



# Davidson Middle School

2014-2015

## Single Plan for Student Achievement

### San Rafael City Schools Mission Statement

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

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

### Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

The SPSA is a Title I Schoolwide Program Plan.

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

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Address: 280 Woodland Avenue, San Rafael, CA 94901  
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County-District School (CDS) Code: 21-65458-6058622  
Date of this revision: March 2015

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# Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: March 2, 2015.

Attested:

Bob Marcucci  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Peter Standish  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

# School Site Council Membership

School: Davidson Middle School

School Year: 2014-2015

*Education Code* Section 64001(g) requires that the School Plan be reviewed and updated at least annually, including expenditures of funds allocated to the site programs through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:\*

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Thomas Warf		X			
Jennifer Diaz-Zamorra		X			
Harry Gong				X	
Ricki Singer				X	
Jennifer Myers				X	
Erin Jacks		X			
Bob Marcucci	X				
Michael Mares		X			
Jennifer Myers				X	
Emily Busch			X		
Peter Standish				X	
Michelle Yampolsky				X	
Numbers of members in each category:	1	4	1	6	

\*at elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# School Information

## Davidson Middle School

### Mission Statement

**Lifting Student Achievement. Every Student. Every Day. It is the mission of Davidson Middle School to prepare students for adult life through a quality education, which emphasizes academics, health, morals, diversity, hard work, cooperation, and problem-solving.**

### School Description

Davidson Middle School is comprised of approximately 1,100 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. The school population is 61% Latino, 30.2% White, 4.9% Asian, 0.9% African-American, and the remaining 2.9% represents more than fifteen different ethnicities and home languages. English learners (EL) comprise 18.5% of our student population, and 61.7% receive free or reduced price lunch. This percentage has increased every year for the past four years. Twenty-one percent of Davidson's students are in Special Education. Davidson's significant subgroups are:

- |   |       |
|---|-------|
| • Hispanic or Latino                    | 61%   |
| • English learners                      | 18.5% |
| • Socioeconomically disadvantaged (SED) | 61.7% |
| • White                                 | 30.2% |
| • Students with disabilities            | 21.0% |

The percent of reclassified students (R-FEP) has risen to 37.1% in 13-14, significantly higher than the county and state averages. Four year growth patterns (until 2012) in the content areas are reflected by the following percentages of growth in Proficient and Advanced students:

- ELA went up 11 percent
- Math went up 29 percent
- Algebra went up 11 percent

The achievement gap decreased by 15 percent. In 2011 the school rose above the state target API score for the first time and has remained significantly above that target ever since, another positive trend given Davidson's 61.7% SED and 21% special education populations.

Chronic absence is defined as ten percent or more days absent from school. According to the Davidson School Attendance Tracking Tool (SATT), Davidson had a five percent chronic absence rate in 2013-14.

The faculty is comprised of 54 teachers of the following content areas:

- English Language Arts, Strategic English, and English Language Development
- Mathematics
- History/Social Studies
- Science
- Physical Education
- Special Education
- Music, Art, Woodshop, and other Electives

## **Description of School Programs**

Davidson Middle School provides an appropriate, challenging program of classes for every student. This is accomplished by using student data as the foundation for development of each year's master schedule. For example, students who demonstrate the need for support in English receive a support class, which can be either Strategic English Language Arts, Strategic English Language Development, or English Language Development; students with disabilities receive services as outlined in their individual education plan (IEP). Davidson's commitment to providing an appropriate educational program for each student means that the master schedule is a work in progress, even after the school year begins. As such, adjustments will be made throughout the 2014-15 school year as needed so as to meet the constantly changing needs of our students. We have been doing considerable work in moving towards providing enrichment to all students. Davidson Middle School's White subgroup has been the second highest scoring White group of any comparable middle school in Marin County.

To meet our high achieving students' needs, the school offers a comprehensive program of elective classes, including Beginning, Intermediate, and Advanced Band, Marching Band, Orchestra, Steel Pans, Chorus, Woodshop, Multimedia Web Design, Spanish, Art, and an Elective Wheel for sixth graders. The middle grades math teachers have designed Common Core aligned mathematics course offerings and criteria, which will both challenge and support each individual student in their progress towards mastery of the grade level Common Core mathematics standards. Davidson Currently has two math pathways beginning in 7<sup>th</sup> grade; the Math 7 and then Math 8 path, and the Math 7/8 – Math 8/Algebra path.

## Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
<input type="checkbox"/>	Economic Impact Aid/English Learner Program <b>7091 (carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/>	Economic Impact Aid/English Learner Program <b>0290</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/>	Quality Education Investment Act <b>7400</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/>	List and Describe Other State or Local Funds	\$
<b>Total amount of state categorical funds allocated to this school</b>		<b>N/A</b>

Federal Programs under the Elementary Secondary Education Act		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Schoolwide Program <b>3010</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$81,911
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement <b>3010 sub-object .70</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$1,443
<input checked="" type="checkbox"/>	Title I, Part A: Program Improvement Professional Development <b>3010 sub-object .75</b>	\$9,944
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Immigrant Students <b>4201</b> Purpose: Provide enhanced instructional activities for immigrant children and their families.	\$3,533
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <b>4203</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$35,144
<input type="checkbox"/>	List and Describe Other federal funds	\$
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$131,975</b>

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$131,975</b>
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# Evaluation of the 2013-2014 Single Plan for Student Achievement

The SPSA evaluation will indicate completion or progress towards implementation of goals and objectives in the *Single Plan for Student Achievement*. It will also help the School Site Council in the development of SPSA goals, objectives and activities for the upcoming school year. When possible, please include data related to the progress toward goals (i.e. number/percent of participants, changes in benchmark assessment results, reports generated, number of professional development activities provided, amount of funds spent on staff, materials, etc. and other data related to the implementation of the SPSA goals/objectives).

