

Terra Linda High School

2015 - 2016

Single Plan for Student Achievement

San Rafael City Schools Mission Statement

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

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

Single Plan for Student Achievement

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

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

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Date of this revision: January, 2016

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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 Council, Instructional Leaders Council (ILT), Professional Development Committee
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: January 6, 2016 and again reviewed on May 4, 2016.

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
Katy Dunlap	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Inman (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"/>
Marsha Lotosh (ASB President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jessica Chung (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 checked="" 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 8 meetings in the 2015-2016 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 through Department Representatives
 - ✓ 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
 - ✓ Booster Groups (Athletic, Drama, Music)
 - ✓ 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

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.

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 local public and private schools in addition to schools from 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 teams that strongly supports this 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 traditional bell schedule on Mondays, with a block schedule the remainder of the week and take six or seven classes as a full load. Students wishing a greater challenge are encouraged to enroll in Honors and Advanced Placement courses. Algebra 1, Geometry, Spanish 1 and French 1 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. This year, we will also be offering a College of Marin course on the Terra Linda campus. This course will be open to interested juniors and seniors.

Terra Linda 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. A robust after school tutoring program supports students at all ability levels, providing both peers tutors and adults through the Marin Volunteer Community. Students with disabilities have exceptional access to the core curriculum through concurrent enrollment in Resource classes and college-prep coursework. English Language Learners (ELL) receive extended learning opportunities through English Language Development (ELD) courses.

Terra Linda High School is also home to an academy program, the Marin School of Environmental Leadership (MarinSEL). With an average of thirty students at each grade level, MarinSEL currently encompasses grades 9-12, with a total of approximately 120 students. Formed in August 2011, MarinSEL is a project-based, environmentally-focused program, with emphasis on the development of both leadership and 21st century skills. MarinSEL students

have five common classes during their freshman year, three in their sophomore and junior years, and one in their senior year, with an external internship through Skyline Community College in San Bruno, California.

During the 2014-15 school year, the revised action plan was aligned with the Single Plan for Student Achievement in addition to the District's Local Control and Accountability Plan (LCAP) to ensure that the school maintained its focus.

Terra Linda High School Expected Schoolwide Learning Results

ESLR	Demonstrated By
Independent Self-Directed Learners	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 continue to receive professional development in introducing and transitioning to the Common Core State Standards (CCSS) departmentally and in monthly staff meetings with the Literacy Leads.
- CCSS Working Group Teacher Leaders transformed existing curriculum units, using backward mapping, into Pilot Units infused and aligned with CCSS. These will become part of a district wide repository.
- The ILT, made up of Literacy Leads 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.
- 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 2014-15 SPSA continue to be areas of growth and development:

- 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.

Terra Linda High School has continued to experience a significant growth in our English Learner population since our 2012 WASC Self Study. To improve our services, Terra Linda High School has developed and implemented a comprehensive English Learner program. Individual EL students receive varying levels of EL instruction based on diagnosed need (CELDT assessment), and ability level. Course sections offered are: Newcomer, Beginner, Intermediate and Advanced. In 2014 we hired an experienced Newcomer and Beginning Level teacher devoted to teaching ELD courses. This hire in our English Department was instrumental in solidifying a true Newcomer program for our students, and an increased level of collaboration between the District's two high schools has resulted now that both schools have a significant number of newcomer students and established cohorts.

Additionally, EL students are able to take a variety of courses that are adapted for them using SDAIE techniques. These courses include: Health, World Cultures, Biology, Algebra A, Algebra 1, US History, and Spanish for Native Speakers. Aside from those specific courses, an assortment of core content classes have a Bilingual Aide embedded.

In 2015 Terra Linda hired a School Bilingual Community Liaison. This position is new to TL and in a short time has had a dramatic impact on increasing parental engagement within the Latino community. In addition, the Parent Institute for Quality Education (PIQE) program will be provided for TL parents through shared funding by the College of Marin and SRCS. PIQE is a parent education program which is offered at many Title 1 schools and has never been available for our parents due to lack of funding.

