



Adopted by the SRCS Board of Education on November 15, 2021

Last updated: May 9, 2022

INTRODUCTION

On November 16, 2020, the San Rafael City Schools Board of Education voted to approve our Equity Blueprint Plan, which defined strategies in four areas of focus: English Learners, Equitable Access, Academic Support, and Anti-racist Curriculum and Practices. Based on the Equity Audit that was conducted by Education Trust West of our two comprehensive high schools in 2018-19, the Equity Blueprint Plan was developed by a committee of teachers, students, parents and administrators and was the culmination of over two years of work beginning in 2019-2021 with input from all District stakeholders.

At the same time that the Equity Blueprint Plan was being developed in 2019-20, the District developed the Together 2023 process spearheaded by an Advisory Team whose charge was to develop a three-year strategic plan for the District. The Advisory Team included over 60 key representatives and sought input from staff, students and parents from each of our schools to develop our core values, graduate profile skills, district goals and high leverage activities. Significant involvement and progress was made in the first three areas until the COVID-19 pandemic hit in March of 2020, and this final piece of work was interrupted. The final work to be completed was to identify the most important high-leverage actions that would help us achieve our four goal areas using John Hattie's work as a screening tool to filter out the lower-impact activities.

In the spring of 2021, District staff and principals reviewed the list of activities and selected the 12 they felt were the most impactful actions and combined these with input from the Joint Budget Advisory Committee to develop what we are now calling our "Together 2024 Blueprint," which will serve as both our strategic plan and our Local Control Accountability Plan (LCAP) for the next three years (hence the change from Together 2023 to Together 2024). We also added outcomes and metrics for the actions so we are better able to measure our success. Year 2 and Year 3 strategies will build upon what is accomplished in the first year.

DISTRICT VALUES

- **Equity:** We honor individual identity and experience, work to address racism in all its forms and to eliminate barriers to the success of all students
- **Community:** We welcome, value and support every member of our district and seek to promote belonging and inclusivity for all
- **Joy:** We engage in meaningful learning through positive energy, enthusiasm and humor

STUDENT SKILLS (GRADUATE PROFILE) (Revised by Steering Committee)

Originally the Together 2023 Advisory Committee received much input from the community and narrowed these down to five key skills our students needed to learn to be successful in today's world. Building on the initial work done by the San Rafael High School staff, the committee chose the skills of Effective Communicator, Critical Thinker, Productive Collaborator, Courageous Advocator and Reflective Learner. Subsequently we formed a Graduate Profile Steering Committee this year that revised these skills slightly, added problem solving and also reworded/simplified some of the other skills. We also began to more specifically identify what these skills look like in practice. Our next step is to work with our high school teachers to help them teach and build experiences into the curriculum that allow students to practice these skills, including the use of project-based learning.

- **Communicator:** I share my point of view, my work, my art in ways that are clear and engaging. I listen to understand. I consider the needs, expectations, and culture of my audience. I can communicate through a variety of media, including digital, and choose the right medium for the message. My writing is well-crafted and persuasive. I speak with skill and confidence. I can present myself professionally.
- **Critical Thinker:** I reason. I break problems into parts that can be named, studied, and understood. I take time to consider an idea before accepting or rejecting it. I consider multiple perspectives. I subject sources to careful scrutiny. I make judgments based on the analysis of data and the weighing of evidence.
- **Collaborator:** I can work with others toward a common goal. I know how and when to step up or step back. I apply my strengths toward team success, and teammates can depend on me. I can give and receive feedback constructively. I seek a diversity of perspectives. Through respect and trust-building, I can work across lines of difference and toward consensus.
- **Problem Solver:** I ask questions. I seek solutions to problems by considering various approaches, drawing on available resources, and thinking creatively. I apply known problem-solving techniques to new and unfamiliar contexts. Anticipating obstacles, I persist and adapt my approach as needed.
- **Reflective Learner:** I have a vision for my future and a plan to get there, which includes attending to my mental and physical health. I nurture my passions and creative talents. Through effort, practice, and regular reflection, I improve. I learn from success, failure, and feedback. I organize my time, tap resources, and sustain the focus I need to reach the goals that I set for myself.
- **Community Advocate:** I am a valuable member of many communities—local and global—and I work to make those communities stronger and healthier (including the beautifully diverse city of San Rafael). I develop knowledge of and take pride in my various social and cultural identities. I understand, respect, and celebrate the identities of others. I stand up for inclusion and against prejudice. I develop the skills to advance justice.

GOALS, FOCUS AREAS, OUTCOMES, METRICS AND STRATEGIC ACTIONS

The following reflect the key components of our three-year strategic plan. The content is organized into 16 focus areas within each goal. Unless otherwise noted, initiatives are for both the elementary and secondary districts.

Goal 1: Student Success

1. Strengthen Student Voice (Jim)
2. Support English Learner/Newcomers (Implement EL Master Plan) (Cecilia)
3. Implement Dual Immersion Program (Elementary) (Stephanie & Cecilia)
4. Ensure A-G Requirements for all (Secondary) (Tyler)

Goal 2: Staff Success

5. Hire more teachers of color and bilingual teachers and staff (Amy)
6. Provide Equity Training and Professional Development (Tyler & Stephanie)
7. Pilot revised Grading Practices (Secondary) (Tyler)
8. Pilot Teacher Evaluation Model (Elementary) (Stephanie)
9. Refine Professional Learning Communities (Elementary) (Stephanie)

Goal 3: Community Engagement

10. Improve Outreach and Support for Vulnerable Families (Christina)
11. Deepen Community Partnerships (Christina)
12. Increase District Promotion and Outreach efforts (Christina)

Goal 4: Systems and Structures

13. Analyze/Revise School Enrollment Boundaries (Elementary) (Jim)
14. Academic Supports: Establish Multi-Tiered System of Support (MTSS) (Tyler & Stephanie)
15. Mental Health Supports: Establish Multi-Tiered System of Support (MTSS) (Jason)
16. Implement District Digital Plan (Sarah)

KEY ACCOMPLISHMENTS: 2022-23

Student Success

1. **Student Voice:** A Student Advisory Council was formed and is working with administrators and teachers to revise our homework policy; elementary and secondary students are using the YouthTruth survey results to identify areas of strength and growth for each school.
2. **Support English Learner/Newcomers (Implement EL Master Plan):** We have established more robust support for newcomers at the elementary and secondary levels with our Elementary Newcomer Academy and Bridge program; Piloted our revised 4-year R-FEP Progress Monitoring process and gathered feedback from sites for full-implementation in 2022-23; Special Education teams were provided with PD and technical support on revised alternative reclassification process for dually-identified students (English Learner with documented disability/SPED/504); Principals and Cabinet are diving into our LTEL and At-risk for LTEL data to identify key actions to include in SPSAs and district LCAP; Monthly meetings with community liaisons and family support staff to share resources and streamline access to additional services for EL families; successful DELAC meetings each month with high attendance and community forum topics that are timely and relevant to our families.
3. **Implement Dual Immersion program at Venetia Valley:** We will enroll our first cohort of kindergarteners in this program in August 2022 with two K classes. Because of such a high interest in the program, we were able to add a dual immersion TK classroom at VV. Materials, assessments and transfer scope and sequence continue to be refined in advance of this.
4. **Ensure A-G requirements for all:** We have implemented the California Colleges program, analyzed the baseline data for A-G rates at our high schools, expanded counseling, and have set a three year training plan for our high school counselors through Hatching Results to begin in the 2022-2023 school year.

Staff Success

5. **Hire more teachers of color and bilingual teachers and staff:** The District continues to prioritize diverse and bilingual candidates in the recruiting and hiring process. While hiring is not yet completed for the 22-23 school year, 25% of new certificated hires in the elementary district are certified bilingual in Spanish. The District has also secured a planning grant to create a Teacher Residency program that will allow the District to support teachers through a non-traditional certification process.

6. Provide equity training and professional development:

Elementary: Grades Tk-3 continue SEAL Unit Development Days to refine units and focus on specific high leverage strategies to increase oral language production for our English Learners on alternating “First Wednesdays.” We have also launched SEAL 4/5 on alternating “First Wednesdays” which will be a 3-year roll out. This focuses on culturally relevant teaching practices, strategies to support ELs, unit development and refinement, and more. We also continue our own internal Professional Learning Series to provide SEAL PD to new Tk-3 teachers. Finally, all sites continue writing workshop professional development and implementation to increase writing production and skill while simultaneously lifting student voice.

