

Single Plan for Student Achievement (SPSA) Template

SPSA Year 2017–18
 2018–19
 2019–20

[Data Analysis Tool](#): Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): This data is certified

[Ed-Data](#): This data is certified

[DataQuest](#): This data is certified

School Name

Davidson Middle School

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2017-2018 Single Plan for Student Achievement

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THE STORY

Briefly describe the students and community and how the school serves them.

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

James B. Davidson Middle School (Davidson) is located in San Rafael, California along the US 101 Freeway 20 miles north of San Francisco on the bay side of Marin County. Its roughly 1,210 students attend school on a campus of 13 acres. The school was built in the 1950's with the latest addition occurring in 2005. New renovations and additions are planned to begin in 2018 as part of the latest bond measure.

Davidson is comprised of approximately 1,200 6th, 7th, and 8th grade students. The school population is 63.4% Latino, 30.7% White, 3.5% Asian, 1.3% African-American, and the remaining 1.1% represents more than ten different ethnicities and home languages. English learners (EL) comprise 33.7% of our student population, and 62.3% receive free or reduced price lunch. This percentage has increased every year for the past four years. 11.5% of Davidson's students receive Special Education services. Davidson's significant student groups are:

- Hispanic or Latino 63.4%
- English learners 33.7%
- Socioeconomically disadvantaged (SED) 62.3%
- White 30.7%
- Students with disabilities 11.5%

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 5.8% chronic absence rate in 15-16.

The faculty is comprised of 62 teachers of the following content areas:

- English Language Arts and English Language Development
- Mathematics
- History/Social Studies
- Science
- Physical Education
- Special Education

- Electives

Description of School Programs

Davidson Middle School provides an appropriate, rigorous program of classes for every student. This is accomplished by using student and family needs 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 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 2017-18 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 access to enrichment and targeted intervention to all students. One change that reflects this dedication is the introduction of an A/B elective/intervention schedule so that students get both access to an elective and an extended ELA or Math support class. This A/B schedule has also allowed for a 6th grade Skills Wheel with rotating quarter course in Team Building, Digital Literacy, Brainology, and AVID Strategies.

To meet our students' visual and performing art needs, the school offers a comprehensive program of elective classes and after school opportunities, including Beginning, Intermediate, and Advanced Band, Marching Band, Beginning and Advanced Orchestra, Steel Pans, Chorus, Woodshop/Industrial Technology, Making, Rocketry, Computer Science, Spanish, 2D and 3D 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 7th grade; the Math 7 > Math 8 pathway, and the Math 7/8 > Math 8/Algebra pathway. Both pathways prepare students to be A-G eligible.

The English Language Arts program offers a rigorous, common core aligned program built around meaningful units of instruction that have been designed, developed, taught, and revised annually. Students are asked to write everyday through multiple genres and note taking strategies such as Cornell Notes. Students are given experiences with Socratic seminar, mock trial, and work with the Marin Theater Company to bring novels to life. Students that are struggling in ELA and have not met criteria are provided with targeted intervention in addition to their regular English class until they have met the criteria through Strategic English.

Davidson has a robust English Language Development program for CELDT levels 1 - 5. This is a flexible program and students are assessed after each CELDT administration and throughout the year for the correct placement. Teachers use the ELD standards to drive their curriculum and the Inside and English 3D programs are used. The Lexia and Reading Plus programs are also used to address skill gaps in fluency and comprehension.

The Social Studies department offers common core aligned units of instruction for all three grade levels that have been designed, taught, and revised annually. Primary source documents and other supplemental materials are used and there is the beginning of alignment between both the social studies and ELA themes and essential questions. In sixth grade, Social Studies is taught in a two period cored class. In seventh grade students take Social Studies 7 and in 8th grade they take U.S. History.