- 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.

The Counseling Department has experienced a complete turnover in support staff, with a new Registrar, Counseling Secretary, and Bilingual Liaison. The department has been impacted significantly due to several of these positions being unfilled for extended periods of time, in addition to experiencing tremendous challenges due to the Infinite Campus student information program which caused unnecessary hardships in student scheduling and providing general counseling services.

COMPASS (College of Marin Promoting and Supporting Success) is a comprehensive dual-enrollment partnership between students, parents, high schools, and College of Marin. COMPASS is the focal point of COM's agenda to eliminate educational inequity in Marin County. It is the outcome of two years of planning in collaboration with the Marin County Office of Education, every high school in the county, and several community-based partners. It is based on a contract between students, families, high schools, and College of Marin, in which participants, beginning in the 9th grade, agree to fulfill certain responsibilities. As a result, students will graduate closer to college-ready, have a deep understanding of and practice with the expectations of a successful college student, earn additional units of transferrable college credit, and be awarded free attendance for the first year should they matriculate to COM.

Additionally, families are thoroughly engaged via planning support in the college selection process, deep understanding of the financial aid process, in-depth understanding of and exposure to college expectations and opportunities, and a strong connection to college, including motivated faculty and resources. In

partnership with College of Marin, Terra Linda High is the first high school in Marin County to introduce the program. The new freshman program consists of a cohort of 20 students. COMPASS students participate in a four year program designed to prepare them for college success, while they earn college credits during the school day, and receive intensive tutoring and counseling services to ensure their success at Terra Linda. COMPASS students have been attending classes with their COM instructors Gina Cullen and Tara Arenas twice weekly during tutorial. After receiving feedback from TL teachers that COMPASS students need tutoring and the option to make up assignments one day weekly, we have adjusted their schedules. Students now attend their regular tutorial on Fridays and then COMPASS class on Wednesdays during tutorial.

College and Career Pathways is a primary focus for TL. We have teachers attending the UCCI Institute in January in order to develop one of these potential CTE/ UC A-G aligned courses. We are aiming for a hybrid of Applied Algebra 1 and Engineering for freshmen students in the Environmental Engineering Pathway. Expanding our already established ROP Medical Science pathway an important endeavor, in addition to adding a new Computer Literacy Pathway which would offer AP Computer Science in addition to various other computer-based courses.

- 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.

Initially included in our curricular offerings during the 2007-08 school year, the Advancement Via Individual Determination (AVID) program received formal certification in the spring of 2009. The program has expanded significantly over the past two years, and now includes two cohorts at grades 9 and 10. Currently Terra Linda has --- students participating in the AVID program. A partnership with Vallecito Elementary School has been established, with weekly tutoring provided by TL AVID students. Most recently, Terra Linda was named a National AVID schoolwide site of distinction.