Secondary: We made progress with professional development for Madrone teachers, work to transition towards an NGSS aligned course sequence in Science, adopt more diverse texts for our English Departments, and plan to send a cohort of teachers to Project Based Learning 101 training this summer.

- 7. Pilot revised grading practices:** We have launched the Teacher Leadership Team and have sent the full team to Marzano Resources training along with all secondary principals. There is a draft plan in place to begin taking the next steps toward a new model of grading starting with the identification of priority standards.
- 8. Pilot teacher evaluation model:** We have done a small pilot of this in grades Tk-8 this year. We are using that input to refine processes and procedures in preparation for a larger pilot in the 2022-23 school year.
- 9. Refine Professional Learning Communities (PLCs):** All elementary schools have PLCs up and running with increasing capacity for teacher leaders to facilitate this through our work with the CAPS Principal Support Network. All sites are also providing input on reading essential standards which will be used to revise our [SRCS Unit Alignment Document](#).

Community Engagement

- 10. Improve outreach and support for vulnerable families:** YouthTruth Surveys were launched so we can better understand families' needs. DELAC has high attendance and covers topics of interest to families. ParentSquare is being widely adopted and embraced, and the system improves English-Spanish translation while streamlining District and school communication for families. District communication is more consistent and topic focused, with Weekly Wrap eblasts with relevant Friday Focus videos and letters and updates. DELAC meetings have been more widely attended thanks to being remote. Nevertheless, we have identified ways to improve and refine our communication and support to our families in the years to come.
- 11. Deepen community partnerships:** We held two well-attended community partner sessions on topics of great importance to our district - mental health and wellness and summer support. The sessions provided information about district initiatives and then

allowed for partners to brainstorm and collaborate with District staff on resources and support and next steps.

12. Increase district promotion and outreach efforts: Both through our partnership with TargetRiver and our own internal efforts, we significantly increased our promotion of our Transitional Kindergarten program and new Dual Language Program and the related enrollment season for TK/K, resulting in enrollment numbers that have increased since the prior few years. Materials have been professional and polished and driven by messaging that align with our District values and the spirit of the SRCS community while informing families of our options and programs, and have seemed to resonate and spur enrollment.

Systems and Structures

13. Analyze/Revise school enrollment boundaries: Not started this year.

14. Academic Supports- MTSS:

Elementary: The [SRCS Unit Alignment Document](#) provides for Tier I instruction alongside our Everyday Math Curriculum. We have also done reading intervention at all of our sites this year using our MTSS Instructional Coaches. This year sites have specifically focused on daily systemic and systematic phonics and phonemic awareness instruction connected to an application in reading and writing to support literacy.

Secondary: We expanded AVID at Davidson and are planning to send 30 teachers to the AVID Summer Institute this year. We've also made progress with the Graduate Profile, increasing enrollment of students of color in AP courses, adopting more culturally responsive texts, identifying a course length for Ethnic Studies, and we continue to use FUEL for credit remediation.

15. Mental Health Supports- MTSS:

Elementary: During the 2021-2022 school year, we have increased our overall School Counselor FTE in the Elementary District to 11 total, which has allowed us to have 1.0 FTE at each of the TK-5 schools, 2.0 FTE at Venetia Valley TK-8 school, and 3.) FTE at Davidson. We have also increased the School Psychologist FTE in the Elementary District to address the increase in social-emotional/behavioral concerns, as well as the increase in referrals for special education. Additionally, we have hired a Wellness Coordinator for Davidson Middle School to begin work on building a Wellness Center.

Secondary: In the High School District, we hired two Wellness Coordinators and one Wellness Outreach Specialist to support the building of Wellness Centers at each comprehensive high school. We have also hired four mental health associates and two Mental Health Clinicians to enhance the mental health offerings available to high school students. We have established partnerships with several community based organizations to provide bilingual/newcomer social-emotional support, parent education, trauma informed support, digital wellness support, and restorative practices.

16. Implement District Digital Plan:

GOAL 1: STUDENT SUCCESS

San Rafael City Schools ensures that every student graduates with a profound love for learning, experiences a learning environment that nurtures and engages, and develops the necessary skills to meet the challenges of an ever-changing world.

1. Strengthen Student Voice Owner: Jim Hogeboom Board Contact: Lucia Martel-Dow	
Elementary School District	High School District
<p>Outcome for 2023-2024:</p> <ul style="list-style-type: none"> Students will feel increased ownership and belonging at their school sites due to the use of student input from student council input and surveys to make changes that impact school climate. 	<p>Outcome for 2023-2024:</p> <ul style="list-style-type: none"> High school students will have a venue to impact systemic change at their schools and throughout the district by engaging in site-based and/or district-wide empowerment groups that will build leadership and advocacy skills and identify priorities for action.
<p>SMART GOAL: By June 9, 2022, each elementary school student council will have identified 3 priority areas and taken action on each.</p>	<p>SMART GOAL: By June 9, 2022, the student advisory council will have identified 3 priority areas and taken action on each, and each high school student voice team will do the same.</p>
<p>Metrics:</p> <ol style="list-style-type: none"> YouthTruth survey <i>March 2020 Student Survey</i> <i>Survey Themes: % represent the proportion of positive ratings</i> <p><i>Elementary 4th and 5th graders (751 responses = 60% participation rate)</i> <i>Themes: Engagement = 89%, Relationships = 80%, Culture = 16%</i></p> <p><i>MS all grades: (975 responses = 69% participation rate)</i> <i>Themes: Engagement = 45%, Relationships = 44%, Culture = 34%</i></p> <ol style="list-style-type: none"> Implementation of suggested change ideas at site level <i>Evidence tracking will start in 2021-2022</i> 	<p>Metrics:</p> <ol style="list-style-type: none"> YouthTruth survey <i>March 2020 Student Survey</i> <i>Survey Themes: % represent the proportion of positive ratings</i> <p><i>HS all grades: (2,040 responses = 75% participation rate)</i> <i>Themes: Engagement =50%, Relationships = 29%, Culture = 29%</i></p> <ol style="list-style-type: none"> Implementation of suggested change ideas at site level <i>Evidence tracking will start in 2021-2022</i>
<p>Strategic Actions:</p>	<p>Strategic Actions:</p>

1. Use data from YouthTruth Surveys to get anonymous input and feedback from students yearly and act on the results
2. Provide opportunities for student leadership through student council and student groups

Goal Achieved: Yes

Youth Truth Surveys were given in March, 2022 and were completed by 1,157 elementary students, 1,165 middle school students and 1,102 high school students. Each student council at our 7 elementary schools have looked at the results and identified 3 strengths and 3 areas for improvement for the coming year, which will be incorporated into the Single Plans for Student Achievement (SPSA).

1. Develop and empower high school students to learn effective skills and strategies to effectively advocate on their behalf through retreats, workshops and training and with partners such as SLAM, Youth Leadership Institute and other community based organizations.
2. Convene the Superintendent's Student Advisory Council led by the Student Board Members with representatives from each high school to meet monthly to identify three top priorities for action and improve collaboration between the three high schools
3. Support student voice groups at each high school to bring issues to administration for action and/or support the development of student capacity around inclusion.
4. Use data from YouthTruth Surveys to get anonymous input and feedback from students yearly and act on the results

Goal Achieved: Partially

The Student Advisory Council was formed and has met 6 times this year, most of them virtually until spring. The Council considered several important topics, but identified homework as the most pressing issue to address. Student Board reps did an excellent job of leading and facilitating this group, and providing the board with feedback and input on important topics. Each high school and middle school also has some kind of student voice group that has been meeting with administration to review Youth Truth results and other topics. In addition, the SLAM student group has met 3 times with students from both TL and SR during the year.