<b>2013-2014</b> <b>Desired</b> <b>Outcomes</b>	<p>All teachers will</p> <ul style="list-style-type: none"> <li>· Know, understand, and recognize the instructional implications for the six shifts in English Language Arts &amp; Literacy</li> <li>· Address differences between 1997 standards and CCSS (crosswalk) and shift instruction to the new standards</li> <li>· Understand the PreK-12 progression of standards and their relationship to the college and career readiness anchor standards</li> <li>· Implement a full year's worth of Common Core aligned meaningful units of instruction</li> <li>· Know, understand, and recognize the instructional implications for the six shifts in Mathematics and the eight Standards for Mathematical Practice (SMPs)</li> <li>· Understand the PreK-12 progression of standards and their relationship to the college and career readiness anchor standard.</li> <li>· Implement engagement strategies and academic discourse frames developed during professional development</li> <li>· The Davidson English Language Arts department has selected the following focus areas and goals:               <ul style="list-style-type: none"> <li>○ Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li> <li>○ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</li> <li>○ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</li> <li>○ Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>○ Conduct short as well as more sustained research based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>○ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information to avoid plagiarism.</li> <li>○ Draw evidence from literary or informational texts to support analysis, reflection and research.</li> <li>○ Write routinely over extended time frames and short time frames for a range of tasks, purposes and audiences.</li> <li>○ Student achievement towards mastery of these goals will be measured by comparing a baseline of proficiency from entry level assessments administered in August/September 2013 to subsequent writing assessments, using common district approved and CCSS aligned rubrics. Data from common entry level assessment will be used to guide classroom instruction.</li> </ul> </li> </ul>
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- The Davidson history department has selected the following focus areas and goals:
  - Cite specific textual evidence to support analysis of primary and secondary sources, as evidenced by short and essays
  - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions, as evidenced by short answers, oral presentations, discussions in class
  - Analyze the relationship between a primary and secondary source on the same topics as evidenced by short answers and essays
- The Davidson science department has selected the following focus areas and goals:
  - Students will improve their writing skills by responding to CCSS aligned content area prompts for summaries and short answers. Instruction will incorporate a list of transition words and other resources acquired from the ELA department so as to hold students accountable to the CCSS literacy standards in science. Teachers will determine a “baseline” of writing proficiency for each student and measure progress toward achievement of the goal throughout the remainder of the 2013-14 school year
- The Davidson electives department has selected the following focus areas and goals:
  - Students will learn to process, analyze, and respond to informative, instructional, and explanatory texts from content specific areas, so as to infuse the Common Core standards for literacy in technical subjects into all elective classes in a variety of ways
    - Examples of how students will “process” include: reading, viewing images, listening, formulating questions, note-taking
    - Examples of how students will “analyze” include: writing, discussing as a class or in groups, typing, drawing, collaborating, describing, diagraming
    - Examples of how students will “respond” include: writing, speaking, discussing, drawing, performing, building, reflecting, and making connections.

**Plan** • Identify strategies in the SPSA that were fully implemented.

**Implementation** • Identify strategies in the SPSA that were not fully implemented as described in the plan or within the timeline.

- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of strategies.
- What actions were taken to mitigate or overcome those barriers?
- What impact did the lack of implementation of these strategies have on student outcome?

Teachers understand the six shifts in ELA and mathematics.

- Math teachers have made significant progress toward incorporating the Standards of Mathematical Practice.
- The English Department continues to refine its rigorous program through its focus on developing the capacity of students to make clear arguments after an analysis of content and support claims in writing routinely both short and long response to a variety of audiences.
- The History Department has incorporated the analysis of primary and secondary sources into all units of instruction.

	<ul style="list-style-type: none"> <li>• The Science Department has begun to incorporate more writing into their units as an assessment of the concept understanding. They have worked with the ELA teachers to build upon the structures taught in English and ELD classes.</li> <li>• The Electives Department has expanded how students “respond” to include: writing, speaking, discussing, drawing, performing, building, reflecting, and making connections.</li> </ul> <p>Full implementation of the CCSS and the pedagogical shifts is a multi-year process and requires ongoing professional development and site support. The migration from Aeries to Infinite Campus student information systems, as well as the lack of standardized testing data created barriers in the availability of data that the staff had grown used to having. We had to seek other forms of data such as SRI that were not as specific.</p>
<b>Strategies &amp; Activities</b>	<ul style="list-style-type: none"> <li>• <i>Identify strategies or activities that were particularly effective in improving student achievement.</i></li> <li>• <i>Identify strategies or activities that were ineffective or minimally effective in improving student achievement.</i> <ul style="list-style-type: none"> <li>• <i>Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?</i></li> <li>• <i>Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?</i></li> </ul> </li> </ul> <p>District and school direction is to transition to the expanded expectations of Common Core State Standards in every classroom, department, and grade level. Although CCSS in its inception will only measure student performance in ELA and mathematics, every department at Davidson is in full study of expanded formats of unit development based on higher level thinking, critical analysis across fields of information, and production of knowledge-work typical of college and career preparedness expectations. All teachers are working to design meaningful units of depth and complexity centered on essential questions worth answering. All departments developed a full year’s worth of CCSS aligned units.</p>
<b>Involvement &amp; Governance</b>	<ul style="list-style-type: none"> <li>• <i>How was the SSC involved in the development of the plan?</i></li> <li>• <i>How were advisory committees involved in providing advice to the SSC?</i></li> <li>• <i>How was the plan monitored during the school year?</i></li> </ul> <p>In the fall of 2014-15, both the Davidson School Site Council and English Learner Advisory Committee received information on school goals to position them to advise staff in the development of the 2014-15 Single Plan for Student Achievement. Throughout the school year, at regularly scheduled joint School Site Council, the SSC and ELAC were apprised of student progress toward the achievement goals set in the 2014-15 SPSA.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• <i>Identify any Desired Outcomes that were met.</i></li> <li>• <i>Identify any Desired Outcomes that were not met or partially met.</i></li> <li>• <i>Based on this information, what might be recommendations for future steps to meet Desired Outcome(s)?</i></li> </ul>

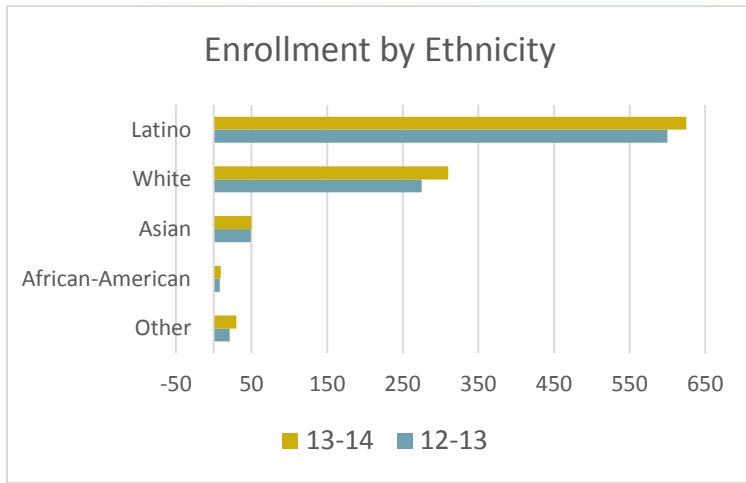
Since 2012, a district-wide directive was given to focus fully on transition to the Common Core State Standards. Appropriate adjustments have been made in terms of student achievement gains so as to hold the reasonable expectations that students, subgroups, and the school overall would maintain the gains of the prior four years. As expected and expressed in our adjusted expected outcomes, almost all departments, grade levels, and individual teachers made significant progress by holding to the achievement gains of the preceding four years.

Davidson continues this work through on-site professional development (BridgeWorks, UCB H/SS Project). Davidson PLC's for Science, History, Special Education, and Core 6 continue the high level work begun in winter 2013 of Common Core alignment through both horizontal and vertical articulation. They are teaching Common Core aligned units and implementing Common Core aligned Writing Across the Curriculum, such as the creation of complex, high level writing prompts – that include rigorous rubrics – for all content areas.