Davidson offers opportunities for students to participate in extracurricular activities. There are clubs such as the Maker Club, Beyond Differences, the California Junior Scholarship Federation, and the Pokemon Club. There are intramural sports such as cross country, flag football, volleyball,

basketball, and wrestling. Students can also participate in Mathletes, the jazz and marching bands, color guard and after school enrichment provided by the Heads Up Foundation and through the LEAP and Boys and Girls Club programs.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

Student Achievement - DMS continues to develop better core curriculum units in all subject areas. We are working toward having better data to drive professional development and instruction. Our master schedule was developed to achieve three key goals - increased access to enrichment, targeted intervention, and a 6th grade skills wheel.

- Lexia/Reading Plus
- Renaissance Learning Diagnostic Assessment
- ALEKS Online Math Intervention
- Extended Math and ELA
- ELD Approach
- AVID/CASS Partnership

Professional Development - AVID strategies continues to be a focus for us school wide and is a part of our ongoing professional development. We are using “in-house” expertise and a teacher led model in close partnership with our instructional coach to provide professional development throughout the school year. Instructional coaching will be increased this year through supporting and onboarding our new staff and the expectation that all teachers will work with an instructional coach in some capacity.

- AVID Institute and ongoing site based PD
- PLC Release Days
- ELA Pilot Trainings
- Site-based, teacher-led PD
- Instructional Coaching

Climate and Culture - Capturing Kids' Hearts continues to have a positive effect on our school climate. Teachers are greeting students at the door, building social contracts in the classroom, and putting the student/teacher relationship at the forefront. We continue to set clear expectations, gather behavioral data, and give out many positive rewards through the Positive Behavior Intervention and Support program. The increased access to electives for all students is a major move in the right direction and our partnership with Youth in Arts is a great example of a community schools model.

- Capturing Kids' Hearts
- PBIS
- YIA Partnership

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

DMS saw increases in ELA in “All Students”(+12.1), “English Learners”(+8.8), “SED”(+7.8), “Students with Disabilities”(+15.8), “Asian”(+39.8), “Hispanic”(+10.7), and “White”(+19.2). DMS saw increase in Math in “All Students”(+2.4), “Students with Disabilities”(+6.4), “Asian”(+26.9), and “White”(+14.7).

We believe that this progress is a result of our continued efforts to improve the school culture and climate, implement AVID strategies schoolwide, hone our intervention strategies, and develop meaningful CCSS aligned units of instruction in all subject areas.

In 2017-18, we have implemented a new A/B intervention schedule so that students who score a 1 on the SBAC and had a grade D or F in ELA or Math get an Extended ELA or Math course, as well as a New Media Elective. This is a result of much work over all of last school year to develop a plan. We are working with an MCOE math consultant to help us develop our Extended Math intervention. We are using Lexia and Reading Plus for the ELA intervention and targeting our intervention to fluency, vocabulary, and comprehension. Great progress has been made in the area of school culture and climate through our work with PBIS and Capturing Kids’ Hearts.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

There continues to be an achievement gap between the “English Learners,” “Socioeconomically Disadvantaged,” and “Hispanic” student groups and their native English peers in both ELA and Math. We are not progressing as rapidly and aggressively as we need to for these students. We have significant number of students at the “Near Standard” level. We need to move these students forward.

GREATEST NEEDS

Overall, Math is an area of focus this year. Math is a relative low point and according to the CA School Dashboard we are maintaining with a gain of 2.4 points. The student groups of EL’s and SES have declined by 10.7 and 4.7 points respectively. the ongoing PD for Math with Eileen Smith and our instructional coaching should help us make progress.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Although we saw increases for “English Learners,” “Socioeconomically Disadvantaged,” and “Hispanic” student groups, they are still in the “low” or “very low” status per the CA School Dashboard in both ELA and Math.