2a. Support English Learner/Newcomers

Owner: Cecilia Perez

Board Contact: Marina Palma

Elementary School District

High School District

Outcomes for 2023-2024:

Outcomes for 2023-2024:

<ul style="list-style-type: none"> ● Increase percentage of students reclassifying ● Decrease the gap in performance on academic metrics between English learners and their peers ● Decrease in percentage of students who are Long-Term English Learners ● Begin an elementary Newcomer Language Academy with Spanish-bilingual, credentialed teachers providing specialized EL instruction in self-contained, age-appropriate classrooms. 	<ul style="list-style-type: none"> ● Improve graduation and reclassification rates for English Learner, Newcomer, and Long-Term English Learner students. ● Decrease the gap in performance on academic metrics between English learners and their peers ● Articulate a clear academic program and process for the Bridge Program ● More clearly articulate the community supports for Newcomers in high school.
<p>SMART GOAL: By the end of the 2021-2022 academic year, there will be a 10% increase in the number of K-8 English Learner students who increased at least one level, or maintained a Level 4 as measured by the English Learner Performance Index (ELPI).</p>	<p>SMART GOAL: By the end of the 2021-2022 academic year, there will be a 10% increase in the number of 9-12 English Learner students who increased at least one level, or maintained a Level 4 as measured by the English Learner Performance Index (ELPI).</p>
<p>Metrics:</p> <ol style="list-style-type: none"> 1. Reclassification rates <i>Reporting Reclassification Cumulative Ratio (% of 5th and 8th graders who have been reclassified at some point this year or before (as a % of Ever-EL). As of May 2021 41% of current 5th graders Ever EL have been reclassified 63% of current 8th graders Ever EL have been reclassified</i> 2. State assessment data: Smarter Balanced Assessment Consortium <i>Reporting from Spring 2019 Administration Numbers represent Distance from Standard</i> <i>3-5th ELA = ALL -18, SWD = -87, EL = -77, Hispanic = -54 3-5th Math = ALL -16, SWD = -83, EL = -66, Hispanic = -49</i> <i>6-8th ELA = ALL -19, SWD = -136, EL = -135, Hispanic = -57 6-8th Math = ALL -61, SWD = -179, EL = -150, Hispanic = -101</i> 3. Local assessment data: <ol style="list-style-type: none"> a. Reading Inventory (RI) <i>Winter 2020-2021 . Grades 2-5 combined Measuring % of students who have reached levels</i> 	<p>Metrics:</p> <ol style="list-style-type: none"> 1. Reclassification rates <i>We will report Reclassification Cumulative Ratio (% of 11th graders who have been reclassified at some point, this year or before (as a % of Ever-EL). As of May 2021 55% of current 11th graders Ever EL have been reclassified</i> 2. State assessment data: Smarter Balanced Assessment Consortium <i>Reporting from Spring 2019 Administration Numbers represent Distance from Standard</i> <i>11th ELA = ALL -13, SWD = -99, EL = -150, Hispanic = -73 11th Math = ALL -56, SWD = -165, EL = -206, Hispanic = -130</i> 3. Career and Technical Education, Advanced Placement, Honors participation <i>HP: 792 students, out of which: EL= 1%, Hispanic = 31%, SWD = 1% (against normal distribution of EL = 21%, Hispanic = 58%, SWD =11%) AP: 730 students, out of which: EL= 1%, Hispanic = 32%, SWD = 1% CTE: 212 students, out of which: EL= 19%, Hispanic = 60%,</i>

"Advanced or Proficient"

ALL : 31%, EL : 6%, Hispanic: 19%, SWD : 13%

b. Fountas and Pinnell (F&P)

*Jan-March 2021 administration. All K-5 combined.
Measuring Distance from Standard*

ALL = -2.2, EL = -4.7, Hispanic = -3.6, SWD = -4.5

c. Benchmarks

*Winter 2020-2021. Grades 2-5 combined
Measuring % of students who have reached levels "Met
or Exceeded Standard"*

ALL ELA: 49%, Math: 53%

EL ELA: 21%, Math: 33%

Hispanic ELA: 33%, Math: 39%

SWD ELA: 35%, Math: 43%

4. Classroom walkthrough data, teacher feedback

Evidence tracking will start in 2021-2022

5. Long-Term English Learner percentages at middle school

*Census Data Fall 2020: 37% of all Ever EL students are LTEL
(370 students).*

SWD = 7%

4. Classroom walkthrough data, teacher feedback

Evidence tracking will start in 2021-2022

5. Long-Term English Learner percentages at high school

*Census Data Fall 2020: 17% of all Ever EL students are LTEL
(252 students).*

6. Graduation Rate

June 2020 4 years cohort Graduation Rate:

ALL = 74.4%, EL = 43.8%, Hispanic = 63% , SWD = 82.1%

Strategic Actions:

1. Analyze current middle school offerings for Newcomers, English learner and Long-Term English Learners and identify gaps in support and next steps for program development (*)
2. Partner with Bay Area Community Resources and the Marin County Office of Education to increase Newcomer supports through the PEI grant in middle school (*)
3. Teach SEAL (Sobrato Early Academic Language) content units using SEAL strategies in grades Transitional Kindergarten-3rd grade(*)
4. Participate in equity walks with a focus on SEAL (Sobrato Early Academic Language) strategies
5. Provide after school programs prioritizing students qualifying for free and reduced lunch and English Learners who are below grade level in reading and math(*)

Strategic Actions:

1. Hire two bilingual high school newcomer counselors to support and monitor all Newcomer students (*)
2. Continue to support and improve the Bridge Program by clearly articulating the course pathway for students, the qualifications for entering the program, and other systems intake and support for Newcomers (*)
3. Meet regularly with the team of community liaisons, counselors and community partners (Canal Alliance, Bay Area Community Resources, etc.) to coordinate outreach and support, particularly for Newcomers

<p>6. Provide summer school programs prioritizing students qualifying for free and reduced lunch and English learners who are below grade level in reading and math(*)</p>	<p>4. Provide Summer School programs for English learner, newcomer students, and students needing credit remediation to support oral language development and credit recovery</p>
<p>Goal(s) Achieved: YES The California Dashboard has not been updated yet to reflect the percentage of students who achieved reclassification in 2021-2022 in comparison to 2020-2021. This school year, we reclassified 127 students in grades K-8 in comparison to only 56 in 2020-2021. This is definitely something to celebrate, however, it is important to note that ELPAC administration in 2020-2021 was greatly interrupted by COVID and the shift to remote learning. Our reclassification percentages from this year to next year ('22-'23) will be more indicative of our overall outcomes.</p>	<p>Goal(s) Achieved: YES The California Dashboard has not been updated yet to reflect the percentage of students who achieved reclassification in 2021-2022 in comparison to 2020-2021. This school year, we reclassified 51 students in grades 9-12 in comparison to only 11 students in 2020-2021. This is definitely something to celebrate, however, it is important to note that ELPAC administration in 2020-2021 was greatly interrupted by COVID and the shift to remote learning. Our reclassification percentages from this year to next year ('22-'23) will be more indicative of our overall outcomes.</p>

<p>2b Implement English Learner Master Plan Owner: Cecilia Perez Board Contact: Marina Palma</p>	
<p>Elementary School District</p>	<p>High School District</p>
<p>Outcome for 2023-2024:</p> <ul style="list-style-type: none"> Implement key elements of the English Learner Master Plan including Language Acquisition Teams, redesignation processes, and English Learner progress monitoring structures are in place resulting in better outcomes for English Learners (Academics - Systems and Structures) 	<p>Outcome for 2023-2024:</p> <ul style="list-style-type: none"> Implement key elements of the English Learner Master Plan including Language Acquisition Teams, redesignation processes, and English Learner progress monitoring structures are in place resulting in better outcomes for English Learners. (Academics - Systems and Structures)
<p>SMART GOAL 1: By June 2022, there will be a cohesive progress monitoring system in place at the district level to monitor English Learners in both English Language Proficiency and Core Content Areas.</p> <p>SMART GOAL 2: By June 2022, all sites will use a common system and protocol to monitor English Learners in both English Language Proficiency and Core Content Areas.</p>	<p>SMART GOAL 1: By June 2022, there will be a cohesive progress monitoring system in place at the district level to monitor English Learners in both English Language Proficiency and Core Content Areas.</p> <p>SMART GOAL 2: By June 2022, all sites will use a common system and protocol to monitor English Learners in both English Language Proficiency and Core Content Areas.</p>