**Date reviewed by School Site Council:** February 3, 2015

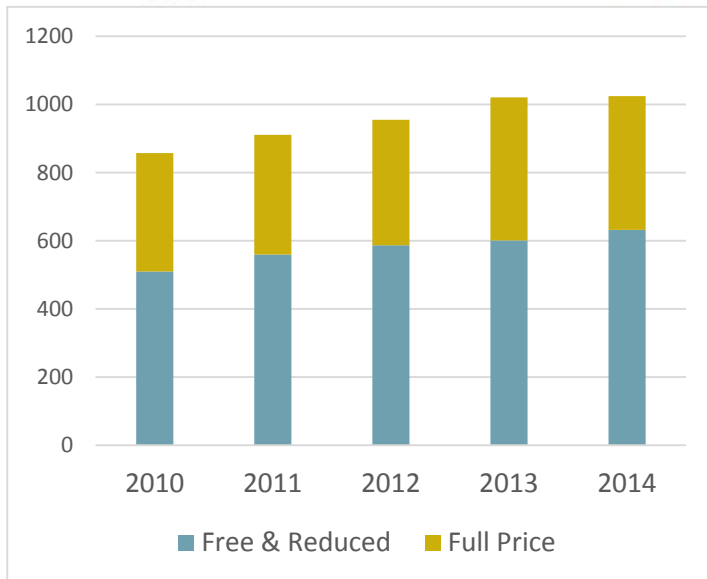
# Data

## Davidson: Student Demographics

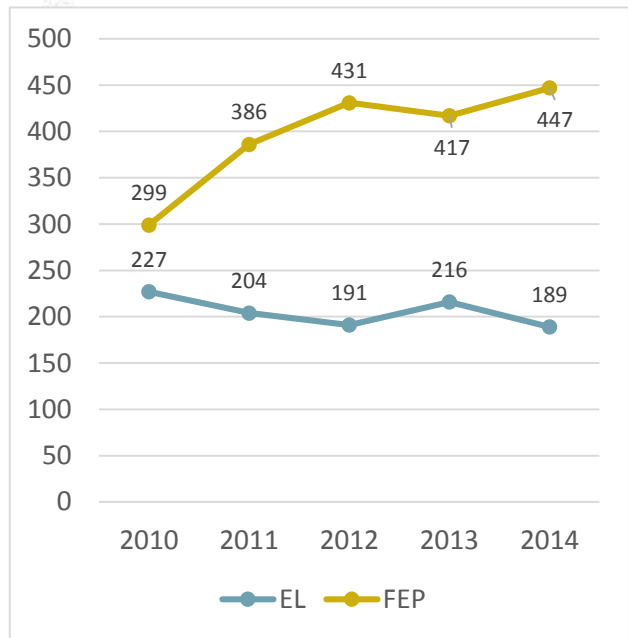


Demographic Characteristics		
13-14	School	District
Enrollment	1024	4509
English Learners	18.5%	44.6%
Free/Reduced Lunch	61.7%	64.1%
Fluent English Proficient	43.7%	17.6%

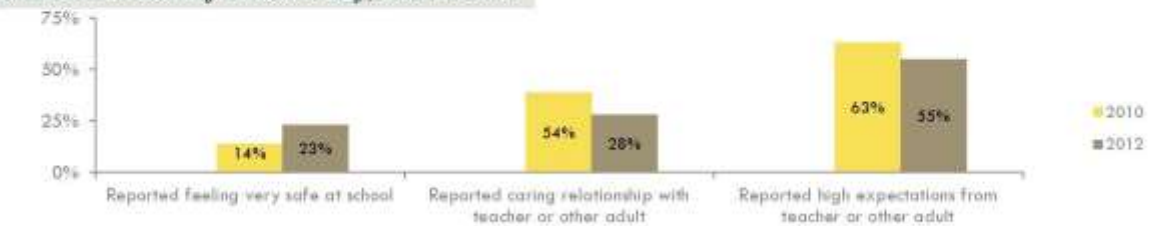
### Free and reduced lunch



### Language fluency



### California Healthy Kids Survey, 2008-2012

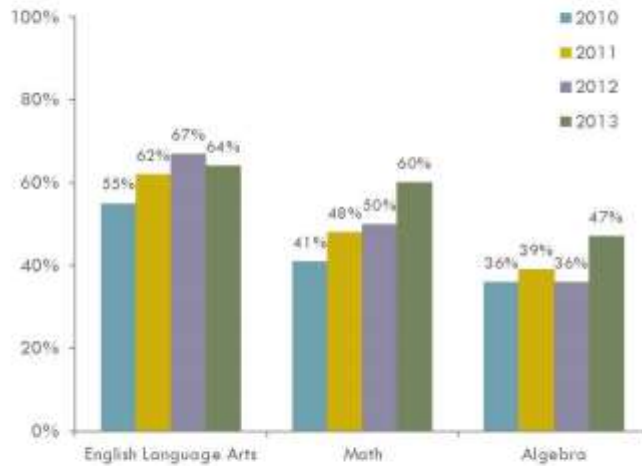


Source: California Healthy Kids Survey, Main Report, Core Module A.  
 Note: Response Rate 70% (2010); 92% (2012).

# Davidson: Student Achievement

## Are students meeting California standards for English Language Arts and Math?

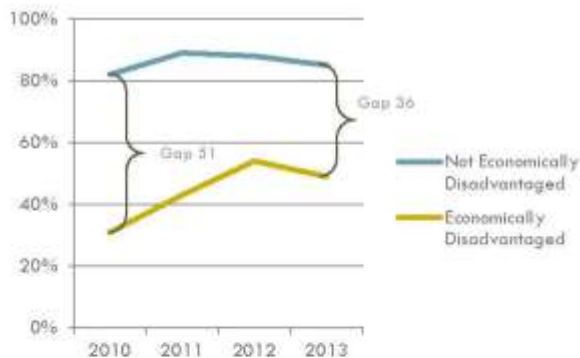
Students with proficient or advanced CST scores, Grades 6-8



Source: Multiple Measures CST Multi-Year At or Above Proficient Report.  
Notes: 2010 N=440 (ELA), 238 (Math), 102 (Algebra); 2012 N=490 (ELA), 263 (Math), 105 (Algebra); 2013 N=556 (ELA), 298 (Math), 96 (Algebra); 2013 N=547 (ELA), 344 (Math), 67 (Algebra).