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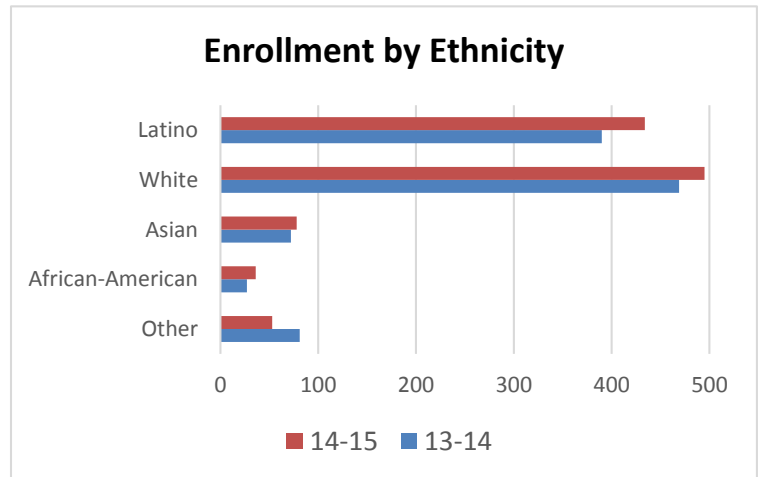
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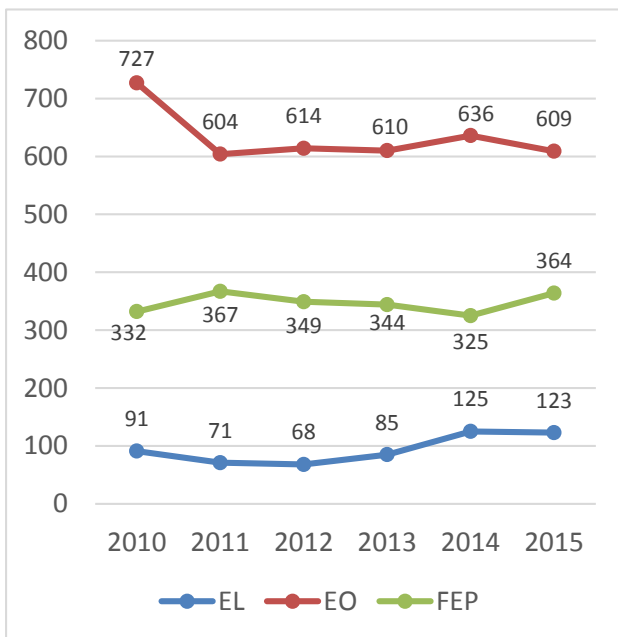
To ensure all students have access to rigorous coursework, a school-wide open access policy needs to be implemented. Next steps include creating equitable outcomes for all students by opening up access to AP and Honors courses, eliminating any adult barriers that have traditionally limited student access, 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

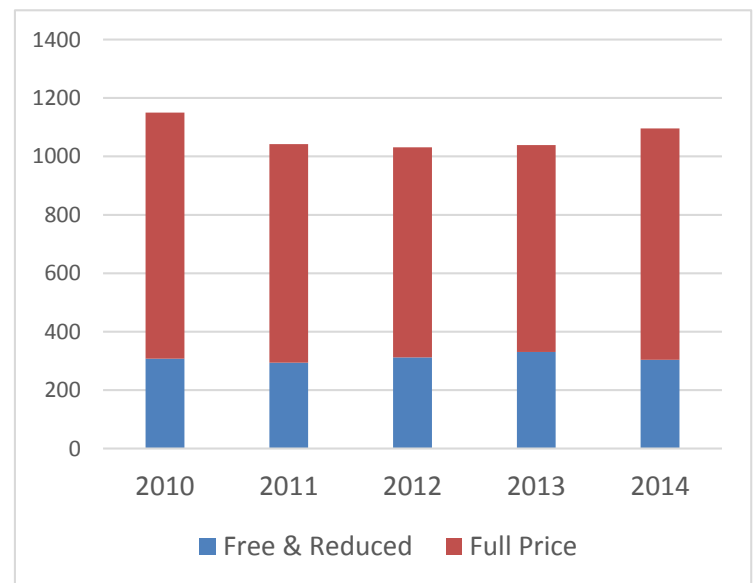
Demographic Characteristics 14-15	Terra Linda	District
Enrollment	1,158	2,434
English learners	11.2%	16.6%
Free / Reduced Lunch	27.7%	41.7%
Fluent English Proficient	33.2%	38.7%



