

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Douglass Middle School	57727100000000	4/15/2024	5/23/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Douglass Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Douglass Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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.

## Educational Partner Involvement

How, when, and with whom did Douglass Middle 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 and 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), School Site Council, Site Leadership Team/Guiding Coalition, Youth Advisory Council, and Student Focus Groups. 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, attendance, and suspension rates. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

#### STUDENT INPUT:

The Douglass Middle School Youth Advisory meets at least 7 times in the school year to provide feedback and work with the principal to review the School Plan for Student Achievement and to provide student input on matters that impact them across campus. On October 24, 2023, the Youth Advisory Council reviewed site-wide discipline data. On December 8, 2023, the Youth Advisory Council continued to review discipline data and 1st-period tardies, reviewing the 1st-period tardy policy and whether it penalizes students dependent on adults to get them to school on time. A change in the 1st-period tardy was implemented partly due to their feedback and solutions. The Tier I and policies team also gave input in drafting a revised 1st-period tardy policy. On February 28, 2024, the Youth Advisory Council reviewed

Goal 4 and helped to develop a Spring Student Survey. The survey focused on students' feelings of connectedness and happiness at school, how much effort students put into earning grades, and feelings about school safety, of which 591 responded.

On March 22, 2024, the Youth Advisory Council met to review school safety and student connectedness, participated in the Focus Group survey, and reviewed the Spring Student Survey results. As a result of examining the survey, the Youth Advisory Council identified students liking their teachers and the effort that staff make to ensure students are engaged, Physical Education classes being a favorite, and that most students enjoy the food served. Students identified the need for a fence and students not being nice to each other, which contribute to feelings of being unsafe, which are areas of concern. Two more meetings were scheduled for April and May, focusing on culture and climate. The SPSA Focus Groups also provided additional feedback where students met with the principal and answered a separate survey. Focus Groups comprised of students who represented Students with Disabilities, English Learners, GATE-identified students, and students in a school leadership position. Both the spring Student survey and the focus group surveys yielded similar results. The things students reported liking best at Douglass were their teachers and the opportunities they had to get involved. Students identified that their teachers take time to ensure students understand what they are learning by asking them questions. When asked what could improve our school, a frequent answer was "nothing" or "I do not know." Many responses were out of our control, such as making every week have a three-day weekend. Still, several responses were indications of students being tired of the "drama" and fights and questioning why it continues, as evidenced by this student response; "I think we should suspend kids longer that get into fights because they get suspended, but they don't learn anything from it they just do it again they learn nothing from it." We are seeing similar data points from the California Healthy Kids Survey and the Bullying Prevention report- most students are not involved in the conflicts between students. They are tired of the culture of those conflicts created by a small number of their peers. For the 24-25 school year, we will be implementing the Safe School Ambassadors program as a response to student conflict and bullying and changing our monitoring of students who are accruing suspensions to offer targeted support to the Wellness Team.

#### SITE LEADERSHIP/GUIDING COALITION:

The site Leadership/Guiding Coalition team identified site needs to support student learning and continued to review staff recommendations for SPSA Goals. As a result, the team identified writing and math as continued areas of our most substantial need and proposed actions and strategies to support these needs. The Leadership/Guiding Coalition team developed a site-wide writing initiative, and on April 8, 2024, we reviewed Goals 1, 2, and 3. This team conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified a new metric for Goal 1 that is more aligned with supporting college- and career-ready students. We will now be tracking the numbers of students who participate in programs that cultivate a college and career-ready environment: Education Talent Search (ETS), Early Academic Outreach Program (EAOP), and the Advancement Via Individual Determination (AVID) elective programs rather than the number of students who attend Homework Club and Friday Intervention. For Goal 2, the team identified the need for closer monitoring of students suspended by the Wellness Team. This is because the Wellness Team comprises those who directly support students, including counseling. For Goal 3, the team identified how to use the district PLC data collection document to monitor the achievement of all students with an emphasis on both English Learners and Students with Disabilities. We added an attendance component to the monitoring tool so that PLCs can more easily identify instructional strategies and supports for identified students.

#### ELAC:

On 2/14/24, ELAC reviewed English learner progress, and on 3/20/2024, our ELAC conducted a self-assessment for principles 1 and 2 for the EL Roadmap and part of the needs assessment. 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. Based on ELAC feedback and working closely with our English Learner Specialist, students must have multiple opportunities to engage in academic discourse throughout the day. As a site, we intentionally focused on improving the quality of student writing in all courses, which may have had the unintentional consequence of less student academic discourse. Our goal is to have a balanced approach for the upcoming school year, which the ELAC team agreed with.

#### SCHOOL SITE COUNCIL:

On 1/22/2024, our School Site Council (SSC) reviewed the needs assessment and conducted an in-depth review of Douglass Middle School SPSA and how we are addressing Goal 2: Meeting Social-Emotional and Academic Needs of our students, including academic performance, attendance, and dashboard data for all Goals. On 3/27/2024, SSC conducted an in-depth review of Goal 1. SSC made note of the Seal of Biliteracy award since the percentage of recipients seems low if we have 6 sections of DI and only 8 award winners for the 23-24 school year. The suggestion is to ensure that DI teachers are explicit about what is needed to earn the Seal as an 8th grader and to acknowledge checkpoints throughout the year. Students need reminders of the hard work that they have done since TK/K in the DI program. The school site council met on 4/15/24, reviewed feedback and recommendations, and approved the SPSA.

#### DOUGLASS STAFF:

On 3/26/24, DMS staff reviewed data for Goal 2, specifically on ELA and Math progress, and the D/F for all students, but specific attention was given to English Learners and Students with Disabilities. Staff identified that we have a different group of parents and new teachers who may need support in responding to parents more promptly, returning to pre-COVID testing methods, and consistent practice with higher expectations since there were low expectations during and returning from COVID (the focus and overwhelming need was on Social Emotional health), PLC time, activities, and our work are strengthening first, best instruction, increasing rigor, and writing in all classes. Staff identified inconsistent consequences for big and small behaviors and a lack of consistency in the classroom, resulting in a reset of staff recommitting to upholding school rules and expectations site-wide. Other areas that were identified as causes for the results we are getting are being in the 3rd year of using the new English curriculum and many students need foundational math skills.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/a

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The suspension rate and English Learner Progress overall performance were in the "Orange" category. No categories were in the "Red" category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

4 student groups in the "Red" were in the suspension rate for the 22-23 school year. English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities increased suspension percentage. English Learners were suspended at 16.7% for at least one day, with an increase of 3.3%. 14.5% of Hispanic students were suspended for at least one day, with a rise of 3.9%. 13.3% of our Socioeconomically Disadvantaged students were suspended at least one day, with a 1.8% increase, and 20.3% of Students with Disabilities were suspended at least one day, with an 8.7% increase. The school received a two-year grant for funding to implement Safe School Ambassadors (SSA) to train students and classified staff to respond to student conflict, which ultimately can lead to students being mean to each other and physical altercations before it escalates. Approximately 37 students and 8 staff members will be trained on April 15 and 16, 2024, and the same number of next year's 7th graders will be trained.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Douglass Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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
<b>Total Enrollment</b>				764	820	808