<p>SMART GOAL 3: By June 2022, all elementary and middle school sites will have a designated Language Appraisal Team (may be a stand alone committee or embedded in Student Study Team) to recommend students for reclassification who meet the criteria, and/or recommend interventions for EL students not meeting or approaching targets for English Language Proficiency and/or Core Content Areas.</p>	<p>SMART GOAL 3: By June 2022, each high school will have a designated Language Appraisal Team (may be a stand alone committee or embedded in Student Study Team) to recommend students for reclassification who meet the criteria, and/or recommend interventions for EL students not meeting or approaching targets for English Language Proficiency and/or Core Content Areas.</p>
<p>Metric:</p> <ol style="list-style-type: none"> 1. Clear processes and procedures for Language Acquisition Teams, redesignation and English Learner progress monitoring <i>Evidence tracking will start in 2021-2022</i> 	<p>Metric:</p> <ol style="list-style-type: none"> 1. Clear processes and procedures for Language Acquisition Teams, redesignation and English Learner progress monitoring <i>Evidence tracking will start in 2021-2022</i>
<p>Strategic Actions:</p> <ol style="list-style-type: none"> 1. English Learner Director ensures that all of the key elements of the English Learner Master Plan are implemented, including Language Acquisition Team, redesignation processes, teachers training and support, English Learner progress monitoring, and structures in place (*) 	<p>Strategic Actions:</p> <ol style="list-style-type: none"> 1. English Learner Director ensures that all of the key elements of the English Learner Master Plan are implemented, including Language Acquisition Team, redesignation processes, teachers training and support, English Learner progress monitoring, and structures in place
<p><u>Goal(s) Achieved: Partially/In process</u> We have implemented several systems and processes from our EL Master Plan that build the capacity of site leaders and site language appraisal teams to monitor the progress of English Learners, including RFEP students. In 2021-2022 we successfully moved through the reclassification process in which sites convene LAT meetings to recommend students for reclassification as well as recommend interventions for students not yet meeting the reclassification criteria. We also piloted our EL Master Plan's refined 4-year progress monitoring process and, using feedback from sites, revised the process for our District wide roll-out in 2022-2023. Additionally, we implemented our EL Master Plan's Alternative Reclassification Process for dually-identified students and worked closely with site leaders and SPED teams to provide training and technical support with the process. We are currently working with principals and cabinet to build our capacity to analyze EL data and implement strategies to improve outcomes for our English learners and LTELs.</p>	

<p>3. Implement Dual Immersion Program Owners: Cecilia Perez and Stephanie Kloos Board Contact: Lucia Martel-Dow</p>
<p style="text-align: center;">Elementary School District</p>

Outcome for 2023-2024:

- Implement a two way dual language immersion program (TWDLI) at Venetia Valley K-8

SMART Goal: By May, 2022 we will have two TWDLI kindergarten classes for the 2022-23 school year with 18-24 students each with the expected composition of a successful TWDLI program. By May, 2022 we will have curriculum based on research on bilingual learners; a scope and sequence, including a scope and sequence for cross-linguistic transfer; formative and summative assessments; a draft daily schedule; and other materials ready for the 2022-23 school year that have been created and/or refined by the teachers.

Metric:

1. Program in place meeting minimum number of enrollment criteria for Spanish and English speakers
Evidence tracking will start in 2021-2022

Strategic Actions:

1. Implement a two way dual language immersion program beginning in the 2022-23 school year. Provide support, guidance, community outreach and surveys, curriculum materials, staff instructional support, California Association of Bilingual Educators membership and networking, and hiring of bilingual teachers

Goal Achieved: Yes

We will enroll our first group of kindergarten students in this program in August, 2022 with two kindergarten classes. Materials, assessments and transfer scope and sequence continue to be refined in advance of this.

4. Ensure A-G Requirements for All

Owner: Tyler

Board Contact: Gina Daly

High School District

Outcomes for 2023-2024:

- Students, families, and counselors use California Colleges to track graduation and UC A-G progress
- Increased University of California A-G attainment for graduating Seniors

SMART GOAL: By June 9, 2022, counselors, along with support from administration will implement California Colleges with all students in order to better track, monitor, and communicate progress towards UC A-G attainment and graduation.

Metrics:

1. % of 9th graders on track to meet A-G requirements

California Colleges will be implemented in 2021-2022.

- 2. University of California A-G completion rates
Already reported in MTSS Action
- 3. College and career readiness
Already reported in MTSS Action

Strategic Actions:

- 1. **Establish a monitoring system** through California Colleges to ensure that all ninth grade students are on track to meet the A-G requirements and develop strategies to support students in graduating A-G eligible
- 2. **Analyze University of California A-G completion rates** at all high schools using demographic data.

Goal Achieved: YES

We have implemented the California Colleges program, analyzed the baseline data for A-G rates at our high schools, expanded counseling, and have set a three year training plan for our high school counselors through Hatching Results to begin in the 2022-2023 school year.

GOAL 2: STAFF SUCCESS

San Rafael City Schools is dedicated to attracting, developing and retaining culturally responsive teachers and staff that purposefully serve every student.

5. Hire more teachers of color and bilingual teachers and staff

Owner: Amy
Board Contact: Natu Tuatagaloa

Elementary School District	High School District
Outcome for 2023-2024: <ul style="list-style-type: none"> ● Increase numbers by 10% across all employee groups (management, certificated, classified) 	Outcome for 2023-2024: <ul style="list-style-type: none"> ● Increase numbers by 10% across all employee groups (management, certificated, classified)
SMART Goal: -certificated: -classified -management:	SMART Goal: -certificated: -classified -management:

<p>Metrics:</p> <ol style="list-style-type: none"> 1. Increase the number of teachers, administrators and classified staff of color by 10% for all groups 2. Increase the number of bilingual teachers by 10% 	<p>Metrics:</p> <ol style="list-style-type: none"> 1. Increase the number of teachers, administrators and classified staff of color by 10% for all groups 2. Increase the number of bilingual teachers by 10%
<p>Strategic Actions:</p> <ol style="list-style-type: none"> 1. Establish affinity groups for staff to meet at least quarterly throughout the year to provide a safe place to make sure staff are being supported and listened to 2. Work with Marin Promise’s Marin Educators Equity Initiative (MEEI) to further support and hire teachers of color <p>Goal Achieved: Partially</p> <p>The District has hired significantly more TK-5 teachers who are certified bilingual (Spanish) to support our dual immersion program. District staff was provided with release time and compensation to attend affinity groups. The District worked with Marin Promise to secure a Teacher Residency planning grant and will be hiring a coordinator to oversee the program.</p>	<p>Strategic Actions:</p> <ol style="list-style-type: none"> 1. Establish affinity groups for staff to meet at least quarterly throughout the year to provide a safe place to make sure staff are being supported and listened to 2. Plan a teacher academy program at San Rafael High School to identify future teachers of color and provide them with initial skills and internships in teaching <p>Goal Achieved: Partially</p> <p>District staff was provided with release time and compensation to attend affinity groups. The District worked with Marin Promise to secure a Teacher Residency planning grant and will be hiring a coordinator to oversee the program. San Rafael High is moving forward with planning for their Teacher Leadership Academy to begin in 2023-24.</p>

<p>6. Provide Professional Development and Equity Training Owners: Tyler and Stephanie Board Contact: Natu Tuatagoloa</p>	
<p>Elementary School District</p>	<p>High School District</p>
<p>Outcome for 2023-2024:</p> <ul style="list-style-type: none"> ● Provide professional development for administrators, teachers and classified staff on anti-racism frameworks and practices, and culturally proficient teaching practices 	<p>Outcomes for 2023-2024:</p> <ul style="list-style-type: none"> ● Provide professional development to administrators, teachers and classified staff on anti-racism frameworks and practices, and culturally proficient teaching practices ● Deepen understanding and initial implementation of Project Based Learning strategies with early adopters (Tier I - Academics) ● Increased curriculum collaboration across school sites in science, math, and English (Tier I -- Academics)

	<ul style="list-style-type: none"> Teachers utilize integrated English Language Development strategies in general education classrooms to support learning (Madrone)
<p>SMART Goal: By May, 2022, 100% of certificated teachers and administrators will have participated in professional development on anti-racism frameworks and practices, and culturally proficient teaching practices as measured by PD attendance. By May, 2022 50% of classified staff will have participated in professional development on anti-racism frameworks and practices as measured by PD attendance.</p>	<p>SMART Goal: By May, 2022, 100% of certificated teachers and administrators will have participated in professional development on anti-racism frameworks and practices, and culturally proficient teaching practices as measured by PD attendance. By May, 2022 50% of classified staff will have participated in professional development on anti-racism frameworks and practices as measured by PD attendance.</p> <p>By June 9th, 2022, the Science (course sequence), Math (Inquiry Cycles), and English (Diverse Texts) departments will have met, collaborated, and designed specific actions related to their target area.</p>
<p>Metrics:</p> <ol style="list-style-type: none"> Professional Development attendance <i>Tracking will start in 2021-2022</i> Professional Development feedback and staff surveys on effectiveness and eventual implementation of professional development focus <i>Evidence tracking will start in 2021-2022</i> % of teachers who have completed SEAL (Sobrato Early Academic Language) professional development <i>Tracking will start in 2021-2022</i> 	<p>Metrics:</p> <ol style="list-style-type: none"> Professional Development Attendance <i>Evidence tracking will start in 2021-2022</i> Professional Development feedback and staff surveys on effectiveness and eventual implementation of professional development focus <i>Evidence tracking will start in 2021-2022</i>
<p>Strategic Actions: Culturally Responsive Teaching Practices: Work with Culturally Responsive Leadership to provide anti-racism frameworks and practices, and culturally proficient teaching practices administrators, teachers, and classified staff (*) Provide professional development for Elementary Instruction</p> <ol style="list-style-type: none"> Continue Professional Learning Series to on-board new teachers to San Rafael City Schools to SEAL (Sobrato Early Academic 	<p>Strategic Actions:</p> <ol style="list-style-type: none"> Culturally Responsive Teaching Practices: Work with Culturally Responsive Leadership to provide Culturally Responsive Teaching Practices training to district leadership and teachers (*) Spanish Language Classes: Provide conversational Spanish classes for staff to build work related language proficiency.

