



Appendix F

San Rafael High School Single Plan for Student Achievement

Response to the Marin County Civil Grand Jury

San Rafael 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.

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

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

Date of this revision: May 2015

Table of Contents

Recommendations and Assurances	3
School Site Council Membership	4
Governance and Funding.....	5
School/Community Description	6
Demographic and Assessment Data.....	6
Data Analysis	13
District Initiatives	16
School Improvement Goals.....	18
Categorical Allocations	22
2014 – 2015 Categorical Budget.....	23
Summary of Centralized Services	24
Parent Involvement Policy.....	26

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 advisory 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: April 20, 2015.

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"/>
Sue Herman	<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"/>
Emily Cabrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adriana Hurtado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cyndi Weingard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brooke Jackson	<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"/>
Susan Gess	<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 8 meetings in the 2014-2015 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:

<input checked="" type="checkbox"/> Budgets (expenditures)	<input checked="" type="checkbox"/> PAFs (Personnel Action Forms)
<input checked="" type="checkbox"/> Field Trip Forms	<input checked="" type="checkbox"/> Requisitions
<input checked="" type="checkbox"/> Capital Outlay	<input checked="" type="checkbox"/> 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.

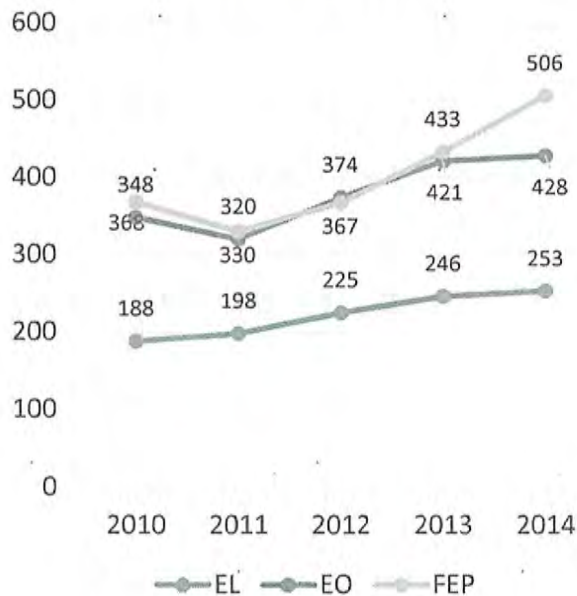
The majority of students enter San Rafael from Davidson Middle School, the largest sixth- through eighth-grade middle school in San Rafael. The school also receives some students from Venetia Valley K-8 School and from local private schools. This is due to an open enrollment policy in the San Rafael 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 9th/10th 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.

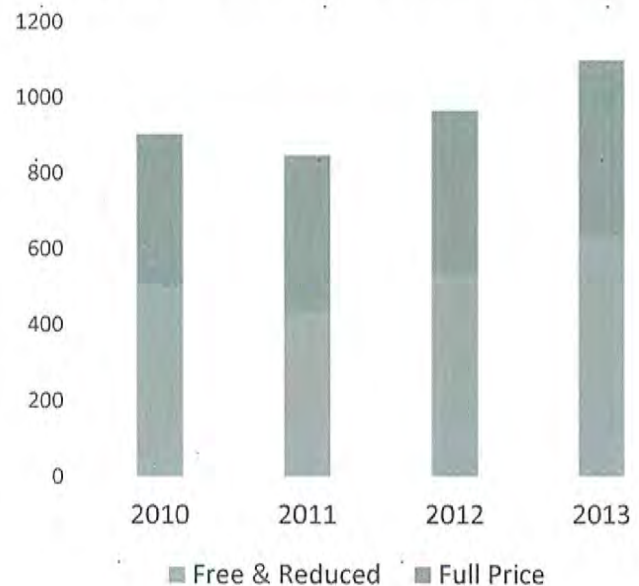
Demographic and Assessment Data

ENROLLMENT	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Enrollment (CBEDS)	1,023	960	913	897	879	996	1100	1210
% American Indian	0	0.1	0.8	0.2	0.3	0.4	0.3	.2
% Asian	5.5	6.0	5.2	6.5	6.1	3.8	3.3	4
% Pacific Islander	0.2	0.4	0.2	0.3	0.5	0.5	0.5	.5
% Filipino	0.8	0.7	0.6	.0	0	0.4	0.7	0
% Hispanic or Latino	52.5	55.2	58.5	59.1	58.6	60.4	62	65
% African American	2.8	2.2	2.0	2.7	2.3	1.8	0.2	1
% White	36.3	33.0	30.4	29.4	30.0	30.9	29	29

