

COMMUNITY PARTNERSHIPS/RESOURCES

At Davis Middle School, our community partnerships/resources play an integral role in student achievement. We continuously strive to ensure that the alliances formed with our community partners work in concert with our comprehensive school counseling program to meet the **academic, personal/social** and **career** needs of our students. Our partners, in collaboration with the SSPT, provide internships, vital services and act as mentors on an ongoing basis. For example, Pizza Hut offers incentives and rewards to our high achievers and the Achieving College Partnership conducts an annual conference designed to educate our parents and students about the college process.



VOLUNTEER INVOLVEMENT

Our parents and community volunteers are an important asset and are an integral part of the Davis family. They work collaboratively with our SSPT to provide supportive services and resources to our students and their families. Parent and volunteer involvement that are related to student support services made the following activities a memorable success:

Appreciation Day: Parent and community members honored Davis' scholars with a luncheon.

Welcoming Committee: Parents offered cookies and refreshments during Open House.

Daily Help: Parents assist with students during lunch time.

Chaperon: Parents assist with fieldtrips and school dances.

We strongly encourage our parents and community members to **volunteer** on our Parent Teacher Association (PTA), School Site Council (SSC), English Advisory Committee (EAC), and/or School Advisory Committee (SAC), which meet every second Tuesday of each month. You can also **join and collaborate** in Career Day, which is planned for March 2008. To become a parent volunteer for any of the mentioned committees please contact: **Mr. McDonald**, Community Liaison, at (310) 898-6020 or via email at fmcdonald@compton.k12.ca.us.

FOCUS FOR IMPROVEMENT

The SSPT is committed to **continuous** improvement. In addition to identifying needs from surveys, assessments and community feedback, goals for the '07-'08 school year are directly aligned with the School Improvement Plan and the National Standards for School Counseling Programs. The S.P.A.R.C. was used to prioritize and identify additional needs. Upon reviewing all relevant data, the SSPT has met and found a **measurable** increase from the '06-'07 focus for improvement in the following areas: 1) We hired a new counselor using AB 1802 funds. 2) The number of students participating in clubs and organizations have increased with the addition of five new clubs and organizations. 3) We did not implement a school based career day, however, we have made this one of our priorities for 2008.

Upon the SSPT **reviewing** surveys, assessments and community feedback, the goals for 2008-2009 are directly aligned with the school Improvement Plan they are 1) To Implement a school based career day this year. 2) Improve test scores in English Language Arts and Math through the Quality Education Initiative Act (QEIA). We will report our progress with next year's S.P.A.R.C

KEEPING YOU INFORMED

Effective communication benefits all members of the Davis school community. At Davis Middle School, we make every effort to provide all information in both English and Spanish. Other language translations are available upon request and interpreters are available in the main office. The S.P.A.R.C. will be formally presented to the faculty, site administration, and the Compton Unified School District Board of Trustees and will be available, in the front office, for public distribution. Information is provided in the following ways:

Personal Contacts

- Grade Level Parent Meetings
- Staff Meetings
- Back to School Night
- Awards Ceremonies
- AB1802 Counseling Sessions
- Breakfast with the Principal

Print Contacts

- Letters to Parents
- Quarterly Report Card
- Student Handbook
- Marquee
- School Accountability Report Card
- S.P.A.R.C.

Electronic Contacts

- Morning Announcements
- Voicemail
- Email
- District Web Page
- Connect-Ed Auto Dialer



General Benjamin O. Davis, Jr. Middle School

S. P. A. R. C.

Support Personnel Accountability Report Card

"A continuous improvement document sponsored by the California Department of Education"

621 W. Poplar Street
Compton, CA 90220
Office: 310-898-6020
Fax: 310-631-5725

DISTRICT: Compton Unified
GRADE LEVELS: 6,7,8
ENROLLMENT: 1478
SCHOOL YEAR: Traditional



