

2018-19 School Plan for Student Achievement

School: Douglass Middle School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Principal: Derek Cooper
Revision Date: April 2018

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

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

Contact Person: Derek Cooper
Position: Principal
Phone Number: 530.666.2191
Address: 525 Granada Dr.
Woodland, CA 95695
E-mail Address: derek.cooper@wjusd.org

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
Community and School Profile	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
IV. Description of Barriers and Related School Goals	7
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results	12
Equity Report.....	13
Detailed Report	21
Student Group Report	23
VI. Planned Improvements in Student Performance	24
All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.	24
All students will graduate high school and be competitively college and career ready through personalized learning.	33
All students will be successful through the development of targeted and coherent systems of support.....	38
Improve the English proficiency and academic achievement of English Learners.	47
Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.	50
VIII. Summary of Expenditures in this Plan.....	53
Total Allocations and Expenditures by Funding Source	53
Total Expenditures by Goal	54
IX. Title I: Home/School Compact.....	55
X. School Site Council Membership	56
XI. Recommendations and Assurances.....	57

School Vision and Mission

Douglass Middle School's Vision and Mission Statements

Vision Statement The Vision for Douglass Middle School is to produce students who will be self-sufficient, contributing members of our community and society.

Mission Statement The Mission of Douglass Middle School is to provide a quality educational experience for all by demonstrating safety, responsibility and respect.

Community and School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 50,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served about 10,000 students in the 2016-2017 school year.

Douglass Middle School operates on a traditional calendar, and the 2016-17 school year, 853 students are enrolled in grades seven and eight.

Student body demographics are illustrated as follows,

2017-18 Student Enrollment by Ethnicity Percentage reported

African American/Black - 0.85%

American Indian - 0.73%

Asian - 5.60%

Filipino - 0.85%

Hispanic or Latino - 67.84%

Pacific Islander - 0.24%

White - 21.32%

Two or More - 2.56%

None Reported - 0.01%

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A student survey was conducted to evaluate our school climate and to get feedback from students on how we can improve their school experience. The on-line surveys were administered by 7th and 8th grade science teachers during their class period. Our data indicated that we have a positive school culture. Students respected teachers, felt safe at school, and want to learn. The survey was shared with school staff. Student feedback informed teachers how they can help students succeed in their classrooms and how the school can be more positive. Data supported our need for academic programs outside of the classroom.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations by administration will be performed for evaluation purposes, feedback, and alignment of programs. Teachers will also observe their colleagues lessons to inform instruction, use and provide feedback for each other. The site leadership team and teachers use the on-line program "TrueNorthLogic", performance evaluation system.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Douglass Middle School is committed to building an effective strong academic program. We acknowledge that skills are best acquired in the context of meaningful learning experiences presented in a supportive environment. Challenging instructional activities across the curriculum emphasize interdisciplinary strategies, hands-on activities, cooperative learning, and problem solving/critical thinking skills.

All certificated staff are involved in the development of reports, these reports are used to determine a need for remediation in the academic areas throughout the year.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers use a variety of other formative and summative assessments. These assessments include; Course essential assignments, department generated benchmark assessments and essential assignments. Teachers check for understanding throughout their daily lessons in order to inform their instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The site will be looking at student achievement data to ensure instruction is aligned to the state standards and make adjustments in instruction accordingly where needed to ensure fidelity.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100 percent of the the teaching staff at DMS are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The DMS teaching staff have received the training necessary in order to teach the courses for all the core subject areas.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Each year our staff receives the Data and dis-aggregates according to the individual student, student subgroups, and grade level. This year professional development is focused on literacy and numeracy through our school wide goal of close reading. Time is provided in teacher department meetings before the school year begins and two half days each month, teachers continuously monitor for appropriate student placement in the core classes. Teachers also have access to our district data program, Illuminate and NWEA. We have this program linked to our web site and all of our staff has been trained on how to access this program to read reports on their students achievement.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Students are expected to have access to the curriculum. This means that the teachers at Douglass MS will have English Language Learners and students with special needs in their classrooms. Ongoing professional development will continue in the following areas: focused literacy and numeracy, maintaining a positive of school culture using the MTSS model (Multi Tiered Student Support) and the PBIS (positive behavioral intervention and supports model, Co-Teaching, district wide curriculum, monitoring pacing guides and benchmark assessments, Alternative Learning Center (ALC) classroom, SDAIE and Direct Instructional strategies. Language development (ELD) is built into the delivery process for all of our classes in order for our students to attain academic success and readiness for high school. The district and the site support articulation in subject matter meetings where teachers analyze data in order to improve their instruction and test item questions. We continue to work with TOSA's in the areas of Technology.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The staff at DMS collaborates three times a month during the shortened Wednesdays. Two of the meetings are for department pacing, alignment, assessment and review of student data. The third meeting will be split into two parts throughout the year. The first part of this meeting will be to look at how we can support our students so we can respond with an intervention/plan for their needs be it in academics and/or behavior. The teachers will be in two teams, one for 7th and the other for 8th, called Teacher Teaming. The teachers will have a facilitator who will lead the discussion on students who are at risk academically and behaviorally. They will document parent contact, the need for a SST/504 through the RTI/MTSS process and set up meetings to intervene as necessary. The second half of the meeting will be for our continued efforts in supporting language learners on how to view and discuss instructional strategies and practice them in between monthly meetings, this meeting is led by our EL specialist. There will be district Collaboration days that are calendared for department meetings in pairs or whole departments.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Each of our four core areas of instruction are aligned with the standards. Staff will work closely as a department to share out their pacing of the essential assignments and the agreed upon levels of achievement to meet standards. Materials needed for all of the core areas are consistent in order for all students to achieve equal access to curriculum.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Douglass Middle School exceeds the minimum required instructional minutes in a school day as mandated by the California Education Code (56,777) by having a schedule that has over 64,000 instructional minutes. Students who are at grade level in math and English receive 55 minutes in each course daily.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers collaborate twice a month to look at their pacing schedules. The master schedule was developed for student placements according to achievement data, ELPAC, 504 and IEP's. The amount of intervention courses is dependent on the needs of the students and thus the master schedule is created in order to meet our students' academic needs. The master schedule has flexibility for students to be placed or moved as they develop their English and math skills.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with the Williams Act, all student groups have equal access to standards-based instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All of the instructional materials being used at DMS are SBE adopted. All of our core classes are aligned to the standards. Intervention texts and support materials such as Inside are all state adopted for middle school students.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Multiple assessments for our math and English Departments are utilized for proper placement of students. Students are placed in classes that best support their learning needs. Teacher recommendations, test data, District assessments, RTI/SSTs, IEPs, 504s and grades are also taken into consideration when making appropriate level changes for student placement. Our special education students can be placed in Algebra Readiness or Algebra courses. Special Education teachers and Special Education Para professionals are in these classes to support all students but especially students who are on IEP's. We offer after-school tutoring for additional support. Our Language Arts program is multi-faceted. This year the district started the AVID Excel class for our Long Term English Learners (LTEL)'s. We have two 7th grade AVID Excel and two 8th grade Avid Excel classes.