Language Fluency Trends



Free and Reduced Lunch Students



Academic Performance Index (API) * State Measure								
	2008	2009	2010	2011	2012	2013	Growth 2012 to 2013	Met 2013 Growth
School wide	719	728	732	761	769	779	+10	Yes
Hispanic	600	621	663	681	683	704	+21	Yes
White	867	880	865	893	890	894	+4	Yes

Disadvantaged	592	627	659	678	674	694	+20	Yes
English Learner	564	585	616	582	607	644	+37	Yes

AYP English Language Learner Data - English Language Arts

	2008-2009 Goal: 55.6%	2009-2010 Goal: 55.6%	2010-2011 Goal: 66.7%	2011-2012 Goal: 77.8%	2012-2013 Goal: 88.7%
School wide	54.0	51.2	58.2	55.3	61.7
English Learner	16.1	20.7	23.9	14.4	28.6

While the English Learner sub-group made a positive five year gain in AYP in English Language Arts from 16.1% to 28.6% (+12.5%) the AYP goal was not met.

AYP English Language Learner Data - Mathematics

	2008-2009 Goal: 43.5%	2009-2010 Goal: 54.8%	2010-2011 Goal: 66.7%	2011-2012 Goal: 77.4%	2012-2013 Goal: 88.7%
School wide	53.8	45.9	50.9	56.6	56.7
English Learner	23.7	20.5	23.6	19.2	22.9

The AYP goal was exceeded by 10.3% school wide during the 2008-2009 school year.

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

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

Last year, 246 students tested for the CELDT exam. The largest category of English Learners were "Beginners", 41% of the tested population.

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

SAT Scores

	Grade 12 Total	# Tested	% Tested	Critical Reading	Math	Writing	% Total > = or Greater than 1500
2008	235	125	53.19	517	527	522	52.8
2009	229	106	46.29	533	538	545	61.3
2010	208	99	47.6	571	577	583	78.8
2011	217	127	58.53	487	505	503	46.5
2012	187	97	51.87	518	524	516	53.6
Growth 08-12	-48	-28	-1.32	+1	-3	-6	+8
County 2012	--	--	60.56	554	564	559	74
State 2012	--	--	39.31	491	510	491	46.67

SAT – Since 2008, there has been a slight and steady decrease in the number of students taking the test. About half of SRHS seniors take the SAT. Test scores in each area are fairly comparable to the County overall and above the overall State scores.

ACT Scores

Year	12th graders	# Tested	%	Avg Score	% > or = 21
2008	235	54	22.98	22.74	61.11
2009	229	40	17.47	21.9	55
2010	208	54	25.96	23.09	70.37
2011	187	61	32.62	20.61	49.18
2012	217	55	25.35	20.0	41.82
Change	-21	+1	+2.37%	-2.74	-19.29
County	--	--	34.29	24.54	76.42
State	--	--	18.31	21.87	56.95

The percentage of students taking the ACT has increased +2.37 pts. since 2008. The average scores dipped 2.74 points.

Advanced Placement Tests

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

- Since 2010, the number of total AP students has increased from 125 to 159, a 27.2% increase.
- The number of exams taken by SR students has increased from 207 in 2010 to 247 in 2014, a 19.3% increase.
- The number of students with scores of 3 or higher has grown from 109 to 113, a 4% increase.
- The % of total AP students with a 3 or higher has dropped 16.1 pts. from 2010 to 2014.

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

Year	06-07	07-08	08-09	09-10	10-11	11-12	12-13
# of SR Grads	180	198	200	191	223	176	194
# of SR Grads meeting A-G Requirements	98	98	99	99	115	88	105
% SR Grads with A-G Requirements	54.4%	49.5%	49.5%	50.3%	51.6%	50%	54.1%
% District Grads with A-G Requirements	54.5%	51.1%	51.1%	52.9%	N/A	50.7%	53.1%
% County Grads with A-G Requirements	51%	56.8%	54.1%	59.3%	N/A	59.1%	60.8%
% State Grads with A-G Requirements	35.5%	33.9%	35.3%	36.3%	N/A	38.3%	39.4%