“English Learners,” “Socioeconomically Disadvantaged,” and “Hispanic” student groups were all two performance levels below in Math compared to “All Students” - declining an average of 5.1%.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated		142,025.00	50,000.00	130,266.00	34,568.75	8,449.00
Budgeted*						
Spent YTD		30,617.00		7,138.00		2,189.04
Encumbered		16,039.00	44,762.00	13,919.00		
Available		95,367.00	5,237.00	108,445.64		6,259.96
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX		18,596.00	0.00	Cert. Hrly, Sub non-ill,		
2XXX		22,640.00	0.00	Class Hrly, IA extra duty, overtime		
3XXX		5,002.00	0.00	Driven costs		
4XXX-5XXX		95,787.00	50,000.00	Materials/supplies, Tech, Travel and Conf.		

STAKEHOLDER ENGAGEMENT

SPSA Year

- 2017–18
- 2018–19
- 2019–20

Involvement Process for SPSA and Annual Update

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

This SPSA was developed through School Site Council Meetings, discussions at the ELAC, Principal's Coffee Chats, Instructional Leadership Team meetings, and Administrative meetings during the 2016-17 school year and in August/September of the 2017-18 school year.

Impact on SPSA and Annual Update

How did these consultations impact the SPSA for the upcoming year?

All input is considered from each stakeholder group when making plans for any school year. We seek ideas and buy-in from staff to ensure that there is successful implementation of any program, policy, strategy, etc. Our new master schedule with increased access to enrichment, targeted intervention, and the 6th grade Skills Wheel is a great example of a whole community providing input about students' needs and working toward a solution that moves the organization forward.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Goal 1	College and Career Readiness: Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.

Identified Need

As demonstrated by analysis of SBAC, CELDT, and diagnostic test results, there are pronounced performance gaps affecting students with low socioeconomic status and low English language mastery. The need is to close the gap while raising the achievement level for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELs	ELA 72.3 < Lvl3 Math 115.6 <Lvl3			
SBAC Low SES	ELA 56.2 < Lvl3 Math 97.4 <Lvl3			
CELDT	Lvl 1 - 16.4% Lvl 2 - 12.4% Lvl 3 - 26.5% Lvl 4 - 29.0% Lvl 5 - 10.3%			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
All students will make progress, with students in the EL, SES, Students with Disabilities subgroups making more rapid progress.	

Goal 1, Action 1

Multi-Tiered System of Supports Description: Tier II-III Intensive Academic Intervention

- All School
- Students with Disabilities
- ✓ [Specific Student Group(s)] -- (List here): Students with SBAC Level 1 and D/F in MATH and/or ELA
-
- English Learners
- Foster Youth
- Low Income
- ✓ [Specific Grade span(s)] -- (List here): 7th and 8th grade students

Actions/Services

PLANNED

Extended ELA and Math Classes - Students with SBAC 1 and D/F in English and/or Math in 2016-17 will take these courses on an A/B schedule.

The following intervention programs, among other supplemental materials, will be used in the above courses:

Lexia and Reading Plus (ELA)

ALEKS and Renaissance Star Math (Math)

Read 180 Adoption (updated version) - continued use of this ELA program in our English XA classes

After School Homework Club - AP referred students to join CASS homework club. Certificated hourly to staff.

Intervention Committee (SST) - Establish a new intensive intervention monitoring process and committee.

ACTUAL

Fall 2017 - A/B classes are running and students have been identified. We are working together with the Math and ELA departments to hone in on the approach for these courses. Waiting on arrival of new R180 materials and training of SpEd staff. Homework Club up and running. New Intervention Committee established, and intervention identification process implemented.