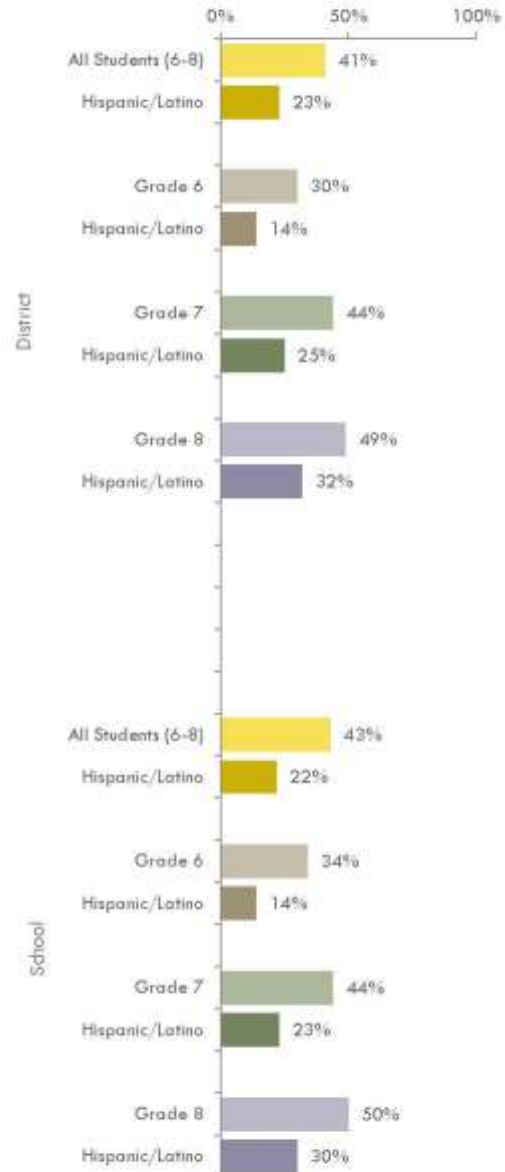
## CST English Language Arts: Achievement Gap

Percent of students scoring Proficient or Advanced on CST



Source: Multiple Measures CST Single Year at or Above Proficient by Subgroup

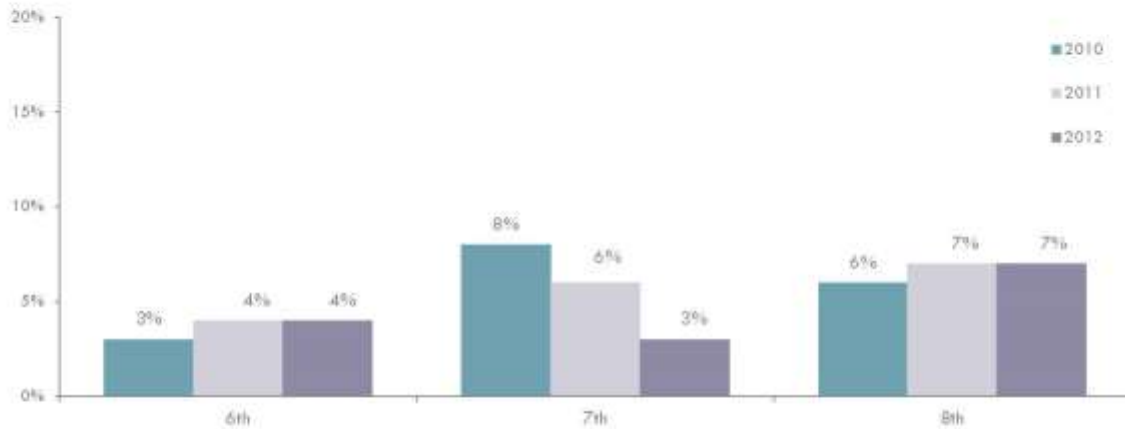
## Percentage of students scoring Proficient or Advanced on SRI, Fall 2013



Source: SAM District/School Proficiency Report: 10/14/13.  
Notes: District N=1323 (all students); N=371 (Gr 6); N=373 (Gr 7); N=381 (Gr 8). School N=928 (all students); N=309 (Gr 6); N=334 (Gr 7); N=305 (Gr 8).

# Davidson: Student Achievement

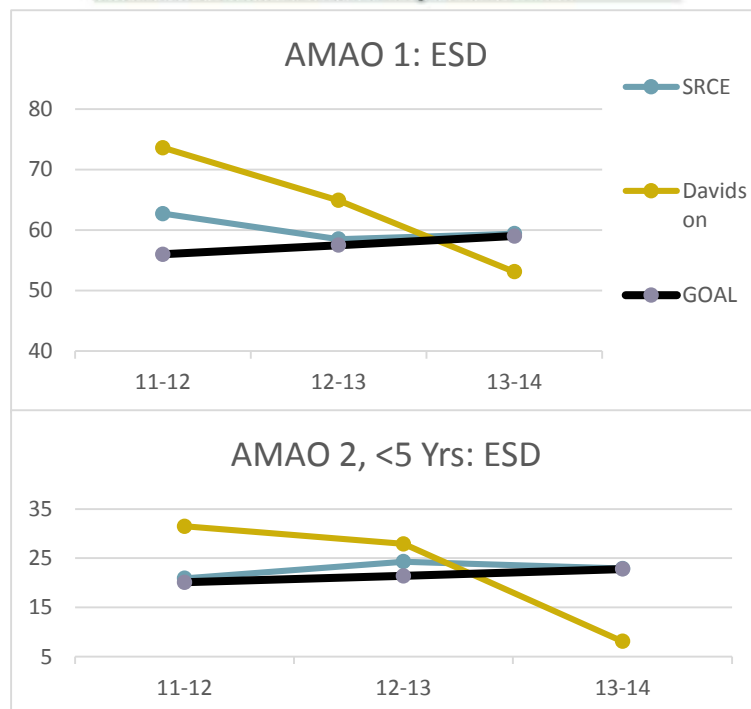
Percentage of students with chronic absence by grade level



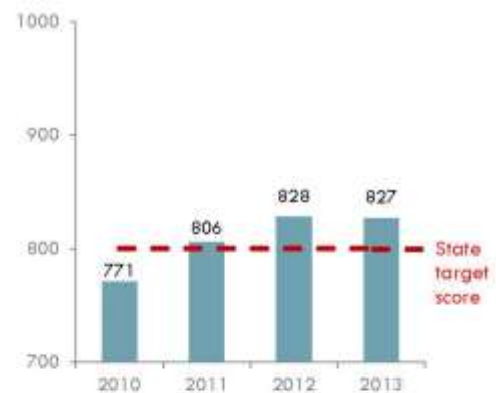
Source: Aeries

Notes: Chronic absence = 10% or more days absent. 2013 N=14 (Gr 6); N=11 (Gr 7); N=21 (Gr 8)

School and District CELDT performance



Academic Performance Index



Source: Dataquest

Notes: Base API, N=838 (2010), 823 (2011), 857 (2012)

# EL Program Data

## CELDT Level by Time in US Schools

School		Davidson Middle						
		14-15 CELDT Overall Test						
Years in US Schools		1	2	3	4	5 (blank)	Sub Total	
-1						2	2	
0		21	1	1		5	28	
1		12	6	1			19	
2		5	3	2	1		11	
3		1	1	1	2		5	
4		1		4			5	
5			2				2	
6		6	3	20	26	4	60	
7		1	4	20	23	8	56	
8			2	16	15	4	38	
9				4	6	1	11	
10			2			2	4	
SubTotal		47	24	69	73	19	241	

