge are encouraged to enroll in the Honors and Advanced Placement courses. Algebra 1, Geometry, Spanish and French are offered at the middle schools enabling many students to enroll in sophomore level classes in their freshman year. Also, many students at Terra Linda are concurrently enrolled in courses at the College of Marin.

In the fall of the 2009 school year, San Rafael High School District entered into Year #1 of Program Improvement, thus requiring that the district contract with an outside provider to make adjustments to the LEA plan designed to increase the academic success of our students. While Terra Linda is not a school in Program Improvement, the school has implemented a system of interventions to ensure that students who need additional academic support have access to both the core curriculum and appropriate early interventions. Students below proficient are given an additional course in either math or English to support their accelerated achievement. Students with disabilities have exceptional access to the core curriculum through concurrent enrollment in Resource classes and college-prep coursework. English learners (ELs) receive extended learning opportunities through an English Language Development Program (ELD). Additional courses are offered for students who are not yet proficient in reading and math and who have not yet passed CAHSEE. In fall of 2012, the San Rafael City Schools Board of Education approved a resolution calling for an increase in the rigor of the district's academic program, specifically in preparing students for success in postsecondary education and careers. This resolution was the initial step in a contractual relationship with Marin County Foundation and the National Equity Project to review our academic program and to make improvements that would increase the college, career, and community readiness of our graduates and provide the necessary 21st century skills to enter the workforce.

Terra Linda High School Expected Schoolwide Learning Results

ESLR	Demonstrated By
Independent Self-Directed Learners	A. Achieving proficiency in core academic subject areas. B. Seeking knowledge and valuing what is learned C. Applying knowledge across curriculum D. Setting priorities and achieving goals. E. Developing and practicing a strong work ethic
Physically and Emotionally Healthy Individuals	A. Applying the components of a healthy lifestyle B. Practicing civility, integrity, honor, and consideration toward others C. Retaining individual thought while allowing for compromise, risk-taking and collaboration
Critical Thinkers and Creative Problem Solvers	A. Reading, writing, speaking and listening effectively in academic, professional, and public settings B. Applying computational, problem-solving, time-management, and test-taking skills C. Applying research skills and technological fluency D. Collaborating in teams and groups
Active Citizens Exercising Concern For Others	A. Recognizing that diverse cultures comprise and enrich our local community B. Negotiating conflicts and honoring agreements C. Understanding rights, responsibilities, and privileges of citizens in a democracy D. Promoting the need for activism, service, and global awareness

Evaluation of Previous Year's SPSA Goals:

The following strategies in the 2013-14 SPSA were fully implemented:

- Teachers received professional development in introducing and transitioning to the Common Core State Standards (CCSS).
- CCSS Working Group Teacher Leaders transformed existing curriculum units into Pilot Units infused and aligned with CCSS.
- CCSWG Teacher Leaders implemented Pilot Units
- Teachers deconstructed select standards, selected common rubrics (Elk Grove), and shared student work samples.
- Literacy Team Leaders met regularly and assisted in the planning of all school and district professional development activities focused on transitioning to CCSS.
- All teachers were trained in the common reading strategy, Thesis Evidence, and were supported in implementing the strategy in their classrooms.
- All teachers were trained in the common reading strategy, Headings and Highlights, and were supported in implementing the strategy in their classrooms.
- All teachers were trained in a common writing strategy, CLEAR paragraph, and were supported in implementing the strategy in their classrooms.
- Cross School Collaboration meetings were held in which teachers focused on transitioning to the CCSS and implementing common literacy strategies.
- Math teachers developed and revised final exams for Algebra 1, Geometry, and Algebra 2 in preparation for the higher level of rigor in the new CCSS curriculum. Teachers prepared for the Smarter Balanced pilot exams in math administered in spring 2014.
- Math teachers participated in a Smarter Balanced Pilot Assessment and discussed preparation and instructional strategies to ensure student success.
- Math teachers reviewed student work and discussed aligning grading practices.
- Math teachers finalized high school course pathways and suggested criteria for acceleration.
- All site administrators monitored and evaluated the implementation of instruction in ELD, SDAIE, and support courses. Meetings were held to review student placement in ELD and support classes to ensure students were accelerating. A new model in which students were “clustered” in small groups within college-preparatory classes was introduced, to avoid unnecessary tracking.
- Through the Restorative Justice program, Terra Linda continued to strategically address issues of cultural diversity and other differences. The school’s Peer Court met weekly and addressed issues of school safety and student misconduct. The program is currently in its third year.
- Terra Linda staff worked with the District and with the National Equity Project to create a welcoming school environment for all families. The Principal attended Family Engagement Task Force meetings regularly, and staff analyzed the annual student and faculty Gallup survey information.