Language) content units and strategies through MTSS Instructional Coaches (*)

2. Provide SEAL (Sobrato Early Academic Language) professional development to teachers grades 4-5 (*)
3. Refine SEAL (Sobrato Early Academic Language) units through Unit Development Days with a focus on D-ELD and Next Generation Sciences Standards and science curriculum with support from Multi Tiered Systems of Support Instructional Coaches (*)
4. Focus on mathematical practices instruction through Everyday Math through Multi Tiered Systems of Support Instructional Coaches and alignment Pre-Kindergarten-3rd grade through the Math Collaborative
5. Provide professional development on writing workshop, phonics, readers workshop and small group reading through consultants and Multi Tiered Systems of Support Instructional Coaches

Spanish Language Classes:

1. Provide conversational Spanish classes for staff to build work related language proficiency.

Goal Achieved: Partially

Contract for Culturally Responsive Leadership PD was canceled in August. In grades Tk-5 100% of teachers have participated every other month in culturally responsive teaching practices PD through SEAL. This has focused on high leverage strategies, culturally relevant materials and unit development/refinement. We have used this as an opportunity to begin to integrate SEAL strategies into our new NGSS aligned science curriculum as well with work to continue. 100% of teachers have also participated in writing workshop PD. We also have a small group of teachers and leaders participating in math professional development through the P3CC collaborative through California Education Partners.

3. **Madrone Professional Development:** Provide professional development for Madrone teachers focused on Integrated English Language Development strategies
4. **Math Collaboration:** Support Math departments in collaboration through inquiry cycles to improve outcomes for low-performing students
5. **Science Pathway Alignment:** Work with the Science departments at Terra Linda and San Rafael High School to articulate an aligned science sequence to support all students
6. **English Department Collaboration:** Align the use of power standards and novels across Middle and High School
7. **Project Based Learning Pilot:** Support early adopters to attend Project Based Learning workshops through Project Based Learning Works and Envision Learning Partners (Tier I -- Academic)

** Contract with Joe Truss for Equity training was canceled*

Goal Achieved: Partially

This year we were unable to engage teachers in culturally responsive teaching practice PD but have integrated it into the work we will be doing next year. We have worked with the Science department to create a new Next Generation Science Standards aligned course sequence. Additionally, we have supported the creation of a Teacher Leadership Team which we started this year and PBL pilot to be started in the Summer of 2022. Our English departments purchased additional texts that include diverse characters, authors, and narratives for our students to engage in. We also built out our Ethnic Studies curriculum that will be expanded to Terra Linda High School from San Rafael High School in the 2022-2023 school year.

Due to challenges with COVID, we were unable to offer Spanish Language classes for teachers or engage the English and Math departments in collaboration around content improvements. However,

	we have significantly expanded professional development offerings and the time allotted to PD for the 2022-2023 school year.
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7. Pilot Revised Grading Practices
 Owner: Tyler Graff
 Board Contact: Gina Daly

High School District

- Outcomes for 2023-2024:**
- Increase staff capacity with a pilot team to build an understanding of student-centered assessment practices
 - Develop a plan for implementation of student-centered assessment practices

SMART Goal: By May, 2022, a key group of stakeholders will have attended a professional development workshop to gain a common understanding of student centered grading practices and will have met to design an action plan with stakeholder input.

- Metrics:**
1. Implementation plan for student-centered grading practices, *Not starting until 2021-2022*
 2. Attendance at student-centered grading practice professional development, *Not starting until 2021-2022*

Strategic Actions:

1. **Build leadership capacity** at the secondary school level with a pilot group of teachers to understand and implement effective grading practices at the high schools leading to the adoption of equitable grading policies district wide (Consider partnering with a group such as Crescendo Leadership Group (“Grading for Equity”))

Goal Achieved: YES
 This year, we developed a Teacher Leadership Team and had the team along with all secondary principals attend the Marzano Resources training for Standards Based Grading. Initial next steps include the revision of the current grading practices along with the identification of the priority standards for each class.

8. Pilot new Teacher Evaluation Model
 Owner: Stephanie Kloos
 Board Contact: Natu Tuatagaloa

Elementary School District

Outcome for 2023-2024:

- Implementation of the recently-updated evaluation system and Peer Assistance Review

SMART Goal: By May, 2022 the updated evaluation system will have been piloted and refined by the committee and we will have completed or be working on an MOU to put it in place for the 2022-23 school year.

Metric:

1. New evaluation system reflected in the Collective Bargaining Agreement
Evidence tracking will start in 2021-2022
2. Peer Assistance Review in place
Evidence tracking will start in 2021-2022

Strategic Actions:

1. Pilot, revise and then implement a district-wide updated evaluation system based on tools developed by the Professional Growth Team during the 2019-20 school year
2. Implement Peer Assistance Review

Goal Achieved: Partially

We have done a small pilot of this in grades Tk-8 this year. We are using that input to refine processes and procedures in preparation for a larger pilot in the 2022-23 school year and preparing language to use in contract negotiations with SRTA. Peer Assistance Review will not be implemented until the new evaluation system is.

9. Refine Professional Learning Communities

Owner: Stephanie Kloos

Board Contact: Linda Jackson

Elementary School District

Outcome for 2023-2024:

- Implementation of data driven Professional Learning Communities with cycles of inquiry led by the Instructional Leadership Team at elementary schools (Academics - Systems and Structures)

SMART Goal: All grade levels at all schools will be using data (summative and/or formative) in their PLCs 75% of the time as measured by principal reports.

Metric:

1. Implementation of data driven Professional Learning Communities with cycles of inquiry that immediately instruction, especially differentiated instruction
Evidence tracking will start in 2021-2022

Strategic Actions:

1. Ensure that all elementary schools participate in the Principal Support Network to implement Professional Learning Communities led by the Instructional Leadership Team

Goal Achieved: Yes

All elementary schools have PLCs up and running with increasing capacity for teacher leaders to facilitate this through our work with the CAPS Principal Support Network. All sites are also providing input on reading essential standards which will be used to revise our [SRCS Unit Alignment Document](#). Additionally, data is being used at PLCs with consistency.

GOAL 3: COMMUNITY ENGAGEMENT

San Rafael City Schools values every member of our community and is committed to actively engaging our parents, community organizations and the broader community to ensure the success of every student.

10. Increase Outreach and Support for Vulnerable Families

Owner: Christina Perrino
Board Contact: Marina Palma

Outcomes for 2023-2024:

- Parents will feel increased ownership and belonging at their school sites due to the school site use of parent input from parent sessions, surveys and more to make changes that impact school climate
- Increase home visits by 10%
- Increase number of bilingual district communications by 5%
- Increase parents survey participation by 5%
- Increase parents participation to events by 5%

SMART Goal: By June 30, 2022, parent survey participation will increase by 5% and parent survey results and feedback will show improvement in key areas of engagement and support.