Data Analysis

Data	Key Findings
Demographics	<ul style="list-style-type: none"> • SRHS enrollment has been on a steady increase over the last four years, from 897 in 2010 to 1210 in 2014. Our Latino population continues to increase. In 2007-08, the Latino student population was 52.5%. Since then, it has grown 12.5 points to 65% in 2014. At the same time, we are experiencing declining enrollment of White students (from 36.3% to 29%). • Over the past seven years, the percentage of students qualifying for Free and Reduced Lunch has grown by 17 percentage points, from 44% to 61%. • Our English learner population has remained relatively constant over the past 7 years. Last year, our EL population was 22%, and 39% of our students are designated as Fluent English Proficient. We have seen a recent influx of newcomer immigrants to the country. This can be seen from the results of last year's CELDT exam where 41% of the English Learner population scored at the "Beginner" level. • These demographic trends require SRHS to focus more resources on the teaching of literacy, especially as it pertains to EL students. With a greater percentage of newcomers, the school is adjusting curriculum/instruction and investigating course offerings to better meet the needs of the newcomer population.
ELA	<p>In the area of teaching and learning, SRHS is transitioning to the new Common Core State Standards. For the past two years, SR has focused on a school wide literacy initiative with support from UC Berkley's History and Social Science Project. Currently, all teachers in the school are working on developing and implementing a fully aligned Common Core Standards unit with culminating assessments, rubrics, and exemplars</p> <p>Our school made significant progress in English Language Arts school wide and for all subgroups:</p> <ul style="list-style-type: none"> • School Wide, SR increased 6.4 pts. from 55.3% in 2012 to 61.7% in 2013. • Hispanic/Latino students increased 7.5 pts. from 2012-2013, almost doubling the proficiency rate from 22% in 2008 to 43.4% in 2013 • White students exceeded AYP goal of 88.9% with 94.2% of students proficient! • Economically Disadvantaged students increased by 15.8 pts., from 23.6% proficient in 2008 to 39.4% in 2013. • Special Ed: a 10pt increase from 2012 from 22.2 % proficient to 32.1% proficient in 2013.

Math	<p>SRHS Math Common Core Unit Implementation</p> <ul style="list-style-type: none"> • The Department has spent the last 2 years rewriting curriculum units to incorporate new content standards, and spent the summer realigning curriculum to CCSS • Recreating/revamping unit tests and common assessments given by all 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>Overall math scores have remained unchanged school wide from 2012-13 to 2013-14.</p> <ul style="list-style-type: none"> • With the increase in the AYP goal to 88.7% proficiency, the White subgroup of students met the goal with 91.4%. • Hispanic/Latino: declined by 3.8 pts. from 40.2% proficient in 2012 to 36% proficient in 2013. • Economically Disadvantaged: This subgroup decreased 5.7 pts. from 38.1% in 2012 to 32.8% in 2013. • English Learner: has leveled out over the past three years at 22.9% proficient in 2013. • Special Ed: This subgroup experienced a significant increase in 2013, an 11.8 pt. increase from the previous year.
EL Data	<ul style="list-style-type: none"> • Last year, 246 students tested for the CELDT exam. The largest category of English Learners was "Beginners", 41% of the tested population. • SRHS' English Learner population was 22.4% of enrollment in the 2013-14 school year and has remained relatively consistent over the past 4 years. • Our RFEP population has also been relatively consistent at 39.4% of enrolment in 2013-14. • Our re-designation rate last year was 26%.
College Readiness Data	<p>SAT - Since 2008, there has been a slight and steady decrease in the number of students taking the test. About half of SRHS seniors take the SAT. Test scores in each area are fairly comparable to the County overall and above the overall State scores.</p> <p>ACT - The percentage of students taking the ACT has increased +2.37 pts. since 2008. The average scores dipped 2.74 points.</p> <p>A-G Rates</p> <p>In 2006-07, 57.8% of female SRHS graduates met A-G as compared to 51.1% of male students, a 6-point gap in achievement. In 2011-12, 58.3% of females vs. 42.4% of males met A-G. It appears that female A-G rates are within 1 point with those of 6 years ago while male A-G rates have fallen about 8 points.</p>

Over the past 6 years, the percentage of Latino SRHS meeting A-G has increased 19 points! 2011-12 statistics show that the percentage of SRHS Latino grads (42.1%) meeting A-G outperformed the District by 8 points, the County by 20 points, and the State by 14 points! Last year, our A-G average for Latino students dropped back to 30%.

Over the past 6 years, A-G rates for White students have fluctuated up and down with 2010-11 with a high point at 82.5% and 2011-12 being the lowest point at 62.3%. In 2011-12, the District average was 62.9% (-.5 difference), the County average was 67.9% (-5.6% difference), and the State average was 45.5% (+17 difference).

Advanced Placement

Since 2010, the number of total AP students has increased from 125 to 159, a 27.2% increase.