14. Research-based educational practices to raise student achievement

District staff development trainings, articulation, BTSA, PBIS, RTI, MTSS, classroom discussions, formative assessment, and metacognitive strategies are used to raise student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Douglass Middle School is committed to providing a comprehensive safety net for all of our students. We use strategies like Case Management, Restorative Practices, Response To Intervention, Tier 1 and Tier II teams to monitor student's success and recommend interventions. Examples of interventions include; individual time with the teacher, UC Davis tutor support, and core interventions from teachers after school. Parent/family math nights, and Science nights are also offered.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

DMS has a School Site Council (SSC) that monitors the progress and site plan to ensure all students have the essential skills, technology and opportunities to become proficient in ELA, mathematics, science and history. The SSC is comprised of parents, students, classified and teaching staff. The administration also makes a presentation at the site's ELAC meeting to ensure all families understand the purpose and plan for student achievement at DMS.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We provide support classes and extra Para Professionals for all classes, intervention opportunities for students inside and outside of the school day, staff development to teachers, paid coordination activities for a bilingual resource teacher, the purchase of additional sections for ELD, AVID, AVID Excel, and math/English support classes in core courses for class size reduction per ELPAC and Smarter Balanced scores, and a Para-professional for our newcomer Program.

The following specialists are on site or available to provide support for students with disabilities: Resource Specialist, Speech and Language Pathologist, School Psychologist, Occupational Therapist, Counselors, Social Worker, and a School Nurse. Their first responsibility is to assure that all students with disabilities are appropriately served in the least restrictive environment. Resource specialist services,, designated instructional services, and special day classes may be provided to pupils who have not been identified as an individual with a disability in accordance with California Education Code 52850 through 52870, School Based Coordinated Categorical Programs. "School Based" services may be provided to students without an identified disability when the specialist caseload allows and parents' written consent is obtained.

18. Fiscal support (EPC)

The District provides DMS with the budgets for discretionary funding at the site as well as the categorical dollars for the School Site Council to plan and develop opportunities to meet the needs for all student achievement.

IV. Description of Barriers and Related School Goals

At Douglass Middle School we believe that it is our moral imperative to close the achievement gap. We have the attitude that every student that comes onto our campus deserves to have a quality education. We provide support for our students who are below grade level. Teachers are provided before and after school time to collaborate by departments, grade level, and district-wide.

Our funding is implemented to support our teachers professional development and providing interventions for our students who are not at grade level. This is closely monitored and evaluated monthly. We purchase additional Para Professionals, additional support materials, technology for instruction, after school intervention, Saturday intervention, support for students by staff, summer academy, professional development training's, collaboration time for planning course pacing guides, assessments, and reviewing data to continue closing the achievement gap for all of our students are also supported with these funds.

Avid excel 90% are long terms

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	396	420	405	386	406	398	384	405	396	97.5	96.7	98.3
Grade 8	438	388	421	429	378	413	429	377	413	97.9	97.4	98.1
All Grades	834	808	826	815	784	811	813	782	809	97.7	97	98.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2543.0	2532.9	2503.2	13	10.12	7.32	35	32.35	25.51	27	31.11	27.53	25	26.42	39.65
Grade 8	2530.7	2551.0	2536.4	9	10.08	9.93	26	34.75	30.27	31	28.65	25.18	34	26.53	34.62
All Grades	N/A	N/A	N/A	10	10.10	8.65	31	33.50	27.94	29	29.92	26.33	30	26.47	37.08

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	18	17.04	12.15	51	47.65	38.48	31	35.31	49.37	
Grade 8	15	17.29	16.22	46	46.81	36.08	38	35.90	47.70	
All Grades	17	17.16	14.23	48	47.25	37.25	35	35.60	48.51	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	24	22.08	14.18	51	53.35	52.15	25	24.57	33.67
Grade 8	15	21.33	22.57	45	49.07	44.17	40	29.60	33.25
All Grades	19	21.72	18.46	48	51.29	48.08	33	26.99	33.46

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	16	10.86	5.57	68	59.26	58.99	16	29.88	35.44
Grade 8	10	11.97	13.32	64	66.49	61.50	26	21.54	25.18
All Grades	13	11.40	9.53	66	62.74	60.27	21	25.86	30.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	23	23.27	16.71	57	52.97	47.59	20	23.76	35.70
Grade 8	15	23.67	20.58	55	52.66	49.15	31	23.67	30.27
All Grades	19	23.46	18.69	56	52.82	48.39	26	23.72	32.92

Conclusions based on this data:

1.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	396	420	405	385	411	398	365	411	398	97.2	97.9	98.3
Grade 8	438	388	421	430	379	414	429	379	414	98.2	97.7	98.3
All Grades	834	808	826	815	790	812	794	790	812	97.7	97.8	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2536.7	2529.4	2510.2	13	13.14	12.81	26	24.09	19.10	33	35.77	28.64	27	27.01	39.45
Grade 8	2506.5	2536.3	2531.2	9	15.04	14.98	14	16.62	15.94	27	28.23	29.95	50	40.11	39.13
All Grades	N/A	N/A	N/A	11	14.05	13.92	19	20.51	17.49	30	32.15	29.31	40	33.29	39.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	22	24.57	18.59	36	32.60	31.91	42	42.82	49.50
Grade 8	13	21.37	20.53	31	32.98	36.96	55	45.65	42.51
All Grades	17	23.04	19.58	34	32.78	34.48	49	44.18	45.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	20	16.55	15.33	55	50.36	42.71	25	33.09	41.96
Grade 8	9	15.04	16.18	51	41.69	49.76	40	43.27	34.06
All Grades	14	15.82	15.76	53	46.20	46.31	33	37.97	37.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	15.57	15.33	61	61.31	54.27	22	23.11	30.40
Grade 8	8	16.89	13.53	55	53.30	52.42	37	29.82	34.06
All Grades	12	16.20	14.41	58	57.47	53.33	30	26.33	32.27

Conclusions based on this data:

1. Douglass is concentrating on targeting the students who are below standards: 62.78% of 7th grade students and 68.34% of 8th graders. The counselors set up parent meeting to all students who receive a D or an F by the first grading period.
2. Douglass goal for the 2018-2019 school year is to decrease the "% below standard" by 10%.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	6	10		52	40		36	35		2	9		4	6	
8	1	7		35	46		46	37		12	7		6	2	
Total	3	9		42	42		42	36		8	8		5	5	

Conclusions based on this data by levels:

1. DMS is a 7th and 8th grade Middle School that served 120 EL students. This makes up 14.5% of the student population.
2. We are receiving less EL students attending Douglass, because of this we only have about 12 students that are beginning/newcomers.
3. The majority of the EL are at the intermediate level.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	5	9		50	38		32	32		2	8		11	13	
8	1	7		36	43		46	34		11	7		6	9	
Total	3	8		42	40		40	33		7	8		8	12	





Conclusions based on this data by levels:

1. We are currently transitioning to the ELPAC, we only have initials for CELDT.



School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	2
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		7	2
Mathematics (3-8)		7	1

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Based on testing data, evaluations from the collections and the ILP (Individual Learning plans), Douglass has been very successful in their English learner progress.
2. Suspension rates have decreased since the implementation of Restorative Practices and training of staff.
3. Students are being held in school rather sending them home. When students are held in school, staff can work with them to help them with the catch-up work that was missed while they were held.