The following strategies in the 2013-14 SPSA were not fully implemented as described in the plan or within the timeline. Specifically, these are related to the WASC growth areas identified during the 2011-12 accreditation cycle.

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

TLHS staff needs to work with the Director of EL Programs and newly established EL Site Coach to implement an EL program that affords students more flexibility in their schedules and allows for placement changes as language acquisition accelerates. Using the cluster model, this type of EL program is being researched and professional development is being offered to staff. While resources have expanded for EL students, further training and support for teachers of all content areas is necessary in helping long-term English learners with academic English. Next steps include focusing on a single set of high leverage instructional strategies and then creating an accountability system that will ensure that those practices are being implemented with fidelity.

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

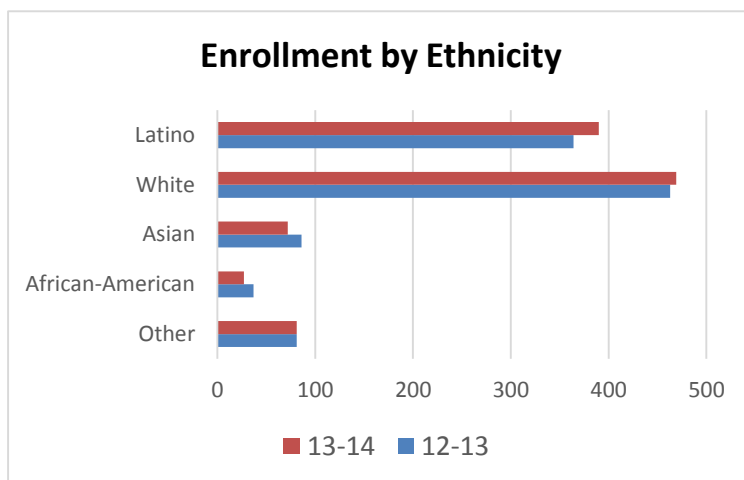
Minimal improvements were made to the College and Career Center. Counselors researched improvements through a site visit to a nearby high school with a strong College and Career Center; however, staff development needs to be implemented to create a new model. In addition, counselors received training in the Naviance program throughout the 2012-13 school year, and began to use the program more consistently. However, full implementation of Naviance will not be successful until it is integrated into the College and Career Center.

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

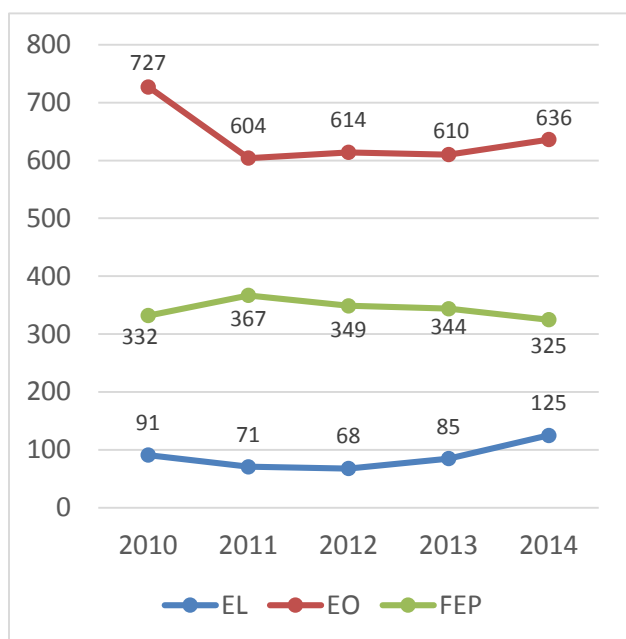
To ensure all students have access to rigorous coursework, a school-wide open access policy needs to be implemented. Next steps include creating equitable outcomes for all students by opening up access to AP and Honors courses, eliminating any adult barriers that have traditionally limited student access,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