PRINCIPAL'S COMMENTS

I have the extreme pleasure as the principal of Davis Middle School of introducing you to our 2007-2008 Support Personnel Accountability Report Card. The role of our Student Support Personnel Team (SSPT) is **vital** to all that we accomplish here at Davis. At Davis Middle School, the **commitment** and leadership of those on the SSPT is beyond reproach. The SSPT is a collaborative effort of parents, staff members, administrators and community partners who work **cohesively** to address the needs of all students. In complete support of using the National Standards for the school counseling programs, we have aligned our guidance and counseling to ensure that we continue to meet the **academic, career, personal/social, as well as school safety** needs of our students. Additionally, through **Assembly Bill 1802**, we are able to reach out to meet with individual parents and students regarding their academic program and future endeavors. Reaching far beyond the academic challenges that face Davis, the commitment of the SSPT ensures success in and outside of the academia field, that of life itself.

STUDENT SUPPORT PERSONNEL TEAM

Our team consists of faculty and staff who are highly qualified in their respective fields. All of our Certificated SSPT members have Master of Arts (MA) degrees and belong to, at least, one of the following organizations: Association of California School Administrators (ACSA), Compton Teacher's Association (CTA), National Association of School Psychologists, and/or American School Counseling Association (ASCA). Additionally, our counselors hold Pupil Personnel Services (PPS) Credential and all classified staff belong to the California School Employee Association (CSEA). The team works **collaboratively** with parents, community and the Davis Staff to assist students in their personal/social, academic, and career development Counselors **design, implement** and **evaluate** an equitable student support system that serves **all** students by **coordinating** Student Success Teams (SST) meetings, 504 Plans, Independent Studies, individual and group counseling, assemblies, and help monitor attendance. Additionally, our SSPT coordinates all after school programs and recruits community partnerships.

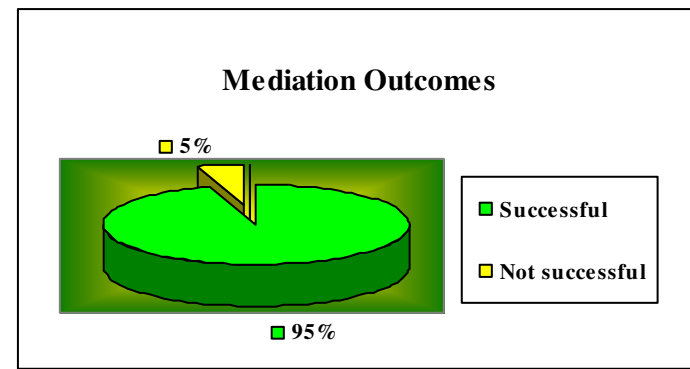
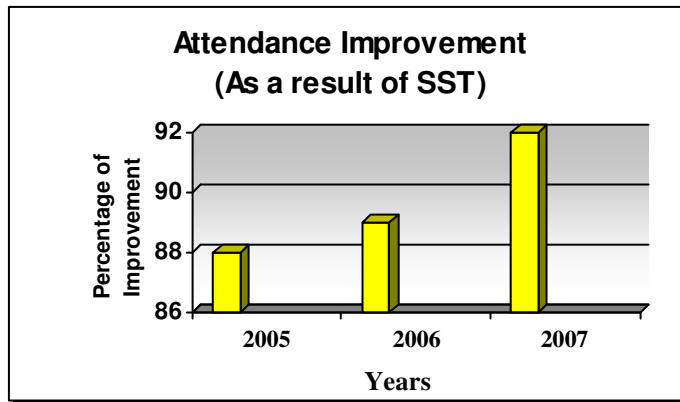
TEAM MEMBER	EDUCATION	YEARS of EXPERIENCE	ORGANIZATIONS
<i>Principal</i> Felix Mendoza	M.A.	20	ACSA
<i>Assistant Principals</i> Jose Luis Gallegos Cynthia Wright	M.A. M.A., PPS	9 12	ACSA ACSA, ASCA
<i>Counselors</i> Nancy Lippert Kimberly Pineda Kristen Sowards	M.A., PPS M.A., PPS M.A., PPS	30 10 1	ASCA, NASP ASCA
<i>School Psychologist</i> Donna Gardner	M.A.	10	NASP
<i>Dean of Students</i> Kim Gaston	M.A., M. Div.	18	CTA
<i>Secretary</i> Monique Hurd	A.A.	12	CSEA
<i>Community Aide</i> Francisco McDonald	H.S.	12	CSEA
<i>Health Assistant</i> Ruby Candler	A.A.	10	CSEA
<i>Records Clerk</i> Danielle Peck	H.S.	2	CSEA