School and Student Performance Data









Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		861	High 10.8%	Declined -1.1%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		861	High 10.8%	Declined -1.1%
English Learners		128	High 11.7%	Declined Significantly -6.6%
Foster Youth		15	Very High 26.7%	
Homeless		54	Very High 14.8%	Declined Significantly -16.4%
Socioeconomically Disadvantaged		591	High 12%	Declined -1.8%
Students with Disabilities		89	Very High 18%	Increased Significantly +6.1%
African American		18	Very High 33.3%	Increased Significantly +5.6%
American Indian		9	*	*
Asian		51	Low 2%	Declined Significantly -3.7%
Filipino		8	*	*
Hispanic		577	High 11.6%	Declined -2.9%
Pacific Islander		4	*	*
Two or More Races		14	Very Low 0%	Maintained 0%
White		171	High 9.4%	Increased +3.5%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Improvement of Suspension rates at Douglass Middle School was due to the implemented Restorative Practices training.
2. Commicare counselor and regular school counselors met with individuals and small groups, Groups were targeted into specified groups that focused on making the best choice and staying in school.
3. We added more programs that captured students engagement. Increased counselors contacts with students who were struggling academically and behaviorally.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		135	Very High 100.0%	Increased +4.1%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 11.7%	Declined Significantly -6.6%
English Learner Progress (1-12)		Very High 100.0%	Increased +4.1%
English Language Arts (3-8)		Low 65.9 points below level 3	Maintained -1.4 points
Mathematics (3-8)		Low 86.4 points below level 3	Increased +6.4 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Based on testing data, evaluations from the collections and the ILP (Individual Learning plans), Douglass has been very successful in their English learner progress.
2. ELA and Math are areas that we can continue to improve. Teachers continue to implement English and Math interventions within the classroom. Staff and teachers encourage students to attend Friday Intervention and Homework club after school. This year, Douglass Tier 2 team was able to initiate student supports in all areas. We had an EL reading class and an EL STEM class after school. Our (RTI) Response to Intervention team was able to form small groups for targeted academic interventions. The ELA and math scores will improve with these programs. DMS anticipates a continual improvement in our performance.
3. We had 13% of the EL students reclassified RFEP.

School and Student Performance Data









Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		760	Low 16.1 points below level 3	Increased +5.6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		760	Low 16.1 points below level 3	Increased +5.6 points
English Learners		277	Low 65.9 points below level 3	Maintained -1.4 points
Foster Youth		6	*	*
Homeless		40	Low 25.1 points below level 3	Increased Significantly +23.4 points
Socioeconomically Disadvantaged		501	Low 35 points below level 3	Increased +4.8 points
Students with Disabilities		80	Very Low 110.9 points below level 3	Declined -4.2 points
African American		11	Low 68.8 points below level 3	Increased +7.5 points
American Indian		5	*	*
Asian		46	High 25.9 points above level 3	Increased Significantly +18 points
Filipino		6	*	*
Hispanic		516	Low 33.2 points below level 3	Increased +4.2 points
Pacific Islander		3	*	*
Two or More Races		16	High 16.4 points above level 3	Maintained +2.1 points
White		153	High 24.3 points above level 3	Increased +9.5 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	205	Low 40.9 points below level 3	Declined -9.3 points
EL - English Learner Only	72	Very Low 137.1 points below level 3	Declined Significantly -20.7 points
English Only	339	Medium 4.6 points above level 3	Increased +7.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Based on testing data, evaluations from the collections and the ILP (Individual Learning plans), Douglass has been very successful in their English learner progress.
2. ELA and Math are areas that we can continue to improve. Teachers continue to implement English and Math interventions within the classroom. Staff and teachers encourage students to attend Friday Intervention and Homework club after school. This year, Douglass Tier 2 team was able to initiate student supports in all areas. We had an EL reading class and an EL STEM class after school. Our (RTI) Response to Intervention team was able to form small groups for targeted academic interventions. The ELA and math scores will improve with these programs. DMS anticipates a continual improvement in our performance.
3. EL made A 4.1 % of growth from the previous year. This is progress toward English proficiency. We had 100% of our EL students tested.

School and Student Performance Data








Status and Change Report


Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		757	Low 39.3 points below level 3	Increased Significantly +15.6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		757	Low 39.3 points below level 3	Increased Significantly +15.6 points
English Learners		276	Low 86.4 points below level 3	Increased +6.4 points
Foster Youth		6	*	*
Homeless		39	Low 29 points below level 3	Increased Significantly +59.4 points
Socioeconomically Disadvantaged		498	Low 56 points below level 3	Increased Significantly +17.7 points
Students with Disabilities		80	Very Low 155.5 points below level 3	Declined -11.7 points
African American		11	Very Low 110.4 points below level 3	Increased Significantly +18.3 points
American Indian		5	*	*
Asian		46	Medium 3 points below level 3	Increased Significantly +42.3 points
Filipino		6	*	*
Hispanic		513	Low 55.9 points below level 3	Increased +12.4 points

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
Pacific Islander		3	*	*
Two or More Races		16	Medium 9 points below level 3	Increased Significantly +31.5 points
White		153	High 2.6 points above level 3	Increased Significantly +20.9 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	205	Low 61.6 points below level 3	Declined -4.4 points
EL - English Learner Only	71	Very Low 158.1 points below level 3	Declined -9.3 points
English Only	339	Medium 23.6 points below level 3	Increased +14.2 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Based on testing data, evaluations from the collections and the ILP (Individual Learning plans), Douglass has been very successful in their English learner progress.
2. Math is an area that we can continue to improve. Teachers need to continue to implement Math interventions within the classroom. Staff and teachers encourage students to attend Friday Intervention and Homework club after school. This year, Douglass Tier 2 team was able to initiate student supports in all areas. We had an EL reading class and an EL STEM class after school. Our (RTI) Response to Intervention team was able to form small groups for targeted academic interventions. The math scores will improve with these programs. DMS anticipates a continual improvement in our performance.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	95.9%	100.0%
------------------	-------	--------

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	21.7 points below level 3	16.1 points below level 3
-----------------------	---------------------------	---------------------------

Mathematics	54.9 points below level 3	39.3 points below level 3
-------------	---------------------------	---------------------------

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. ELA and Math are areas that we can continue to improve. Teachers continue to implement English and Math interventions within the classroom. Staff and teachers encourage students to attend Friday Intervention and Homework club after school. This year, Douglass Tier 2 team was able to initiate student supports in all areas. We had an EL reading class and an EL STEM class after school. Our (RTI) Response to Intervention team was able to form small groups for targeted academic interventions. The ELA and math scores will improve with these programs. DMS anticipates a continual improvement in our performance.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	11.9% (104)	10.8% (93)

Conclusions based on this data:

1. Douglass teachers and staff have been working with the Restorative Practices program. Douglass Middle School has noticed and the data has shown a drop in suspensions.
2. By the end of 2018 all teachers will be trained in Restorative Practice.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. When developing intervention programs the students that need it the most are the students with disabilities and the English learners.