Demographic and Assessment Data

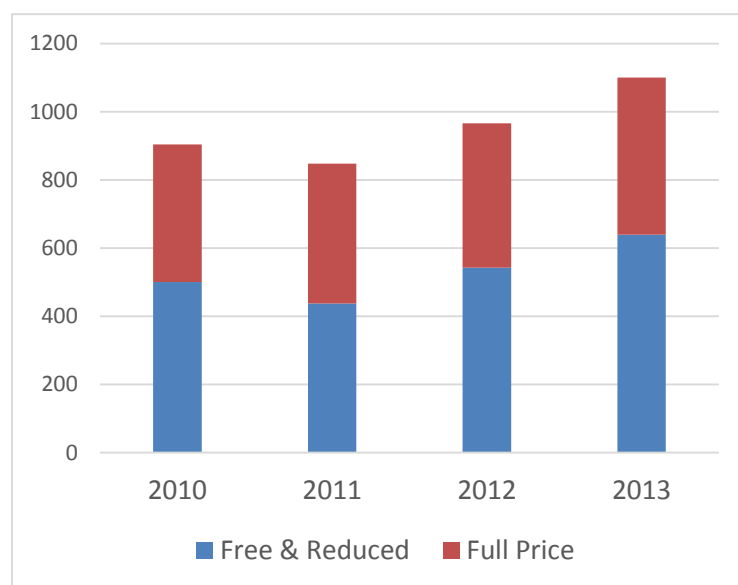
Demographic Characteristics 13-14	Terra Linda	District
Enrollment	1,039	2,196
English learners	8.2%	15.7%
Free / Reduced Lunch	31.9%	46.1%
Fluent English Proficient	33.1%	36.7%