### 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
<b>Total Enrollment</b>	764	820	808

#### Conclusions based on this data:

1. Student enrollment at Douglass Middle School decreased by 12 students during the 22-23 school year compared to the 21-22 school year. The 8th grade class decreased by 50 students, while the 7th grade class increased by 38 students.
2. The Asian student group had the most significant change with a 1.72% increase.
3. Our Hispanic/Latino population remained fairly consistent, with 2 fewer students in 22-23 from 21-22.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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 decreased by 27 from 158 students in 21-22 to 131 students in 22-23.
2. In 22-23, the number of Fluent English Proficient (FEP) students increased to 316, and the percentage of FEP students increased to 39.1%.
3. In the 22-23 school year, Douglass Middle reclassified 60 students, which resulted in a 63% reclassification rate. Factors contributing to this increase are the low numbers of English Learners and the high number of reclassified students.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	381	426	371	0	420	366	0	419	364	0.0	98.6	98.7
Grade 8	379	396	426	0	381	412	0	380	411	0.0	96.2	96.7
All Grades	760	822	797	0	801	778	0	799	775	0.0	97.4	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2533.		13.37	12.36		32.46	32.14		24.82	29.12		29.36	26.37
Grade 8		2519.	2557.		11.32	16.79		25.00	30.17		23.16	24.33		40.53	28.71
All Grades	N/A	N/A	N/A		12.39	14.71		28.91	31.10		24.03	26.58		34.67	27.61

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	13.46		62.77	61.54		22.43	25.00
Grade 8		12.66	19.95		51.72	54.01		35.62	26.03
All Grades		13.78	16.90		57.52	57.55		28.70	25.55

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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	18.78		53.98	53.59		26.75	27.62
Grade 8		11.41	18.83		42.97	52.32		45.62	28.85
All Grades		15.53	18.81		48.74	52.92		35.73	28.27

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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	10.99		77.80	76.10		11.46	12.91
Grade 8		11.35	17.52		70.45	68.86		18.21	13.63
All Grades		11.03	14.45		74.31	72.26		14.66	13.29

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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	12.36		65.16	65.93		19.57	21.70
Grade 8		15.83	19.71		61.74	65.21		22.43	15.09
All Grades		15.54	16.26		63.53	65.55		20.93	18.19

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### Conclusions based on this data:

- 45.81% of Douglass students scored at or above standard in English Language Arts (ELA) in 22-23, compared to 41.36% in the 21-22 school year. The percentage of students scoring below standard decreased in all domains, and the percentage of students scoring above standard increased.
- In the 21-22 school year, the highest area of proficiency in ELA for Douglass Middle was writing with 15.53% of students scoring above standard, followed closely by reading with 16.90% of students scoring above standard. In the 22-23 school year, the area of writing was 18.81% of students scored above standard- a 3.28% increase.
- In the 22-23 school year, the lowest area of proficiency in ELA for Douglass Middle was writing, with 28.27% of our students scoring below standard. In 21-22, that rate decreased to 28.70%. Students who scored below standard in writing had the most significant change from 21-22 to 22-23, with a 7.46% decrease. This indicates that the focus on writing skills including a focus on the conventions of the English language, using transitions, and developing more complex writing for understanding site-wide.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	381	427	371	0	420	365	0	420	365	0.0	98.4	98.4
Grade 8	379	396	426	0	379	414	0	379	414	0.0	95.7	97.2
All Grades	760	823	797	0	799	779	0	799	779	0.0	97.1	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2488.		7.14	11.51		15.24	14.79		28.81	23.29		48.81	50.41
Grade 8		2471.	2504.		6.33	10.14		12.40	15.70		19.53	21.98		61.74	52.17
All Grades	N/A	N/A	N/A		6.76	10.78		13.89	15.28		24.41	22.59		54.94	51.35

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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	15.07		45.58	38.36		47.49	46.58
Grade 8		6.33	9.66		39.84	44.20		53.83	46.14
All Grades		6.64	12.20		42.86	41.46		50.50	46.34

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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	10.14		52.86	49.32		39.29	40.55
Grade 8		7.12	11.11		48.28	50.72		44.59	38.16
All Grades		7.51	10.65		50.69	50.06		41.80	39.28

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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	9.86		64.76	57.53		28.10	32.60
Grade 8		6.33	8.94		56.20	58.70		37.47	32.37
All Grades		6.76	9.37		60.70	58.15		32.54	32.48

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#### Conclusions based on this data:

- Douglass Middle students are slowly improving but continue to struggle significantly in math. In the 22-23 school year, 51.53% of our students scored below standard. In comparison, in the 21-22 school year, the percentage of students who scored below standard was 54.94%. 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.
- In the 22-23 school year, concepts and procedures had the highest percentage of students scoring above standard and the highest percentage of students scoring below standard. 12.20% of our students scored above standard, 41.46% scored at or near standard, and 46.34% scored below standard. Students who scored about standard increased by 5.56% in this domain. So, while this is good news, it still indicates a need for continued focus on strengthening the instruction around the Standards for Mathematical Practice.
- The percentage of students scoring above the standard increased in all three domains. Still, the percentage of students who scored below standard remained fairly stagnant in the areas of Problem Solving & Modeling/Data Analysis, and Communicating Reasoning from 21-22 and 22-23. The percentage of students scoring below standard decreased by 2.52% in Problem Solving & Modeling/Data Analysis, and Communicating Reasoning decreased by 0.06% in students scoring below standard.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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	1548.9	1586.1	1561.4	1551.5	1544.6	1550.3	1545.9	66	72	66
8	1532.5	1558.7	1552.5	1538.7	1559.1	1563.0	1525.7	1557.9	1541.5	33	54	55
<b>All Grades</b>										99	126	121

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	24.24	40.91	36.11	50.00	18.18	19.44	16.67	6.06	8.33	9.09	66	72	66
8	19.35	18.52	25.45	35.48	50.00	45.45	25.81	27.78	20.00	19.35	3.70	9.09	31	54	55
<b>All Grades</b>	29.90	28.57	24.79	39.18	42.06	47.93	20.62	23.02	18.18	10.31	6.35	9.09	97	126	121

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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	46.97	33.33	34.72	36.36	7.58	11.11	12.12	6.06	4.17	4.55	66	72	66
8	29.03	42.59	49.09	48.39	40.74	38.18	6.45	12.96	5.45	16.13	3.70	7.27	31	54	55
<b>All Grades</b>	45.36	46.83	47.93	38.14	37.30	37.19	7.22	11.90	9.09	9.28	3.97	5.79	97	126	121

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Written 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		12.50	12.12		43.06	37.88		25.00	22.73		19.44	27.27		72	66
8		14.81	5.45		25.93	34.55		50.00	36.36		9.26	23.64		54	55
All Grades		13.49	9.09		35.71	36.36		35.71	28.93		15.08	25.62		126	121

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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	21.21	60.61	65.28	66.67	12.12	15.28	12.12	66	72	66	
8	12.90	22.22	12.73	67.74	72.22	74.55	19.35	5.56	12.73	31	54	55	
All Grades	22.68	20.63	17.36	62.89	68.25	70.25	14.43	11.11	12.40	97	126	121	