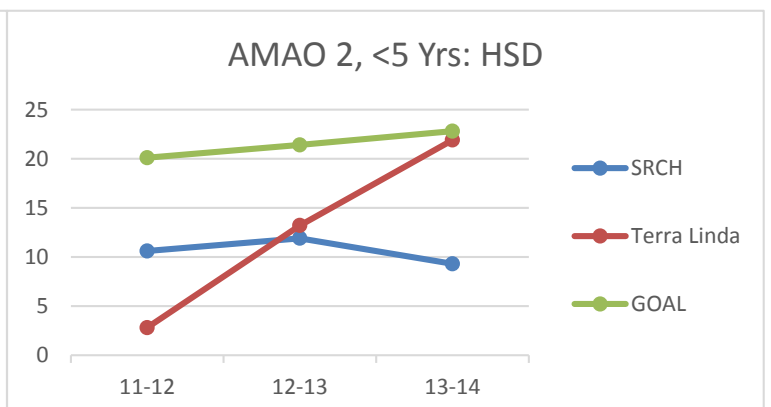
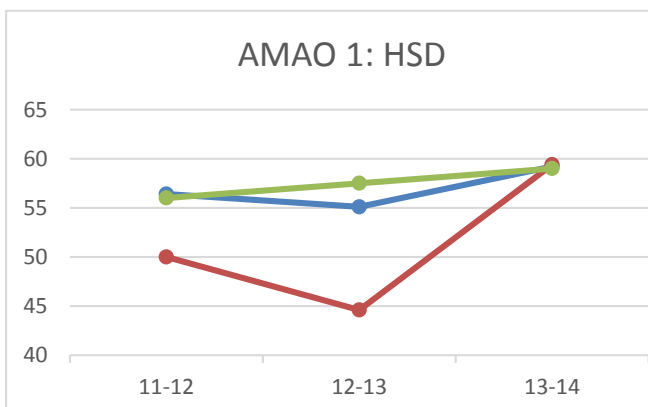
Language Fluency Trends



Free and Reduced Lunch Students



School and District CELDT Performance



2014 School

Terra Linda High

SBAC ELA/Literacy Scale Score

Row Labels	Nearly				Grand Total
	Not Met	Met	Met	Exceeds	
11	35	45	79	64	234
Grand Total	35	45	79	64	234

2014 School

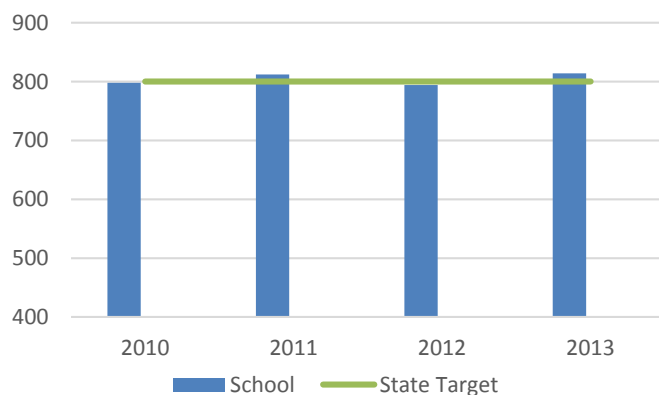
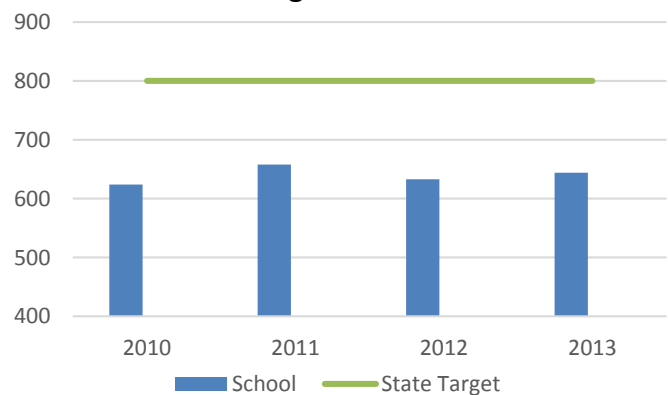
Terra Linda High

SBAC Mathematics Scale Score

Row Labels	Nearly				Grand Total
	Not Met	Met	Met	Exceeds	
11	101	56	53	22	238
Grand Total	101	56	53	22	238

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

Academic Performance Index
All StudentsAcademic Performance Index
English Learners