- San Rafael City School recently was named to the College Board's 5th Annual AP District Honor Roll
- The number of exams taken by SR students has increased from 207 in 2010 to 247 in 2014, a 19.3% increase.
- The number of students with scores of 3 or higher has grown from 109 to 113, a 4% increase.
- The % of total AP students with a 3 or higher has dropped 16.1 pts. from 2010 to 2014.

Over a three-year period, there has been an increase in the total number of students enrolled in AP and Honors classes with an overall gain of 200 students. From Fall 2011 to Fall 2012 there was an increase in the number of Latino students enrolled in these classes (61 students), with a slight drop in Fall 2013.

Climate/Culture

- SRHS has made some notable changes to promote a positive school culture and climate. We are in our 1st implementation year of a Positive Behavior Intervention System. Last year, SRHS created a PBIS Team, known as Bulldog PRIDE, to begin the initial planning, and Phase 1 implementation.
- In addition, we have complemented this initiative with some pilot work in 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. Suspensions were cut in half from 2011-12 to 2012-13, from 182 to 90. Last year, SRHS expelled two students. 5 years ago, SR expelled 12 students. This year, we expelled three students.
- While the student population has grown by over 300 students in only four years, SR has noticed it requires more resources devoted to addressing student truancy and attendance.

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 objectives:
 - K-5 *Every Day Math* CCSS
 - K-12 Implementation of Math Practice Standards
- 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		Shifts in Mathematics	
1	Balancing Informational and Literary Text Students read a true balance of informational and literary texts.	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	Knowledge in the Disciplines Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.	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	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.	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	Text-based Answers Students engage in rich and rigorous evidence based conversations about text.	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	Writing from Sources Writing emphasizes use of evidence from sources to inform or make an argument	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	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.	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

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	
2014-15	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	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 and monitor ELs for timely acquisition of English proficiency.					
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source	
2014-15	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	Common Core one-time monies	
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.					
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source	
2014-15	English and ELD Departments	Strategic Intervention 9 th and 10 th grades	.8 FTE	Title I and Title III	
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	
2014-15	Principal, Science and Math Department	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	Common Core one-time monies	

Action Step 1.2.2. Students not meeting the required levels of standards mastery in core courses will be required to participate in site based targeted intervention programs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
2014-15	Math and ELD Departments	Geometry B Intervention Class	.2 FTE	Title I, Title III, CAHSEE
		Algebra Readiness, Algebra A, and Math Support Classes	.8 FTE	
		ELD Support Classes	1.8 FTE	

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: UCBHSSP					
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source	
2014-15	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development; UCBHSSP Coaching	District funded	Common Core one-time monies	
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	
2014-15	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	Common Core one-time monies	
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	
2014-15	Principal, Department Heads, and Literacy Leads	Release time for planning and curriculum development; UCBHSSWP Coaching	District funded	Common Core one-time monies	
Goal 3.0: Culture, Climate, & Community Engagement – Establish welcoming, efficient, and effective practices that foster and deliver high quality customer service. Develop and implement highly effective communications that increase awareness, participation, and support from 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	

2014-15	Assistant Principal, Community Liaison	Parent Institute for Quality Education	\$8,100	Title III
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	Sue Herman and PBIS Committee	N/A	N/A	N/A
Strategy 3.3: 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
2014-15	Principal and District Administrations	N/A	N/A	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"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$139,715
<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 checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$8,752
<input checked="" type="checkbox"/> Title III, Part A: Immigrant Students (Resource 4201) Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	\$11,291
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$34,507
<input type="checkbox"/> Other federal funds	\$
Total amount of federal categorical funds allocated to this school	
	\$194,265

2014 – 2015 Categorical Budget

Date of this Revision	May 26, 2015
-----------------------	--------------

Funding Resource	13-14 Carryover	14-15 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A	\$22,105	\$117,611	\$7,370	\$78,449	\$28,705	\$25,192
Title I, Professional Development	\$0	\$8,752	\$0	\$1,214	\$7,538	\$0
Title III, Immigrant	\$9	\$11,283	\$1,343	\$3,468	\$2,500	\$3,980
Title III, LEP	\$13,309	\$21,107	\$2,603	\$26,533		\$5,280
Total	\$35,423	\$158,753	\$11,316	\$109,664	\$38,743	\$34,452

List of Projected Expenditures

PIQE Winter 2014	\$5,400	Title I
PIQE Spring 2015	\$8,100	Title I
Summer PD	\$7,538	Title I PD
Summer PD	\$1,702	Title I
Supp. Instruct. mat's	\$6,690	Title I
Intervention mat's	\$843	Title I
Calculators	\$5,970	Title I

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.