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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	68.18	13.85	20.83	27.27	4.62	2.78	4.55	65	72	66	
8	70.97	53.70	76.36	16.13	44.44	18.18	12.90	1.85	5.45	31	54	55	
All Grades	78.13	66.67	71.90	14.58	30.95	23.14	7.29	2.38	4.96	96	126	121	

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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	10.61	42.42	50.00	48.48	36.36	34.72	40.91	66	72	66	
8	12.90	20.37	14.55	25.81	44.44	41.82	61.29	35.19	43.64	31	54	55	
All Grades	18.56	17.46	12.40	37.11	47.62	45.45	44.33	34.92	42.15	97	126	121	

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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	21.21	78.79	75.00	71.21	10.61	6.94	7.58	66	72	66
8	0.00	1.85	9.09	83.87	96.30	80.00	16.13	1.85	10.91	31	54	55
<b>All Grades</b>	7.22	11.11	15.70	80.41	84.13	75.21	12.37	4.76	9.09	97	126	121

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**Conclusions based on this data:**

1. In the 22-23 school year, 121 students took the English Language Proficiency Assessments for California (ELPAC), a decrease of 5 students from 21-22. 24.79% of the students scored level 4, a reduction of 3.78% from the 21-22 school year. 47.954% of students scored level 3, an increase of 5.89%. 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 succeed and meet the requirements for reclassification has proven effective. Still, we must continue to refine our instructional practices so that students can continue to grow.
2. Speaking is the domain where our students demonstrate the most strength, scoring 71.90% for Well Developed. This is an increase of 5.29% from the performance in 21-22. 76.36% of 8th graders in the 22-23 school year scored in the Well Developed domain, 18.18% scored in the Moderate domain, and 5.45% 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 essential, but we need to continue to refine our practices.
3. The domain of greatest need is Writing, with 15.70% (up from 11.11%) scoring Well-Developed, 75.21% (down from 84.13%) of our English Learner students scoring Somewhat/Moderate, and 9.09% (an increase from 4.76%) scoring in the Beginning domain. The fact that over 84% of our English Learners scored in the Somewhat/Moderate and Beginning ranges combined clearly indicates that this needs to be an area of intense focus and professional development aligned with the writing domain in ELA.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>808</b>	<b>76.6</b>	<b>16.2</b>	<b>0.2</b>
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	131	16.2
Foster Youth	2	0.2
Homeless	10	1.2
Socioeconomically Disadvantaged	619	76.6
Students with Disabilities	110	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.7
American Indian	4	0.5
Asian	74	9.2
Filipino	10	1.2
Hispanic	576	71.3
Two or More Races	21	2.6
Pacific Islander	1	0.1
White	105	13



**Conclusions based on this data:**

1. 76.6% of our student population is socioeconomically disadvantaged. This indicates a high need for after-school support and programming that provides students with safe, constructive, and healthy activities and spaces to engage in after school hours.
2. 16.2% of our student population are English Learners, and 13.6% are 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 support, 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, which is 71.3%. With a population of that size, it is of the 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






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. ELA and Math performance both scored in the Yellow range. While students are making progress, we have a lot of work to do to ensure that all students are achieving at higher levels.
2. Chronic absenteeism moved from Very High to Yellow. This continues to be an area of need, and strategies include collaborating with the Wellness Team and Attendance Liaison for outreach and more opportunities for students to feel connected to their school.

3. Our suspension rate improved slightly from High (the equivalent of Orange) to Yellow. This indicates that we need to continue to focus on our Tier I systems, supports, and processes, emphasizing 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

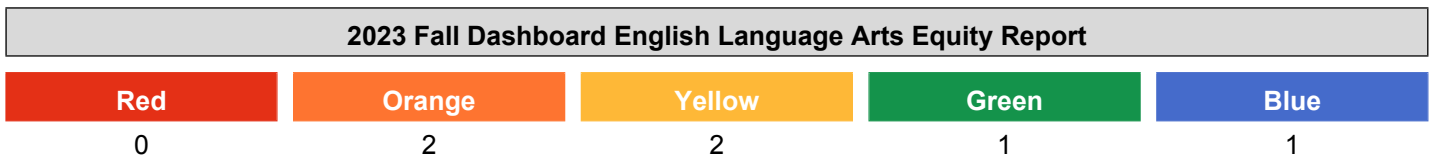
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>13.8 points below standard</p> <p>Increased Significantly +15.6 points</p> <p>770 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>70.2 points below standard</p> <p>Increased +14.6 points</p> <p>242 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>103.5 points below standard</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>25.6 points below standard</p> <p>Increased Significantly +17.8 points</p> <p>588 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>110.3 points below standard</p> <p>Increased Significantly +20.9 points</p> <p>99 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
9.8 points above standard 15 Students	Less than 11 Students  3 Students	 Green 41.1 points above standard Increased +12.3 points 68 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.9 points below standard Increased +12.9 points 551 Students	40 points above standard Increased Significantly +62.6 points 20 Students	Less than 11 Students  1 Student	 Blue 30.3 points above standard Increased Significantly +21 points 99 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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.5 points below standard Increased +9.8 points 89 Students	40.3 points below standard Increased +10.7 points 153 Students	1.8 points above standard Increased +13.9 points 341 Students

#### Conclusions based on this data:

1. Douglass Middle School student performance on the ELA Smarter Balanced Assessment System (SBAC) increased significantly for all student groups. Still, our Students with Disabilities (110.3) and English Learners (121.5) are the furthest away from the standard. The scores indicate a need to focus heavily on these two populations and the interventions and supports we provide in this area.
2. Our EL student performance increased by 9.8 points but is still significantly below standard, at 121.5 points from standard. Our Reclassified EL (RFEP) students performed 40.3 points below standard, while the English-only students increased 13.9 points, putting them 1.6 points above standard. This indicates 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 110.3 points above the standard, an increase of 20.9 points. This indicates a continued need to focus on this population and their needs in planning our instruction and programming across campus.

# School and Student Performance Data

## Academic Performance Mathematics

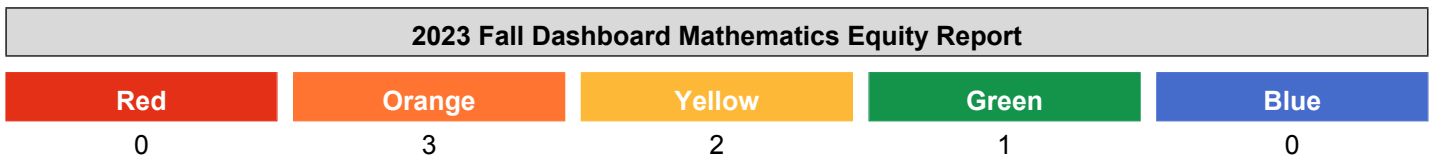
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Orange	Less than 11 Students
78.9 points below standard	136.6 points below standard	4 Students
Increased Significantly +17.2 points	Increased Significantly +16.8 points	
768 Students	241 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
178.1 points below standard	 Yellow	 Orange
11 Students	91.2 points below standard	159.5 points below standard
	Increased Significantly +20.4 points	Increased Significantly +39.9 points
	586 Students	98 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
76.9 points below standard 15 Students	Less than 11 Students  3 Students	 Green 8.5 points below standard Increased Significantly +31.8 points 68 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 99.5 points below standard Increased Significantly +15.6 points 549 Students	45.9 points below standard Increased Significantly +24.2 points 20 Students	Less than 11 Students  1 Student	 Yellow 30.1 points below standard Increased Significantly +20.4 points 99 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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
192.1 points below standard Decreased -4 points 88 Students	104.7 points below standard Increased Significantly +23.8 points 153 Students	68.7 points below standard Increased +10.1 points 341 Students

#### Conclusions based on this data:

1. All student groups at Douglass Middle School scored in the Yellow student performance category on the Math SBAC for the 22-23 school year. The average student is performing 78.9 points below standard and our Students with Disabilities are the furthest away from the standard, at 159.51 points, and English Learners are the furthest away, at 136.6 points. This indicates a need to focus heavily on these two populations and the interventions and supports we provide. In particular, this data suggests 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 8.5 and 30.1 points below the standard, respectively.
3. Our Asian students scored the closest to the standard, significantly increasing by 31.8 points.