Expenditures

<p>Academic Coaching - Provide case by case meaningful adult mentoring for students.</p>	
<p>BUDGETED AMOUNT / SOURCE</p> <p>Lexia/RP - Currently under two year contract, no 17-18 funds used.</p> <p>ALEKS/\$5,760 (Title 1 SES)</p> <p>Renaissance Star Math/\$5,313 (Title I SES)</p> <p>Read 180 Instructional Materials/\$38,432 (Lottery Inst. Material)</p> <p>Certificated Hourly/\$10,000 (Title I 3010)</p> <p>Materials/Supplies/\$11,000 (3010)</p>	<p>ACTUAL EXPENDITURES</p>

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<p><input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>
<p>Will need to identify data points to gather for decision making.</p>	<p>Utilize data to make adjustments or add/discontinue programs.</p>	<p>Utilize data to make adjustments or add/discontinue programs.</p>

Goal 1, Action 2

<p>Multi-Tiered System of Supports Description: Tier III - English Language Development</p>
<p><input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here): Students not yet Reclassified</p>

- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED
ELD Certificated Teacher FTE - Provide a full scope of classes for the ELD students at levels 1-5

Scholastic Magazine subscription for ELD classes

Lexia and Reading Plus - (See Goal 1, Action 1)
Inside ELD Program - Implement the Inside Program for the ELD 3 and 4

ACTUAL
Fall 17 - Certificated teacher in place. Magazines ordered. Lexia and reading plus implemented. Inside training upcoming and program implemented.

Expenditures

BUDGETED / SOURCE
FTE/\$15,945/Title III 4203

Scholastic Magazine/
\$2,189/Title III Imm Ed 4201

Materials/Supplies/\$6,259/4201

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

We will need to analyze the data from the above programs to determine if we are maximizing their use as well as seeing marked student improvement. Our master schedule approach needs to be monitored.

We will continue to need to modify our approach and see if the current master schedule sections for ELD and the programs used are giving the results we need.

Continue to modify.

Goal 1, Action 3

Multi-Tiered System of Supports Description: Tier I - Enhancing the school wide curriculum with enrichment and support

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<p>PLANNED</p> <p>Discovery Education online resource - Teachers use an online resource of videos and images that bring life to units of instruction.</p> <p>Marin Theater Company - Residencies in English 7, Core, and AVID Skills Wheel focused on bringing the text alive and public speaking.</p> <p>6th Grade Skills Wheel - Team Building, Digital Literacy, AVID Strategies, and Brainology.</p> <p>School Wide Binder Expectation - All students are expected to utilize a binder with dividers for each class and the school agenda/handbook.</p> <p>10,000 Degrees College Knowledge Day - Partnership with 10KD that brings informational sessions taught by 1st generation college graduates to all 8th graders.</p>	<p>ACTUAL</p> <p>Fall 17 - Discovery Ed in use, MTC scheduled, Skills wheel implemented in the master schedule, all students with binder. Skills Wheel feedback is positive thus far. Teachers are being supported.</p>
	<p>BUDGETED / SOURCE</p> <p>Discovery Education/\$4,595/Lottery 1100</p> <p>MTC/\$3,745/1100</p> <p>10KD/Grant funded</p>	<p>ESTIMATED ACTUAL</p>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will need to determine how the 6th grade skills wheel, binder expectations, and MTC project have worked and what changes are needed if any.	We will be enhancing the support system around the binders. We may be phasing out the Discovery Ed contract.	TBD

Goal 1, Action 4

Multi-Tiered System of Supports Description: College Access and Student Success/AVID Cohort	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here): Selection process AVID/CASS
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> [Specific Grade span(s)] -- (List here): 7th and 8th Grade

Actions/Services	<p>PLANNED</p> <p>CASS/AVID - Align the AVID elective and the CASS program with the CASS program at the high school level. Provides college knowledge, academic supports, tutoring, enrichment, and family engagement and education to 60 targeted 7th and 8th graders.</p>	<p>ACTUAL</p> <p>Fall 2017 - Project supervisor in place, two sections of AVID (7th and 8th) plus CASS - only students selected and placed, morning advisory in place, Shakespeare field trip completed, tutoring in place.</p>
	<p>BUDGETED / SOURCE</p> <p>\$104,000/Marin Community Foundation/MCOE</p>	<p>ESTIMATED ACTUAL</p>

CASS/AVID - Funded through grant from Marin Community Foundation in partnership with MCOE as fiscal agent and supervision.