## CELDT Domain Average by Time in US Schools

Years in US Schools	L	S	R	W
	Average CELDT Listening	Average CELDT Speaking	Average CELDT Reading	Average CELDT Writing
0	1.30	1.13	1.26	1.22
1	1.47	1.53	1.79	1.53
2	1.91	2.55	2.00	1.91
3	2.80	2.60	2.20	3.00
4	2.60	3.00	2.60	3.00
5	2.00	2.50	2.00	2.00
6	3.49	3.61	3.07	3.31
7	3.75	3.70	3.05	3.36
8	3.62	3.84	3.00	3.49
9	4.09	3.91	2.82	3.55
10	3.25	4.00	3.00	3.25
Average	3.09	3.18	2.67	2.91

## Overall CELDT vs Average Lexile by Grade

Average SRI Lexile by Grade and CELDT Score				
14-15 CELDT Overall Score	6	7	8	Sub Total
1	226	168		204
2	328	295	323	315
3	502	389	536	467
4	683	637	637	659
5	760	716	664	714
(blank)	57		773	415
Sub Total	553	505	563	538

## Analysis of Data

Data	Key Findings
<b>Demographics</b>	<ul style="list-style-type: none"> <li>Davidson's enrollment has increased by about 140 students over the last two years.</li> <li>The percentages of the sub groups remained essentially the same, but there is a trend of a slight decrease in the overall number of ELs.</li> <li>At the same time, the number and percentage of R-FEP students has increased.</li> <li>The number and percentage of socio-economically disadvantaged students has increased for the last five years.</li> </ul>
<b>ELA</b>	<ul style="list-style-type: none"> <li>Standardized Testing Data N/A</li> <li>Teachers are implementing common core aligned instructional units with related assessments. Review of these units and assessments through on-going professional development and PLC work indicate that students are achieving the CCSS at higher levels than the prior year.</li> </ul>
<b>Math</b>	
<b>EL Data</b>	<ul style="list-style-type: none"> <li>The majority of students at 6-8 years in US schools are at CELDT level 3 and 4 and are transferred to Davidson from our feeder elementary schools.</li> <li>The majority of our EL students being reclassified are long-term ELs.</li> <li>Roughly half the ELs who have been in US schools for 6+ years are not CELDT proficient.</li> <li>There are approx. 46 students that are at CELDT levels 3/4/5 that have been in US schools 8 or more years. Of those, roughly half receive Special Education services.</li> <li>Of the four domains of language, reading is the CELDT subtest that is consistently the lowest score. This speaks to the need for academic language development across all core content areas.</li> <li>Out of 244 EL students, 73 receive special education services.</li> <li>Given that more ELs are being reclassified, a higher percentage who remain EL receive special education services. This trend may impact the decreases in AMAO performance over the last three years.</li> </ul>
<b>Climate/Culture</b>	<ul style="list-style-type: none"> <li>Due to transition to Infinite Campus SIS, data from last year regarding discipline not available at the time of the development of this document.</li> </ul>



# 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)

### 2013-2015 STRATEGIC PRIORITIES

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

### 2013-2015 CCSS INSTRUCTIONAL FOCUS POINTS

- Thematic units will have a literacy foundation, including reading, comprehension, and writing.
- Full implementation of math objectives:
  - K-5 EDM-CCSS
  - K-12 Implementation of Math Practice Standards
- Gain a deeper understanding of new ELD standards and continue to provide specific ELD instruction, with emphasis on speaking and listening
- Maximize bell-to-bell instructional time

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

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

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

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

# District Initiatives

## LOCAL EDUCATIONAL AGENCY PLAN

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

### Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2015-16.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students are taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

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

## PROFESSIONAL DEVELOPMENT PROVIDERS

**Pivot Learning Partners:** Ms. Anya Hurwitz, Project Lead, works with district staff shall design, plan and/or facilitate CCSS workshops, trainings, and/or professional development sessions for district and school instructional leaders and teachers, including the customization of training, tools and other materials.

**National Equity Project, Colm Davis, Senior Coach and Heidi Gill and Stephen Chang, Senior Associates, support sites using the** Partnerships for Learning model, which seeks to build the capacity of teachers to balance the demands of teaching the California Standards along with the instructional needs of students who are well below grade level.

At the District Level, PFL coaches from the National Equity Project support district leaders to create systems, structures, teams and resources that support teacher inquiry and use of formative assessment to inform instructional practice.

**6-12 Mathematics:** Dr. Halcyon Foster, San Francisco State University and Dr. Julie McNamara, of the TeachingWorks network, connected to the University of Michigan, will facilitate three full day and four half day sessions for math teachers, grades 6-12 plus 4 additional days to support high school math department collaboration and classroom-based coaching. One day will be included to work with administrators to support site implementation of the Common Core math standards.

**Secondary (6<sup>th</sup>-12<sup>th</sup>) Literacy Across the Content Areas:** Ms. Phyllis Goldsmith, Co-Director of Teacher Development and Academic Literacy Specialist for the University of California, Berkeley's History-Social Science Project. This professional development will increase understanding of demands of CCSS, introduce discipline-specific literacy strategies, plan for work with departmental teams, plan for Common Core-aligned curriculum, using literacy strategies, and use exploration of student work to drive planning and instruction

**K-5 Mathematics-EveryDay Math:** Denise Porter, Center for Elementary Math and Science Education University of Chicago, using a trainer of trainers model, will focus on how to design, implement, and refine ways to promote and support high-quality mathematics classroom teaching and learning that aligns with district vision for mathematics and the CCSS-Math; how to support for the teachers who were trained this summer in the train the trainers model and support teacher leaders co-facilitate of the August 19th PD day and the monthly District-wide grade level meetings; and how to effectively implement strategies for Everyday Mathematics with an emphasis on the CCSS-M and Standards for Mathematical Practice along with components, management tips, manipulative use, classroom organization, routines, games, assessment, differentiation, pedagogy, and math content.

**K-12 Transitioning to the Common Core for English Language Learners:** Dr. Laurie Olsen is the Director of the Sobrato Early Academic Literacy and statewide consultant with school districts in California on English Learner education. She will provide training and consultation on how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners and support the design of Seal of Biliteracy pathways district-wide.