Metrics:

1. Number of home visits
2. Parent class participation numbers

3. Documented parent input
4. Website visits, e-newsletter and flyer response data
5. Parent survey results -March 2020 YouthTruth Family Survey
Survey Themes: % represent the proportion of positive ratings
-Elementary Schools (707 responses = 26% participation rate)
Themes: Engagement = 87%, Communication & Feedback = 87%
-Middle Schools: (215 responses = 18% participation rate)
Themes: Engagement = 46%, Communication & Feedback = 47%
Survey Themes: % represent the proportion of positive ratings
-High Schools: (399 responses = 15% participation rate)
Themes: Engagement = 51%, Communication & Feedback = 43%

Strategic Actions:

1. Use the District English Learner Advisory Council and District English Learner Advisory Council groups to solicit input and feedback on key district initiatives and decisions and increase participation
2. Work to integrate the District English Learner Advisory Council and Parent Teacher Association/Organizations at each school site, and the District English Learner Advisory Council and Parent Advisory Council at the District level
3. Communicate regularly to parents through bilingual Town Halls, emails, text messages, ParentSquare, videos and other methods
4. Support Community Liaisons and Newcomer Liaisons to increase number of home visits to families in partnership with teachers as appropriate
5. Provide Digital Literacy classes to parents in Spanish
6. Use Family Center staff to identify parent needs and provide education and training in key areas of need
7. Provide professional development, trainings and resources to school staff (Community Liaisons, Newcomer Liaisons, Family Center staff and others) to ensure our schools are seen as welcoming hubs and trusted sources of information
8. Partner with organizations such Parent Institute for Quality Education, Parent Services Project, Canal Alliance, the Family Literacy Center and others to empower parents and provide leadership and advocacy training
9. Create awareness about equity and the benefits of an equitable system to parents and community members (book clubs, study groups, guest speakers, etc.)

Goal Achieved: Partially

- YouthTruth surveys launched and results reviewed and analyzed with District and school leadership teams
- Thanks to leadership and planning efforts from Cecilia Perez and Pepe Gonzalez, DELAC has held a series of engaging and informative sessions. Based on feedback, the meetings have continued virtually and are widely attended, with over 100 people attending each meeting.
- Voces Del Canal hosted a district meeting with the Superintendent, Board members, the EL Director and school Principal to share progress and hear from parents.

- We have enhanced our bilingual communication using a wide array of methods. We have become more consistent in communication with Weekly Wrap eblasts with relevant Friday Focus videos and letters and updates. We have successfully rolled out ParentSquare - a new communication tool that provides greater access to translated content and is streamlining and improving how families receive school and district communication.
- A series of digital literacy events for families have been hosted at our IT Tech Center thanks to our partnership with Parent Services Project. The workshops have primarily focused on supporting families with communication systems like ParentSquare, Canvas and Aeries.
- Engaging and informative Superintendent Parent Council sessions are planned and held, though we need to do a better job of ensuring all of our schools are represented

11. Deepen Community Partnerships

Owner: Christina Perrino

Board Contact: Linda Jackson

Outcome for 2023-2024:

- Maximize the impact of community partners; San Rafael community organizations aligned and collaborative to better serve students and families

SMART Goal: By June 30, 2022, at least 75% of community partners will participate in the District’s community partner survey and at least 75% of partners will report “satisfactory” or “above satisfactory” ratings for their quality of relationships and communication with the District and/or appropriate school(s).

Metrics:

1. Survey community partners about quality of relationship and communication
Design of survey and Tracking will start in 2021-2022
2. Number and dates of community partner meetings

Strategic Actions:

1. Leverage community resources for mental health support and youth development, particularly to support the new wellness centers, including work with Huckleberry, Bay Areas Community Resources, etc.
2. Tap into the local business community to partner with schools for internships, sponsorships, class projects, etc. (middle school)
3. Partner with local organizations to provide after school, before school and summer school learning opportunities

Goal Achieved: Partially

- We successfully hosted well-attended sessions with community partners on targeted topics, mental health and then summer support. The District was able to provide brief updates on various initiatives, and then dive in deep on the meeting topic, featuring presentations for

content specialists (for example, members of the SRCS Mental Health team and Education Services team). We then engaged our partners in a discussion on how groups can work together to support the work, or at least share information and resources from our partners with students and families.

- The District has grown its partnership with after-school providers (the City of San Rafael and YMCA) thanks to the ELOP grant.

12. Increase School/District Promotion and Outreach

Owner: Christina Perrino

Board Contact: Gina Daly

Outcomes for 2023-2024:

- Increase enrollment by 10%, primarily in kindergarten
- Maintain enrollment in San Rafael City Schools middle schools from San Rafael City Schools elementary schools

SMART Goal: By June 30, 2022, the District will have increased enrollment, primarily in kindergarten, by 10%. By June 30, 2022, the District will have maintained enrollment in levels similar or better than the 2018-19 school year for students matriculating from SRCS elementary schools to SRCS middle schools.

Metric:

1. Number of students enrolled

Strategic Actions:

1. Increase community outreach and effectively promote our district and schools to increase community pride and appreciation of our schools for the valuable program offerings; diversity makeup; benefits of public schools, and thereby increase enrollment primarily in Transitional Kindergarten and Kindergarten via outreach to local public and private preschools and other strategies
2. Share with all TK-12 families that our schools are back to full in-person learning

Goal Achieved: Partially

- Weekly Wrap, Friday Focus, other communications are attempting to promote the district with high-quality communication and delivery; covering a range of topics, and not all about COVID, with a goal of keeping families informed and engaged while building a sense of pride
- Partnered with TargetRiver to effectively promote SRCS to increase community pride and appreciation of our district and schools for the valuable program offerings; diversity makeup; benefits of public schools; and more; and thereby helping us tackle these key initiatives:
 - Student Retention: Ensure existing families maintain enrollment of their child(ren). Specifically, retain students leading up to and during transition points and address concerns triggering departures.
 - Student Acquisition: Increase enrollment, primarily in Transitional Kindergarten and Kindergarten. Promote the Dual Language Program.

- A large amount of collateral was created - Google Ads, social media ads, video, flyers, radio ads, website content and more - to help execute the campaign
- Also significantly increased our internal communication and tactics, particularly related to promoting TK, K and the new Dual Language Program
 - Videos, flyers, eblasts, social media posts, website, etc.
 - Principal and school communication
 - Preschools Outreach
 - Courtesy Registration Days
- Enrollment push for new TK and K students seems highly successful considering our recent enrollment trends were showing a decrease:
 - 170 new TK students compared with 93 in 2021-22 (eligibility expanded by 2 months)
 - 468 new K students compared with 417 in 2021-22

GOAL 4: SYSTEMS AND STRUCTURES

San Rafael City Schools promises to create intentional and equitable systems and structures that monitor, adjust and improve outcomes for students, particularly students of color.

13. Analyze/Revise School Enrollment Boundaries

Owner: Jim Hogeboom

Board Contact: Linda Jackson

Elementary School District

Outcome for 2023-2024:

- Update Board policies to result in more integrated elementary schools

Metric:

1. Updated Board policies and realigned school boundaries.
Evidence tracking will start in 2021-2022

SMART Goal: By June 9, 2022, the Elementary School Boundary Task Force will have been formed comprised of a broad array of district and community stakeholders, a facilitator in place, and key issues identified for action, including review of district demographic information (leading to school boundary recommendations brought to the Board in spring of 2023.)

Strategic Actions:

- Over a two-year process, establish an Elementary Boundary Committee composed of parents, community partners, city leaders and District and school leaders to thoughtfully analyze school boundaries with the intention of increasing integration in our schools and recommend a revised Board policy with updated boundaries to be implemented for the 2023-24 school year. Ensure a clear goal is identified along with a clear process.

Goal Achieved: No

This goal was put off until next year and will be revised. Work will start in the fall of 2022.

14. Academic Supports: Establish Multi-Tiered System of Support (MTSS)

Owners: Tyler and Stephanie

Board Contact: Lucia Martel-Dow

Elementary School District	High School District
<p>Outcomes for 2023-2024:</p> <ul style="list-style-type: none"> Consistent implementation of Tier I research based best practices for instruction including writing workshop, SEAL (Sobrato Early Academic Language) content units and strategies, explicit daily phonics instruction, small group reading, and math practices (Tier I - Academic) Provide Tier II research based academic intervention support both in the classroom and in a pull-out setting as appropriate (Tier II - Academic) 	<p>Outcomes for 2023-2024:</p> <ul style="list-style-type: none"> Clearly articulated power standards are linked to Graduate Profile skills for each class (Tier I - Academic) Link common assessments for each subject area to power standards and Graduate Profile skills (Tier I - Academic) Increased participation in Career and Technical Education/Honors/Advanced Placement for students of color (Tier I - Academic) Increased use of diverse texts in core academic curriculum (Tier 1 - Academic) Approved Ethnic Studies course as part of the San Rafael City Schools graduation requirements and implemented at both comprehensive high schools (Tier I - Academic) Expanded opportunities for Madrone students to recover credits (Continuous Support and Improvement) Help staff, students and parents have the knowledge, skills and abilities to leverage technology to be successful Improve implementation of Advancement Via Individual Determination (AVID) programming and expand targeted