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills.
Data Used to Form this Goal:
LCAP Goal 1: 1.1 Increase the percentage of students at the Meets and Exceeds Standards level on SBAC ELA and Math by 10% 1.2 92% of 3rd graders and 6th graders will meet standards in reading accuracy, rate, and comprehension, on the DIBELS Reading Passage assessment, given 3 times per year. 1.3 Increase the average writing score to 3/4 points, on the elementary WRITE assessment given 3 times per year. 1.4 100% of 9-12 teachers and administrators will receive training in the math adoption process. 1.5 Number of technology devices used in intervention classrooms at Douglass Middle School increased by 50%. 1.6 100% of teachers will participate in a tech training professional development session. 1.7 The number of technology devices used in Douglass Middle School will increase by 50% 1.8 Douglass Middle School teachers will participate in one tech training in the 17/18 school year. 1.9 Douglass Middle School will increase their Technology lesson plans in "resource library" 1.10 Douglass will maintain 100% instructional material compliance 1.11 Douglass will also maintain Highly qualified teachers. Literacy: Grade level proficiency, reading assessments, oral reading assessments, writing assessments, and USG's.

Numeracy: .

In the 2017-2018 school year, the district implemented math

assessments at the K-6 level. Data will be available 17/18 school year.

- On the Math Unit Assessments given at the secondary level, 25% met standards at 7th, 27% met standard at 8th grade, and 16% met standard. These percentages are the

average performance across the first four unit assessments.

21st Century Skills: Students need to participate in a curriculum that addresses the 21st Century

Skills. Critical Thinking, Creative Thinking, Collaborating, Communicating, Information Literacy,

Media Literacy, Technology Literacy, Flexibility, Initiative, Social Skills, Productivity,

and Leadership skills

District Benchmark & Unit Assessments to serve as accountability standards for all schools to measure students' growth.

District Benchmarks & Unit Assessments, ELPAC data, Inside assessments, and teacher recommendations.

Findings from the Analysis of this Data:

The State of California requires each of our sub-groups to meet or exceed the State targets each year.

This year we are placing long-term EL students and students in grade level English classes (bench) with a AVID Excel class.

How the School will Evaluate the Progress of this Goal:

February-March 2018

We will align the district initiatives (School Culture, School Safety, Essential Program Components, Direct Instruction, BEST practices know as (PBIS), and Response to Interventions), and MTSS, so the staff at Douglass Middle will see how all of these initiatives will work together. We will provide staff development opportunities at the site in department, staff meetings conferences.

Assessments used: Student scores on annual ELPAC test selection, unit benchmark assessments from language arts programs, and NWEA scores

Process of Evaluation: Cycle of Inquiry: Principal and teachers will review data and subgroup data and interim data according to this cycle:

August – September

1. Interpret prior/current year state testing data and subgroup data; prior year assessment data.
2. Collaborate to determine lesson sequence for each flexible group including interventions for remediation and acceleration
3. Determine training and/or coaching needs (lesson sequence, data, etc.)

October– December

1. Interpret first NWEA benchmark unit exams and first writing genre as interim data.
2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to first assessment data.
4. Provide interventions after school and during the school day for targeted students.
5. Determine training and/or coaching needs (lesson sequence, data, etc.)
6. Individual counseling, Communicare Group Counseling, UCD Tutor program, Peer Tutoring, Targeted Small Group Academic Intervention, Friday Intervention, Homework Club, Check-in Check-out, EL Reading Class, EL STEM class

January – March

1. Interpret second trimester data, NWEA December data.
2. Collaborate to determine lesson sequence for each flexible group.
3. Rearrange student groups according to second trimester data.
4. Determine training and/or coaching needs (lesson sequence, data, etc.)
5. Provide interventions after school and during the school day for targeted students.
 - Teachers and administration will use ELPAC, Inside assessments, benchmarks and I-Ready data to place individual students in the appropriate courses to increase their level of challenge and overall achievement rates. Students' academic progress and English language development will be evaluated each six-week grading period to ensure continuing appropriate placement in order to meet their academic program needs.
 - Language Learners with ELPAC scores ranging from 1-4 will be placed in Science and Social Science classes that will ensure English Language Development while teaching to State standards. Additional support materials for Language Learners will be purchased to support language acquisition as well as cover the State standards for Science and Social Science.
 - Teachers will use the data to place students in appropriate levels of Math. All students will be reassessed, as they progress in their language acquisition, and moved as necessary to appropriate classes to meet their EL needs. Backward mapping of essential standards of cluster scores will be a math department focus during each of the grading periods. District Assessment for math placements will be implemented this year.
 - We will provide teachers with sub days or time-sheets for planning and collaboration time to review assessments and data in order to support students through interventions, re-teaching and placement for support in English and in math.

