School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Douglass Middle School	57727100000000	4/24/23	5/25/23

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement:

English Learners, Students with Disabilities

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards is required. Douglass addresses the needs of the students in the fall and spring with CASSPP Interim assessments in Math classes and Study Sync assessments in English Language Arts.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
1. Strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards.
2. The use of methods and instructional strategies to help improve the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.
3. Programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
1. A school and family engagement policy.

2. A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

This ATSI plan meets state and ESSA requirements:

- In partnership with educational partners (including the principal and other school leaders, teachers, students and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan .

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Douglass Middle School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple interest groups at Douglass Middle School including ELAC (English Learner Advisory Committee), our School Site Council, our Site Leadership Team, and our Youth Advisory Council. Each meeting included an in-depth review of the most recent California School Dashboard data and site data for Douglass Middle School students' academic performance, attendance, reclassification rate, attendance rate and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.

STUDENT INPUT:
On 2/27/23 and 3/13/2023 our Youth Advisory Council met and broke into 5 smaller groups to conduct an in-depth review of Douglass Middle School how we are addressing Goal 4, Engagement and Leadership Opportunities for Youth. As a result, the team identified more opportunities for activities during the school day as an area of need and proposed actions and strategies to support these needs. Areas of concern included academic and social-emotional supports, academic supports in general, and supports for at-promise student populations, particularly in the areas of math and social-emotional needs. Student input was gathered through a variety of ways including Youth Advisory Council input, Focus Group meetings and a survey, and whole school survey. The survey that was given to all students and was created by the Site Leadership team and the Youth Advisory Council. The survey focused on student feelings of connectedness to school, safety and engagement, of which 698 students responded. SPSA Focus Groups also provided additional feedback where 142 students meet with the principal and answered a separate survey. The Youth Advisory Council (YAC) completed a needs assessment by reviewing the surveys, academic and local data including attendance. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. Students identified school conflicts

among peers and wanting more activities as areas of concern. As a follow-up, Youth Advisory Council met again on 4/20/23, reviewed the School Plan for Student Achievement (SPSA) and causes for absenteeism. The Youth Advisory Council identified top reasons besides illness that students miss school as lack of transportation, boredom, student conflict and not being motivated to do well in school which contributed to not feeling that school was important. Their insight highlighted the need to ensure that we are providing both engaging lessons that are relevant to students and interventions/enrichment opportunities. As a result, we are continuing our work centered around Professional Learning Communities We will continue our Adopt-a-Lion program based on the socio-emotional survey results in the fall and spring in order to build connections between students who feeling disenfranchised with school and staff. As a response to student concerns, funds were included to provide Intramural sports during both lunches. The funds will be used to pay Physical Education (PE) teachers to run Intramural sports and games on a rotating basis. The master schedule is being planned so that all PE teachers have their prep period backed with their lunch so Intramurals can be offered several days each week without interfering with PE classes that would otherwise be in session. Students identified lunch time as being when most of the student conflicts arise so offering Intramural sports provides an outlet for students who may be bored and therefore prone to being involved in conflict or "drama", and provides more activities that students enjoy.

Additional needs assessments were conducted with other interest groups throughout February, March and April as follows:

On 2/28/23 and 3/13/2023 our Site Leadership/Department Chair team conducted an in-depth review of Douglass Middle School how we are addressing Goals 1: College and Career Ready, and Goal 3: Accelerate English Learner Achievement, by reviewing students' performance, attendance, and dashboard data. As a result, the team identified writing and math as areas of strongest need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-promise student populations, specifically in the area of math performance.

On 2/28/2023 our School Site Council (SSC) conducted an in-depth review of Douglass Middle School and how we are addressing Goal 2: Meeting Social-Emotional and Academic Needs of our students including academic performance, attendance, and dashboard data. As a result, the SSC identified attendance, a high suspension rate and a need for strengthening our restorative practices as a response to student conflict and disruptive behaviors as areas of need and proposed actions and strategies to support these needs. Academic areas of concern included writing and math, in addition to social-emotional learning and supports, academic supports in general, and supports for at-promise student populations.

On 2/9/23 and 3/23/2023, our ELAC met and conducted an in-depth review of Douglass Middle School and also concentrated on Goal 3: Accelerate English Learner Achievement including students' performance, attendance, and dashboard data and conducted a self-assessment for the principles 1 and 2 for the EL Roadmap. As a result, the team identified building stronger Family and School Partnerships as an area of need and proposed actions and strategies to support these needs. Areas of concern continue to include post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general and supports for at-promise student populations. Creating opportunities for families to be more engaged on campus after two years of not being able to participate in on-site events was an additional area of concern, and strategies to encourage families to come back to campus were developed.

On 2/27/23 and 3/13/23 our Leadership Team conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified writing and math as areas of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-promise student populations, specifically in the area of math.

School site council met on 4/24/23, reviewed feedback and recommendations, and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. Douglass Middle School reviewed funding and staffing and did not identify any resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.49%	0.5%	5	4	4
African American	1.2%	1.10%	1.73%	9	9	14
Asian	6.9%	7.44%	9.16%	53	61	74
Filipino	0.4%	0.98%	1.24%	3	8	10
Hispanic/Latino	72.3%	70.49%	71.29%	552	578	576
Pacific Islander	0.9%	0.73%	0.12%	7	6	1
White	15.1%	15.49%	13%	115	127	105
Multiple/No Response	2.0%	2.80%	2.6%	15	23	21
			Total Enrollment	764	820	808

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	375	430	380
Grade 8	389	390	428
Total Enrollment	764	820	808

Conclusions based on this data:

1. Student enrollment during the 21-22 school year at Douglass Middle has increased by 56 students since the 20-21 school year. The 8th grade class increased by 55 students while the 7th grade class increased by just 1 student.
2. All student groups increased except for American Indian and Pacific Islander students decreased by 1 each.
3. Our Hispanic/Latino population had a slight decrease in percentage of total population with a 1.81% decrease, but with an increase of 26 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	106	158	131	13.90%	19.3%	16.2%
Fluent English Proficient (FEP)	312	283	316	40.80%	34.5%	39.1%
Reclassified Fluent English Proficient (RFEP)	15			14.2%		

Conclusions based on this data:

1. The number of English Learner (EL) students increased by 52 students between 20-21 and 21-22. For 21-22 , the class sizes increased from the previous and our EL population also increased in percentage in 20-21 (13.9%) to 21-22 (19.3%).
2. In 21-2 the number of Fluent English Proficient (FEP) students decreased to 283, and the percentage of FEP students decreased to 30.5% of our population.
3. Need RFEP data to complete: In the 20-21 school year, Douglass Middle reclassified 15 students but in 21-22 , a decline from the previous year. Factors contributing to this increase are the increased rigor of the English Learner Proficiency Assessments for California (ELPAC) testing, the shift to an online test administration, and the Smarter Balanced Assessment Consortium (SBAC) performance requirements in order to qualify for reclassification. In the 19-20 school year, our reclassification numbers dropped by half to just 14 students as a result of the school closures and distance learning measures to address the COVID-19 Pandemic. In the 20-21 school year, our numbers of Reclassified Fluent English Proficient (RFEP) students increased to 41 (33.9%), despite being in Distance Learning for much of the year. Students were able to come to campus to take the ELPAC test in person which greatly contributed to their overall success.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	381	426		0	420		0	419		0.0	98.6	
Grade 8	379	396		0	381		0	380		0.0	96.2	
All Grades	760	822		0	801		0	799		0.0	97.4	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2537.			13.37			32.46			24.82			29.36	
Grade 8		2519.			11.32			25.00			23.16			40.53	
All Grades	N/A	N/A	N/A		12.39			28.91			24.03			34.67	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.80			62.77			22.43	
Grade 8		12.66			51.72			35.62	
All Grades		13.78			57.52			28.70	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		19.28			53.98			26.75	
Grade 8		11.41			42.97			45.62	
All Grades		15.53			48.74			35.73	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.74			77.80			11.46	
Grade 8		11.35			70.45			18.21	
All Grades		11.03			74.31			14.66	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		15.27			65.16			19.57	
Grade 8		15.83			61.74			22.43	
All Grades		15.54			63.53			20.93	

Conclusions based on this data:

1. 41.36% of Douglass students scored at or above standard in English Language Arts (ELA) in 21-22 compared to 39.97% in the 18-19 school year. The 7th grade class was larger than the 8th by 30 students, and still outperformed them with 45.83% of 7th graders scoring at or above standard, where only 36.32% of 8th graders did. Despite distance learning and not taking the SBAC in the 20-21 school year, Douglass students improved overall in the percentage of students scoring at or above standard in ELA. The number of 7th grade students who scored below standard decreased to 29.36% from 32.90% in 18-19, but the percentage of 8th grade students who scored below standard increased to 34.67% in 21-22 from 33.14% in 18-19.
2. In the 18-19 school year, the highest area of proficiency in ELA for Douglass Middle was writing with 20.93% of students scoring above standard, followed closely by research and inquiry with 20.84% of students scoring above standard. In the 21-22 school year, the area of writing was the lowest area of proficiency with 15.53% of students scoring above standard- a 5.31% decrease. In the 18-19 school year, 73.84% scored at or above standard compared to the 21-22 school year, 64.27%- a 9.57% decrease. In the 18-19 school year, 26.16% of students scored below standard on SBAC compared to 35.73% in 21- 22, which is also a 9.57% increase.
3. In the 18-19 school year, the lowest area of proficiency in ELA for Douglass Middle was reading with 42.49% of our students score below standard. In 21-22, that rate decreased to 28.70%. This indicates that the focus on reading skills including comprehension, vocabulary, and language development across are effective and need to continue.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	381	427		0	420		0	420		0.0	98.4	
Grade 8	379	396		0	379		0	379		0.0	95.7	
All Grades	760	823		0	799		0	799		0.0	97.1	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2485.			7.14			15.24			28.81			48.81	
Grade 8		2471.			6.33			12.40			19.53			61.74	
All Grades	N/A	N/A	N/A		6.76			13.89			24.41			54.94	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.92			45.58			47.49	
Grade 8		6.33			39.84			53.83	
All Grades		6.64			42.86			50.50	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		7.86			52.86			39.29	
Grade 8		7.12			48.28			44.59	
All Grades		7.51			50.69			41.80	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		7.14			64.76			28.10	
Grade 8		6.33			56.20			37.47	
All Grades		6.76			60.70			32.54	

Conclusions based on this data:

1. Douglass Middle students continue to struggle significantly in math. In the 18-19 school year, 40.77% of our students scored below standard, the number of students meeting the standard dropped by 2.62% and the number of students below standard increased by 1.48%. In comparison, in the 21-22 school year the percentage of student s who scored below standard increased to 54.94%- which is a 14.17% increase. This indicates that math is an area in which we need to focus the majority of our efforts and resources to foster student growth and success.

2. In the18-19 the greatest area of strength in math was in communicating reasoning. 13.7% of our students scored above standard, and 53.19% scored at or near standard for a total of 66.89% of our student population. This aligned with the area of strength our students showed in ELA in the area of writing. In the 21-22 school year, Douglass students had a slight increase in this domain with 6.76% scoring at above standard and 60.70% scoring at or nearly at standard with a total of 67.46%- which is a very slight .57%. This indicates a need to of continued focus on strengthening the instruction around the Standards for Mathematical Practice.

3. The greatest area of need in math is in concepts and procedures with each proficiency level decreasing from 1the 18-19 school year to the 21-22 school year. In 18-19. 47.85% of our students scoring below standard compared to 50.50% in 21-22.

   What is more concerning is that fewer students scored at standard in 21-22 (6.64%) compared to 18-18 (19.51%). 15.04% more 7th graders scored at or near standard in 21-22 compared to 18-19. However, the fact that nearly 50% of the overall student population scored below standard in concepts and procedures, and math in general, is an indication that there is a dire need for us to focus on all areas of math instruction and learning in the coming year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1565.6	1556.1		1586.1	1561.4		1544.6	1550.3		66	72	
8	1532.5	1558.7		1538.7	1559.1		1525.7	1557.9		33	54	
All Grades										99	126	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	34.85	36.11		40.91	36.11		18.18	19.44		6.06	8.33		66	72	
8	19.35	18.52		35.48	50.00		25.81	27.78		19.35	3.70		31	54	
All Grades	29.90	28.57		39.18	42.06		20.62	23.02		10.31	6.35		97	126	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	53.03	50.00		33.33	34.72		7.58	11.11		6.06	4.17		66	72	
8	29.03	42.59		48.39	40.74		6.45	12.96		16.13	3.70		31	54	
All Grades	45.36	46.83		38.14	37.30		7.22	11.90		9.28	3.97		97	126	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	27.27	19.44		60.61	65.28		12.12	15.28		66	72	
8	12.90	22.22		67.74	72.22		19.35	5.56		31	54	
All Grades	22.68	20.63		62.89	68.25		14.43	11.11		97	126	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	81.54	76.39		13.85	20.83		4.62	2.78		65	72	
8	70.97	53.70		16.13	44.44		12.90	1.85		31	54	
All Grades	78.13	66.67		14.58	30.95		7.29	2.38		96	126	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	21.21	15.28		42.42	50.00		36.36	34.72		66	72	
8	12.90	20.37		25.81	44.44		61.29	35.19		31	54	
All Grades	18.56	17.46		37.11	47.62		44.33	34.92		97	126	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.61	18.06		78.79	75.00		10.61	6.94		66	72	
8	0.00	1.85		83.87	96.30		16.13	1.85		31	54	
All Grades	7.22	11.11		80.41	84.13		12.37	4.76		97	126	