	strategies across the school (*); ensure more staff are trained in AVID WICOR strategies
<p>SMART Goal: All students will make at least a year's progress in math and reading as measured by F&P, RI and benchmarks.</p>	<p>SMART Goal: By June of 2022,</p> <ul style="list-style-type: none"> - The Board will have approved a final Ethnic Studies class for both high schools - The AVID Steering Committee will have analyzed and improved AVID training and programming - The Grad Profile Steering Committee will have finalized the Grad Profile and implemented specific actions at each site. - Through Equal Opportunity Schools we will have increased the diversity of Advanced placement classes - We will have created time for English teachers to plan for and use diverse texts in their classroom and identified more texts to purchase for the 22/23 school year.
<p>Metrics:</p> <ol style="list-style-type: none"> 1. State assessment data: Smarter Balanced Assessment Consortium <i>See Goal 1, Action 2</i> 2. Local assessment data: RI, F&P, benchmarks <i>See Goal 1, Action 2</i> 3. School climate data: <ol style="list-style-type: none"> a. YouthTruth survey results <i>See Goal 1, Action 1</i> b. Suspension rate <i>Baseline = 2018-2019</i> <i>K-5th ALL = 0.3%, EL = 0.4%, Hispanic = 0.4%, SWD = 1.3%</i> <i>6-8th ALL = 5.1%, EL = 7.4%, Hispanic = 6.5%, SWD = 9.4%</i> c. Chronic absenteeism <i>Baseline = 2018-2019</i> <i>K-5th ALL = 5.8%, EL = 5.5%, Hispanic = 6.0%, SWD = 10.5%</i> 	<p>Metrics:</p> <ol style="list-style-type: none"> 1. State assessment data, Smarter Balanced Assessment Consortium <i>See Goal 1, Action 2</i> 2. Local common assessments by Department <i>Will be developed in 2021-2022</i> 3. School climate data: <ol style="list-style-type: none"> a. YouthTruth survey results <i>See Goal 1, Action 1</i> b. Suspension rate <i>Baseline = 2018-2019</i> <i>ALL = 5.2%, EL = 11.4%, Hispanic = 7.4%, SWD = 9.6%</i> c. Chronic absenteeism <i>Baseline = 2018-2019</i> <i>ALL = 16.6%, EL = 22.9%, Hispanic = 19.7%, SWD = 26.8%</i> 4. Planning documents from departments (Power Standards, Graduate Profile Skills)

6-8th ALL = 6.6%, EL =9.5%, Hispanic = 7.2%, SWD = 12.6%

Evidence tracking will start in 2021-2022

5. Advancement Via Individual Determination (AVID) Equity Walk notes; Number of staff trained in AVID WICOR strategies
Evidence tracking will start in 2021-2022
6. College and Career readiness data
*Indicator reported in California Dashboard for 2018-2019
ALL = 45.7%, EL = 4.5%, Hispanic = 29%, SWD = 12.9%*
7. Advanced Placement/Honors/Career and Technical Education participation rates
See Goal 1, Action 2
8. Text list diversity
Will be developed and tracked in 2021-2022
9. Graduation Rate
See Goal 1, Action 2

Strategic Academic Actions:

1. **Advancement Via Individual Determination (AVID)**
Schoolwide strategies: provide training to all Middle School staff on WICOR (Writing, Inquiry, Collaboration, Organization and Reading) and AVID XL
2. **Digital Literacy and Citizenship:** Hire a technology integration coach to work with the Technology Steering Committee to adopt digital literacy skills in support of Critical Thinking skills at each grade level; ensure students have access to necessary technology in the classroom
3. **Culturally Responsive Texts:** Ensure that diversity criteria is used when adopting new texts and conduct a review of texts to ensure diverse texts are included in the core curriculum and aligned between middle and high school. In elementary school implement SEAL (Sobrato Early Academic Language) content units and refine units with new texts as appropriate

Strategic Academic Actions:

1. **Advancement Via Individual Determination (AVID):** Improve implementation of Advancement Via Individual Determination (AVID) programming and expand targeted strategies across the school (*); ensure more staff are trained in AVID WICOR strategies
2. **Graduate Profile:** Departments begin to articulate how each skill is to be taught through their content and how it relates to the power standards by working with Justin Wells (Envision Learning Partners)/Instructional Coaches. This action will include the Continuous Support and Improvement for Madrone.
3. **Digital Literacy and Citizenship:** Hire a technology integration coach to work with the Technology Steering Committee to adopt digital literacy skills in support of critical thinking skills at each grade level; ensure students have access to necessary technology in the classroom; utilize Turnitin.com to support these efforts

4. **Core Instruction Alignment:** Teach SEAL (Sobrato Early Academic Language) content units, writing workshop, daily explicit phonics and Everyday Math
5. **Intervention Support:** Provide intervention support to struggling readers and mathematicians both in the classroom and out of the classroom through classroom teachers and Multi Tiered Systems of Support Instructional Coaches (*)

Goal Achieved: Partially

The [SRCS Unit Alignment Document](#) provides for Tier I instruction alongside our Everyday Math Curriculum. We continue to refine our units to make them increasingly culturally relevant and responsive, including through text choice. We have also done reading intervention at all of our sites this year using our MTSS Instructional Coaches. This year sites have specifically focused on daily systemic and systematic phonics and phonemic awareness instruction connected to an application in reading and writing to support literacy.

4. **Increase AP/Honors Access:** Work with Equal Opportunity Schools and teachers to ensure that Honors and Advanced Placement classes reflect the racial, ethnic and socioeconomic diversity of the student body at large (*)
5. **Culturally Responsive Texts:** Ensure that diversity criteria is used when adopting new texts and conduct a review of texts to ensure diverse texts are included in the core curriculum and aligned between middle and high school.
6. **Ethnic Studies Curriculum:** Work with University of California Berkeley Health Sciences Scholars Program and MCOE to design a year-long Ethnic Studies course (expanded from the current pilot semester course) to be implemented in the fall of 2022 and secure board approval as a graduation requirement (state mandate)
7. **Utilize FUEL** more effectively and potentially schedule changes to support Madrone students in recovering credit in order to graduate on time.

Goal Achieved: Partially

We have increased the number of sections being offered for AVID at Davidson Middle School and will be sending 30 teachers and admin to the AVID conference in the Summer of 2022. We have utilized staff meeting time and instructional coaches to support the development of grad profile performance assessments at each grade level. Terra Linda High School has worked with Equal Opportunity Schools to identify students of color who will be successful in AP/Honors classes and initial enrollments have shown an 18% increase.

15. Mental Health Supports: Establish Multi-Tiered System of Support (MTSS)

Owner: Jason Symkowick
Board Contact: Gina Daly

Elementary School District	High School District
<p>Outcomes for 2021-22:</p> <ul style="list-style-type: none"> • Establish clear and defined Tier 1 behavior expectations and curriculum, including weekly activities that all teaches will lead to address social emotional health of students • Ensure data systems and structures and are in place to support student success • Establish a clear referral and intervention system to support all students • Build and expand wellness programs to support student social-emotional needs 	<p>Outcomes for 2021-22:</p> <ul style="list-style-type: none"> • Establish Success Network process at SR High School • Redefine role of school counselor to support academic programming toward University of California A-G • Ensure clear and defined Tier 1 Behavior expectations and curriculum; begin to identify Tier II supports • Establish Wellness Centers at each high school and middle school that are fully functioning • Continue to reduce suspension rates at all three high schools.
<p>SMART Goal: Discipline By June 2022, SRCS will expand mental health staff and student supports to enhance social-emotional well-being across the district. In the ESD, this enhanced support will lower the suspension rates for 6-8th graders to below 3% and decrease the total number of TK-5 disciplinary referrals.</p>	<p>SMART Goal: Discipline By June 2022, SRCS will expand mental health staff and student supports to enhance social-emotional well-being across the district. In the HSD, this enhanced support will lower the suspension rates for 9-12th graders to below 3%.</p>
<p>SMART Goal: Connectedness By June 2022, SRCS will continue to monitor school climate and work to create a sense of school connectedness. Through use of student surveys (Youth Truth,Covitalty and Healthy Kids Survey), 70 percent of 5th grade students and 30 percent of 7th grade students will report a sense of school connectedness.</p>	<p>SMART Goal: Connectedness By June 2022, SRCS will continue to monitor school climate and work to create a sense of school connectedness. Through use of student surveys (e.g., Healthy Kids Survey), 40 percent of students polled will report a sense of school connectedness.</p>
<p>Metrics:</p> <ol style="list-style-type: none"> 1. Wellness program data <i>Tracking will start in 2021-2022</i> 2. Job description; staff feedback <i>Evidence tracking will start in 2021-2022</i> 3. Referral numbers, intervention data, special education data <i>Tracking will start in 2021-2022</i> 4. Suspension rate 	<p>Metrics:</p> <ol style="list-style-type: none"> 1. Success Network notes <i>Evidence tracking will start in 2021-2022</i> 2. College and career readiness <i>Indicator reported in California Dashboard for 2018-2019 ALL = 45.7%, EL = 4.5%, Hispanic = 29%, SWD = 12.9%</i> 3. University of California A-G rates <i>Baseline = 2019-2020 ALL = 57.9%, EL = 10.5%, Hispanic = 36.3% , SWD = 18.8%</i>