- April-May

1. We will coordinate with our feeder schools and look at achievement data for all incoming students by contacting counselors, Other specialists, and through Aeries queries.
2. We will invite all of our incoming students and parents to our annual Open House so they can see all of our academic programs and activities.
3. We will be looking back at our pacing guides and assessments for the year to ensure that we are meeting the needs of our students in all of our core areas of study.
4. We will determine our staff's needs for professional development based on our language learners and all other students who are not proficient according to our formative and summative assessments.
- 5.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.1 Master Schedule, Collaboration, Staff Development and Vertical Articulation for English Language Arts</p> <p>Four Avid Excel and four Avid sections are added to provide additional support classes, supporting EL learners and under performing students.</p> <p>Our English, math, science and history teachers will be meeting as department and district articulation teams in order to collaborate and to analyze disaggregated data in order to improve instruction for under performing students.</p> <p>We are developing programs for under performing students or non proficient students in order to close the achievement gap. Teachers will need several substitute, extra duty days throughout the year in order to develop curriculum. We will use our dollars to purchase additional supplemental support materials, supplies, duplication, copies, books, consumables and technology.</p>	2018/19 School Year	Principal, English, Math Department	<p>Substitutes</p> <p>Supplies/ Copies/ Riso contract</p> <p>Teacher Collaboration</p> <p>Supplies / copies / contracts</p> <p>Supplies / copies</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1,000.00</p> <p>3,000.00</p> <p>1,000.00</p> <p>14,758.00</p> <p>3,000.00</p>
<p>1.2 Teachers attend conferences; training and collaborative meetings to develop differentiation approach as a result of teacher training to support under performing students.</p>	2018/19 School Year	Principal, teachers, Administration	<p>Conferences, Trainings</p> <p>Substitutes</p> <p>Extra duty intervention tutors, (teachers, para professionals) for outside of the school day.</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>2,000.00</p> <p>1,000.00</p> <p>5,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Substitutes and extra duty pay will be provided to support the differentiated approach. We will align our instruction with specific academic and language objectives to support under performing students.</p> <p>In order to close the achievement gap of our specific groups on campus, extra duty pay will be used to support additional, EL, ELA, and Core subject interventions. Intervention programs during instruction as well as outside of the school day(Intervention tutoring before school, after school and Saturday intervention) will also be implemented to support under performing students.</p> <p>Increased student engagement activities such as, SSR (Sustained Silent Reading) program, the use of white-boards, pair-share, choral response, breaking down test release items, and ensuring students understand the lesson objective for each day of instruction will be used to support under performing students.</p>			<p>Library /classroom supplies and materials</p> <p>After school Field trips</p> <p>Reading Books and Supplies</p>	<p>Site Discretionary</p> <p>Site Discretionary</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1,000.00</p> <p>500.00</p> <p>8,000.00</p>
<p>1.3 Instructional Technology, Differentiated Instruction</p> <p>Avid Excel and Avid classes, as well as</p>	2018/19 School year		<p>Technology (Student laptops/Chrome books, Ipads, and computer carts) needed to support supplemental programs</p>	<p>Supplemental/Concentration</p>	<p>1,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Math 7, Accelerated Math 7, Math 8, and Accelerated Math 8 based on established district criteria.</p> <p>The additional core classes (Science, history, physical education), as well as a range of "Expo classes", reinforce literacy skills and inquiry and collaboration strategies while allowing students to explore other areas of interest and talents. We will continue to offer technology as an Expo class for the 2018/19 school year.</p> <p>Additional technology items need to be purchased to improve and deliver quality instruction across grade levels and departments, including computers, LCD projectors, software, overhead projectors, flex cameras and replacement bulbs for each of these machines as well as any costs associated with materials, supplies, duplication, copies, books, consumables along with the technology that will support student learning so we can close the achievement gap among all of our student groups.</p>			<p>Technology (Student laptops/Chrome books, Ipads, and computer carts) needed to support supplemental programs</p> <p>Books and Supplies</p>	<p>Supplemental/Concentration</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>500.00</p> <p>2,000.00</p>
<p>1.4 Supplemental materials to support underperforming students; copies, Brain Pop on-line program, National Geographic Learning Engage program, Dr. Kate Kinsella, The Write Program, Spanish English dictionaries,</p>	<p>2018/19 School Year</p>	<p>Principal, Department chairs</p>		<p>Supplemental/Concentration</p>	<p>750.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Perfection Learning Books (leveled AR reading books), Duel Immersion program materials.					
<p>1.5 Master Schedule, Collaboration, Staff Development and Vertical Articulation for mathematics</p> <p>Teachers will need several substitute days throughout the year in order to develop curriculum and pacing through professional development.</p> <p>We will use our funds to purchase additional support materials, supplies, duplication, copies, books, consumables and technology will be necessary in order to support our students for formative and summative assessments as well as f instructional practices to meet the needs for student achievement that will help close the achievement gap.</p>	2018/19 School Year	Principal	<p>Intervention extra duty Support for math</p> <p>Subs</p> <p>Collaboration time for teachers extra duty</p> <p>Supplies</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>1,000.00</p> <p>2,000.00</p> <p>1,000.00</p> <p>500.00</p>
<p>1.6 Teachers will attend conferences; training and collaborative meetings to develop differentiation approach as a result of teacher training to support under performing students. Substitutes and extra duty pay will be provided to support the differentiated approach. We will align our instruction with specific academic and language objectives to support under performing students.</p>	2018/19	Principal	<p>Intervention tutors, para professionals, Saturday school, summer intervention program, before and after school programs, and extra duty</p> <p>Substitutes</p> <p>Supplies</p> <p>Conferences and trainings</p>	<p>Site Discretionary</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>4,000.00</p> <p>2,000.00</p> <p>1,000.00</p> <p>2,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
In order to close the achievement gap of our specific groups on campus, extra duty pay will be used to support additional interventions.					
1.7 4.5 Para Pros will be used to support goal 1 to provide services to our language learners and low socioeconomic students. (There will be a need to ask our Para professional to support our EL Specialist in their mandated duties for compliance, such as ELPAC training, ELPAC testing, and the monitoring of CUM folders.)	21018/19	Administration	Para Professionals	Supplemental/Concentration Title I Part A: Basic Grants Low-Income and Neglected	45,920.00 20,275.00

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B
Every Student will be Engaged Graduate High School and be Competitively College and Career Ready Through a Choice of Pathways.
Data Used to Form this Goal:
LCAP Goal 2: 2.1 93% of 9th graders will be on track at the end of the Fall semester (credit completion) 2.2 61% of AP tests given will receive a passing score of 3 or higher 2.3 Increase AP enrollment for students who are socioeconomically disadvantaged or Hispanic. 2.4 88% of 10th grade students will be considered on track at the end of the Fall Semester (credit completion) 2.5 60% of High School students will participate, alone with counselor, in the development of an immediate and long range educational plan. 2.6 60% of 12th grade students will be on track to meet UC/CSU eligibility requirements at the end of Fall semester. 2.7 Increase the cohort graduation rate at each high school by 2% 2.8 Decrease the cohort dropout rate for all students. 2.9 Maintain the middle school dropout rate. 2.10 Explore and develop Ethnic Studies A-G courses. 2.11 Increase the % of underrepresented gender groups in CTE program sequence that leads to employment in nontraditional fields by 10% Credit Deficiency: <ul style="list-style-type: none">At mid-year, more than 10% of all 9th—12th graders were deficient in credits, with the majority of credit deficient students at 10th grade (21% are credit deficient).

College and Career Ready:

- At the elementary level, there is a need for actions and service that address college and career planning and guidance.
- Of the students who graduate from high school, 56% graduate without meeting A-G requirements.
- The cohort graduation rate for Pioneer High is 94.9% and for Woodland High is 90.1%.
- The cohort graduation rate in WJUSD for English Learners is 14 percentage points lower (74%) than that of All Students (88.9%).
- The cohort dropout rate for Pioneer High is 3.1% and for Woodland High is 8.6%.
- The cohort dropout rate in WJUSD is 8%. The cohort dropout rate for African American students (25%) and for American Indian students (11%) is higher than the rate for all students. The cohort dropout rate for English Learners (13.7%), Migrant students (13.6%), Special Education students (25.8%), and Socioeconomically Disadvantaged students (10.9%) is higher than the rate for all students.
- Of the students who enroll in the CSU system, more than 43% are placed in remedial English Language Arts and more than 49% are placed in remedial math.

Advanced Placement:

- In Advanced Placement courses, passage rates by subject area vary widely, with English, History and Social Sciences, and Sciences having the lowest passage rates.

Findings from the Analysis of this Data:

A focus for Douglass is to increase Hispanic student participation in GATE activities and increase the graduation rate in High School.