Data Analysis

Data	Key Findings
Demographics	<p>Terra Linda High School's student body is diverse. For the 2015-16 school year, 50% of the population is white, 37% Latino, 7.5% Asian, 4% African American, and 1.5% are identified as representing other backgrounds. For 2015, % of our students are identified as socio-economically disadvantaged, as measured by the participation in the National Free and Reduced Lunch Program (FRLP). Approximately 60% of each graduating class continues their education at a four-year institution. An additional 40% generally enroll in some form of post-secondary education, either at College of Marin or local community or trade schools.</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. 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. Time is being spent developing and using SBAC aligned performance tasks, and the algebra 1 teachers are all piloting exams through Acuity.</p>
Math	<p>During the 2013-14 school year, math teachers at both high schools worked collaboratively in understanding and using the Common Core math practice standards and re-organizing the standards and course sequence to align to Common Core. They developed and implemented a Common Algebra final, and benchmark assessments tied to the final exam. During the 2014-15 school year, all algebra 1 teachers had a common prep and met weekly to address the adoption of Common Core. Huge strides were made to shift instruction to be CC aligned and task oriented. This year the Algebra 1 teachers do not have the common prep, however, Algebra 1 teachers are continuing to work together and build on their work last year. Time is being spent developing and using SBAC aligned performance tasks, and the algebra 1 teachers are all piloting exams through Acuity.</p>

EL Data	<p>Terra Linda High School has continued to experience a significant growth in our English Learner population. 15% of our students are designated LEP and another 25% are designated RFEP. To improve our services, Terra Linda High School has developed and implemented a comprehensive English Learner program. Individual EL students receive varying levels of EL instruction based on diagnosed need (CELDT assessment), and ability level. Course sections offered are: Newcomer, Beginner, Intermediate and Advanced, Spanish for Native Speakers and a variety of SDAIE courses in the core content areas. In 2014 we hired an experienced Newcomer and Beginning Level teacher devoted to teaching ELD courses. This hire in our English Department was instrumental in solidifying a true Newcomer program for our students, and an increased level of collaboration between the District's two high schools has resulted now that both schools have a significant number of newcomer students and established cohorts.</p> <p>In spring 2012 we established an EL Summer Academy designed for bilingual students who have not yet been reclassified as "fluent" by the state of California, and who have been identified as needing extra support specifically with academic language. The academy helps prepare our EL students for their upcoming English class, and provides support for all academic subjects.</p>
Climate/Culture	<p>This year the site and District has focused tremendous resources on implementing a new Student Information System (SIS), Aeries.net. This change was initiated after one year of having converted to Infinite Campus, a student information system that was extremely problematic for both the District and its school sites. All staff is extremely supportive of the return to the Aeries based system, and the impact on overall staff morale has been tremendously positive. A significant amount of time and resources were spent last school year in using the new SIS system, and this played a major role in reducing the amount of time that could be devoted to more meaningful campus initiatives, including transitioning to the new Common Core State Standards. Currently, all teachers are expected to utilize the online grade book through Aeries.net to communicate student progress with stakeholders (parents, students, teachers, and staff).</p> <p>Maintaining a safe and respectful school learning environment requires us to have policies in place at TL. After a lengthy discussion at the last ILT meeting and the Department Representative meeting, an idea surfaced to create at the minimum five standards that every staff member could agree to enforce. The purpose is to establish continuity in the enforcement of at least five standards for students to follow. The following 11 standards were created with input from the ILT, Department Chairs, counselors and administrators. The final Top 5 selected by staff are being used to create posters for each classroom. The posters will serve as visual reminders of TL's expectations for our student body to follow and staff to enforce. Top 5: 1) Be respectful to all persons; 2) Be prepared to work and learn; 3) Will be at school and attend class everyday; 4) Will be on time to every class; 5) Will have a positive attitude towards all people. Posters have been made for all classrooms and are posted across campus.</p> <p>Over the past three years, Terra Linda High School has experienced significant changes in leadership, and has incorporated the new Local Control and Accountability Plan goals into its school-wide action plan. Interim Principal, Katy Dunlap, assumed leadership in early August 2015, after long-standing Principal, Lars Christensen, accepted an Assistant Superintendent position in the neighboring Tamalpais Union High School District. Both Assistant Principal positions have experienced turnover since the WASC visit in 2012. In an effort to align the District's high school bell schedules at San Rafael and Terra Linda, a block schedule was adopted at TLHS in 2014. While San Rafael High was already following</p>