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The grant is year to year and will evolve over time with input from MCOE, MCF, and the site Design Team.	Same	Same

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified
- Unchanged

Goal 2

Professional Development: Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

Identified Need

In order to ensure rigorous, CCSS aligned instruction, a collaborative approach, and to retain the highest quality staff - teacher led, differentiated, and meaningful professional development is a must. This, coupled with the ongoing feedback and inquiry cycle provided by instructional coaching to support the PD.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Teachers participating w/IC	60% - All Teachers 94% - 1st/2nd Yr Teachers	90% 100%	100% 100%	100% 100%
% of Teachers having attended AVID Institute	20%	30%	40%	50%
Learning Walks	3	4	5	6

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
100% or teachers participate in coaching Send 4-6 more teachers to the AVID Institute	

<p>Increase both the number and participants in LW's</p> <p>Positive feedback from teachers on the coaching/PD surveys</p>	
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Goal 2, Action 1

Multi-Tiered System of Supports Description: Professional Development for All Teachers and Support Staff

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here): <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):
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<p>Actions/Services</p>	<p>PLANNED</p> <p>AVID Institute - Send a team of teachers and Admin to the summer institute as well as the mid-year mini institute, and MCOE hosted opportunities.</p> <p>Release Days for PLC's - Each teaching PLC will participate in two release days to curriculum plan, develop common assessments, and review and analyze student work and data</p> <p>Site-based, teacher-led PD - Driven by instructional coach and Common Core Implementation Team. Topics will include AVID, Google Classroom, CLEAR paragraph, student engagement, CKH strategies, School Loop, Project Adventure, Pilot ELA, UCBHSSP, and more</p> <p><i>Professional Development provided during full release days, teacher prep period, and after school to support teacher professional growth and schedule</i></p>	<p>ACTUAL</p> <p>Fall 2017 - AVID Site team established and site goals identified, 6 staff attended AVID institute, 3 teachers and IC attending Dublin Mini Institute, Release days being scheduled, PD developed and implemented for 8/21 PD, CCIT developing plans for 10/16 PD and beyond, PD Teacher Survey administered</p>
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Expenditures

<p>Professional Development - AVID, CKHs, MCOE hosted PD, Eileen Smith w/Math Department</p>	
<p>BUDGETED / SOURCE AVID Institute /\$13,000/Title I 3010</p> <p>Release Days/\$18,000/0910</p> <p>Professional Development/0910</p> <p>Professional Development/\$15,000/3010</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 2, Action 2

<p>Multi-Tiered System of Supports Description: Tier I-III Instructional Supports</p>	
<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):English Learners and Students struggling academically</u> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services

PLANNED

1.5 FTE Instructional Coaching - Supporting teachers in instructional strategies, classroom management, developing curriculum, collaboration, technology integration, one-on-one and cohort lesson planning and inquiry cycles, Learning walks, Co-teaching and Modeling, IC observations, and debriefs

New Teacher Onboarding and Ongoing Support - Providing PD and coaching designed to set our new teachers up for success by giving them the institutional knowledge and logistical support needed. Examples include: New Teacher PD half day, New Teacher Mini-Professional Development to provide introductions to AVID, Capture Kids Hearts, and School Loop

Ongoing Coaching - Provided a menu of coaching strategies and opportunities for both new and veteran staff aligned with the goals of the school and SRCS

ACTUAL

Fall 2017 - Instructional coaches hired, Coaching Plan in development, new teacher PD and support in place,

Expenditures

BUDGETED / SOURCE

Instructional Coaching /LCAP funded

Materials and Supplies/\$2,000/1100

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
CCIT transition into PD Committee	PD plan aligned with LCAP and SPSA	Coaching plan fully realized and inquiry systems embedded in school culture.

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- New
- Modified
- Unchanged

Goal 3

Student Engagement & School Climate: Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.