How the School will Evaluate the Progress of this Goal:

Douglass Middle School will use a Counselor to evaluate and monitor the progress of dropout rate, the GATE program, summer school, and the progress of the newcomer/intensive/ELD programs.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1</p> <p>Counselors will also work closely with the Alternative Learning Center (ALC).</p> <p>Conference collaboration in under performing students, leadership summit, CSTA, CASL, science conference, ACSA Conferences.</p>	2018/19	Principal, Counselors	<p>Motivational incentive supplies</p> <p>Mentor or outside (contract) expert for student success development programs</p> <p>Counselor and Administration conferences that focus on underperforming students.</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>500.00</p> <p>1,000.00</p> <p>5,000.00</p>
<p>2.2</p> <p>There is also a need for Avid tutors in our AVID classes and other courses throughout the day to support student learning. The purpose of using these funds is to provide an additional support services for our language learners and students who are not at grade level. These dollars will reduce the student to teacher ratio or even smaller groups as well as one on one tutoring. We will use VSA to pay our tutors the district rate for employment as well as help cover the costs of fingerprinting in order to provide this service to our language learner and low social economic students at Douglass Middle School.</p>	2018/19	Principal	Avid tutors, VSA, Excel	Supplemental/Concentration	23,000.00
<p>2.3</p> <p>There is a need for an extra 5 sections of AVID classes and other courses throughout the day to support</p>			AVID teachers	<p>Supplemental/Concentration</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>76,027.00</p> <p>11,000.00</p> <p>6,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
student learning. The purpose of using these funds is to provide an additional support services for our language learners and students who are not at grade level. These dollars will reduce the student to teacher ratio.					
<p>2.4</p> <p>Staff development will be provided to all teachers in the areas of Language Development.</p> <p>Substitutes, and any supplement supplies needed such as, copies, supplemental books, and technology. In order to close the achievement gap, students will need additional technology (computers, audio and visual equipment to enhance their language skills. Trainings will also include conferences for Response to Intervention (Rtl), PBIS, MTSS, Cultural Proficiency trainings, Dual language, collaboration for English and math support classes including substitute costs for these activities.</p> <p>DMS will purchase nonfiction and fiction books as well as computer software/hardware to supplement the instructional program for low socioeconomic and language learners. Additional resources will be obtained from the purchase of memberships and contracts that can support our Language Learners, For example, United Streaming, Standards Plus, Orchard, AVID, CABE,</p>	2018/19	Principal	<p>Materials, Supplies, books</p> <p>Dues/membership for reduced cost for staffing development training's at conferences</p> <p>Professional Development</p> <p>Substitutes</p>	<p>Supplemental/Concentration</p> <p>Site Discretionary</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>1,000.00</p> <p>619.00</p> <p>2,500.00</p> <p>1,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
ACSA, ACSD, Direct Instruction, Duel Immersion, and California League of Middle Schools.					
2.5 Advancement Via Individual Determination (AVID) Program. Materials and Supplies for implementation of a school wide AVID program. This also includes Busing for the AVID programs.	2018/19	Principal	Trainings and Substitutes	Supplemental/Concentration	500.00
			Materials, Supplies and tests	Supplemental/Concentration	3,000.00

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
Provide a Multi-Tiered System of Support for all students.
Data Used to Form this Goal:
LCAP Goal 3: 3.1 Increase the attendance rate by .25% for all students 3.2 Decrease the number of students who are chronically absent. 3.3 Physical Fitness Test, increase the number of students in the HFZ in all 6 standards by 10%. 3.4 Establish a baseline for students sense of safety and school connectedness, using the Healthy Kids Survey 3.5 Increase the number of parents attending parent info night by 10%
Suspensions and Expulsions:
Attendance: Douglass Middle School has an attendance rate above the 95%.
Physical Fitness: 34% of 7th graders met the Healthy Fitness Zone in all 6 standards
Parent Participation: Open House, 6th grade orientation, and membership to the SSC and PTA.
Attendance, suspension, referral, intervention log, CAS Program, Behavior Contract, Behavior Support Plan, Parent Conference, SST's, 504's, IEP's, MTSS, Benchmark Assessments I-Ready testing data. In several meeting for different groups on campus discussions were held on what our priorities should be for DMS. We created a Vision Statement, Mission Statement and our three school-wide rules for all students and staff. We held several meetings for staff, site leadership meetings, School Site Council, PTA, ELAC, and surveyed students at lunch randomly. We will also have to create a survey for our students, staff and parent community to measure our effectiveness in both the academic and social cultural atmosphere at Douglass MS. We will look for areas for improvement and build systems and policies in order to ensure the safety and well-being of all stakeholders at our school. Our current reality is that we don't have a lot of parents attending our ELAC and PTA meetings though efforts are made to communicate effectively and with incentives to attend these important meetings. We would like to see greater parent attendance at school events, such as Student Orientation, Back to School Night, Parent Conferences, Open

House, athletics, activities, PTA, ELAC and SSC meetings.. Through our automated caller (Blackboard Connect), we would like to see a higher amount of parents receiving the phone calls in English and Spanish. We would like to work with the district to create a survey that will be used as feedback on the quality of our services and areas for growth. We should have more parents registered for access to their student's data on our Web Site. We will create a parent survey that will ask important questions about parent involvement to see what alternatives we can create to increase attendance at our events.

Findings from the Analysis of this Data:

When looking at the following areas of data in regards to attendance, suspension, referrals, intervention logs, CAS Program, Behavior Contracts, PBIS, MTSS, Behavior Support Plans, Parents Conferences, SST's, 504's, IEP's and after school interventions we are able to determine that all of these services are having a positive impact on our students. The data shows in each of these areas we are seeing a decrease in discipline, suspensions, and an increase in attendance.

Based on our parent's attendance at our yearly events last year, we will look at attendance numbers to see how many parents are attending this year's events. We had a fantastic turnout for Back to School Night (BTSN) based on the standing room only in our north gym for orientation. There should be an increase in parents registered on our web site because we provide after hours support in our library and at all parent conferences. We can start having parents sign in when they visit each of their teachers classes for BTSN. At Open House we will have to try to count the adults present at each location at a specific time of the event.

How the School will Evaluate the Progress of this Goal:

Interventions will be logged into AERIES. ALC/CAS will provide daily updates on student referrals. The Case Management Team will monitor student progress in all aspects of attendance and behavior. Our teacher teams will be assisting our students and families by identifying students who are in need of support and how they will support them in getting services needed to be successful. There will be RTI's, SST's, 504's and IEP's where support will be identified and monitored.