a block schedule, this shift was entirely new to Terra Linda. This shift happened at the same time the new student information system was implemented, and therefore less time was available to assist teachers in transitioning to the increased instructional time blocks, especially since the Infinite Campus program was plague with problems. Teachers were very flexible in making this significant shift in instruction, and although the two schools did not achieve a synchronized bell schedule, collaboration time was established and greater communication between the two schools resulted.

COMPASS (College of Marin Promoting and Supporting Success) is a comprehensive dual-enrollment partnership between students, parents, high schools, and College of Marin. COMPASS is the focal point of COM's agenda to eliminate educational inequity in Marin County. It is the outcome of two years of planning in collaboration with the Marin County Office of Education, every high school in the county, and several community-based partners. It is based on a contract between students, families, high schools, and College of Marin, in which participants, beginning in the 9th grade, agree to fulfill certain responsibilities. As a result, students will graduate closer to college-ready, have a deep understanding of and practice with the expectations of a successful college student, earn additional units of transferrable college credit, and be awarded free attendance for the first year should they matriculate to COM.

Additionally, families are thoroughly engaged via planning support in the college selection process, deep understanding of the financial aid process, in-depth understanding of and exposure to college expectations and opportunities, and a strong connection to college, including motivated faculty and resources. In partnership with College of Marin, Terra Linda High is the first high school in Marin County to introduce the program. The new freshman program consists of a cohort of 20 students. COMPASS students participate in a four year program designed to prepare them for college success, while they earn college credits during the school day, and receive intensive tutoring and counseling services to ensure their success at Terra Linda. COMPASS students have been attending classes with their COM instructors Gina Cullen and Tara Arenas twice weekly during tutorial. After receiving feedback from TL teachers that COMPASS students need tutoring and the option to make up assignments one day weekly, we have adjusted their schedules. Students now attend their regular tutorial on Fridays and then COMPASS class on Wednesdays during tutorial.

In an effort to address student tardinesss and truancies, a Truancy Committee has been established. This committee was formed in 2015 and they have established a system for tracking student tardies and truancies. Data is shared weekly with staff and a Loss of Privileges (LOP) list has been created. In an effort to support the focus on improving student attendance, Tardy Sweeps were implemented in 2015 by administration.

In 2015 Terra Linda hired a School Bilingual Community Liaison. This position is new to TL and in a short time has had a dramatic impact on increasing parental engagement within the Latino community. In addition, the Parent Institute for Quality Education (PIQE) program will be provided for TL parents through shared funding by the College of Marin and SRCS. PIQE is a parent education program which is offered at many Title 1 schools and has never been available for our parents due to lack of funding.

Terra Linda High School has continued to experience a significant growth in our English Learner population since our 2012 WASC Self Study. To improve our services, Terra Linda High School has developed and implemented a comprehensive English Learner program. Individual EL students receive varying levels of EL instruction based on diagnosed need

(CELDT assessment), and ability level. Course sections offered are: Newcomer, Beginner, Intermediate and Advanced. In 2014 we hired an experienced Newcomer and Beginning Level teacher devoted to teaching ELD courses. This hire in our English Department was instrumental in solidifying a true Newcomer program for our students, and an increased level of collaboration between the District's two high schools has resulted now that both schools have a significant number of newcomer students and established cohorts.