SCHOOL CLIMATE AND SAFETY

The SSPT's ability to continually affect our **overall** school climate and student safety positively is invaluable. The SSPT plays a major role in updating our School Safety Plan. The School Safety Committee in conjunction with the SSPT has updated the School Safety Plan and it has been reviewed and adopted by the district's Board of Education. By using the National Counseling Standards as a guide, we are able to ensure that all students feel safe and are able to learn.

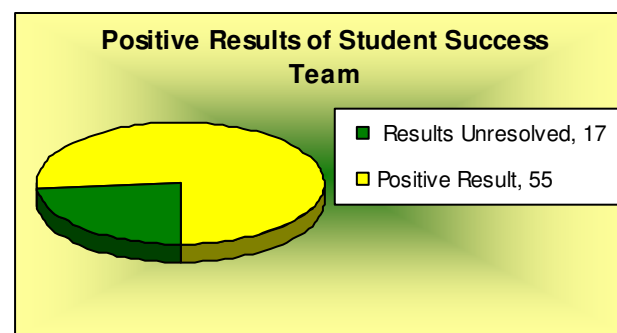
Proactive Interventions: The SSPT is involved in every aspect of our proactive interventions. Through a proactive referral process and the coordinating Student Success Team (SST) and Individualized Educational Plan (IEP) for example, Davis continues to experience an attendance rate that is consistently higher each year, as evidenced by the graph below.

Conflict Resolution: During the 2006 - 2007, our SSPT team conducted many conflict resolution meetings for fighting. Students with interpersonal issues were able to resolve their disagreements in a safe and neutral environment. Students have learned the importance of positively resolving conflicts. The graph below indicates that 95% of our students continue to report that the mediation was successful at resolving their conflicts.

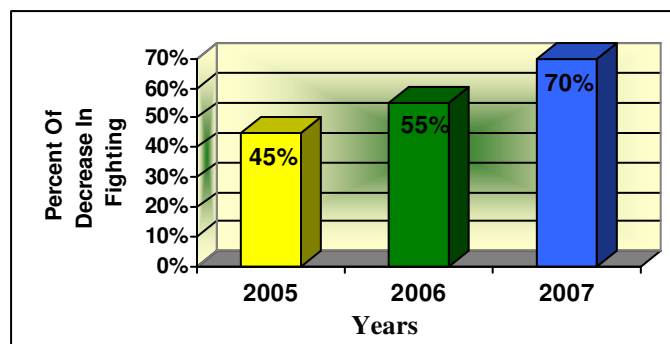


STUDENT RESULTS

At Davis, we recognize the **integral** part our Student Support Personnel Team continues to play in achieving student success. In accordance with The National Standards for School Counseling Programs, data collection and evaluation continues to play a vital role in determining how to best utilize our resources in creating programs that maximize student results. Our SSPT regularly continues to analyze results to enhance areas of growth in academics, personal/social and career/future planning abilities and **impact** student outcome results.