# School and Student Performance Data

## Academic Performance English Learner Progress

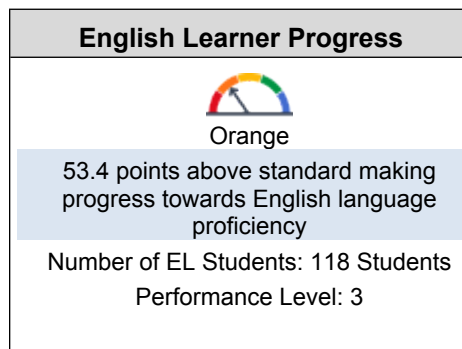
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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
22	33	2	61

#### Conclusions based on this data:

- 63% of our English Learners are making progress toward English language proficiency. This is a decrease from 65.2% (2.2%). This indicates that our work to strengthen our instructional practices and support provided to our EL population continues to be an area of need. We must continue to fine-tune our instructional practices, especially in providing students with academic speaking opportunities.
- Of the 118 Douglass Middle students who took the ELPAC, 51.7% progressed at least one English Language Proficiency Indicator (ELPI) level, and only 0.3% maintained their performance at level 4 from the 21-22 school year. 18.6% of our students decreased on ELPI level, which indicates that we need to focus our efforts on developing and delivering support to English Learners to maintain and improve their language development and acquisition, particularly as they approach the point of proficiency and reclassification.
- Of the 118 Douglass Middle School students who took the ELPAC, 28% maintained their English Learner Progress Indicator (ELPI) level 1, 2L, 2H, 3L, or 3H. Next year, we need to continue developing support and interventions to

provide the students with the instruction and opportunities needed to help them progress and maintain positive language development progress.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 21% Chronically Absent Declined Significantly -5.9 823 Students	<b>English Learners</b>  Orange 25.2% Chronically Absent Declined -3.4 147 Students	<b>Foster Youth</b> Less than 11 Students 5 Students
<b>Homeless</b> 54.5% Chronically Absent 0 11 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 23.2% Chronically Absent Declined Significantly -6 634 Students	<b>Students with Disabilities</b>  Orange 26.7% Chronically Absent Declined -16.8 116 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
46.7% Chronically Absent 0 15 Students	Less than 11 Students 5 Students	 Orange 18.4% Chronically Absent Increased 12 76 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.1% Chronically Absent Declined Significantly -7.7 583 Students	24% Chronically Absent Increased 2.6 25 Students	Less than 11 Students 1 Student	 Orange 22.2% Chronically Absent Declined -7.9 108 Students

**Conclusions based on this data:**

1. We are in the Yellow category for all students, with a rate of 21%% being chronically absent. Our Asian students had the lowest Chronic Absenteeism, with 18.4% of students Chronically Absent, which was a 12% increase from 21-22, which places them in the Orange category. This could indicate that the outreach and support efforts we implemented are not reaping the planned results, and we should continue implementing them and expanding them.
2. Four student groups were in the Orange category for Chronic Absenteeism. Our Homeless student population had the largest percentage of chronic absenteeism, with 54.5%, followed by our African American student population, whose chronic absenteeism was 46.7%. Our English Learners and Students with Disabilities populations were also in Orange with 25.2% and 26.7% chronic absenteeism, respectively. Our White student group was Chronically Absent with 22.2%. This indicates a need to provide more discrete supports and interventions to all students, but especially with these populations, to facilitate regular attendance and to continue working with our attendance clerk, program specialists, and attendance liaison to more closely monitor student attendance and provide outreach earlier.
3. For the 22-23 school year, our Hispanic students and Socioeconomically Disadvantaged student groups scored in the Yellow category, both with significant decreases, -7.7 and -6, respectively.

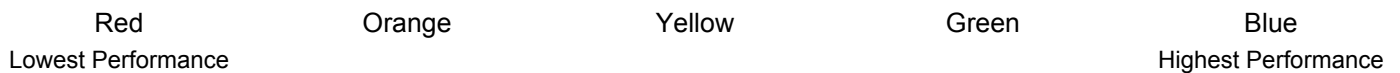
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

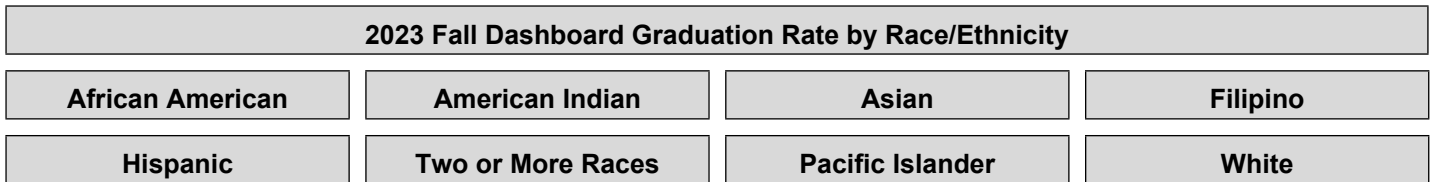
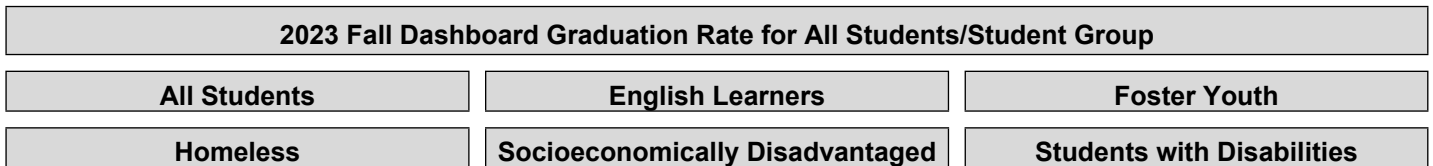
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

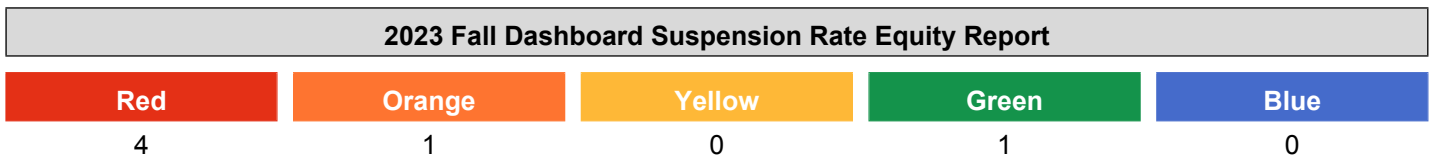
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.






