

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Douglass Middle School	57727100000000	4/25/22	

Purpose and Description

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

Schoolwide Program

This School wide plan meets state and ESSA requirements.

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Student Input

Student input was gathered through a survey that was created by the Site Leadership team and the Youth Advisory Council, that focused on student feelings of safety and engagement, of which 501 students responded. The Youth Advisory Council completed a needs assessment by reviewing the survey, academic, and local data. Students identified school conflicts among peers and wanting more activities as areas of concern. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. As a follow-up, Youth Advisory Council met again on 4/11/22, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

They felt strongly that Youth Advisory Council should continue to be made up of students who were recommended by staff so that it continues to be a well-rounded representation of all Douglass students, and not a class representative. The group felt strongly that increasing leadership opportunities within the school day and within classes, and more club offering that were student driven would encourage student connections to school and decrease discipline issues. These have been incorporated into the plan.

Additional needs assessments were conducted with other interest groups throughout February and March as follows: On 2/28/2022 our School Site Council (SSC) conducted an in-depth review of Douglass Middle School and how we are addressing Goal 2, Meeting Social-Emotional and Academic Needs of our students including academic performance, attendance, and dashboard data. As a result, the SSC identified engagement and learning loss as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-promise student populations. On 2/9/22 and 3/23/2022, our ELAC met and conducted an in-depth review of Douglass Middle School and also concentrated on Goal 2, Meeting Social-Emotional and Academic Needs including students' performance, attendance, and dashboard data and conducted a self-assessment for the principles 1 and 2 for the EL Roadmap. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, supports for at-promise student populations and the impact of limited student activities and parent participation due to COVID restrictions.

On 2/28/22 and 3/21/2022 our Site Leadership/Department Chair team conducted an in-depth review of Douglass Middle School how we are addressing Goals 1 College and Career Ready, and Goal 3, Accelerate English Learner Achievement, by reviewing students' performance, attendance, and dashboard data. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-risk student populations, specifically in the area of math performance.

On 3/18/2022 and 4/11/22 our Youth Advisory Council met and broke into 5 smaller groups to conduct an in-depth review of Douglass Middle School how we are addressing Goal 4, Engagement and Leadership Opportunities for Youth. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-risk student populations, particularly in the areas of math and social-emotional needs.

On 4/11/2022, our Leadership Team conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-risk student populations, specifically in the area of math.

School site council met on 4/25/22, reviewed feedback and recommendations, and approved the SPSA.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.67%	0.24%	0.7%	6	2	5
African American	1%	1.06%	1.2%	9	9	9
Asian	5.69%	6.24%	6.9%	51	53	53
Filipino	1.23%	1.18%	0.4%	11	10	3
Hispanic/Latino	68.56%	71.65%	72.3%	615	609	552
Pacific Islander	0.22%	0.35%	0.9%	2	3	7
White	21.07%	17.41%	15.1%	189	148	115
Multiple/No Response	1.11%	1.29%	2.0%	10	11	15
Total Enrollment				897	850	764

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	488	377	375
Grade 8	409	473	389
Total Enrollment	897	850	764

Conclusions based on this data:

1. Student enrollment at Douglass Middle has steadily decreased over the last three years, but the 8th grade decreased significantly from 19-20 to 20-21. Student enrollment during Distance Learning decreased by 86 students but increased back to similar enrollment prior to COVID to 822 during the 21-22 school year.
2. Our Hispanic/Latino student population decreased by 57 students, and our White student population decreased by 33 students.
3. The decline in student population over the course of the 20-21 school year was the result of many factors, including COVID and the resulting distance learning format for our school and district.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	140	121	106	15.6%	14.2%	13.9%
Fluent English Proficient (FEP)	316	326	312	35.2%	38.4%	40.8%
Reclassified Fluent English Proficient (RFEP)	28	14	41	22.2%	10.0%	33.9%

Conclusions based on this data:

1. The number of English Learner (EL) students decreased by 15 students between 19-20 and 20-21. For 20-21, the class sizes dropped to normal levels and our EL population remained close to the same percentage in 19-20 (14.2%) 20-21 (13.9%).
2. In 20-21 the number of Fluent English Proficient (FEP) students decreased to 312, but the percentage of FEP students increased to 40.8% of our population.
3. In the 19-20 school year, Douglass Middle reclassified 14 students, a decline from the previous year. Factors contributing to this decline are the increased rigor of the English Learner Proficiency Assessments for California (ELPAC) testing, the shift to an online test administration, and the Smarter Balanced Assessment Consortium (SBAC) performance requirements in order to qualify for reclassification. In the 19-20 school year, our reclassification numbers dropped by half to just 14 students as a result of the school closures and distance learning measures to address the COVID-19 Pandemic. In the 20-21 school year, our numbers of Reclassified Fluent English Proficient (RFEP) students increased to 41 (33.9%), despite being in Distance Learning for much of the year. Students were able to come to campus to take the ELPAC test in person which greatly contributed to their overall success.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	405	475	381	398	466	0	396	465	0	98.3	98.1	0.0
Grade 8	421	405	379	413	400	0	413	398	0	98.1	98.8	0.0
All Grades	826	880	760	811	866	0	809	863	0	98.2	98.4	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2503.	2526.		7.32	13.76		25.51	28.60		27.53	24.73		39.65	32.90	
Grade 8	2536.	2534.		9.93	10.55		30.27	26.63		25.18	29.40		34.62	33.42	
All Grades	N/A	N/A	N/A	8.65	12.28		27.94	27.69		26.33	26.88		37.08	33.14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	12.15	18.32		38.48	41.16		49.37	40.52	
Grade 8	16.22	15.44		36.08	39.75		47.70	44.81	
All Grades	14.23	17.00		37.25	40.51		48.51	42.49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	14.18	21.51		52.15	52.04		33.67	26.45	
Grade 8	22.57	20.25		44.17	53.92		33.25	25.82	
All Grades	18.46	20.93		48.08	52.91		33.46	26.16	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	5.57	11.40		58.99	60.43		35.44	28.17	
Grade 8	13.32	12.37		61.50	58.08		25.18	29.55	
All Grades	9.53	11.85		60.27	59.35		30.20	28.80	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	16.71	23.28		47.59	46.12		35.70	30.60	
Grade 8	20.58	17.97		49.15	46.58		30.27	35.44	
All Grades	18.69	20.84		48.39	46.33		32.92	32.83	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 39.97% of Douglass Middle students scored at or above standard in English Language Arts (ELA) in the 18-19 school year. The 7th grade class was larger than the 8th by 75 students, and still outperformed them with 42.36% of 7th graders scoring at or above standard, where only 36.85% of 8th graders did. No change since we do not have SBAC scores for 19-20 or 20-21.
- In the 18-19 school year, the highest area of proficiency in ELA for Douglass Middle was writing with 20.93% of students scoring above standard, followed closely by research and inquiry with 20.84% of students scoring above standard. The 8th grade class showed modest improvement in writing with 6.07% more students scoring above standard than in the 17-18 school year. This indicates that the focus on writing structures implemented in the English and Social Science departments could prove successful in improving student success rates with consistent implementation.
- In the 18-19 school year, the lowest area of proficiency in ELA for Douglass Middle was reading with 42.49% of our students score below standard. Again, our 8th grade class this year made slight improvement in this area with 4.56% fewer students scoring below standard. However, the fact that nearly 50% of the overall student population