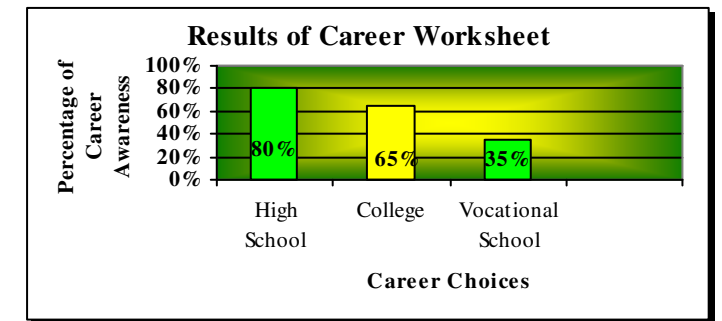
Academic Domain: Students will complete school with the attitude, knowledge, and skills that contribute to effective learning in school and across the lifespan. The SSPT team continues to strive to provide support services and create an environment in which students are able to make a seamless transition to high school. During these meetings, the SSPT team continues to collaborate to create and implement a plan of action for each student. The graph to the left reflects the number of SST meetings held and the positive results achieved, such as increase in student academic performance, increase in attendance, and decrease in fighting.



Personal/Social Standard: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. The team realizes the importance of continually improving school climate and teaching students proper behavior. Our approach has included an anti-violence program designed to reduce fighting. Students with interpersonal issues continue to resolve their disagreements in a safe and neutral environment. The graph to the left shows the decrease in fighting at Davis Middle School.

STUDENT RESULTS (CONTINUED)

Career Standard: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. The SSPT team continues to work collaboratively with 7th grade students to assist them in making informed career choices. Based on the survey, 80 percent of Davis students plan to graduate from high school, 65 percent of the students plan to go to college and 35 percent plan to go to vocational school. The following graph represents the results of a career worksheet.



MAJOR ACHIEVEMENTS

Our school's achievement is without a doubt tied to the direct efforts of our SSPT. The existence of a comprehensive student support system at Davis Middle School has in itself given the team a sense of achievement. Working together the members of the SSPT are extremely proud of the following achievements:

- Davis Middle School received an Academy Award for their 2007 SPARC.
- Hired an additional counselor for AB 1802.
- We have completed more than 75 percent of the AB 1802 conferences for 7th grade students.
- Implemented the counseling group process to offset disruptive behavior campus wide.
- Involved the Student Support Services Coordinator in the discipline/intervention process.

MEASUREMENTS

The SSPT uses measurements in the Academic, Career, and Personal/Social domains to evaluate the management and responsiveness of the programs. On an annual basis, the SSPT reviews the programs to improve and adjust current interventions.

ACADEMIC DOMAIN-The SSPT uses the below mentioned measurements to review ways to improve academics and establish programs that help improve student achievement.

- **California Standards Test (CST) and District Language Arts/ Math assessments--** results identify students' strengths/needs in each academic area
- **District Benchmark and Writing Assessments** help identify at-risk students and give them the necessary accommodations and support programs to help them succeed.
- **California English Language Development (CELDT) and Spanish Assessment of Basic Education (SABE)--** Determines the academic and language level of our English Language Learner students, and is used by the counselors for proper placement
- **Special Education Assessment--** Administered by the School Psychologist and Resource Specialist to identify students with special needs
- **Preliminary SAT (Scholastic Aptitude Test) Scoring Services (PSSS)--** Administered to all 8th graders and used to identify academic deficiencies and project potential performance on the SAT

CAREER DOMAIN-The SSPT uses measurements to help students understand the transition from school to work. Emphasis is on future career planning.

- **District Career Day --** Students get a post questionnaire to show level of understanding to the interview process required for getting a job
- **Career classroom presentations --** Students receive a pre and post quiz to show awareness of the engines available for researching the career of choice
- **High School Planning--** Mapping out a transition plan from middle school to high school as requirements are outlined.

PERSONAL/SOCIAL DOMAIN- The SSPT uses these measurements to maximize student's personal/social growth and enhance the educational development of the student. The emphasis is on identifying health barriers that may interfere with student learning.

- **California Healthy Kids Survey--** Administered bi-annually to measure personal/social/safety issues and provides the SSPT with areas of improvement
- **Health Screening--** Hearing, vision, and dental assessments are used to ensure that our students are healthy and physically able to perform their best
- **Discipline Reports--** are used to develop interventions for students such as SST's, group referrals and/or outside referrals