Conclusions based on this data:

1. In the 21-22 school year, 126 students took the English Language Proficiency Assessments for California (ELPAC), an increase of 29 students from 19-20. 28.57% of the students scored level 4, a slight decrease of 1.33% from the 19-20 school year. 42.06 of students scored level 3, an increase of 2.88%. This may indicate that the shift in our instructional practices and student supports to better align with the rigor and types of tasks on the ELPAC to better support our students in developing the skills they need to be successful and meet the requirements for reclassification has proven to be effective, but we must continue to refine our instructional practices in order for students to continue to make growth.

2. Speaking is the domain in which our students demonstrate most strength with 66.67% scoring Well Developed. This is a decrease of 11.46% from the performance in 20-21. 76.39% of 7th graders in the 21-22 school year scored in the Well Developed domain, 20.83 scored in the Moderate domain, and 2.78% scored in the Beginning domain which indicates that our efforts in providing structured opportunities for student discourse and providing more opportunities for students to work with academic language in their reading, writing, and listening in our core subject areas has been effective but we need to continue to refine our practices.

3. The domain of greatest need is Writing with 11.11% (up from 7.22%) scoring in Well-Developed, 84.13% (up from 80.41%) of our English Learner students scoring Somewhat/Moderate, and 4.76% (a decrease from 12.37%) scoring in the Beginning domain. The fact that almost 89% of our English Learners scored in the Somewhat/Moderate and Beginning ranges combined, is a clear indication that this needs to be an area of intense focus and professional development in the coming year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
820	**71.7**	**19.3**	**0.4**
Total Number of Students enrolled in Douglass Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	158	19.3
Foster Youth	3	0.4
Homeless	5	0.6
Socioeconomically Disadvantaged	588	71.7
Students with Disabilities	97	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.1
American Indian	4	0.5
Asian	61	7.4
Filipino	8	1.0
Hispanic	578	70.5
Two or More Races	23	2.8
Pacific Islander	6	0.7
White	127	15.5

Conclusions based on this data:

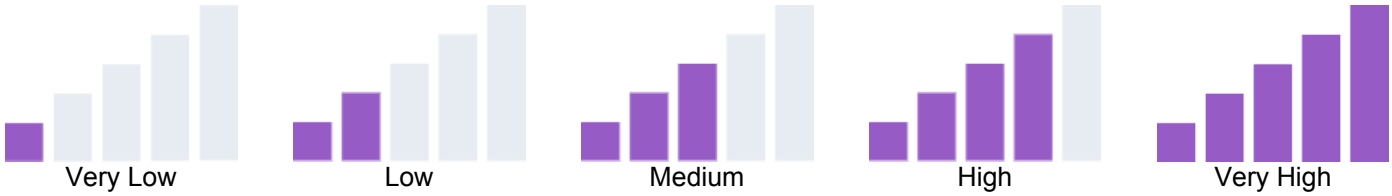
1. 71.7% of our student population is socioeconomically disadvantaged. This indicates a high need for after school support and programming to provide students safe, constructive, and healthy activities and spaces to engage in after school hours.
2. 19.3% of our student population is English Learners and 11.8% is students with disabilities. These numbers, in combination with the high number of socioeconomically disadvantaged students on our campus, support the need for after school support and programming. They also indicate an intense need to provide high quality and consistent supports, interventions, and programs embedded in the school day to ensure our most at risk populations can access the full spectrum of our educational opportunities.
3. Our largest demographic group is our Hispanic/Latino population at 70.5%. With a population of that size, it is of utmost importance that we provide culturally relevant and engaging courses and opportunities for students to see themselves in the curriculum and activities in their classrooms and on campus.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: Very High		

Conclusions based on this data:

1. ELA performance scored Low which is the equivalent to what was Orange. Math scored in the very low range which is equivalent to red. While both areas need attention and improvement, this indicates that math is the more pressing area of need for our students.

2. Chronic absenteeism moved from what was Yellow to Very High. This a high area of need and strategies include the development of better attendance monitoring and outreach, and more opportunities for students to engage in leadership and decision making on campus.

3. Our suspension rate improved slightly from the Red category to High- which is comparable to Orange. This is an indicator that we need to continue to focus on our Tier I systems, supports and processes with an emphasis on establishing and maintaining strong, positive, and productive relationships with our students and creating an environment that recognizes, welcomes, and supports all students.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

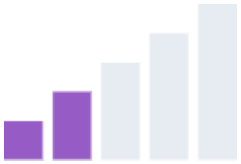
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	1	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
29.4 points below standard	84.8 points below standard	2 Students
777 Students	259 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5 Students	43.4 points below standard	129.3 points below standard
	559 Students	91 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9 Students	No Performance Level 4 Students	High 28.8 points above standard 60 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 45.8 points below standard 551 Students	No Performance Level 22.6 points below standard 22 Students	No Performance Level 6 Students	Medium 9.8 points above standard 116 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
131.3 points below standard 109 Students	51.0 points below standard 150 Students	12.1 points below standard 359 Students

Conclusions based on this data:

1. Douglass Middle's student performance on the ELA Smarter Balanced Assessment System (SBAC) declined for all student groups but Students with Disabilities and English Learners (EL's) had the most significant decrease in scores indicating a need to focus heavily on these two populations and the interventions and supports we are providing in this area.
2. Our EL student performance remained fairly consistent and remain the furthest from standard at 131.3 points. Our Reclassified EL (RFEP) students performed 51.0 point below standard, where the English Only students made the same similar growth but performed only 12.1 points below standard. This is indicative of an intense need to focus on our English Language Learner population in planning our instruction and programming across campus.
3. Our students with disabilities scored 129.3 points from standard, decreasing from 126.3 moving them from Orange to Very Low on the Dashboard. This is indicative of a dire need to focus on this population and their needs in planning our instruction and programming across campus as well.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