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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">11.9% suspended at least one day</td> </tr> <tr> <td>Increased 2 829 Students</td> </tr> </tbody> </table>	All Students	 Orange	11.9% suspended at least one day	Increased 2 829 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">16.7% suspended at least one day</td> </tr> <tr> <td>Increased 3.3 150 Students</td> </tr> </tbody> </table>	English Learners	 Red	16.7% suspended at least one day	Increased 3.3 150 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 5 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 5 Students	
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p>0% suspended at least one day</p> <p align="center">15 Students</p>	<p align="center"><b>American Indian</b></p> <p>Less than 11 Students 5 Students</p>	<p align="center"><b>Asian</b></p> <p align="center"> Green</p> <p>2.6% suspended at least one day</p> <p>Declined -2.2 77 Students</p>	<p align="center"><b>Filipino</b></p> <p>Less than 11 Students 10 Students</p>
<p align="center"><b>Hispanic</b></p> <p align="center"> Red</p> <p>14.5% suspended at least one day</p> <p>Increased 3.9 588 Students</p>	<p align="center"><b>Two or More Races</b></p> <p>8% suspended at least one day</p> <p>Declined -9.9 25 Students</p>	<p align="center"><b>Pacific Islander</b></p> <p>Less than 11 Students 1 Student</p>	<p align="center"><b>White</b></p> <p align="center"> Orange</p> <p>8.3% suspended at least one day</p> <p>Increased 2.4 108 Students</p>

**Conclusions based on this data:**

1. Our suspension rate is in the Orange range, slightly increasing from 10% to 11.9% of students suspended for at least one day. Douglass had been in the equivalent of the Orange category so has not been successful in 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. Four student groups are in the Red category for suspensions- our Students with Disabilities had the highest student group, with 20.3% suspended for at least one day, which is 8.4% higher than average. English Learners had a 16.7% suspension rate, Hispanic students had a 14.5% suspension rate, and our Socioeconomically Disadvantaged Students were suspended at 13.3%. The overall suspension rate and rates for individual subgroups indicate that establishing a solid, efficient, and effective Tier I support system is a critical area of need for Douglass Middle School.
3. Two student groups' suspension rates declined: Asian students declined by -2.2 for 2.6%, and Two or More Races declined by -9.9 for 8% suspended at least one day. With a continued high suspension rate, we must focus on strengthening and expanding our Tier I, PBIS, and MTSS practices on-site and improving 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.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 provide meaningful engagement opportunities for Visual and Performing Arts (VAPA) and college and career-related support.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	21-22: 168 Visual and Performing Arts + 26 yearbook = 194 22-23: 220 Visual and Performing Arts + 31 for yearbook = 251 23-24: Currently, 232 students participate in our Visual and Performing Arts program, which decreased from 252 in the 23-24 school year.	Increased engagement and involvement in Visual and Performing Arts resulting in the need for at least 1 section of Drama, maintain the number of students who take music, 1 section of Yearbook, and maintain the number of students participating in Visual and Performing Arts courses overall, add Art when resource 6770 Arts & Music become available.
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	22-23: 20 Douglass students received the Biliteracy Pathway Awards  23-24: 13 Douglass students received the Biliteracy Pathway Awards- Decreased by 7 students.	Increase by at least 5 students.
Supporting and monitoring the number of students in Education Talent Search (ETS), Early Academic Outreach Program (EAOP), Advancement Via Individual Determination (AVID) elective to increase student participation in becoming college and career ready.	21-22: The AVID elective had 100 students in 7th and 8th grade classes Educational Talent Search (ETS) 13 EAOP 81 total (33 in eighth) 22-23: The AVID elective had 107 students in 7th and 8th-grade classes ETS 15 EAOP 92 total (49 in eighth)	Increase student participation by 5%.

	23-24: The AVID elective had 57 students in 7th and 8th-grade classes ETS 14 EAOP 73 total (45 in eighth)	
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**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategies: Increase the number of opportunities for students to explore college and career readiness. Departments will develop systems that focus on a shift from teaching to learning and a results-oriented culture, focusing on students with disabilities and English learners.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Tier I meeting timesheets to identify and implement strategies to support all students.</li> <li>• Homework Club and Friday Intervention timesheets</li> <li>• Field trips and academic or program-related conferences to expose students to various college and career opportunities.</li> <li>• Advancement Via Individual Determination (AVID) Program costs include college field trips for AVID students, subs to cover classrooms so AVID teachers can attend the field trips, AVID coordinator pay, Professional Development for AVID/Excel, and content area teachers.</li> <li>• Pay for 2 subs 1 day 8 months in the school year to hold Individual Education Plan meetings during the day, offering more times for families to attend.</li> <li>• Project Safe: expose students to various careers in the Health and Safety fields.</li> </ul>	All students with a focus on Students with Disabilities and English Language Learners.	<p>44063.83 Supplemental/Concentration</p> <p>27215.00 Title I Part A: Basic Grants Low-Income and Neglected</p>
1.2			

**Annual Review**

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We can pay 1 teacher from each department and our Response to Intervention (RTI) to participate in the Tier I team meetings. This helps to ensure that a well-rounded group can provide input on school matters and student engagement. Homework Club and Friday Intervention are two opportunities for students to receive extra help in assignment completion and to receive additional help. Homework Club is voluntary, offered three afternoons per week, and is staffed by two teachers daily for an hour. Friday Intervention is assigned by teachers for students who have yet to turn in an essential assignment, which negatively impacts their overall progress and grades. Friday Intervention is offered for 20 Fridays for an hour after school. In the spring student survey, when asked if they stayed for Homework Club, 6.4% of students responded that they attend regularly, 39.4% answered that they attend occasionally, and 58.9% of the 591 students who responded said that they do not attend. Three hundred ninety students responded that Homework Club helps them to "get good grades." This indicates that while less than 50% of our students stay for Homework Club, it is effective for those who can utilize this program. Different clubs and groups provided various field trip opportunities with a college and career focus, including the Math Club and Early Academic Outreach Program (EAOP). We were able to fund the Advancing Via Individual Determination (AVID) program fully.

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

Morning Homework Club was offered to start the year, but students did not attend, so it was discontinued. Project Safe did not happen in the 23-24 school year due to staffing. Our previous school nurse, who retired, organized the Health and Safety guests to run stations to teach Cardiopulmonary resuscitation CPR, fire safety, first aid, etc. We plan to work with Career Technical Education (CTE) and the Associated Student Body (ASB) to bring back Project Safe in the spring of 2025.

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.