In addition to the District initiated implementation of the Positive Behavior and Support Program (PBIS), Terra Linda High School has expanded its Restorative Practices program. 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. This year, an additional component, Student Senate, has been added to ensure equal representation of student voice across campus. In monthly Student Senate meetings, students work with the faculty and administration in addressing concerns generated by students.

District Initiatives

COMMITMENT TO EQUITY, ACCESS & ACHIEVEMENT

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

2016-2018 STRATEGIC PRIORITIES

- **Aligned K-12 Curriculum & Assessments** to the advanced levels of the Common Core State Standards.
- **Professional Growth System** Implement and improve district wide professional growth system for teachers, support staff, administrators at all levels.
- **Align All District Resources & Activities** Purposeful identification and selection of personnel, instructional materials, equipment & supplies to support College and Career Readiness.

2016-2018 CCSS INSTRUCTIONAL FOCUS POINTS

- Common Core aligned units of instruction will include all components as identified by the district and undergo a review process prior to placement in the district, online repository.
- Full implementation of Common Core math standards:
 - K-5 *Every Day Math* CCSS
 - K-12 Implementation of Math Practices
- Gain a deeper understanding of new ELD standards and continue to provide specific ELD instruction, with emphasis on speaking and listening. Pacing of standards and skills have been vertically aligned (6-12); course descriptions will be developed based upon this pacing guide.
- Maximize bell-to-bell instructional time

COMMON CORE STATE STANDARDS *Essential Shifts in instruction*

Shifts in English Language Arts/Literacy	
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 2017-18.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students are taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

LEA Plans for both districts were approved by the Board on and can be downloaded at www.srcs.org/leap.

PROFESSIONAL DEVELOPMENT PROVIDERS

Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation: University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, introduces discipline-specific literacy strategies, plans for work with grade-level or subject-specific teams, and develops Common Core-aligned curriculum using literacy strategies, the new CCS ELD Standards, and analyzes student work to drive planning and instruction

PreK-3 SEAL: Common Core for English Language Learners: Dr. Laurie Olsen is the Director of the Sobrato Early Academic Literacy and statewide consultant with school districts in California on English Learner education. She will provide training and consultation on how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners.

Guided Language Acquisition Design: Jabbar Biegs and Naurin Kahn, of Be GLAD provide training in Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to standards, the model trains non-SEAL teachers to provide access to core curriculum using local district guidelines and curriculum.

School Improvement Goals

Goal 1.0: Student Learning – Each student receives rigorous instruction that leads to mastery of the Common Core State Standards while continuing to foster critical thinking, collaboration, creativity, and communication skills.

Strategy 1.1: All students will develop mastery of the English Language arts Common Core State Standards.

Action Step 1.1.1: Literacy Leads will provide support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2014 - ongoing	<u>Literary Leads:</u> Lauren Inman, Hallie Foster <u>TLHS Administration:</u> Katy Dunlap, Dan Hurst, Rob Celli	Ongoing Professional Development with Phyllis Goldsmith & Emily Richards & Substitute Coverage	District Negotiated Annual Contract for SRCS–HSD.	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> Lauren Inman <u>Literary Leads:</u> Lauren Inman, Hallie Foster <u>TLHS Administration:</u> Katy Dunlap, Dan Hurst, Rob Celli	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
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August 2014 - ongoing	<u>English Learner Coordinator</u> : Jen Little <u>Literary Leads</u> : Lauren Inman, Hallie Foster <u>TLHS Administration</u> : Katy Dunlap, Dan Hurst, Rob Celli	PE/Health & Health SDAIE Textbooks (Human Kinetics, Fitness for Life 6 th Edition);	\$5,500	1100
		Follet Library resources for early reading materials for our EL population	\$2,000	Title III
		Technology purchase (chromebooks, printer)	tbd	Title III

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> : Lauren Inman <u>Literary Leads</u> : Lauren Inman, Hallie Foster <u>TLHS Administration</u> : Katy Dunlap, Dan Hurst, Rob Celli	Site Staffing Allocation used for support classes in ELA	N/A	N/A