We will use the attendance of our parents at our school events, such as Student Orientation, Back to School Night, Parent Conferences, and Open House, athletics, activities, PTA, ELAC and SSC meetings. One could also state that our students' academic success as measured by our Academic Performance Index could be one indicator of our parent involvement level of support is increasing at DMS. We have a Case Management Team that monitors students' emotional and behavioral needs and this year our teachers are implementing a program called Teacher Teaming to discuss the needs of students who are not performing at grade level and have behavioral concerns. During parent conferences, parents and students will receive their report cards from their teachers and thus creating an opportunity for discussions regarding our student's progress in school.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1</p> <p>Staff will respond to our student's needs within the workday at DMS by ensuring that our students are Safe, Respectful and Responsible. After school interventions for support in all our academic classes will be offered to students who need additional support and guidance for their studies in order to close the achievement gap.</p> <p>Other strategies to support interventions include teacher and administration training and extended learning through costs related to professional development. We will purchase additional support materials, supplies, copies, books, and supplemental technology when necessary in order to support our under performing students. We need to align our instruction with specific learning objectives in order to close the achievement gap. During department and staff meetings we will do the following activities: pacing guides, look at our intervention programs during instruction as well as outside of the school day, practice student engagement activities such as: the use of whiteboards, pair-share, choral response, breaking down test release items, and ensuring students understand the lesson objective for each day of instruction. We will also increase the level and opportunities</p>	2018/19 School Year	Principal, DMS Leadership Team,	Interventions for after and during school support by teachers.	Supplemental/Concentration	500.00
			Library Support for students, parents, and staff after hours.	Supplemental/Concentration	1,000.00
			professional development	Supplemental/Concentration	2,000.00
			Materials and Supplies,computers technology, Restorative Practice/Justice programs.	Supplemental/Concentration	3,000.00
			Leadership Team extra duty hours	Supplemental/Concentration	500.00
			Conferences, Subs, Extra Duty	Site Discretionary	3,000.00
			Campus Safety Monitor	Supplemental/Concentration	10,000.00
			additional translations	Title I Part A: Basic Grants Low-Income and Neglected	1,500.00
			membership and organization dues for academic achievement	Site Discretionary	1,000.00
			Materials, Supplies and a monitoring system upgrade	Site Discretionary	10,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>for our students in the use of their academic vocabulary, challenge our students with higher order thinking questions (Costa's levels), and finally look at essential assignment data to inform our instruction and make adjustments so all students can perform at grade level. We will align the district initiatives (School Culture, School Safety, Essential Program Components, DI, PBIS, MTSS, Restorative Practice/Justice, and Response to Interventions so the staff at Douglass Middle will see how all of these initiatives will work together in order to close the achievement gap.</p> <p>Students who are not performing at grade level will be targeted for interventions during the school day as well as after school. Documentation, and collaboration by all staff. During the 7th and 8th grade teacher team meetings.</p> <p>Our librarian will provide after-hours support for technology for teachers, students and parents throughout the year. Duties will include helping students and parents register for School Loop access, minor support in technology needs and repairs and information nights for parents.</p> <p>We will use our dollars to purchase additional support materials, supplies, duplication, copies, books, consumables and technology (computers, audio and visual</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>equipment) to enhance their language skills will be necessary in order to support our students for formative and summative assessments as well as for best instructional practice to meet the needs for student achievement that will help close the achievement gap.</p> <p>Changes made to our Master Schedule allows all students, including ELs, to have access to the core curriculum and elective programs, making this a school-wide focus and a truly collaborative effort for our staff. The site leadership team will need to invest and explore other educational programs, pay for consultants, instructional coaches, purchase support and intervention materials and visit other schools for support in the areas of closing the achievement gap of language learners, and other subgroups.</p> <p>A school-wide program for our students success will be implemented through assemblies that discuss current issues for all our students.</p> <p>School safety will be addressed with improving the monitoring system and additional yard supervisors. These additions will increase a safe environment and have a visible impact on the students during their daily routine and development.</p> <p>The site administrative team will participate in trainings for looking at ways to use data to inform</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>instruction as well as supporting staff development in closing the achievement gap for our language learners. Substitutes will be paid to cover teacher training and collaboration time. Conference costs for professional development will also be funded. This time is beyond the work day.</p> <p>In order to close the achievement gap we will create a summer intervention academy that will support students that are not proficient in English and math. Students will be given curriculum and instruction that will front load their learning for the following year. Teachers and student workers will be paid an extra-duty stipend for four hours each day for support in English, math and Life Skills. Materials like paper, notebooks, writing instruments will be provided for all students.</p> <p>Student Achievement Monitoring, monthly collaboration, fiscal support, parent community, School Safety Behavior Plans.</p> <p>We will align the District Initiatives (School Culture, School Safety, and Essential Program Components, Disproportionality, and Response to Interventions) with that of Douglass Middle through staff development opportunities as well as locally at the site in department and staff meetings.</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>In order for our teaching practice, interventions, English Language Development programs to stay current with best instructional practices, we will also need to pay for membership dues to organizations like CABE, CLMS, and ASCD.</p> <p>Douglass Middle School current Counselors and the RTI specialist. will be used to monitor and report to administration all activities related to suspensions with the focus on the Hispanic sub group.</p>					
<p>4.0</p> <p>Through presentations to our parent groups in PTA, School Site Council and ELAC the leadership of DMS will disclose the purpose of expenditures for the purpose of closing the achievement gap and providing a safe campus for the students of Douglass Middle School. Site intervention programs will be shared with parents. All interventions are developed by analyzing student data and developing intervention that address student under performance.</p> <p>If there are agreed upon parent suggestions, Changes were discussed and all agreed upon the changes made to the policy and will be reflected in the SPSA under the parent involvement goal.</p>	2018/19	Administration, ELAC, PTA, Chair Committees, Leadership team, SSC members	Parent Liaison Postage, materials, supplies Refreshments, light snacks Child Care service for parent meetings Parent leadership conferences, dues and memberships	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration Title I Part A: Basic Grants Low-Income and Neglected	500.00 500.00 1,500.00 500.00 4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>We provide a summer newsletter with opportunities for parents to get involved at DMS and is supported by PTA and ELAC. We solicit parent involvement as volunteers, called Parents on Campus, weekly call outs on our auto caller to inform parents about upcoming events. The school web site is current for events on campus and has a parent tab for additional information. We ask all of our parents to sign their student's planner, which serves as a parent handbook. We encourage parents to attend Back to School Night, Parent Conferences and Open House. Parents are reminded that we want them to come to school whenever they can to see our programs.</p> <p>In order to better support our families at Douglass MS, we will offer the services of a Parent Liaison to assist our families to understand the many support services we offer for our students and families. A Parent Liaison will work closely with Admin and the EL Specialist to monitor student progress and communicate with parents of English Learners and the general student body. Such monitoring and communication will include, but not be limited to: analyzing assessment data, contacting teachers to inquire about student progress and provide strategies for improvement, goal-setting and feedback regarding progress toward meeting such goals, and contacting parents to update them on student progress. The</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Parent Liaison will help by reaching to our families in our community about attendance, interventions, parent meetings and other school site initiatives in order to have increased support and communication. They can meet with our families on site or in the community. They will be paid on a VSA on an hourly basis Monday through Friday.</p> <p>Parent trainings and information regarding curriculum and instruction will be shared through events such as reading or writing nights and parent technology training nights, and parent conferences. Opportunities for EL students to better access elective programs will be provided by using SDAIE instructional methods. In order to ensure a high level of parent involvement, child care and refreshments will be provided.</p>					