Language Fluency Trends



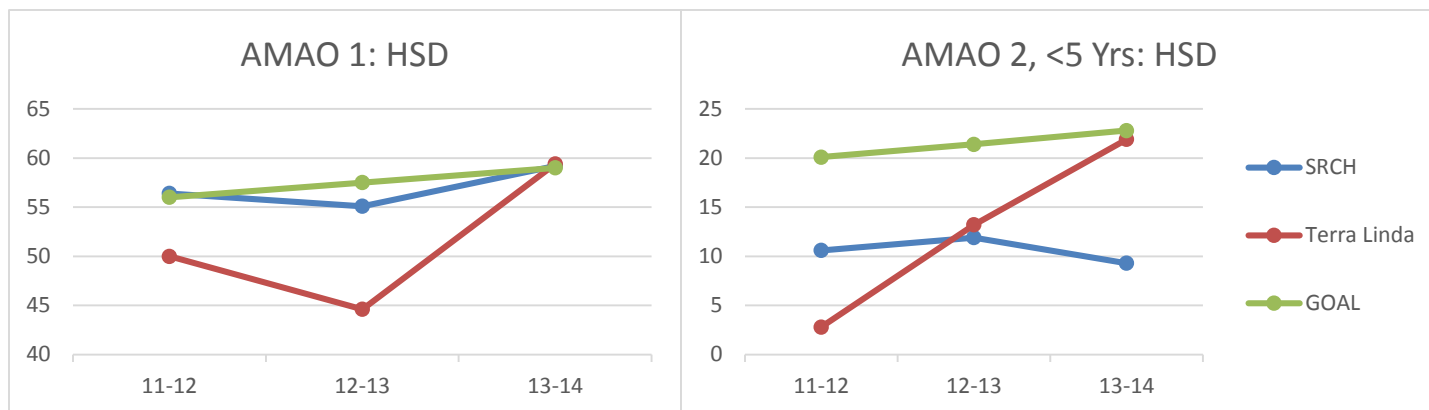
Free and Reduced Lunch Students



Average CAHSEE Scale Score by Language Fluency

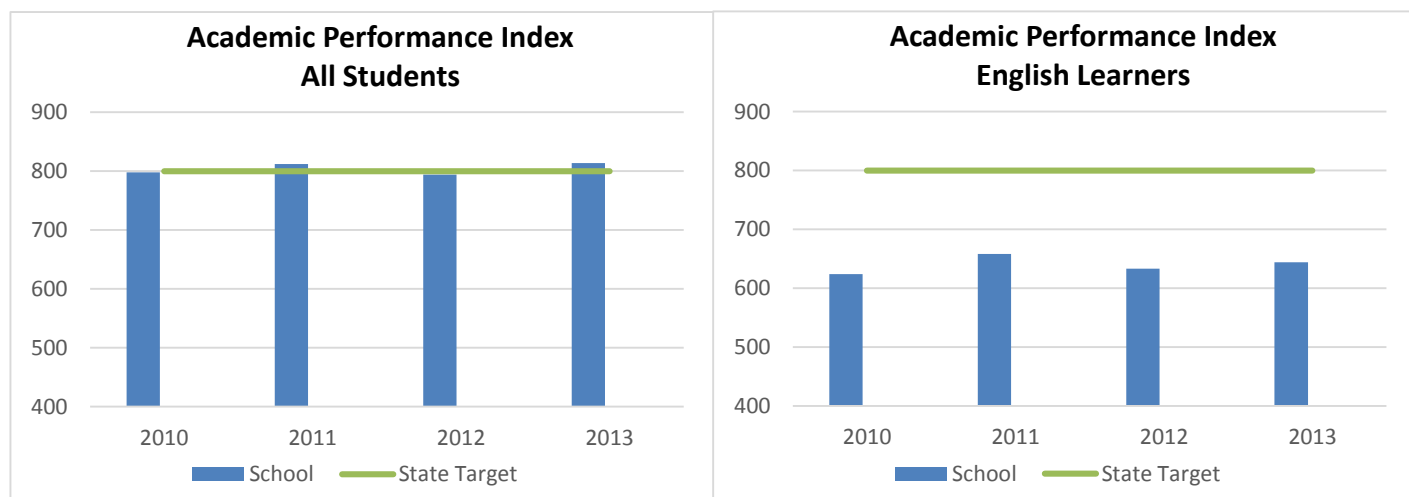
Grade Level	EL		EO		FEP		All Students	
	CAHSEE ELA SS	CAHSEE Math SS	CAHSEE ELA SS	CAHSEE Math SS	CAHSEE ELA SS	CAHSEE Math SS	CAHSEE ELA SS	CAHSEE Math SS
11	333.7	340.1	404.3	406.0	393.3	402.6	395.3	399.5
12	352.8	355.6	409.2	407.8	396.6	398.4	400.5	400.6
Average	342.2	347.0	406.6	406.8	395.2	400.2	397.9	400.1

School and District CELDT Performance



Average CELDT Scale Score by Years in US Schools

Years in US Schools	Grade Level				Average
	9.0	10.0	11.0	12.0	
0	380.5	366.7	386.6	377.3	376.8
1	555.5	327.7	499.0		448.9
2	498.0		562.0	576.0	308.2
3		510.3	288.7		399.5
4	301.0	583.0		599.0	421.4
5					
6					
7	553.5		588.5	633.0	583.4
8		418.5	116.3	629.0	265.2
9	275.2	288.0		336.5	282.0
10	197.0	319.4		625.0	315.3
11	393.0	559.7	232.4		323.9
12			314.0	341.6	338.1
Grand Total	314.7	358.5	305.2	414.5	343.2