A new strategy for the 24-25 school year is to include the costs of paying for subs for one day per month for eight months to allow Case Managers and General Education teachers to attend IEP meetings during the school day. This will allow case managers to offer more flexible times for families to attend, which will have the intended impact of Individual Education Plans (IEPs) being held on time and in compliance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 partners, 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. Improve academic performance with a specific focus on math, especially for English Learners and Students with Disabilities student groups.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Performance level on English Language Arts (ELA) and Math Academic Indicator.</p>	<p>No Data for 20-21 due to Dashboard Suspension and SBAC not given due to COVID</p> <p>21-22: Overall in the Low category (Orange) for ELA:            Very Low- ELs (84.8 below standard) &amp; Students with Disabilities (129.3 below)-            Low- Hispanic (45.8) &amp; Socioeconomically disadvantaged (45.3)            Medium- White (9.8 below)            High- Asian (28.8 above)            Very High- none</p> <p>22-23 Dashboard, English Language Arts, and Math were in the Yellow category.            12.36% of 7th graders and 16.79 of 8th graders Exceeded the standard (Level 4), 32.14% of 7th graders and 30.17% of 8th graders Met the standard (level 3),            29.12% of 7th graders and 24.33% of 8th graders scored at Standard Nearly Met (Level 2),            26.37% of 7th graders and 28.71% of 8th graders did not meet standard (Level 1)</p> <p>Math performance is as follows:            11.51% of 7th graders and 10.14% of 8th graders Exceeded Standard (level 4)            14.79% of 7th graders and 15.70% of 8th graders Met standard (Level 3)            23.29% of 7th grade and 21.98 % of 8th graders Standard Nearly Met (Level 2)            50.41% of 7th graders and 51.35% of 8th graders Standard Not Met( Level 1)</p>	<p>Increase overall student achievement in English Language Arts by 8 points to move to Green.</p> <p>Increase by a minimum of 3 points in overall student achievement in math to maintain Yellow for the year.</p>
<p>Performance level on English Learner Progress Indicator (ELPI)</p>	<p>20-21: no data due to Dashboard Suspension            21-22: 65.2% making progress towards English Language proficiency            22-23: 53.4% making progress towards English Language proficiency</p>	<p>Increase the percentage of our English Learner students making progress toward English Language proficiency by at least 2 points to move from Orange (Medium) to Green.</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on</p>	<p>20-21: no data due to Dashboard Suspension</p>	<p>Increase the number of students meeting and exceeding standards in</p>

SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	21-22: 41.3% of students met or exceeded the standard in ELA 22-23: 45.81% of students met or exceeded the standard in ELA	ELA points to move to Green by increasing by 3 points.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	20-21: no data due to Dashboard Suspension 21-22: 21.22% of students met or exceeded the standard in math 22-23: 26.06 % of students met or exceeded the standard in math	Increase the number of students meeting and exceeding standards in math by at least 15 points to maintain Yellow.
Percentage and number of students who are chronically absent	20-21: 10.48% Chronically Absent 21-22: 25.26% Chronically Absent 22-23: 20.63% Chronically Absent	Decrease chronic attendance by at least 11% to maintain Yellow.
Student sense of safety and school connectedness	PASS universal screener results indicate that overall, Douglass Middle School students are happy, feel safe, and are connected to their school. The PASS screener was given in October and March, and the results showed that our overall percentiles are in the green category (High Satisfaction with their School Experience). Feelings About School is an area that we continue to focus on. After the fall/winter administration, staff focused on students who reported having low-moderate and low satisfaction with their school experience with the 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. A new area of focus from the PASS results is General Work Ethic- 8th grade rated themselves lower than 7th grade.	Identify students who self-reported low connectedness based on feelings about school and general work ethics to provide target support.
Suspension rate	20-21: no data due to Dashboard Suspension 21-22: The suspension rate was 10% (High). 22-23: Douglass was in the Orange category for suspensions with an 11.9% suspension rate. Students with Disabilities had the highest suspension rate at 20.3%.	Decrease the number of suspensions overall by at least 0.3 to 2.9 points to move to (Yellow) Medium category.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	On the 21-22 CA School Parent Survey, 37 parents responded. Agree or strongly agree: Parents feel welcome to participate- 68%, School Staff treat parents with respect- 94%	Increase the number of parents participating in the CA School Parent Survey and earn high satisfaction marks in at least 8 of 16 areas.



	<p>School Staff take parent concerns seriously- 80%; school keeps me well-informed about school activities-92%, Provides high-quality instruction- 75%; Has adults who really care for all students- 83%; Encourages students to care about how others feel- 92%, Enforces rules equally -80%</p> <p>On the 22-23 survey, 13 parents responded. Agree or Strongly Agree: Parents feel welcome to participate- 83%; School Staff treat parents with respect- 75%; School Staff take parent concerns seriously- 84%; school keeps me well-informed about school activities-92%; Provides high-quality instruction- 67%, Has adults who really care for all students- 83%, Encourages students to care about how others feel- 83%, Enforces rules equally - 75%</p> <p>On the 23-24 survey, 44 parents responded. Agree or Strongly Agree: Parents feel welcome to participate- 63%; School Staff treat parents with respect- 78%; School Staff take parent concerns seriously-73%; school keeps me well-informed about school activities- 86%, Provides high-quality instruction- 75%; has adults who really care for all students- 71%, Encourages students to care about how others feel- 73%, Enforces rules equally -73%</p>	
<p>Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation</p>	<p>23-24 school year baseline results: 7.76 average</p>	<p>The expected outcome is to increase the self-evaluation results by .5 or greater by increasing PLC implementation. We will be focusing on improving processes for analyzing student achievement data and continuing our work to develop those processes, strategies to assist students in acquiring prerequisite knowledge and skills, and developing our unit plans that include common formative assessments.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy: Build on creating a welcoming and positive school-wide climate and culture that fosters student academic and behavioral achievement by improving and expanding the use	All students	27283.17 Supplemental/Concentration

	<p>of research-based instructional strategies and increasing the planning for embedded student support for academic and social-emotional learning. School-wide teachers will focus on higher quality and quantity of student writing, but especially our students with disabilities and English Learners can read and write at grade level. The Math department will implement what they have learned from Solution Tree Math Professional Development to fine-tune units, Common Formative Assessments, and data analysis while focusing on best first instruction. To address and reduce our suspension rate, there is a need to closely review specific suspension data by student to identify patterns, supports needed, and interventions, including Check In, Check Out, counseling and Tier III referrals, mentoring, and the implementation of Safe School Ambassadors. Our goal is to more effectively utilize the Wellness Team to monitor students who are being suspended and be able to offer interventions and support to those students.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities (PLC) professional development, collaboration time, data analysis</li> <li>• WICOR: teachers shared strategies to increase the use of Writing, Inquiry, Collaboration, Organization, and Reading</li> <li>• Supplemental instructional aides and supplies to support intervention and differentiation to meet the needs of all students</li> <li>• New Teacher support</li> <li>• Start of the year speaker</li> <li>• Purchase of student planners</li> <li>• Parent Engagement nights</li> <li>• Conferences and Professional Development</li> <li>• Safe School Ambassador's program costs</li> <li>• Positive Behavior Intervention and Supports (PBIS): Club Lion, Student Store, and 5-Star</li> </ul>		<p>10640.00 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>530.00 Title I Part A: Parent Involvement</p>
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## Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and 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 the development of Professional Learning Communities processes, data analysis, and unit development. Teachers participated in PD with outside institutions, including Solution Tree for Professional Learning Communities training and Advancement Via Individual Determination (AVID). The math department worked closely with a Solution Tree Math trainer in monthly full-day PD with a focus on strengthening teachers' skills in teaching prerequisite skills to support students who were below grade level while still being able to teach grade-level standards, develop unit plans based on identified essential standards and learning targets, developing Common Formative Assessments that are aligned with the standards, data analysis, and best, first instruction. Supplemental materials were provided to support learning and academic growth for all students, especially for English Learners and Students with Disabilities. New teacher support was provided for all new teachers to our site by pairing them with a "buddy" veteran teacher in addition to Induction support providers. We provide planners for each student to help with organization and time management, teach them how to use them, and provide time on the first day of the week to write their assignments down. Our counselors have developed parent information nights and are paid for their time for incoming 7th-grade families, current 7th-grade families to prepare for 8th grade, and 8th graders transitioning to high school. PBIS is funded to provide rewards in the student store, recognizing academic progress with Club Lion and using the 5-Star software that collects data on the activities that students are participating in for staff to give Lion Code points and to monitor where students go when leaving class and how long they are gone for which is helping to keep students in class during instructional time.