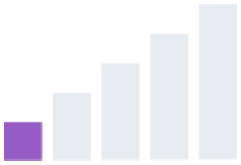
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
96.1 points below standard	153.5 points below standard	2 Students
772 Students	258 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
5 Students	111.6 points below standard	194.9 points below standard
	555 Students	91 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9 Students	No Performance Level 4 Students	Low 40.3 points below standard 60 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 115.1 points below standard 549 Students	No Performance Level 70.1 points below standard 22 Students	No Performance Level 6 Students	Low 47.0 points below standard 116 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
188.1 points below standard 108 Students	128.6 points below standard 150 Students	78.8 points below standard 355 Students

Conclusions based on this data:

1. All student groups at Douglass Middle School scored in the Very Low category of student performance on the Math SBAC for the 21-22 school year. The average student is performing 96.1 points below standard and our Students with Disabilities the furthest from standard at 194.9 points away from standard, and ELs performed at 153.5 points away from standard, indicating a need to focus heavily on these two populations and the interventions and supports we are providing in this area. In particular, this data indicates a need to develop and implement scaffolds, supports, and strategies for differentiation in all curricular areas to support these populations.
2. Our Asian and White students performed closest to the standard with 40.3 and 47 points below standard, respectively.
3. No student group increased or moved closer to standard. This is indicative of a dire need to focus on math instruction and planning for students across campus, and the need to strengthen our instructional practices around differentiation and supporting learners of all types.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

65.2 making progress towards English language proficiency

Number of EL Students: 115 Students

Performance Level: 5

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.8%	27.0%	0.9%	64.3%

Conclusions based on this data:

1. 65.2 % of our English Learners are making progress toward English language proficiency, which the Very High level performance. This indicates that our work to strengthen our instructional practices and supports provided to our EL population was effective and that we need to continue to fine tune our instructional practices.
2. Of the 115 Douglass Middle students who took the ELPAC, 64.3% progressed at least one English Language Proficiency Indicator (ELPI) level and only 0.9% maintained their performance at level 4 from the 20-21 school year. 7.8% of our students decreased on ELPI level which indicates that there is a need for us to focus our efforts around developing and delivering supports to English Learners to maintain and improve their language development and acquisition, particularly as they approach the point of proficiency and reclassification.
3. Of the 115 Douglass Middle School students who took the ELPAC, 27% maintained their English Learner Progress Indicator (ELPI) level 1, 2L, 2H, 3L, or 3H. Next year we need to develop supports and interventions to provide the students the instruction and opportunities needed to help them move forward and maintain positive progress in their language development.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

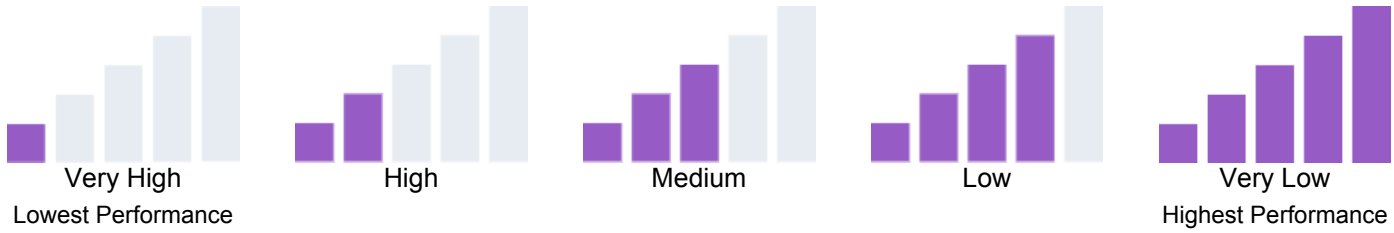
1. N/A
2. N/A
3. `N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

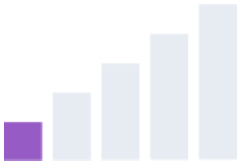
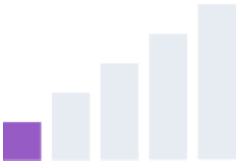
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
26.9% Chronically Absent	28.6% Chronically Absent	Less than 11 Students
839 Students	161 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	29.2% Chronically Absent	43.6% Chronically Absent
5 Students	600 Students	101 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	6.5% Chronically Absent	Less than 11 Students
10 Students	4 Students	62 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
27.7% Chronically Absent	21.4% Chronically Absent	Less than 11 Students	30.1% Chronically Absent
588 Students	28 Students	6 Students	133 Students

Conclusions based on this data:

1. We are in the Very High category for all students with a rate of 26.9% being chronically absent. Our Asian students had the lowest Chronic Absenteeism rate with 6.5% students Chronically Absent, which places them in the Medium category.

   This could indicate that the outreach and support efforts we implemented are not reaping the results that were planned and we should continue implementing them and expand them.

2. Our Students with Disabilities student population had the largest percentage of Chronic Absenteeism with 43.6% students in the chronically absent, followed by our Socioeconomically Disadvantaged student population whose chronic absenteeism which was 29.2%, our English Learner populations were also in the Very High with 28.6% chronic absenteeism. This indicates a need to provide more discrete supports and interventions to all students, but especially with these three populations to facilitate regular attendance.

3. For the 21-22 school year 30.1% of White students and 27.7% of Hispanic students were in the Very High category. In the coming year, we will need to work with our attendance clerk, program specialists, and attendance liaison to more closely monitor student attendance and to provide outreach earlier on.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

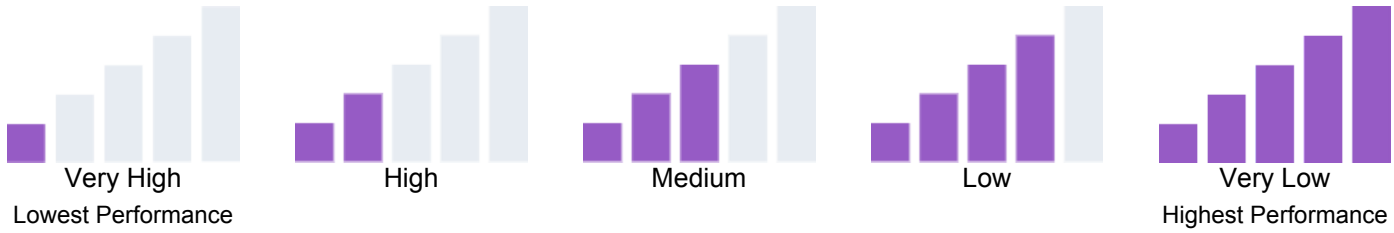
1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