Identified Need

According to the 2016 School Climate Report Card, areas of growth for DMS are identified as “High expectations and caring relationships,” “Opportunities for meaningful relationships,” and “School connectedness.”

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	82 suspensions/6% of enrollment	Reduce to 5%	Reduce to 4%	Reduce to 3%
Attendance Rate	Chronic Abs. 4.1%	Chronic Abs. 3.9%	Chronic Abs. 3.6%	Chronic Abs. 3.3%
Positive Rewards Given	PAW Tix 1/17 - 5/17 2,169 PAW Impact Awards 657	PAW Tix 3,000 PAW Impact Awards 700	PAW Tix 3,100 PAW Impact Awards 725	PAW Tix 3,200 PAW Impact Awards 750
CHK Survey School Climate Index (SCI)	2014 - 361	2016 - 366	2018 - 376	2020 - 386
SSC Parent Survey	2016-17 Welcoming environment 63% Somewhat -Very	Welcoming environment 73% Somewhat -Very	Welcoming environment 83% Somewhat -Very Stu. enjoy going..	Welcoming environment 93% Somewhat -Very Stu. enjoy going..

	Stu. enjoy going.. 86% Somewhat - Trem.	Stu. enjoy going.. 90% Somewhat - Trem.	92.5% Somewhat - Trem.	95% Somewhat - Trem.
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Increase in the the numbers of positive rewards Reduction of repeated suspensions Successful Peer Courts increase Increase in welcoming environment on survey	

Goal 3, Action 1

Multi-Tiered System of Supports Description: Tier 1 prevention and monitoring, Tier 2 supports, and Tier 3 intensive supports for a positive school climate.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED	ACTUAL
<p>PBIS Implementation -</p> <ul style="list-style-type: none"> ● Maintaining clear expectations of behavior ● Clear expectations of the progressive discipline process ● Instituting positive rewards systems (PAWS) ● Creating a Tier II/III committee ● DMS Day One <p>Restorative Justice Program - Continue to utilize Peer Court, Peer Support for re-entry, Restorative Circles, and Restorative Conferencing</p> <p>Where Everyone Belongs (WEB) - orientation and onboarding for incoming sixth graders led by 7th and 8th grade leaders.</p> <p>Camp Cougar - Parent resource fair during WEB</p> <p>Challenge Day - Coordinate and implement four 7th grade Challenge Days to break down barriers and build relational capacity.</p>	<p>Fall 2017 - WEB/Camp Cougar and DMS Day One was a success, expectation assemblies completed, PAWS system up and running, 6 Peer Courts completed thus far, Peer Support model in development, Challenge Days are completed (4), Lunchtime clubs have begun, CKHs continues to be a focus for PD and expectations of staff, Safety PPlan updated and staff trained, planning upcoming drills,</p>

<p>Lunchtime Clubs and After School Enrichment - Create opportunities for enrichment and connection for students.</p> <p>Capturing Kids' Hearts - Continue to build relational capacity between all members of the DMS community</p> <p>School Safety Plan and Emergency Preparedness - Working with North Bay Security Group to revise and update safety plan and emergency preparedness.</p> <p>Being Adept - 7th grade tobacco, drug, and alcohol prevention lessons/curriculum.</p>	
<p>BUDGETED / SOURCE</p> <p>Challenge Day/\$3,500 (Lottery 1100) + \$10,000 (Heads Up Funds)/1100/Heads Up</p> <p>\$5,000/Clubs/PTA</p> <p>\$15,000/Heads Up Enrichment/Heads Up</p> <p>\$3,000/Safety/Emergency Preparedness/1100</p> <p>\$3,000/Day One/ASB</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
	Review survey and implement changes	Same