<p><i>Baseline = 2018-2019</i> <i>K-5th ALL = 0.3%, EL = 0.4%, Hispanic = 0.4%, SWD = 1.3%</i> <i>6-8th ALL = 5.1%, EL = 7.4%, Hispanic = 6.5%, SWD = 9.4%</i></p> <p>5. California Healthy Kids Survey <i>Baseline = 2017-2018</i> <i>Average % of respondents reporting “Yes, all the time” or “Strongly agree”</i></p> <p><i>5th grade, 278 responses, participation rate 49%</i> <i>School connectedness = 49%, Caring Adult Relationship = 61% and Feel safe at school = 83%</i></p> <p><i>7th grade, 419 responses, participation rate 84%</i> <i>School connectedness 14%, Caring Adult Relationship = 24% and Feel safe at school = 53%</i></p>	<p>4. Suspension rate <i>Baseline = 2018-2019</i> <i>ALL = 5.2%, EL = 11.4%, Hispanic = 7.4%, SWD = 9.6%</i></p> <p>5. California Healthy Kids Survey <i>Baseline = 2017-2018</i> <i>Average % of respondents reporting “Yes, all the time” or “Strongly agree”</i> <i>All grades 1,096 responses, participation rate 82%</i> <i>School connectedness = 14%, Caring Adult Relationship = 24% and Feel safe at school = 57%</i></p>
<p>Strategic Actions:</p> <ol style="list-style-type: none"> Wellness Coordinators: hire an Elementary Wellness Coordinator to develop a comprehensive Tier 1 system with all stakeholders Counseling: Expand school counseling support in the Elementary District to ensure each TK-5 school site has 1.0 FTE School Counselor, Venetia Valley K-8 will have 2.0 FTE, and Davidson Middle School will have 3.0 FTE School Counselors Re-examine the role of the school counselors: (elementary and secondary) to better support a comprehensive MTSS with input from current counselors, teachers, students and administrators. MTSS: Work with the Wellness Coordinators, consultants and mental health staff to ensure that we are able to put in place as many aspects of the Tier 1 System for academic and behavioral support as possible by the end of the 2021-22 school year. Curriculum: Ensure that a coordinated and cohesive curriculum is in place for social-emotional and behavior curriculum and 	<p>Strategic Actions:</p> <ol style="list-style-type: none"> Wellness Coordinators: hire a wellness coordinator at each high school and middle school to develop a comprehensive Tier 1 system with all stakeholders; include continuing restorative practices and peer court Wellness Centers: pilot Wellness Centers at San Rafael, Terra Linda and Davidson coordinated by the Wellness Coordinators Re-examine the role of the school counselors: to better support a comprehensive MTSS with input from current counselors, teachers, students and administrators and design a new job description. Ensure that a coordinated and cohesive curriculum is in place for social-emotional and behavior curriculum and skills, starting with Tier 1 supports with the support of the Wellness Coordinators and consultants Restorative Practices: Continue to consult with Youth Transforming Justice and SEED to expand the use of restorative practices and training to all staff and students, including support for Peer Court (Middle School)

skills, starting with Tier 1 supports to address the 5 Casel domains and look at possibilities such as Second Step

6. **Professional Development:** Determine how to address Trauma Informed Practices and Restorative Practices with a PD plan
7. **Data:** Examine school-wide intervention data and student progress data (academic and behavioral)

Goal Achieved: Partially

We have hired a Wellness Coordinator for Davidson Middle School to begin the coordination of wellness programs and options. We have expanded our school counseling team to ensure each TK-5 school has one full time school counselor; the TK-8 school has two full time school counselors, and Davidson has three full time school counselors. The counselors have also shifted their focus from primarily intensive, Tier 3 support, to preventative, Tier 1 (universal) support through utilization of the 5 CASEL domains and SEL implementation. We also have a trauma consultant working with the counseling team to provide guidance on supporting schools through a trauma informed and restorative lens. While each school site is using SEL curriculum, we are in the process of formally adopting one SEL program district-wide, to be used across all of our TK-8 schools. Additionally, we are finalizing plans for a data management system, which will allow schools to safely and securely track and monitor student academic and behavioral data. This system will integrate with the existing SIS and other data systems currently in place across the district, and will be used as part of the multidisciplinary MTSS system (COST/CARE/SST).

6. **Explore using a Success Network structure** at San Rafael High to review data on struggling students to make sure that they are given the support they need to be successful and work with Marin Promise Coordinator to facilitate meetings with HS counselors to plan for implementation in 2022-23 (*)

Goal Achieved: Partially

We have hired two Wellness Coordinators and have opened Wellness Centers at both Terra Linda and San Rafael High Schools. Additionally, we have hired two Mental Health Clinicians, a Wellness Outreach Specialist, and 4 mental health associates to further support the wellness work. Through this expanded team, partnerships with Community-Based Organizations, and grants, the Wellness team is providing support to students across the three MTSS tiers (Prevention, intervention, and intensive). We also have Restorative Practices aimed at enhancing school climate, suspension reduction/aversion, community building, and trauma informed practices. We are engaging students in this work through student wellness and peer mentor student groups. Additionally, we are finalizing plans for a data management system, which will allow schools to safely and securely track and monitor student academic and behavioral data. This system will integrate with the existing SIS and other data systems currently in place across the district, and will be used as part of the multidisciplinary MTSS system (COST/CRRAT/SST).

16. Implement the District Digital Plan

Owner: Sarah Ashton

Board Contact: Lucia Martel-Dow

Outcomes for 2023-2024:

- All 3-8th grade students have...

- An SRCS Chromebook
- Access to broadband internet at home and/or hotspots or Internet Essentials as needed
- The opportunity for personalized/blended learning
- Learning the SRCS digital citizenship scope and sequence
- All Tk-8 grade teachers...
 - Software
 - Are using Aeries SIS as a grading, attendance and SIS
 - Are using ParentSquare to communicate with families
 - Continue support and training for Learning Management Solutions (LMS)
 - Have access to training and support on technology integration
 - Hardware
 - Are using an SRCS Macbook
 - Have an Apple TV (or another PC option)
 - Have a Tech Station (monitor + docking station)
- All SRCS parents/guardians...
 - Are on ParentSquare for district, site and teachers communications
 - Are using Aeries Parent Portal App for digital grades, attendance, state report
 - Have access to digital literacy training

SMART Goal: By June of 2022,

- Clever will be implemented with 100% adoption at the ESD level,
- HelloID will be leverage for cloud based account automated and password reset options for staff,
- VoIP will be up and running at all sites (remaining sites include → SV, BV, DM)
- A Digital literacy strategy with 1 or more opportunities for learning or spanish tech support per month,
- Chromebooks - SRCS will be 1:1 for all students in grades 2nd-12th grade.

Metrics:

- %age of students with Chromebooks
- %age of teachers with Laptops
- Software usage
- Access to broadband

Strategic Actions:

Build a Digital District Plan to address the systemic inequities and barriers to learning that many of our students face is our priority by:

1. **Innovative Learning Environments:** Ensure teachers, classrooms and District teams are leveraging new and innovative technologies that engage, excite and enhance the learning experience for all students; onboard a .6 FTE Instructional Technology Coach; 1:1 Chromebooks; Macbooks for educators
2. **Unified Data Strategy:** Ensure a unified data strategy is in place to allow the SRCS community to have accurate student data, streamlined systems, protect student and staff safety and privacy and ensure platforms are easily accessible and effective.

3. **Reliable and Stable Infrastructure:** Ensure everything “behind the walls” supports innovative digital technologies. This includes cabling, switches, WAN, LAN, access points, wifi and bandwidth to support the internet needs of the SRCS community.

Goal Achieved:

* Supplemental / concentration funds indicate “new and improved services” to address specific needs of our homeless youth, students in poverty and English Learners