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> : Hallie Foster <u>Math Coach</u> : Hallie Foster <u>Science Dept. Chair</u> : Erik Schoengart <u>TLHS Administration</u> : Katy Dunlap, Dan Hurst, Rob Celli	Next Generation Standards Workshop, AP Computer Science A College Board Workshop, AP Computer Science Principles Workshop	\$2000	District-funded Common Core (7405) & Site Funded (1100 & 0000)
		Site Staffing Allocation used for Math Coach (0.2 FTE)	N/A	
		Math Department Release Time	\$800	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> : Hallie Foster <u>TLHS Administration</u> :	Release time for training (Acuity Common Core Assessments)	\$2,000	1100
			\$100 per teacher/day	1100

	Katy Dunlap, Dan Hurst, Rob Celli			
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> Hallie Foster <u>Science Dept. Chair:</u> Erik Schoengart <u>TLHS Administration:</u> Katy Dunlap, Dan Hurst, Rob Celli	0.2 FTE allocation from District EIA funds for additional newcomer math section (opened in Spring 2016) 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> Hallie Foster <u>APEX Teacher:</u> John Gilluly, Craig Taylor <u>TLHS Administration:</u> Katy Dunlap, Dan Hurst, Rob Celli	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> Katy Dunlap, Dan Hurst, Rob Celli <u>Department Representatives/</u> <u>Instructional Coaches (ILT): All</u>	Chrome Books (Provided by District Technology Department/ 1 additional cart purchased in Spring 2016 by)	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> Katy Dunlap, Dan Hurst, Rob Celli <u>Department Representatives/</u> <u>Instructional Coaches (ILT): All</u>	Acuity 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> Katy Dunlap, Dan Hurst, Rob Celli	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> Katy Dunlap, Dan Hurst, Rob Celli	Summer 2016 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> Lauren Inman, Hallie Foster <u>TLHS Administration:</u> Katy Dunlap, Dan Hurst, Rob Celli	Summer Institute UCB – Phyllis Goldsmith & Emily Richards (District Funded) Buck Institute Project Based Learning Pathway (District Funded)	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> Lauren Inman, Hallie Foster <u>TLHS Administration:</u> Katy Dunlap, Dan Hurst, Rob Celli	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> Katy Dunlap, Dan Hurst, Rob Celli <u>Department Representatives/</u> <u>Instructional Coaches (ILT):</u> All	Aeries 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 Aeries 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> Katy Dunlap, Dan Hurst, Rob Celli	Donna Romberger (ASB Works Software Conference)/ Vicki Knell (IC Attendance Workshops)	\$1,000	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> Katy Dunlap, Dan Hurst, Rob Celli	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> Katy Dunlap, Dan Hurst, Rob Celli	Community Liaison Hired in November 2015; District sponsored training & workshops provided	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> Katy Dunlap, Dan Hurst, Rob Celli	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> Katy Dunlap, Dan Hurst, Rob Celli	PRIDE Cards and Office supplies; postage for parent/student notifications & rewards	\$300	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; Professional Development Survey administered districtwide in January 2016	N/A	(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	\$500	Title III Title III 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)	
<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 Expenditures this year: \$5,333.37 Edge Fundamental Practice Supplemental Workbooks	\$7,501
<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 Expenditures this year: \$1,232 in payroll costs for translations for communications/outreach for parents of EL population	\$11,148
Total amount of federal categorical funds allocated to this school	
	\$18,649

2015 – 2016 Categorical Budget

Date of this Revision	January 6, 2016
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Funding Resource	14-15 Carryover	15-16 Allocation	Encumbered Expenses	To Date Expenses	Projected Expenditures	Available Balance
Title III, Immigrant	\$1,387	\$7,501		\$5,333.37		\$3,554.63
Title III, LEP	\$12,432	\$11,148		\$1,232		\$22,348
Total	\$13,819	\$18,649		\$6,565.37		\$25,902.63

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.