Goal 3, Action 2

Multi-Tiered System of Supports Description: Tier II and III Social-emotional Supports	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here): Referred Students
	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<p>PLANNED</p> <p>Community Institute for Psychotherapy - provide two intern counselors for 1:1 and group counseling as well as implement the Wisdom Warriors curriculum in the group setting</p> <p>Bay Area Community Resources - Provides one intern counselor for 1:1 and group counseling</p> <p>Youth Services Bureau - Partnership with SRPD to provide case management and counseling services.</p> <p>Youth and Family Services - Court ordered counseling for students</p> <p>Autentica - Latina Girls group counseling sessions</p>	<p>ACTUAL</p> <p>Fall 2017 - All MOU's Approved and services have begun, Caseloads established, interns scheduled,</p>
	<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>CIP/0910/\$10,000</p> <p>BACR/0910/\$7,500</p> <p>Autentica/Title I 3010/\$2,500</p>

YSB/YFS - City/County funded

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

- New
- Modified
- Unchanged

2018-19

- New
- Modified
- Unchanged

2019-20

- New
- Modified
- Unchanged

We will continue to monitor the needs of our students and families and maximize both the space needed for counseling services and groups versus 1:1 services.

We will likely add more groups to our offerings in mental health services.

TBD

Goal 3, Action 3

Multi-Tiered System of Supports Description: Tier I-III Parent Engagement	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED	ACTUAL
<p>Parent Engagement Plan:</p> <p>English Learner Advisory Committee (ELAC) - A site based group that serves as the Spanish speaking leadership group, providing parent education, gathering input for school policy and bringing in community based organizations to present.</p> <p>2.0 FTE Community Liaisons - Provide a vital connection between the school and families to facilitate communication, collaboration, education, and support.</p> <p>Parent Teacher Conferences - Twice a year events when parents can interface with their child's teachers to ask questions and hear about student progress.</p> <p>Parent Project - Partnership with SRPD to provide 10 sessions of parenting classes in both Eng and Span.</p> <p>Parent Institute for Quality Education (PIQE) - Community based organization that provides parents with the skills to navigate their child's education, work with the school and prepare their child for the future.</p>	<p>Fall 2017 - First ELAC meeting had over 200 attendees, focus was on School Loop registration, COferences are scheduled for Nov, First Parent Project of the year has begun on T/Th, PIQE will begin in Oct, School Site Council first meeting in Sept.</p>

<p>School Site Council - Mandated oversight committee for federal funding. Developes annual parent survey.</p> <p>Translation and Interpretation Services - Provided by two community liaisons.</p> <p>School Loop/School Website - Updated and thorough information about the school and events. Open grade book for families to monitor student progress.</p>	
<p>BUDGETED /SOURCE</p> <p>Community Liaisons \$18,000/4203 (Title III) \$18,046 /3010 (Title I)</p> <p>Teacher Hourly ELAC support/\$2,000/3010 (Title I)</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Through input from stakeholders, topics will be developed and services to parents revised.</p>	<p>Same</p>	<p>Same</p>

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Bob Marcucci	Admin	bmarcucci@srcs.org	
2. Jennifer Diaz Zamora	Teacher	jdiazzamora@srcs.org	
3. John Flanagan	Teacher	jflanagan@srcs.org	
4. Alex Chapman	Teacher	achapman@srcs.org	
5. Jenette Erven	Classified	jerven@srcs.org	
6. Ramina Winton	Parent	raminamw@comcast.net	
7. Jen Labovich	Parent	jenlabovich@gmail.com	
8. Chris Velez	Parent	chrisvelez1@gmail.com	
9. Alejandra Argueta	Parent	alecabag@yahoo.com	
10. Jaime Palacios	Parent		

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

 Parent Stakeholder Groups (Adjust list to reflect any site specific groups)

- Home and School Club
- Special Education
- Gifted and Talented
- Foster, homeless, disadvantaged
- English Language Advisory Committee

 Student Stakeholder Groups

- Student representatives
- ASB

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Typed name of School Principal	Signature of School Principal	Date

Typed name of SSC Official

Signature of SSC Official

Date