Data Analysis

Data	Key Findings
Demographics	<p>The demographics of Terra Linda High School have changed significantly in the last six years. This change reflects a shift in the demographic make-up of San Rafael and California. In 2008, our school population was 70% white and 15% Latino. Today, 49% is white and 34% Latino, with the balance an ethnic blend of Filipino, African American, Asian, and Native American. Additionally, in 2008 16% of students participated in the Terra Linda National Free or Reduced Lunch program, in comparison 32% in 2014.</p> <p>Approximately 55% of each graduating class continues their education at a four-year institution, based on meeting the current UC A-G eligibility requirements. While the school has made progress in closing the achievement gap, the demographic background of students continues to have a significant impact upon the rates at which they graduate and attend college. SRCS students from more affluent families tend to graduate from high school and enroll in college at higher rates than less affluent students. Although Terra Linda exceeds the state average for UC A-G graduates, Terra Linda did not meet its target of an annual increase of 5% in students meeting UC A-G requirements (2009 Graduates = 59%, 2010 Graduates = 62%, 2011 Graduates = 54%, 2012 Graduates = 53%, 2013 Graduates = 55%, 2014 Graduates = 56%). Over the past few years, the overall English Learner population has remained relatively consistent at 8%, however, the newcomer population has increased substantially. Currently 11% of our student population is eligible and receiving Special Education services.</p>
ELA	<p>In 2013, Terra Linda increased its test scores resulting in a 16 point API growth, with a score of 814, exceeding the state's target for schools. Despite significant gains in 2013 on the CST and CAHSEE exams, Annual Measurable Objective (AMO) targets were not met. The past two years had presented challenging AMO targets, with an annual 11% increase that resulted in a 100% proficiency target for spring 2014. Currently the state's assessment program is being restructured to include a new exam, Smarter Balance. Under the previous assessment program requirements, adequate growth in math and English Language Arts were not evidenced, and our targeted subgroup, English Language Learners, did not demonstrate adequate growth.</p>
Math	<p>California High School Exit Examination (CASHSEE) scores for the Grade 10 Census administered in March 2014 reflected a significant increase in both overall passing and proficiency rates. On the Mathematics portion of CAHSEE, the overall passing percentage (score of 350+) increased by 10%.</p> <p>A fall 2014 analysis of D/F rates in math classes indicated an increase in students failing Algebra A, Algebra 1 P and Geometry P.</p>

EL Data	<p>The API growth in student achievement was evident at Terra Linda High School in 2013 among every subgroup of students, with the exception of the English learner subgroup. Significant subgroup growths included the following: Hispanic/Latino (23 point growth), White (5 point growth), and Socio-economically Disadvantaged (19 point growth). Currently the percentage of EL students who achieve proficiency remains unacceptably low. In 2013, the English learner subgroup did not meet Adequate Yearly Progress federal measures in ELA (state target 88.9%, EL subgroup 35.1%) and math (state target 88.7%, EL subgroup 28.1%). On the CELDT, student performance was again below the state average in students meeting their growth targets. On the CAHSEE, EL students' average scores were below the 350 passing target, and the 380 proficiency target, with EL students' average scaled score in ELA 342.2 and in Math 347.0.</p>
Climate/Culture	<p>Through the Restorative Justice program, Terra Linda continued to strategically address issues of cultural diversity and other differences. The school's Peer Court meets weekly and addresses issues of school safety and student misconduct. The program is currently in its third year. To date, well over 60 students, in grades 9-12, are currently serving on our on-site Peer Court, disposing non-penal code violations (campus/classroom disruptions). Youth Court, a partnership between San Rafael City Schools and Marin County Youth Services, is utilized for select penal code violations. Both Peer Court and Youth Court programs are primary vehicles for alternatives to student suspension. School suspensions and expulsions have continued to decrease annually over the past three years.</p> <p>The increase in suspensions prior to the implementation of our Restorative Justice Program was mainly in the area of Willful Defiance/Disrupting School Activities (48900k). Disaggregating the suspension data showed slight evidence for possible ethnic bias. African-Americans accounted for 4-5% of the school population, yet they received 9% of the suspensions in 2011-12. Hispanics accounted for 36% of the student population in 2011-12, yet received 70% of the suspensions. With the recent implementation of our Youth Services Program, we have seen a significant decrease in suspensions. Students who are first time offenders are eligible for participation in the Youth Court Program as an alternative to suspension.</p> <p>In addition, the Gallup Q12 is a survey designed to measure employee engagement. The Gallup Q12 is administered annually. Recent results indicated the overall satisfaction rating for San Rafael City Schools on the Gallup Q12 was 3.72, and the overall satisfaction rating for Terra Linda High School was 3.91. Staff members shared an interest in a survey that is more education specific and that the data is disaggregated by certificated and classified personnel. Staff shared that this survey was a good place to start, specifically looking at staff engagement, connection, and support. Staff members were very interested in follow-up with the results and in creating an action plan for improvement in areas of opportunity.</p>