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

## Planned Improvements in Student Performance in ELA/Math

<b>District Goal</b>	Support College & Career Readiness for all students while transitioning to Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, Mathematics and Technical Subjects
<b>School Goal</b>	<p>All teachers will</p> <ul style="list-style-type: none"> <li>• Know, understand, and recognize the instructional implications for the six shifts in English Language Arts &amp; Literacy, Mathematics and the eight Standards for Mathematical Practice (SMPs)</li> <li>• Implement the 2010 Common Core State Standards and implement a full year's worth of Common Core aligned meaningful units of instruction</li> <li>• Understand the PreK-12 progression of standards and their relationship to the college and career readiness anchor standards</li> <li>• Understand the PreK-12 progression of standards and their relationship to the college and career readiness anchor standard.</li> <li>• Implement engagement strategies and academic discourse frames developed during professional development</li> <li>• The Davidson English Language Arts department has selected the following focus areas and goals: <ul style="list-style-type: none"> <li>○ Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li> <li>○ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</li> <li>○ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</li> <li>○ Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>○ Conduct short as well as more sustained research based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>○ Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information to avoid plagiarism.</li> <li>○ Draw evidence from literary or informational texts to support analysis, reflection and research.</li> <li>○ Write routinely over extended time frames and short time frames for a range of tasks, purposes and audiences.</li> <li>○ Student achievement towards mastery of these goals will be measured by comparing a baseline of proficiency from entry level assessments administered in August/September 2013 to subsequent writing assessments, using common district approved and CCSS aligned rubrics. Data from common entry level assessment will be used to guide classroom instruction.</li> </ul> </li> <li>• The Davidson history department selected the following focus areas and goals: <ul style="list-style-type: none"> <li>○ Cite specific textual evidence to support analysis of primary and secondary sources, as evidenced by short and essays</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions, as evidenced by short answers, oral presentations, discussions in class</li> <li>○ Analyze the relationship between a primary and secondary source on the same topics as evidenced by short answers and essays</li> </ul> <ul style="list-style-type: none"> <li>· The Davidson science department has selected the following focus areas and goals: <ul style="list-style-type: none"> <li>○ Students will improve their writing skills by responding to CCSS aligned content area prompts for summaries and short answers. Instruction will incorporate a list of transition words and other resources acquired from the ELA department so as to hold students accountable to the CCSS literacy standards in science. Teachers determined a “baseline” of writing proficiency for each student and will measure progress toward achievement of the goal throughout the 2014-15 school year</li> </ul> </li> <li>· The Davidson electives department has selected the following focus areas and goals: <ul style="list-style-type: none"> <li>○ Students will learn to process, analyze, and respond to informative, instructional, and explanatory texts from content specific areas, so as to infuse the Common Core standards for literacy in technical subjects into all elective classes in a variety of ways</li> </ul> </li> </ul>		
<b>Rationale &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>▪ The six shifts indicate curricular materials and instructional practices required to achieve full implementation of CCSS.</li> <li>▪ Teacher understanding of the shifts will be evidenced by classroom observations, student work, analysis of diagnostic, formative, and summative assessment data, and/or collaboration feedback.</li> <li>▪ The SMPs describe important mathematical proficiencies that students at all levels should develop.</li> <li>▪ Teacher understanding of the shifts and SMPs will be evinced by classroom observations, student work, analysis of diagnostic, formative, and summative assessment data, and/or collaboration feedback.</li> <li>▪ Building the capacity of students’ academic discourse ability will prepare them to be successful learners in high school and college.</li> </ul>		
<b>Strategy</b>	Articulation and Collaboration		
<b>Action/Date</b> What specific actions will lead to the implementation of the strategy and achievement of the goal?	<b>Person(s) Responsible</b>	<b>Task/Date</b> What small steps are needed to complete an action? Each action step may have multiple tasks.	<b>Cost &amp; Funding</b> Itemize costs for each funding source.
Professional Learning Communities · Grade Level PLCs · Vertical & horizontal articulation	Teachers Principal BridgeWorks Group	<ul style="list-style-type: none"> <li>· Build CCSS-aligned thematic units driven by essential questions that lead to Project/Performance-Based Assessments</li> <li>· Develop multi-year plans within and across content areas</li> <li>· Identify and develop cross-content rubrics in Argument, Information, and Narrative forms of writing</li> <li>· Identify key elements of teaching and on-demand writing prompts across the content areas</li> <li>· Co-create teaching and on-demand writing prompts across content areas,</li> </ul>	MCF Grant \$75,000

		measured by a common school wide writing rubric <ul style="list-style-type: none"> <li>· Share math best practices</li> <li>· Examine student work</li> <li>· Analyze assessment data</li> <li>· Refine instructional strategies based on learning outcomes</li> <li>· Develop pacing guides aligned with the CC</li> </ul>	
Site Professional Development <ul style="list-style-type: none"> <li>· Aligned with district priorities</li> </ul>	Principal Teachers BridgeWorks UCB HSS Project Literacy Leadership Team (LLT)	<ul style="list-style-type: none"> <li>· Literacy across content areas             <ul style="list-style-type: none"> <li>· Development and refinement of CCSS aligned meaningful units of instruction</li> <li>· Identification and development of student engagement strategies</li> <li>· Strategies and structures for the development of academic discourse in classrooms.</li> </ul> </li> <li>· Staff evaluation of effectiveness</li> </ul>	MCF (see above)
Instructional Leadership Team <ul style="list-style-type: none"> <li>· Redesigned for CCSS</li> </ul>	Principal Ass't Principals	<ul style="list-style-type: none"> <li>· Analyze cross-content area expectations, assessments, assignments, and opportunities for growth</li> <li>· Observe instruction across content areas</li> <li>· Develop CCSS communication plan for school community</li> </ul>	
Develop School wide Writing Assessment System	Principal Teachers BridgeWorks UCB HSS Project LLT	<ul style="list-style-type: none"> <li>· PLCs formally examine student writing at least three times during the school year</li> <li>· Writing-related site PD – provide subs for PLC collaboration release days</li> <li>· Use genre and content specific prompts and rubrics to examine student writing</li> <li>· Develop, pace, administer, collect, examine, and calibrate scoring processes</li> </ul>	3010 - \$ 19,200
Secondary 6-12 District Literacy Leaders	LLT Teachers Principal	<ul style="list-style-type: none"> <li>· Literacy across content areas</li> <li>· Develop teacher leadership and collaborative practices</li> <li>· Plan site level PD</li> <li>· Assist content area PLC's in developing rubrics and other tools for writing across content areas</li> </ul>	
Classroom Observation	Principal	<ul style="list-style-type: none"> <li>· Site leadership conduct regular, brief, informal observations (walk-throughs) of instruction across content area classrooms</li> </ul>	
<b>Date Approved by School Site Council:</b>		<b>February 3, 2015</b>	