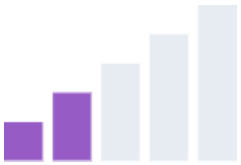
Very High	High	Medium	Low	Very Low
1	3	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
10% suspended at least one day	13.3% suspended at least one day	Less than 11 Students
851 Students	165 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
Less than 11 Students	11.5% suspended at least one day	11.7% suspended at least one day
5 Students	609 Students	103 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	No Performance Level
Less than 11 Students	Less than 11 Students	4.8% suspended at least one day	Less than 11 Students
10 Students	4 Students	63 Students	8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	No Performance Level	No Performance Level	Medium
10.6% suspended at least one day	17.9% suspended at least one day	Less than 11 Students	5.9% suspended at least one day
597 Students	28 Students	6 Students	135 Students

Conclusions based on this data:

1. Our suspension rate is in the High range which is comparable to the previous Orange range with a 10% of students suspended at least one day. Douglass had been in the Red category so there is some modest improvement in reducing the suspension rate but this indicates a continued need to review and strengthen our efforts to implement Tier I strategies, Positive Behavior Intervention System, and the continued development of a positive, productive, and safe campus culture.
2. Suspensions for our English Learners was the highest student group with 13.3% suspended for at least one day which is 3.3% higher than average. Suspensions for our Asian students and White students, 4.8% and 5.9% respectively, places them in the Medium category. Despite this incremental improvement, the overall suspension rate and rates for individual subgroups is a clear indication that establishing a solid, efficient, and effective Tier I system of supports is a critical area of need for Douglass Middle School.
3. The slight improvement in our suspension rate is a clear indication that we need to focus on strengthening and expanding our Tier I, PBIS, and MTSS practices on site and improve both our classroom and community culture and connectedness.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process, and our comprehensive needs assessment with interest groups, Douglass Middle School identified a need to improve academic performance overall with a specific focus on math, but especially for English Learners and Students with Disabilities student groups, and need to strengthen our collaborative processes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	Currently, 252 students participate in our VAPA program which increased from 216 in the 21-22 school year.	Increased engagement and involvement in VAPA resulting in the need for at least 1 section of Drama, maintain the number students who take music, 1 section of Yearbook, and maintain the number of students participating in VAPA courses overall.
Number of Pathway awards for Bilteracy (Dual Immersion schools only).	In the 22-23 school year, 20 Douglass students received the Biliteracy Pathway Awards	Increase the number of students by 5.
Number of Students participating in homework club	In the 22-23 school year, Homework Club was remained at 3 days per week, with the third teacher providing support each day based on the high numbers of students attending. In early spring semester, the addition of an EL paraprofessional to support EL students attending was added. Also, two morning Homework Club sessions were added in the spring semester based on student suggestion- two	Continue to offer three days of Homework Club and the possibility of continuing Morning Homework Club if the numbers of students attending support it.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	teachers provide help in the morning, Average attendance for Homework Club is 35 students but can be as high as 85 students right before a grading period ends based on the sign in sheets.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on students with disabilities and English Language Learners

Strategy/Activity

Strategy: Improving and expanding the use of research-based instructional strategies and increasing the intentional planning for embedded student supports-both academic and social-emotional. All teachers will be focusing on incorporating more and improved writing by targeting instruction on Writing as part WICOR (Writing, Inquiry, Collaboration, Organization, Reading) so that all students, but especially our students with disabilities and English Learners can read and write at grade level. Activities:

- Professional Learning Communities (PLC) training for departments leads AND release time to work and collaborate, use the cycle of inquiry to improve student achievement and the use of Tier I interventions to support student learning. PLC's will focus on common formative assessment data, which teaching strategies were most successful, how to reteach students who did not learn the material at standard based on the assessments and how to extend learning for students who did.
- Provide the supplies, technology, supplemental materials, and copies to support intervention and differentiation to meet the needs of students.
- Continuing our work with Character Strong and embedding Social-Emotional Learning (SEL) and Leadership activities and supports into our instruction campus-wide and across all disciplines.
- WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies across all curricular areas, with a particular focus on lessons and activities that engage students in inquiry and writing through real-world contextualized projects and materials, with a particular focus on the writing in each subject area and language acquisition theory and strategies that can be applied campus-wide.
- PLC/Collaboration training and release time to work with English, Math, History Social Science, Special Education and Science departments so that our campus uses the cycle of inquiry to identify areas of need and growth, to improve student learning, including the development of rubrics to effectively gauge implementation progress outputs.
- Homework Club & Friday Intervention: After school tutoring by teachers and paraeducators for students three times per week to enable students to receive support outside of classroom instructional time and at a time that works best for them to work on assignments, get extra help and keep up on grades.

- Subject Specific PD in core content areas including: Asilomar (math/English) or Stanford Math, Science in the River City, Common Core State Standards (CCSS)/ Next Generation Science Standards (NGSS), Advancement Via Individual Determination (AVID) in order to build capacity in teaching practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$30,506.20	Supplemental/Concentration
$27,605.66	Title I Part A: Basic Grants Low-Income and Neglected
$1,201.00	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on Students with Disabilities and English Language Learners

Strategy/Activity

Strategies: Increase the number of opportunities for student exploration of college and career readiness. Departments will develop systems that focus on a shift from teaching to learning, and a results oriented culture with a focus on students with disabilities and English learners.