District Initiatives

COMMITMENT TO EQUITY, ACCESS & ACHIEVEMENT

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

2014-2016 STRATEGIC PRIORITIES

- **Aligned K-12 Curriculum & Assessments** to the advanced levels of the Common Core State Standards.
- **Professional Growth System** Design and implement a 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.

2014-2016 CCSS INSTRUCTIONAL FOCUS POINTS

- Thematic units will have a literacy foundation, including reading, comprehension, and writing.
- Full implementation of math and ELA objectives.
- Gain a deeper understanding of new ELD standards and continue to provide specific ELD instruction, with emphasis on speaking and listening
- Maximize bell-to-bell instructional time

COMMON CORE STATE STANDARDS *Essential Shifts in instruction*

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

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

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

District Initiatives

LOCAL EDUCATIONAL AGENCY PLAN

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

Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2015-16.
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.

The 2012-2015 LEA Plans for both districts were approved by the Board on March 26, 2012 and can be downloaded at www.srcs.org/leap.

PROFESSIONAL DEVELOPMENT PROVIDERS

National Equity Project, Colm Davis, Senior Coach and Heidi Gill and Stephen Chang, Senior Associates, support sites using the Partnerships for Learning model, which seeks to build the capacity of teachers to balance the demands of teaching the California Standards along with the instructional needs of students who are well below grade level. At the District Level, PFL coaches from the National Equity Project support district leaders to create systems, structures, teams and resources that support teacher inquiry and use of formative assessment to inform instructional practice.

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

K-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 and support the design of Seal of Biliteracy pathways district-wide.

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 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
August 2014 - ongoing	<u>Literary Leads:</u> Erin Pope-Garcia ,Lauren Inman <u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	Ongoing Professional Development with Phyllis Goldsmith & Emily Richards & Substitute Coverage; 100 Copies of Odyssey to allow all teachers to instruct students simultaneously and allow for collaboration	District Negotiated Annual Contract for SRCS–HSD. Novels: \$2,700	District-funded Common Core (7405) 1100

Action Step 1.1.2: Set a goal for implementation of Scholastic Reading Inventory (SRI).

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>English Dept. Chair :</u> David Tow <u>Literary Leads:</u> Erin Pope-Garcia ,Lauren Inman <u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	N/A: District Supported SRI assessment administration at sites.	N/A	N/A

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>English Learner Coordinator :</u> Jen Little <u>Literary Leads:</u> Erin Pope-Garcia ,Lauren Inman <u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	PE/Health & Health SDAIE Textbooks (Human Kinetics, Fitness for Life 6 th Edition); Scholastic Education for Early reading materials for our EL population Follet Library resources for early reading materials for our EL population (Cengage Distribution Center –consumable) textbook/workbooks (Inside the USA	\$4,300 \$930 \$2,000 \$2,700	1100 4201 4203 4203