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

In the 23-24 school year, we introduced Breaking Down the Walls in October. The program is designed to bring groups of students from across campus together to build a greater sense of community. Once the costs of subs were factored in, the costs were more considerable than anticipated.

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.

Students report in site-created surveys, California Healthy Kids Survey, and conversations that they are tired of other students' poor behavior that leads to fights and disrespect towards other students and staff, ultimately contributing to diminished feelings of safety and community. The Safe School Ambassadors (SSA) program will be implemented in the 24-25 school year. Training for recruited 7th-graders is planned for April 15th and 16th of 2024 with Community Matters, and training dates for new 7th-graders will be determined in the fall. The training costs of SSA will be paid through a grant, but site funds will be used to pay for program supplies. The purpose of SSA is to help build a more inclusive and safe campus and thus help reduce student conflict, which leads to suspensions. They appreciate the caring and attention that they receive from their teachers. Students continue to blame social media and rumors as leading to conflict and students being mean to each other, but the large crowds that want to see a fight continue to make many feel unsafe. An additional strategy that will be implemented for the 24-25 school year is that the Wellness Team will use the spring 2024 results to target those 7th-grade students who self-reported having low feelings about school at the start of the 24-25 school year. This is a change because we have previously waited to identify students once the fall results are released in late October.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process and our comprehensive needs assessment with school partners, 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	<p>In the 21-22 school year, 120 ELs were enrolled, and 38 were reclassified, for a reclassification rate of 32%.</p> <p>In the 22-23 school year, there were 95 ELs, and 60 reclassified which resulted in a 63% reclassification rate. (low EL #s and high #s that reclassified)</p> <p>By 2/27/24, 22 of 31 who scored a 4 on the English Learner Proficiency Assessments of California (ELPAC) were eligible for reclassification.</p>	Increase the reclassification rate by 10%.
English Learner Progress Indicator (ELPI)	<p>The baseline year was 21-22, and our performance on the ELPI was in the Very High category. 65.2% of our EL population progressed toward English Language proficiency and reclassification.</p> <p>7.8% of ELs decreased at least one ELPI level. 27% of EL students maintained ELPI levels of 1, 2L, 2H, 3L, and 3H—we know that our dually</p>	Reduce the percentage of English Learners who decrease one or more levels to no more than 5%.

	<p>identified students are not making growth and question how their handicapping condition is contributing to a lack of growth. .9% maintained a level 4, and 51.7% increased at least one level.</p> <p>In the 22-23 school year, 53.4% made progress, with a 11.8% decline. 18.6% of ELs decreased at least one ELPI level. 28% of EL students who maintained ELPI levels of 1, 2L, 2H, 3L, and 3H. We are still asking how our dually identified students are not making growth and question how is their handicapping condition contributing to a lack of growth. 1.4% maintained a level 4, and 64.3% increased at least one level.</p>	
<p>Improve the school's rating of the English Learner Roadmap Principle 1 and 2 on the self assessment.</p>	<p>Our baseline for the 21-22 school year on Principle 1 self-assessment was:  Element A= 2.5  Element B= 2.5  Element C= 2.5  Element D= 2.5  Element E= 2.5  = 2.5 overall</p> <p>The actual outcome for the 22-23 school year 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  There was a slight increase for Principle 1.</p> <p>The actual outcome and baseline for the 23-24 school year self-assessment:  Principal 1:  Element A= 3.25  Element B= 2.46  Element C= 3.08  Element D= 2.42  Element E= 2.25  =overall 2.69 (an increase of .17)  Principle 2 was:  Element A= 3  Element B= 2.58  Element C= 2.83  Element D= 3  Element E= 2.75  Element F= 2.67</p>	<p>Increase our rating in each area by .5 or more.</p>

	Element G=2.5 = 2.52 overall for baseline results	
Decrease the number of Long Term English Learners (LTEL)	At the start of the 21-22 school year, 9 (EL 4-5 Years) and 137 (EL 6+ years).  At the start of the 22-23 school year, 6 (EL 4-5 Years) and 48 (EL 6+ year), 89 fewer LTEL's for 22-23  At the start of the 23-24 school year, 26 (EL 4-5 Years) and 70 (EL 6+ years)	Reduce the number of Long Term English Learners by 10%.
Percentage of English Learners with D's and F's at grading mark 3.	21-22 school year, 227 of 691 grades for English Learners were D's or F's for mark 3, equaling 33% of all grades.  For the 22-23 school year, 177 D's or F's grades out of 95 ELs (570 classes) for mark 3 = 31%. This was a 2% decrease in D's and F's.  For Mark 3 in the 23-24 school year, 231 of 672 classes were D/F grades for 112 students, equaling 34%.	Reduce the percentage of D and F grades for English Learners by 10%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Strategies: Implement research-based instructional strategies and supports to improve English Learner performance. Teachers are using WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies site-wide, with a specific focus on increasing the quantity and quality of writing. The staff spends time monthly developing the writing focus and calibrating student writing using a rubric borrowed from the EL Roadmap. The math department will continue to use and refine the strategies that they learned during monthly PD with Solution Tree.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Translation for Spanish-speaking families for Back to School Night, Open House, Conferences, and Parent Nights.</li> <li>• California Association of Bilingual Education (CABE) registration and travel expenses for at least 4 staff members</li> </ul>	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	<p>600.00 Supplemental/Concentration</p> <p>21450 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>800.00 Title I Part A: Parent Involvement</p>

	<ul style="list-style-type: none"> <li>• Supplemental materials and supplies to support all students' academic growth, especially English Learners (classroom library books, notebooks, composition books, etc.)</li> <li>• 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 Learners and students with disabilities.</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

CABE Participation- staff and parents, PLC PD, AVID and AVID Excel, and collaboration for teachers are strategies to support our English Learner students that are site funded. Dually identified students are not reclassifying or earning Cs or better at the same rate as non-SPED ELs. Focusing on getting back to pre-COVID expectations and rigor. Student work ethic has yet to catch up to the expectations, as evidenced by the D/F rate and student survey results, including PASS and site-created surveys. Some students are identified as LTELs but are also in the Dual Immersion program, eliminating reading and writing using the English language in their history class, thus limiting their opportunities to build their English proficiency. The number of students who reclassify depends on the number of students who reclassify at elementary school and the quality of instruction in ELD and Designated Support (AVID Excel). Students do receive high-quality instruction in both ELD and AVID Excel. We also focus lots of energy on working with those students who can be reclassified to get them reclassified.