Activities:
- Professional Learning Communities (PLC) department leads collaboration
- Student clubs aligned with student interests, needs, growth, and leadership opportunities.
- Field trips and academic or program-related conferences to expose students to a variety of college and career opportunities.
- Advancement Via Individual Determination (AVID) Program costs including college field trips for AVID students, subs to cover classrooms so that AVID teachers can attend the field trips, AVID coordinator pay, PD for AVID/Excel and content area teachers.
- Payment of assessment fees for Advanced Placement (AP) tests for students in the 8th grade Spanish classes who have participated in the Dual Immersion program through elementary.
- Homework Club and Friday Intervention
- Attendance postcards/notices and postage

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$7,525.00	Supplemental/Concentration
$18,800	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to provide our teachers with the opportunity to participate in many professional development (PD) sessions to strengthen their instructional practices and approaches in supporting students in the classroom with academics and social-emotional needs. Teachers participated in PD with a number of outside institutions including Solution Tree for Professional Learning Communities training, Advancement Via Individual Determination (AVID), Science in the River City, UC Davis/CALTEACH/MAST, SCOE, Supporting Inclusive Practices, EL Rise, ELLevation, Social Science and Science. Our AVID program was fully funded. An additional teacher and one English Learners (EL) paraprofessional were paid to support students in after school Homework Club. In mid-February, Morning Homework Club was added two mornings per week to support students who need extra help but cannot stay after school. Friday Intervention continued to support students with completing essential assignments.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

VAPA enrollment increased slightly although music classes do not have as many students who signed up as previous years. This could be due to declined music participation at the elementary level. Yearbook was included in the VAPA enrollment numbers for this year which increased our total Visual and Performing Arts (VAPA) participation. Rather than bring in a trainer for site-wide Professional Develop for Professional Learning Communities (PLC's) as planned, 18 staff members attended the PLC's at Work institute. Department Chairs and the principal were trained in November and 12 teachers are attending the summer institute. This was due to a district-wide focus on training administrators on PLC's first and then bringing PLC Professional Development to teachers and staff. This change in plans has allowed us to move more slowly, but more strategically, to learn and plan how to implement PLC's this coming year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we want more teachers to be trained and implement Professional Learning Community practices in order to use data to collaborate on specific school related issues to improve educational outcomes. The goal is have enough teachers attend the institutes from each department in order to change our focus from teaching to student learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, Douglass Middle School identified a need to improve our Mutli-Tiered Systems of Support (MTSS) which includes our Tier 1 classroom interventions, Tier II team, and Social Emotional Learning curriculum delivery.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	For the 21-22 Dashboard, English Language Arts performance was in the Low category and Math was ibn the Very Low category. ELA performance is as follows: 13.37% of 7th graders and 11.32% of 8th graders Exceeded standard (Level 4), 32.46% of 7th graders and 25% of 8th graders Met standard (level 3), 24.82% of 7th graders and 23.16% of 8th graders scored at Standard Nearly Met (Level 2), 29.36% of 7th graders and 40.53% of 8th graders did not meet standard (Level 1). Math performance is as follows: 7.14 % of 7th graders and 6.33 % of 8th graders Exceeded Standard (level 4)	Increase overall student achievement in English Language Arts, improving from from Low to Medium Increase overall student achievement in math improving from Very Low to Medium

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	15.24 % of 7th graders and 8th graders 12.40 % Met standard (Level 3) 28.81 % of 7th grade and 19.53 % of 8th graders Standard Nearly Met (Level 2) 48.81 % of 7th graders and 61.74 % of 8th graders Standard Not Met(Level 1)	
Performance level on English Learner Progress Indicator (ELPI)	Our current performance on the ELPI is in the Very High category with 65.2% of our EL population making progress toward English Language proficiency and reclassification.	Increase the percentage of our English Learner students making progress toward English Language proficiency by 5%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	On the most recent SBAC, 53.69% of students met or exceeded the standard in ELA	Increase the number of students meeting and exceeding standards in ELA by 7%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	On the most recent SBAC, 20.65% of students met or exceeded the standard for Math	By our targeted work with PLC's, increase the number of students meeting and exceeding standards in math by 10%. PLC rubric (output) to measure the effectiveness of PLC implementation
Percentage and number of students who are chronically absent	On the most recent CA Dashboard, 26.9% Chronically Absent	Progress from Very High to Medium
Student sense of safety and school connectedness	PASS universal screener results indicate that overall Douglass Middle School students are happy and feel safe and connected to their school. The PASS screener was given in October and March with results for both showing that our overall percentiles are in the green category (High Satisfaction with their School Experience). The the area that we focus	Students give themselves a higher rating in the spring.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	most closely on is Feelings About School. After the fall/winter administration, staff focus energies on those students who self reported having low moderate and low satisfaction with their school experience with our Adopt-a-Lion campaign. We then compare the list in the spring to determine if staff efforts were successful and adopt new students who are now feeling unconnected.	
Suspension rate	On the most recent CA Dashboard, Douglass was in the High category for suspensions with a 10% suspension rate. English Learners had the highest suspension rate at 13.3%	Decrease the number of suspensions overall by 20%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Need the latest results Of the 16 areas in the 2019 California Healthy Kids Survey (CHKS), parents only strongly agreed that DMS clearly communicates consequences of breaking rules, and only 13% of responding parents agreed at that level.	Increase the number of parents participating in CHKS and earn high satisfaction marks in at least 8 of 16 areas.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy: Build on creating a welcoming, and positive school-wide climate and culture that fosters student academic and behavioral achievement.

Activities:

- Work with a Solution Tree Professional Development Coach to help support Math instruction. The coach will meet with grade level teams approximately once per month.

- Collaboration, data analysis and PLC planning timesheets
- Student orientation & engagement activities and events throughout the year including orientation for incoming 7th graders led by WEB (Where Everyone Belongs) students, start of the school year assembly and activities, guest speakers, field trips, dances, Club Lion, L--Student recognition events and engagement activities including: Lunch Bunch, promotion, Intramural sports at lunch, etc.
- WICOR: teachers shared strategies to increase the use of Writing, Inquiry, Collaboration, Organization, and Reading in order to increase opportunities for structured student talk and writing across all content areas
- Supplemental instructional aides and supplies (MobyMax, Pear Deck, Blookit, etc
- PBIS signage and student engagement tracking system
- New teacher support with Buddy Teachers
- Attendance postcards and notices to supplement parent contacts
- Check in/Check Out used as a Tier II response for behavior and attendance

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$44,485.98	Supplemental/Concentration
$47,241.00	Title I Part A: Basic Grants Low-Income and Neglected
$500	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our goal for the 23-24 school year is to focus on continuing the work that was started last year around Profession Learning Committee's (PLC's) and student learning. Using the PLC process each grade level team began their work to narrow down which state standards students need to master in order to do well in their current year in school and the next year. This has begun a change in practice where grade level teams have developed common policies including grading, make up and late work, and are beginning to develop common formative assessments and student data analysis protocols.

We will continue with Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) with a focus on writing in all content areas, academic language scripts and collaboration between all departments.

The Tier I and Tier II teams attended training through Yolo County Office of Education in cooperation with Student Services and to develop/strengthen their team protocols and processes. Character Strong curriculum was used last year and will continue next year to support our students in addressing their Social Emotional Learning (SEL) needs. Each department signed up for 4-6 weeks to teach the curriculum each Wednesday.