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>English Dept. Chair</u> : David Tow <u>English Support Teacher</u> : Kendra Rose <u>Literary Leads</u> : Erin Pope-Garcia & Lauren Inman <u>TLHS Administration</u> : Lars Christensen, Dan Hurst	Site Staffing Allocation used for support classes in ELA CAHSEE Related Materials	N/A \$1,000	N/A 1100

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>Math Dept. Chair</u> : Stella Clark <u>Math Coach</u> : Hallie Foster <u>Science Dept. Chair</u> : Erik Schoengart <u>TLHS Administration</u> : Lars Christensen, Katy Dunlap	Next Generation Standards Workshop & AP Physics 1 College Board Workshop Site Staffing Allocation used for Math Coach (0.2 FTE) Math Department Release Time	\$500 \$1000 N/A \$800	District-funded Common Core (7405) & Site Funded (1100 & 0000) 7405 & 1100

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>Math Dept. Chair</u> : Stella Clark <u>TLHS Administration</u> : Lars Christensen, Katy Dunlap	Math Teachers Professional Development: Math Asilomar in Monterey, CA Release time for training (Acuity Common Core Assessments)	\$3,000 \$100 per teacher/day	1100 1100

Action Step 1.2.3: Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>English Learner Coordinator</u> : Jen Little <u>Math Dept. Chair</u> : Stella Clark <u>Science Dept. Chair</u> : Erik Schoengart <u>TLHS Administration</u> : Lars Christensen, Katy Dunlap, Dan Hurst	0.2 FTE allocation from District EIA funds for additional newcomer math section (opened in mid-Fall 2014) Professional Development in Math and Science (CCSS Release Time)	District Funded (0.2 FTE) Site Funded	N/A 1100 & 7405

Action Step 1.2.4: Students not meeting the required levels of standards mastery in core courses will be required to participate in site based targeted intervention programs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>Math Dept. Chair</u> : Stella Clark <u>APEX Teacher</u> : Tyler Schmalz <u>TLHS Administration</u> : Lars Christensen, Katy Dunlap, Dan Hurst	APEX Credit Recovery / District Funded	N/A	N/A

Strategy 1.3: District-wide assessments will be implemented in ELA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.

Action Step 1.3.1: Site will implement SBAC-aligned district-wide assessments to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration</u> : Lars Christensen, Katy Dunlap, Dan Hurst <u>Department Representatives/</u> <u>Instructional Coaches (ILT)</u> : All	Chrome Books (Provided by District Technology Department)	N/A	District-funded

Action Step 1.3.2: Teachers will collaborate in the creation of embedded assessments that are SBAC-aligned to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration</u> : Lars Christensen, Katy Dunlap, Dan Hurst <u>Department Representatives/</u> <u>Instructional Coaches (ILT)</u> : All	Accuity Pilot Program (District Supported) Summer Professional Development 2015	N/A	District-funded

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration</u> : Lars Christensen, Katy Dunlap, Dan Hurst	ILLT Professional Development for Administrators (District Funded) & Training in Acuity Assessment Program	N/A	District-funded

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

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

Action Step 2.1.1: Quality Teaching for English Learners

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>English Learner Coordinator :</u> Jen Little <u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	Summer 2015 Professional Development (District Supported)	N/A	(District Funded)

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>Literary Leads:</u> Erin Pope-Garcia ,Lauren Inman <u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	Summer Institute UCB – Phyllis Goldsmith & Emily Richards (District Funded) Buck Institute Project Based Learning Pathway (District Funded)	N/A	(District Funded)

Action Step 2.1.3: BridgeWorks (Michael O'Neill)

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	Michael O'Neill (ILLT Professional Development)	N/A	(District Funded)

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>Literary Leads:</u> Erin Pope-Garcia ,Lauren Inman <u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	Professional Development (Literacy Leads) Meetings/Workshops	Substitute Coverage/Release Time (100 per day)	District-funded Common Core (7405)