# Planned Improvements in Student Performance in ELD

<b>District Goal</b>	Transition to the new English Language Development Standards with a focus on Speaking and Listening.		
<b>School Goal</b>	<ul style="list-style-type: none"> <li>· ELD Teachers will implement the adopted English 3D curriculum in ELD 3-5 courses.</li> <li>· Teachers will understand Instructional implications for the seven key shifts in English Language Development</li> <li>· Teachers will build integrated ELD practices into all content areas.</li> </ul>		
<b>Rationale &amp; Evaluation</b>	<p>The seven shifts indicate curricular materials and instructional practices required to achieve full implementation of CCSS.</p> <p>Teacher understanding of the shifts will be evidenced by classroom observations, student work, analysis of diagnostic, formative, and summative assessment data, and/or collaboration feedback.</p>		
<b>Strategy</b>	Articulation and Collaboration		
<b>Action/Date</b> <small>What specific actions will lead to the implementation of the strategy and achievement of the goal?</small>	<b>Person(s) Responsible</b>	<b>Task/Date</b> <small>What small steps are needed to complete an action? Each action step may have multiple tasks.</small>	<b>Cost &amp; Funding</b> <small>Itemize costs for each funding source.</small>
Professional Learning Communities <ul style="list-style-type: none"> <li>· Grade Level PLCs</li> <li>· Vertical &amp; horizontal articulation</li> </ul>	Teachers Principal	<ul style="list-style-type: none"> <li>· Integrate ELD standards into CCSS thematic units in all content areas</li> <li>· Integrate school wide academic vocabulary into all content area instruction</li> <li>· Implement signature instructional strategies across content area classes</li> </ul>	
Site Professional Development <ul style="list-style-type: none"> <li>· Aligned with district priorities</li> </ul>	Principal Teachers	<ul style="list-style-type: none"> <li>· Co-facilitated by EL teacher leaders</li> <li>· Build understanding of new ELD standards</li> <li>· Graphic Organizers across content areas</li> <li>· Develop CCSS aligned tools for teaching EL students across content areas</li> </ul>	
Instructional Leadership Team <ul style="list-style-type: none"> <li>· Redesigned for CCSS</li> </ul>	Principal	<ul style="list-style-type: none"> <li>· Evaluate effectiveness of ELD instruction</li> <li>· Review CELDT data</li> <li>· Coordinate with Language Appraisal Team to monitor reclassified students and develop system</li> <li>· Develop master schedule</li> </ul>	
Elementary & Secondary K-12 District ELD Teacher Leaders	ELD Teacher Leaders	<ul style="list-style-type: none"> <li>· Attend district ELD PD and bring knowledge back to site (ILT, PLC, site PD)</li> <li>· Develop leadership skills and collaborative practices</li> </ul>	
Additional Language Enrichment Acquisition section for Newcomers	Admin and Teacher	<ul style="list-style-type: none"> <li>· Provide Newcomers with a media arts elective that develops vocabulary and English language</li> </ul>	Title I \$10,000
Community Liaison	Admin and Office staff	<ul style="list-style-type: none"> <li>· Interfaces with Spanish speaking community</li> <li>· Serves as interpreter at IEP's and other parent meetings and conferences.</li> <li>· Assists Spanish speaking families to fill out forms and applications, register for IC Parent Portal</li> </ul>	Title I \$22,500

Counseling Services	Academic Counselor	· Bay Area Community Resources to provide counseling to roughly %60 low socioeconomic students	Title I \$15,000
Classroom Materials and Supplies	ELD Teachers and Office Staff	· Supplemental reading materials such as Scholastic News for use in the ELD and Strategic classes	\$6,000
Parent Outreach	Academic Counselor and Office Staff	· ELAC Parent University – 4 sessions designed to support parents’ understanding of what they need to do to support a college bound student · Translation - written and spoken	Title I \$3,000
Staff serve as “Academic Coaches” to low achieving students, providing mentoring, tutoring, parent communication, and general guidance	Teachers/ Other Staff	· Academic coaches meet with their assigned student weekly and conference with parents regularly, providing coaching, mentoring, tutoring, and general guidance so as to accelerate student achievement	Title I \$ 10,000
<b>Date Approved by School Site Council:</b>		February 3, 2015	



# Planned Improvements in Student Performance: School Culture

<b>District Goal</b>	Ensure a safe and positive learning environment for every student, increase family engagement, and form one school community in the interest of challenging and supporting every student for future success in college, career, and community.		
<b>School Goal</b> <small>Goal should be precise, measurable and focused on identified student learning needs.</small>	To create and maintain a climate and culture where all members of the Davidson Middle School community will feel respected, cared for, supported, and welcomed through continued implementation of restorative practices and other strategies that fall in the realm of Climate and Culture.		
<b>Rationale &amp; Evaluation</b> <small>· What data did you use to form this goal? · What were the findings from the analysis of this data? · How will the school evaluate the progress of this goal?</small>	Since a total redesign implemented in 2009-2010, Davidson's API has risen 85 points and its suspension rate has plummeted 85 percent. Data collected via feedback from participants of No Bully solution teams, restorative circles, suspension diversion panels, Beyond Differences No One Eats Alone events, and Where Everyone Belongs transition activities, demonstrate that these strategies, when layered onto a school wide academic redesign, have accelerated student achievement through a drastic reduction in incidences of behavioral interruption of the educational process.		
<b>Strategy</b> <small>Methods/practices that will be used to reach the goal</small>	Continued implementation of existing programs and processes that ensure a safe and positive climate and culture based on the creation and maintenance of good relationships; as well as reparation when relationship breaks down.		
<b>Action/Date</b> <small>What specific actions will lead to the implementation of the strategy and achievement of the goal?</small>	<b>Person(s) Responsible</b>	<b>Task/Date</b> <small>What small steps are needed to complete an action? Each action step may have multiple tasks.</small>	<b>Cost &amp; Funding</b> <small>Itemize costs for each funding source.</small>
Provide funding for Climate and Culture Coordinator extra teacher hourly.	Principal/ Climate and Culture Coordinator	Provide a facilitator to coordinate restorative practices program: No Bully solution teams, suspension diversion panels, and restorative circles	\$ 23,500
Implement No Bully solution teams to mitigate reported incidents of bullying	Climate/ Culture Coordinator	Ongoing throughout 2014-15	See above
Implement Restorative circles to resolve conflicts	Climate/ Culture Coordinator	Ongoing throughout 2014-15	See above
Implement Suspension diversion (Peer Court) process will be implemented as appropriate for violations of Ed. Code so as to restore relationship and avoid out-of-school suspension whenever possible	Climate/ Culture Coordinator	Ongoing throughout 2014-15	See above
Implement Where Everyone Belongs (WEB) 5 <sup>th</sup> to 6 <sup>th</sup> grade transition program will be coordinated	WEB Coordinators (Classroom Teachers)	Ongoing throughout 2014-15	\$1,500.00 Teacher Stipend



Offer Beyond Differences “No One Eats Alone” club, events, and activities so as to eliminate social isolation	Beyond Differences Coordinator (School Counselor)	Ongoing throughout 2014-15	
Contract with the Sunny Hills program to implement a program for students at risk of gang involvement	Sunny Hills personnel	Ongoing throughout 2013-14	3010 - \$ 5,520
Fund .5 Bilingual Community Engagement Coordinator position	Community Engagement Coordinator	August 2014 through June 2015	3010 - \$ 17,493
Offer a Parent University to Hispanic/Latino parents	Principal Community Liaison Academic Counselor	February – April 2015	3010 - \$ 4,000 0290 - \$ 14,000 3010 - \$1,000
Provide daily social-emotional counseling support to students and families	BACR MFC/ BACR Intern/ CIP Intern	September 2014 – June 2015	7091 - \$ 15,000
Maintain a robust Student Council/Government program so as to promote school pride and a sense of community.	Student Gov’t and Activities Coordinator/ All Staff	Ongoing throughout 2014-15	Lottery – \$4,000.00 Teacher Stipend
Support Student Council in organizing an annual Unity Week and Unity Day so as to foster a community spirit where all students on campus feel included.	Student Gov’t Coordinator/ All Staff	October 2014	See above
Continue the move towards the Community School model so as to provide ensure the provision of resources and supports to all students in achieving success in college, career, and community.	Principal/ Davidson Collaborative Coordinator/ Faculty Liaisons to Community Schools Initiative	Ongoing throughout 2014-15	None
Implement a Positive Behavior Intervention Support (PBIS) program so as to promote a safe and positive learning environment for all	PBIS Team/All Staff	Ongoing throughout 2014-15	None