We were able to provide our teachers with the opportunity to participate in a great deal of professional development around engagement and to strengthen their instructional practices and approaches to supporting students in the classroom with academics and social-emotional needs. Teachers participated in PD with a number of outside institutions including AVID, Science in the River City, UC Davis/CALTEACH Math and Science Teaching (MAST), Yolo County of Education, Sacramento Office of Education, 21st Century Teaching's New Tech Universal Design for Learning strategies and a number of others.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were not able to provide Project Safe, and intramural sports as planned due to staffing and master schedule constraints.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue the PLC work we have begun this year. We will provide more collaboration and planning time for departments in order to have guided practice with the strategies colleagues are implementing.
We will continue working to strengthen our supports and instructional strategies for our at-promise learners in Directed Studies and English Language Development, providing them additional supports during classes and additional tutoring outside of the academic day.
Attendance is an area of great concern as the attendance rate for the 2022 year was 26.9% per the California School Dashboard. In comparison, during the 2019 year, the last full per-pandemic year on the California School Dashboard, our chronically absent rate was 13.9%. Based on student surveys and attendance data, the response to attendance intervention will be a concentrated effort to more closely monitor attendance by the Attendance Clerk and Administration and work with our Attendance Liaison and School Resource Officer to conduct home visits, running daily single period absence reports and including more parent outreach based on those reports. Check In/Check out (CICO) will be utilized for attendance as well as behavior interventions as part of the Tier II response to engage students. In order to provide more engagement opportunities to help students feel connected to school and reduce student conflict, which is a contributing factor of absenteeism, Intramural Sports plan has been added which includes a change to the master schedule so that all Physical Education teachers have their prep period backed to their lunch in order to offer Intramurals throughout the week. Youth Advisory Council suggested recognizing students who have perfect attendance for the month with reward certificates such In-n-out or Dutch Bros. This would not cost the school any money since many businesses have student incentive rewards available - they just need to be requested by the principal. Providing personalized early outreach will be accomplished through our Adopt-a Lion program where staff "adopt" a few

students who have self-identified as not feeling connected to school. Staff make a concentrated effort to talk with and support their identified students on a regular basis. This strategy also does not have a financial implication.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, Douglass Middle School identified a need to improve academic performance overall for our English Learners (EL), with a specific focus on their performance in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	23.5% of English Learner students were reclassified in 21-22 By 2/27/23 18 of 31 that scored a 4 on the English Learner Proficiency Assessments of California (ELPAC) that were eligible reclassified.	Increase the reclassification rate by 15%.
English Learner Progress Indicator (ELPI)	65.2% of English Learner (EL) students made progress towards English proficiency. 7.8% of EL's decreased at least one ELPI level. 27% of EL's student who maintained ELPI levels of 1, 2L, 2H, 3L, 3H- we know that our dually identified students are not making growth and question how is their disability contributing to a lack of growth?	Reduce the percentage of English Learners who decrease one or more levels to no more than 5%.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self- assessment.	Our baseline for 21-22 on Principle 1 self-assessment was: Element A= 2.5	Increase our rating in each area by .5 or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Element B= 2.5 Element C= 2.5 Element D= 2.5 Element E= 2.5 = 2.5 overall The actual outcome for 22-23 self assessment for Principle 1 was: Element A= 2.8 Element B= 2.7 Element C= 2.5 Element D= 1.8 Element E= 2.8 = 2.52 overall We maintained instead of meeting our goal.	
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	At the start of the 22-23 school year there were 128 Long Term English Learners at Douglass Middle School, 128/842 students (15%). By 2/28/23 we had reduced our number of LTEL's to 110 (12.9%). The goal is to reduce our number o LTEL's by 10% which would be 13 students.	Reduce the number of Long Term English Learners by 10%
Percentage of English Learners with D's and F's at grading mark 3	Of 227 of 691 grades for English Learners were D's or F's for mark 3 equaling 33% of all grades.	Reduce the percentage of D and F grades for English Learners by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).

Strategy/Activity

Strategies: Implement research-based instructional strategies and supports to improve English Learner performance.

Activities:

- California Association of Bilingual Education (CABE): pay for 5 teachers/staff to attend
- Supplemental materials and supplies to support all students' academic growth but especially English Learners (classroom library books, notebooks and composition books, etc.)
- English Learner Shadowing/language instruction for teachers in areas other than English and English Language Development (ELD) to provide consistent, campus-wide academic support and language instruction
- Parent participation: child care for meeting (English Learner Advisory Committee, School Site Council, etc.) and refreshment's for Coffee Chats and parent meetings
- Parent Information nights (importance of attendance, Grade Point Average, grades, A-G, Aeries, Canvas). 1 for current 6th graders, 1 for current 7th graders, and 1 for current 8th graders
- Professional Development around implementing Professional Learning Communities including engaging in data driven discussions to identify students who need to be retaught lessons and re-take assessments so that students become proficient in mastering content standards will reduce the high number of D's and F's for all students, but especially for our English Learner's and students with disabilities.
- Professional Learning Community Data Analysis Protocols

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$7,257.82	Supplemental/Concentration
$21,269.34	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our English Learners (EL) students were supported by an EL Paraprofessional in their English Language Development (ELD) classes and a migrant para in core classes. The EL Specialist worked closely with the ELD and AVID (Advancement Via Individual Determination) EXCEL teachers to provide interventions, monitor progress, and provide instructional strategies. Canvas and the use of the Chromebook allows students to use Google translate and staff teaching how to use translation features so students have better access to curriculum and building fluency. Homework Club and Friday Intervention supported students outside of the school day in getting extra help to maintain grades.

We were able to provide enough sections of AVID Excel for our Long Term English Learners to keep class sizes under 20 order to provide more one on one supports to growth and achievement. We were able to provide our teachers with the opportunity to participate in a great deal of professional development around engagement and to strengthen their instructional practices and approaches to supporting students in the classroom with academics and social-emotional needs. Teachers participated in Professional Development (PD) with a number of outside institutions including AVID, Science in the River City, UC Davis/CALTEACH/MAST (Math and Science Teaching), Yolo County Office of Education, Sacramento County Office of Education and a number of others. Professional Development was offered outside of the school day in order to keep consistency and routine in the classroom, not interrupt instructional time and not create an unnecessary burden on other teachers who would have been called on to cover classes due to the substitute shortage.