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Performance Goal 1A, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B
Improve the English proficiency and academic achievement of English learners.
Data Used to Form this Goal:
LCAP Goal 4: 4.1 Maintain the District Reclassification rate for English Learners at 11% 4.2 Increase the number of students meeting the LPAC proficiency levels 3 's and 4's. 4.3 Maintain 100% English Learners access to CCSS and ELD standards.
Findings from the Analysis of this Data:
We continue to have English Language Development Intervention courses with two levels of students that need support. We continue to have newcomers and first year students receiving the Inside Curriculum by a staff member and two Para pros to support the two levels English Language Learners. Based on the LPAC data last year we placed our long-term EL students (Level 3 students) in Inside Intervention courses based on the Inside Screener. This year we offer two support classes (one per grade level) for ELD for our targeted Long Term English Language Learners. In their first class the students will have a smaller classroom environment, focusing on ELD, frontloading instruction, and use supplemental materials. These students will then receive grade level instruction with their same English teacher as part of their course placement.
How the School will Evaluate the Progress of this Goal:
English learners made a 4.1% growth toward our English proficiency as measured by the SBAC. We are trying a new intervention program called Edgenuity.
First Interim Analysis:
We used I-ready for the 17-18 school year.

Second Interim Analysis:

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>4.1</p> <p>Master Schedule, Collaboration, Staff Development and Articulation</p> <p>Having a para professional in our newcomer program will support our individual needs for the variety of students that come to our country. These categorical dollars will reduce the student to teacher ratio.</p>	2018-19	Admin	<p>supplies</p> <p>Para Pro</p>	<p>Supplemental/Concentration</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>3,251.00</p> <p>7,000</p>
<p>4.2</p> <p>Intervention tutoring Before school and after School.</p>	2018-19	Admin	intervention tutors, teachers, para pros	Title I Part A: Basic Grants Low-Income and Neglected	5,000.00
<p>4.3</p> <p>EL teacher training</p>	2018-19	teacher	Professional Development	Supplemental/Concentration	1,000.00

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Stakeholder Engagement, Excellence for all students is supported through meaningful stakeholder engagement
Excellence for all students is supported through meaningful stakeholder engagement.
Data Used to Form this Goal:
LCAP Goal 5: 5.1 Clear agendas and outcomes for all committees, meetings and professional learning. 5.2 Committees establish for Ethnic Studies and grew committee participation for CCAT, DELAC, and LCAP 5.3 Common messaging of district-wide instructional focus. 5.4 Ensure "check for understanding" and photos taken of people's contributions to discussions. 5.5 Formalized partnerships with United Way and Rotary to support their literacy initiatives and programs. 5.6 LCAP approved and used as model by YCOE with other local districts. 5.7 Monthly meetings with WEA and CSEA to problem solve and share thinking ideas. 5.8 New website to communicate WJUSD information and provide better access to stakeholders. 5.9 Partnered with State Theater to host viewing of Wonder. 5.10 Partnered with WEA to develop joint informal classroom observation feedback form. 5.11 Revised Ethnic Studies Board resolution with action taken to implement and have growing Ethnic Studies Advisory committee. 5.12 Started
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Committee meetings, Professional development, Awards and recognition's,	2018/19	Administration	Supplies, copies,	Title I Part A: Parent Involvement	1,527.00

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	200,948.00	0.00
Site Discretionary	48,377.00	0.00
Title I Part A: Basic Grants Low-Income	61,775.00	0.00
Title I Part A: Parent Involvement	1,527.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Site Discretionary	48,377.00
Supplemental/Concentration	200,948.00
Title I Part A: Basic Grants Low-Income and Neglected	61,775.00
Title I Part A: Parent Involvement	1,527.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	124,203.00
Goal 2: All students will graduate high school and be	131,146.00
Goal 3: All students will be successful through the	39,500.00
Goal 4: Improve the English proficiency and academic	16,251.00
Goal 5: Goal 5: Excellence for All students is supported	1,527.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

The students of Douglass Middle School understand that they share in the responsibility for their academic achievement. It is expected that students are to be actively involved in their education by demonstrating our three basic rules for success; to be Safe, to be Respectful and to be Responsible during the entire school day, co-curricular activities, and athletics. Students have a voice in all of their classes. We believe in due process so students have an opportunity to voice their concerns to all staff members at Douglass MS. Our student leadership classes serve as forum for student voice regarding the culture of our school. We believe that students play a vital role in their education and well-being during their two years of attendance at DMS.

Parents Pledge:

We all know that in order for students and staff to be successful in what we do, we need our parents/guardians to buy what we are selling in order to support their child's education. Parents/Guardians of students at Douglass Middle School play a pivotal role and share equally in the responsibility for the academic success of their students. Parents/Guardians are the first teachers of their children. Parents/Guardians support Douglass Middle School by sending their student to school well rested, well fed, and equipped with the resources they have to ensure their students are ready for their education. Parents provide a quiet place for their student to study at home and are encourage communicating directly their concerns with the specific teacher of their child. We believe in due process so parents have the opportunity to voice their concerns to the administration when the need arises. Parents will come to Back to School Night, Parent Conferences and Open House to share in their student's education. Parents are always invited to participate in PTA, ELAC and School Site Council meetings because they are open to the public. Parents will monitor their child's attendance, homework completion, and volunteer in their child's school, classroom, and activities as well as participate in the major decisions that involve their student's participation at DMS.

Staff Pledge:

The staff at Douglass Middle School understands that it is the school's responsibility to provide a high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet and exceed the state standards. The staff will help parents understand the academic content and achievement standards assessments and how to monitor and improve the achievement of their children. The school will provide materials necessary for our student's in each of their classes. The school will assist parents on how to have access to their student's academic progress on our school's web site. DMS understands the need to have timely communication with the delivery of information to our parents so they can fully participate in their child's education. Information will be sent home in Spanish and English due to the culture of our community. The mission of DMS is to provide a quality educational experience for all by demonstrating safety, respect and responsibility.

X. School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Derek Cooper	669-8001	2019	X				
Paula Loya	666-2191	2020		X			
Chris Minor	666-2191	2020		X			
Maribel Quintana	666-2191	2018		X			
Olivia McGuigan	666-2191	2019		X			
Deb Rowe	666-2191	2019			X		
Irene Difuntorum		2018			X		
Stephanie Miller		2020				X	
Roberto Chavez		2018				X	
Yuliza Chavez		2019					X
Adarely Ramirez		2020					X
Brady Stephens		2019					X
Adarely Rodriguez							X
Numbers of members of each category:			2	4	2	2	4

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 School 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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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 herein 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 May 24th 2018.

Attested:

Derek Cooper

Typed Name of School Principal

Signature of School Principal

Date

Deborah Scott Rowe

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date