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

D/F grades for ELs increased from 31% to 34% for Mark 3 from 22-23 to 23-24. There is a need to do deeper work in our Integrated ELD classroom environments (core content areas) to more effectively build academic language capacity (in all language domains – speaking, listening, reading, and writing) in our long-term English learners so that many more of them will be ready to score at the highest Summative ELPAC level (Level 4), which is the first requirement to being able to reclassify. The work that the school is doing regarding Professional Learning Communities is a solid step in building staff capacity (the deeper work). Work during the 23-24 school year focused on WICOR with an emphasis on writing - increasing both the quality and quantity of student writing across campus. This had to be balanced with intentional opportunities for students to engage in academic discourse in every class, every day.

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.

Teachers did not participate in EL Shadowing opportunities as planned in last year's SPSA. They felt overwhelmed by the task of developing PLC processes (which required some major overhauls in some departments), our site focuses on student writing and the intentional use of speaking strategies. This left little time to focus on new initiatives. The funds reserved for EL Shadowing were used to pay for subs to match district-provided half-day PLC collaboration. For the 24-25 school year, the Data Analysis Protocol provided to all schools will be used to monitor English Learner progress in PLC meetings. Douglass Middle School added a section to monitor attendance in addition to English Learners and Students with Disabilities progress in order for teachers to be able to identify causes for academic achievement and the need for intervention.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of partnerships with the community and other programs that provide students with opportunities to get engaged</p>	<p>21-22 school year, 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 &amp; The Native American Student Resource Center, Farm to Fork, Friday Night Live and UCD MESA.</p> <p>During the 22-23 school year, we maintained the number of community partnerships with the same 9 community partners.</p> <p>23-24 school year: during the school year, we maintained the number of community partnerships with the same 9 community partners.</p>	<p>Maintain the number of opportunities for students to engage in leadership development activities.</p>
<p>Number of extracurricular and co-curricular programs offered</p>	<p>During the 21-22 school year, 463 of our 820 students (56%) participated in at least one extracurricular program.</p> <p>22-23 school year, 85% of students participated in extracurricular or co-curricular programs. Club offerings increased based on student interest, including the Lion Pride Club, Art Club, and Gardening Club.</p> <p>23-24: 87.5% of students participated in extracurricular or co-curricular programs by the end of March. Offerings included music, drama, and leadership classes with extracurricular components. We also offered sports, clubs, and the Youth Advisory Council (YAC). In addition, Intramural sports were offered two lunches per week for each grade, with an average attendance of 35 students each day. This year's clubs are Anime, Baseball, Minecraft, Math, Art, Lion Pride, Science, AVID, and Friday Night Live.</p>	<p>Increase participation in at least one extracurricular activity to 60% of the student body, and offer at least 3 more activities/opportunities.</p>
<p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys</p>	<p>For the 21-22 school year, 8% of the student body provided input for the SPSA through focus groups only.</p>	<p>Increase the number of surveys to at least 1 quarterly and the number of student participants to at least 60% per survey.</p>

	<p>For the 22-23 school year, 424 students, or 56% of the student population, participated in the spring survey used to draft the SPSA.</p> <p>For the 23-24 SPSA, 696 students, or 87%, provided input that was used.</p>	
<p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</p>	<p>The baseline for the 21-22 school year was that the Youth Advisory Council provided input to the SPSA and comprised 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 ELs, and 3 are Gifted and Talented Education (GATE) identified.</p> <p>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</p> <p>For 23-24, 73/741, or 14% of the student body, provided feedback during Focus Groups and provided additional feedback to draft the 24-25 SPSA. The demographics of the focus groups are as follows:  318% 8th graders  69% 7th graders  22/31% of students are ELs  8/11.3% GATE identified  13/18.3% IEP or 504  11/15.5% Directed Studies  26.8% YAC  40.8% Leadership  16.9% EL</p>	<p>Increase the number of students participating in focus groups so that at least 15% of the student body provides feedback.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

<p><b>4.1</b></p>	<p>Strategy: Provide varied opportunities for students to engage in leadership training/experiences.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Club supplies aligned with student interests, needs, growth, and leadership opportunities.</li> <li>• Preview Day expenses</li> <li>• Workshops, conferences, or other training opportunities for students to develop and strengthen their leadership skills, such as Sac State, California Student Leadership Association (CASL), etc.</li> <li>• Student Appreciation events include Be Scary Good, March Madness rewards, In-n-Out Bus, and Day on the Green.</li> <li>• Intramural sports are offered at lunch two days per week.</li> </ul>	<p>All students with a particular focus on Students with Disabilities and English Learners</p>	<p>15410.00 Supplemental/Concentration 2500 Title I Part A: Basic Grants Low-Income and Neglected</p>
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## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Youth Advisory Council and their input continue to be incredibly valuable. It is essential to ensure that the demographics of the Youth Advisory Council represent the school as a whole. Character Strong SEL curriculum was taught by different departments, one per month. Still, the School Policies Team is exploring either having it taught by one department or period one period to ensure consistency between how much effort and buy-in there is. A suggestion we are exploring is not to have the math department participate in the Character Strong lessons so that they can focus their energies on math instruction since this is one of our most significant areas of academic need.

WEB (Where Everybody Belongs) Orientation, starting with a Key Note speaker, the start of the year assembly, field trips, dances, Club Lion, Lunch Bunch, 8th-grade promotion, Day on the Green, Winter Wishes, peer mentoring, California Student Leadership Association (CASL), EAOP, and ETS. Paying for intramurals was implemented in the 23-24 school year, and we will continue to pay for it since there are an average of 40 students per day. We were able to train an additional teacher for WEB to support our ASB teacher.

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

There were no difference between intended implementation and budgeted expenditures.

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.

There were no changes to Goal 4.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$63,135
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$150,492.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$61,805.00
Title I Part A: Parent Involvement	\$1,330.00

Subtotal of additional federal funds included for this school: **\$63,135.00**

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	\$87,357.00

Subtotal of state or local funds included for this school: **\$87,357.00**

Total of federal, state, and/or local funds for this school: **\$150,492.00**

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	87,357.00
Title I Part A: Basic Grants Low-Income and Neglected	61,805.00
Title I Part A: Parent Involvement	1,330.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	87,357.00
	Title I Part A: Basic Grants Low-Income and Neglected	61,805.00
	Title I Part A: Parent Involvement	1,330.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	71,278.83
Goal 2	38,453.17
Goal 3	22,850.00
Goal 4	17,910.00

# 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
Laurel Lefebvre	Classroom Teacher
Chris Minor	Classroom Teacher
Rebecca Rossiter	Other School Staff
Cecilia Zaragoza	Parent or Community Member
Kristin Crouch	Parent or Community Member
Jessica Duarte	Parent or Community Member
Rayann Davis	Secondary Student
Maisy Oppold	Secondary Student
Ian Rios Carrillo	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 4/15/2024

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 15, 2024.

Attested:



Principal, Cristina Morel on 4/15/2024



SSC Chairperson, Katherine Hunter on 4/15/2024