AVID EXCEL, ELD Dual Immersion Social Science courses and Universal Design for Learning (UDL) implementation provided access points for all students to curriculum.
More Dual Immersion students coming up from our feeder schools has made it difficult to identify patterns since the baseline from year to year to is changing and there are variables among the different programs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we refocused our efforts WICOR (Writing, Inquiry, Collaboration, Organization and Reading) which is an AVID strategy, implemented Workshop Wednesdays and UDL (Universal Design for Learning) but tried not to add more to teachers and students as the focus was to get students back into the routine of attending school, participation and mitigating learning loss. There is a need to continue our work with WICOR, UDL and technological supports. Students required a lot of structure to have productive conversations this year because they are often uncomfortable with talking to peers in an educational setting.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the site data by the Leadership team and English Learner Advisory Committee (ELAC) team, we plan to continue to encourage group work, structured student conversations, UDL (Universal Design for Learning) embedded lessons and WICOR identified lesson activities so that our teachers become more proficient in these strategies since we have had continuing Professional Development and practice implementing these strategies. Next year, we will concentrate our effort on Writing across all department. The English Department Chair, along with the English Department and Principal, are developing a yearlong writing plan that will be discussed at each staff meeting for the 22-23 school year. The initial phase of the plan was rolled out in March where each teacher was asked to assign a writing prompt specific to their content and bring three samples

of student work that had been identified as a high, medium and low to the April staff meeting. In April, teachers worked in groups, 1 person from each department, to share writing samples and discuss the rubric they used as a means to begin to calibrate writing across the site. In May, departments will revisit their writing samples and determine areas of focus moving forward. Next year, we will continue to focus on Writing as our site wide WICOR strategy because this was an area of identified need based on state testing data and the strong correlation between writing and reading.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process, and our comprehensive needs assessment including our Youth Advisory Council and their input, Douglass Middle School identified a need to increase and improve the opportunities for students to engage in leadership and decision making activities on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	The baseline was 5 partnerships. The actual outcome included an additional partnership so that we currently partner with 9 community programs and organizations to give students engagement opportunities: Early Academic Outreach Program (EAOP), Educational Talent Search (ETS), The Bike Campaign, City of Woodland Teen Pack, Woodland Police Departments GREAT program, Native Dad's Network & The Native American Student Resource Center, Farm to Fork, Friday Night Live and UCD MESA.	Maintain the number of opportunities for students to engage in leadership development activities.
Number of extracurricular and co-curricular programs offered	We currently offer music, drama, and leadership classes with extracurricular components. We also offer sports, clubs, and Youth Advisory Council (YAC). In the 21-22 school year, 463 of our 820 (56%) students participated in at least one extracurricular programs.	Increase participation in at least one extracurricular activity to 60% of the student body, and offer at least 3 more activities/opportunities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	424 students or 56% of the student population participated in the spring survey used to draft the 22-23 SPSA. For the 23-24 SPSA, 696 students, or 87%, provided feedback.	Increase the number of surveys to at least 1 quarterly, and the number of student participants to at least 60% per survey.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	The baseline for the 21-22 school year, the Youth Advisory Council provided input to the SPSA and was comprised of 16 students. Of those, 10 are female, 6 are male, 13 are 8th graders, 3 are 7th graders, 1 has an Individual Education Plan (IEP), 6 are EL's, and 3 are Gifted and Talented Education (GATE) identified. For 22-23, 141 students provided feedback during Focus Groups and provided additional feedback to draft the 23-24 SPSA. The demographics of the focus groups are as follows: 26.8% 8th graders 73.2% 7th graders 90 students are EL's 21 GATE identified 24 IEP or 504 40.7% Leadership 35% AVID EXcel 17.1 % Directed Studies 7.3% ELD	Increase the number of opportunities for students to participate in focus groups to at least twice per year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a particular focus on Students with Disabilities and English Learners

Strategy/Activity

Strategy: Expand partnerships with community organizations to provide opportunities for students to engage in leadership training/experiences.

Activities:

- Workshops, conferences, or other training opportunities for students to develop and strengthen their leadership skills.
- Student Appreciation events such as Day of the Green, March Madness rewards and In-n-Out bus,
- Support student clubs/organizations with leadership focus/components (Math Club, Art Club, Gardening Club, Science/MESA, Pride Club, AVID Club, Friday Night Live, etc)
- Intramural sports offered at lunch
- Provide access to Student Leadership Workshops at least twice a year (i.e. Sac State, California Student Leadership Association (CASL), etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$4,850	Supplemental/Concentration
$7,800	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Community partnerships, incorporating more student voice, gathering student input from surveys, Youth Advisory Council (YAC) regular meetings were strategies/activities that helped to achieve our goals of providing more meaningful opportunities for student engagement. More opportunities for student engagement will have the added benefit of connection to school which we hope will reduce student conflict and increase regular school attendance. Youth Advisory Council (YAC) met during the school day which helped grow our numbers of participants and gather a more well-represented student voice. The input from YAC was incredibly valuable. The group was varied in

gender, ethnicity, socio-economic status, EL status, Grade Point Average (GPA), etc. but their input was clear and concise, especially when, as a group, they shared similar ideas, concerns and strategies. The 22-23 Youth Advisory Council recommended that Homework Club also be offered before school so that students who can attend after school due to sports, transportation, and family obligations can get extra help with their assignments. This was implemented in the spring as a pilot to see how many students attend.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We actually increased our club offerings by 2 more than the goal. Intramural sports were not offered due to staff schedule constraints.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year we need to be strategic in bringing guest speakers, planning student events such as rallys, dances, Rec to Go activities and intramural sports at lunch.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$124,417
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$219,042.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$122,716.00
Title I Part A: Parent Involvement	$1,701.00

Subtotal of additional federal funds included for this school: $124,417.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Supplemental/Concentration	$94,625.00

Subtotal of state or local funds included for this school: $94,625.00

Total of federal, state, and/or local funds for this school: $219,042.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Cristina Morel	Principal
Katherine Hunter	Classroom Teacher
Theresa Wyles	Classroom Teacher
Chris Minor	Classroom Teacher
Rebecca Rossiter	Other School Staff
Jennifer Martinez	Parent or Community Member
Sonia Cadena	Parent or Community Member
Jessica Duarte	Parent or Community Member
Manreet Dwadwal	Secondary Student
Londyon Moore-Hops	Secondary Student
Mariana Beltran	Secondary Student

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.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on April 24, 2023.

Attested:

	Principal, Cristina Morel on 4/25/2023
	SSC Chairperson, Katherine Hunter on 4/25/2023