So as to promote a culture of overall health and fitness, the Davidson Physical Education Department holds as its goal to support students in the development of the skills, knowledge, and attitudes that lead to physically active lifestyles and positive health behaviors	Physical Education Teachers	Ongoing throughout 2014-15	None
So as to improve student climate and culture during lunch periods, the Davidson Physical Education Department offers an Intramural Sports Program through the P.E. classes at the sixth and the seventh/eighth grade lunches	Physical Education Teachers	Ongoing throughout 2014-15	Lottery – \$5,000.00 Teacher Stipends
<b>Date Approved by School Site Council:</b>		February 3, 2015	

## Categorical Budget Analysis

<b>Date</b>	<b>Resource 3010 Title I</b>	<b>Resource 4201 Title III Immigrant</b>	<b>Resource 4203 Title III LEP</b>
07/01/14 Includes carryover	\$93,521	\$3,522	\$47,301

### **Resource 3010 – Title I**

- Total Budget \$93,521
- Remaining Budget - \$64,111.25
- Academic Coaches \$10,000
- Community Liaison \$20,500
- Classroom Materials and Supplies \$6,000
- Parent Outreach \$3,000
- Sunny Hills Services Intervention \$5,520
- BACR Counseling Services \$15,000

### **Resource 4201 – Title III (Immigrant Education)**

- Total Budget \$3,533
- Translations

### **Resource 4203 – Title III (Limited English)**

- Total Budget \$47,301
- Remaining Budget \$39,423.53
- CELDT Section Feb-June \$16,000
- Clerical Salary Hourly \$2,500
- Scholastic Magazine \$2,645
- Classroom Supplies \$300
- Headsets \$280

# 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 *No Child Left Behind*

### 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 *No Child Left Behind* compliant

### Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

## **EIA-EL Centralized Services**

### Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective EL (English Learner) programs
- Coordinate administration of California English Language Development Test

### Planning/Evaluation

- Provide clerical support for compliance and quality of program
- Revise 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 review programs and facilitate personnel assignment

### Implementation

- Coordinate the delivery of support services for Second Language Learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor equal access to content standards for English learners

### Staff Development

- Coordinate staff development days
- Provide PD regarding ELD standards and other requirements
- 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)

## **Appendices**

- Site Parent Involvement Policy
- Home-School Compact

# **Davidson Middle School Policy for Parent Involvement\* in the Education of Their Children**

Davidson Middle School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Davidson believes that the education of its students is the a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Parental involvement, as described in this policy, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

\* = Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

## **Parental Involvement – General Information**

- An annual meeting, which all parents are encouraged to attend, shall be held in October at a time and date which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the

progress of children in the core academic program. In addition, parents will receive specific information about the Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.

- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

## Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.

The **compact** shall:

- Be signed by all parties – parent, student, teacher(s), and principal – and a copy give to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

## Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement the **school** shall:

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
  - State Content Standards and achievement goals all students are expected to meet.
  - The requirements of Title I
  - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
  - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
  - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.
2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:



- Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
- Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
- Become knowledgeable about parent rights as specific in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A.

3. To further the goal of effective parent involvement, **school staff** will:

- Examine and adopt model parent involvement program
- Work with and support a parent group ( such as PTA) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
- Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and Title I Advisory Committee.
- Provide other support and services as required by parents.

### Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

**Davidson Middle School  
Home/School Compact  
Pacto Entre la Escuela y el Hogar**

**Staff Pledge** *Compromiso del personal*

**I agree to carry out the following responsibilities to the best of my ability:**

*Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:*

- **Provide high-quality curriculum and instruction that is standards-based**  
*Proveer un plan de alta calidad e instrucciones fundidas por las normas del nivel de grado*
- **Provide a supportive and effective learning environment**  
*Proveer un ambiente de apoyo y de aprendizaje efectivo*
- **Provide differentiated instruction that meets the needs of all students**  
*Proveer instrucción diferenciar para alcanzar las necesidades de todos los estudiantes*
- **Maintain high expectations for student achievement and quality of student work**  
*Mantener expectativas altas para lograr trabajo de calidad de los estudiantes*
- **Respect and care for the well being of students, parents and staff**  
*Respetar y tener de importancia el bien estar de los estudiantes, los padres, y el personal*
- **Maintain open and ongoing communication with families about student progress**  
*Mantener comunicación con las familias de como estén avanzando los estudiantes*

\_\_\_\_\_  
Teacher's signature, *firma del maestro*

**Student Pledge** *Compromiso del alumno*

**I agree to carry out the following responsibilities to the best of my ability:**

*Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:*

- **Come to school on time, ready to learn and work hard**  
*Venir a la escuela a tiempo, listo para aprender y trabajar duro*
- **Take responsibility for my own behavior by knowing and following school and class rules**  
*Tomar responsabilidad por mi propia conducta, conociendo y siguiendo las reglas de la escuela y de la clase*
- **Return completed homework on time**  
*Regresar completada mi tarea y a tiempo*
- **Spend time reading and studying at home**  
*Usar tiempo en la casa para leer y estudiar*
- **Care about and respect the school, the staff, and my peers**  
*Tener de importancia y respetar la escuela, el personal y mis compañeros*

\_\_\_\_\_  
Student's Signature *Firma del estudiante*

**Parent's Pledge** *Compromiso de los padres*

**I agree to carry out the following responsibilities to the best of my ability:**

*Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:*

- **Ensure that my child attends school regularly, arrives on time, appropriately dressed**  
*Asegurar que mi hijo asista regularmente la escuela, llegue a tiempo y vestido apropiado*
- **Ensure that my child gets an adequate night's sleep and a healthy diet**  
*Asegurar que mi hijo este durmiendo suficientes horas y mantiene una dieta saludable*
- **Provide a quiet time, place and materials needed for my child to study**  
*Proveer un tiempo quieto, un lugar y materias necesarias para que mi hijo pueda estudiar*
- **Spend time listening to and/or reading with my child each day**  
*Mantener un tiempo leyendo y escuchando a mi hijo leer todos los días*
- **Encourage and assist my child to complete his/her homework**  
*Apoyar e ayudar a mi hijo completar sus tareas*
- **Encourage and assist my child to meet or exceed grade level standards**  
*Apoyar e ayudar a mi hijo cumplir o exceder las normas del nivel de grado*
- **Maintain open communication with my child's teacher including attending parent-teacher conferences and Back to School Night**  
*Mantener comunicación con el maestro de mi hijo incluyendo asistir las conferencias y la noche del regreso a la escuela*

\_\_\_\_\_  
Parent's signature *Firma de los padres*