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst <u>Department Representatives/</u> <u>Instructional Coaches (ILT):</u> All	Infinite Campus Training, Buck Institute, AP Conferences, College Board Counselor Workshops, AVID Registrations	Substitute Coverage/Release Time (100 per day)/ Registration Fees for AVID, AP/College Board, Buck Institute, and Infinite Campus workshops	District-funded Common Core (7405) & Site Funded (1100)

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

Action Step 2.3.1: Instructional Aides / Clerical Support

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>CSEA Site Representative/President:</u> Carmen Puga <u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	Donna Romberger (ASB Works Software Conference)/ Vicki Knell (IC Attendance Workshops)	\$2,000	1100

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

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

Action Step 3.1.1: Receptionists / clerks

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration:</u> Lars Christensen, Katy Dunlap	CSEA Professional Development Opportunities and Workshops Carmen Puga/President & Trainee – release time & CSEA Leadership workshops	\$2,000	1100

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration:</u> Lars Christensen, Katy Dunlap	Currently in the process of filling this 6 hour position	N/A	District Funded Position

Strategy 3.2: Staff will implement Positive Behavior Intervention and Support (PBIS) initiative.

Action Step 3.2.1: Teachers will implement PBIS strategies in their classroom and a positive reward system school-wide at TLHS.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>PBIS Site Team:</u> Sue Gatlin, Craig Taylor, <u>TLHS Administration:</u> Dan Hurst	Substitute Coverage/Release Time (100 per day)	\$1,000	1100

Action Step 3.2.2: Site administrators will support the PBIS Team improving the school climate.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration:</u> Lars Christensen, Katy Dunlap, Dan Hurst	PRIDE Cards and Office supplies; postage for parent/student notifications & rewards	\$200	1100

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

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration:</u> Katy Dunlap	Gallup Survey administered annually WASC Parent Survey (University of Indiana)	N/A \$1,000	(District Funded) 1100

Action Step 2.3.2: SELAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>TLHS Administration:</u> Dan Hurst	Supplies for Summer EL Orientation Postage & Translation Services	\$300 \$500	4203 4203 or 1100

Categorical Allocations

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

Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	
<input type="checkbox"/> Title I, Part A: Parental Involvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	
Title III, Part A: Immigrant Students (Resource 4201) Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards Expenditures this year: <input checked="" type="checkbox"/> \$927.18 to Scholastic Education for Early reading materials for our EL population (PO# 250786) \$2,015.81 Follet Library resources for early reading materials for our EL population (PO# 251148) \$629.64 Cengage Distribution Center –consumable textbook/workbooks (Inside the USA) for our EL population (PO# 251157)	\$5,277
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards Expenditures this year: <input checked="" type="checkbox"/> \$3,925.61 in payroll costs for translations for communications/outreach for parents of EL population \$5,342.00 Cengage Distribution Center – <i>Inside the USA</i> - consumable textbook/workbooks, resources materials/theme books (PO# 250564)	\$16,850
Total amount of federal categorical funds allocated to this school	\$22,127

2014 – 2015 Categorical Budget

Date of this Revision	May 21, 2015
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Funding Resource	13-14 Carryover	14-15 Allocation	Encumbered Expenses	To Date Expenses	Projected Expenditures	Available Balance
Title III, Immigrant		\$5,277	\$3,571	\$1,432	TBD	\$1,706
Title III, LEP	\$6,937	\$9,781	\$9,267	\$3,672	TBD	\$7,451
Total	\$6,937	\$15,058	\$12,838	\$5,104		\$9,157

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

Terra Linda High School's Parent Involvement Policy

DECLARATION OF INTERDEPENDENCE

We the parents, students, and staff...

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

DECLARATION OF COMMITMENT

Responsibilities of the student.....

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

Responsibilities of the parents.....

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

Responsibilities of the staff...

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

DECLARATION OF DIVERSITY

We work as one...

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

DECLARATION OF CHANGE

Change begins with me...

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

I will take a stand...

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

DECLARATION OF ESTEEM

We are the best...

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