scored below standard in reading is an indication that there is a dire need for us to continue to focus on reading skills: comprehension, vocabulary, and language development across the board in the coming year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	405	474	381	398	466	0	398	465	0	98.3	98.3	0.0
Grade 8	421	405	379	414	396	0	414	396	0	98.3	97.8	0.0
All Grades	826	879	760	812	862	0	812	861	0	98.3	98.1	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2510.	2508.		12.81	14.19		19.10	15.48		28.64	28.82		39.45	41.51	
Grade 8	2531.	2534.		14.98	15.91		15.94	14.14		29.95	30.05		39.13	39.90	
All Grades	N/A	N/A	N/A	13.92	14.98		17.49	14.87		29.31	29.38		39.29	40.77	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	18.59	18.92		31.91	30.54		49.50	50.54	
Grade 8	20.53	20.20		36.96	35.10		42.51	44.70	
All Grades	19.58	19.51		34.48	32.64		45.94	47.85	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	15.33	15.91		42.71	40.00		41.96	44.09	
Grade 8	16.18	16.41		49.76	39.90		34.06	43.69	
All Grades	15.76	16.14		46.31	39.95		37.93	43.90	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	15.33	12.47		54.27	53.76		30.40	33.76	
Grade 8	13.53	15.15		52.42	52.53		34.06	32.32	
All Grades	14.41	13.70		53.33	53.19		32.27	33.10	

2019-20 Data:

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Conclusions based on this data:

1. Despite a slight increase of 1.06 % of students scoring above standard in the 18-19 school year, Douglass Middle students continue to struggle in math. 40.77% of our students scored below standard, the number of students meeting the standard dropped by 2.62% and the number of students below standard increased by 1.48% This indicates that math is an area in which we need to focus the majority of our efforts and resources to foster student growth and success.
2. The greatest area of strength in math was in communicating reasoning. 13.7% of our students scored above standard, and 53.19% scored at or near standard for a total of 66.89% of our student population. This aligns with the area of strength our students showed in ELA in the area of writing. Despite our overall strength in this area, the percentage of our 8th grade students scoring at or near standard decreased by 1.74%, and the number of 8th grade students scoring below standard increased by 1.92%. This indicates a need to focus on strengthening the instruction around the Standards for Mathematical Practice, particularly in our 8th grade classes.
3. The greatest area of need in math is in concepts and procedures with 47.85% of our students scoring below standard. In this area, the percentage of our 8th grade students scoring above standard increased by 1.61%, and the percentage of 8th graders scoring at or near standard increased 3.19%. However, the fact that nearly 50% of the overall student population scored below standard in concepts and procedures, and math in general, is an indication that there is a dire need for us to focus on all areas of math instruction and learning in the coming year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1516.8	1515.6	1565.6	1509.5	1518.6	1586.1	1523.5	1512.1	1544.6	50	79	66
8	1531.0	1527.1	1532.5	1519.3	1529.1	1538.7	1542.3	1524.4	1525.7	46	49	33
All Grades										96	128	99

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	10.13	34.85	38.00	45.57	40.91	40.00	26.58	18.18	*	17.72	6.06	50	79	66
8	26.09	12.24	19.35	50.00	36.73	35.48	*	40.82	25.81	*	10.20	19.35	46	49	31
All Grades	18.75	10.94	29.90	43.75	42.19	39.18	27.08	32.03	20.62	*	14.84	10.31	96	128	97

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	32.00	30.38	53.03	52.00	44.30	33.33	*	13.92	7.58	*	11.39	6.06	50	79	66
8	39.13	30.61	29.03	41.30	40.82	48.39	*	22.45	6.45	*	6.12	16.13	46	49	31
All Grades	35.42	30.47	45.36	46.88	42.97	38.14	12.50	17.19	7.22	*	9.38	9.28	96	128	97

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	24.00	8.86	27.27	64.00	65.82	60.61	*	25.32	12.12	50	79	66
8	34.78	8.16	12.90	47.83	69.39	67.74	*	22.45	19.35	46	49	31
All Grades	29.17	8.59	22.68	56.25	67.19	62.89	14.58	24.22	14.43	96	128	97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	60.00	63.29	81.54	36.00	27.85	13.85	*	8.86	4.62	50	79	65
8	69.57	63.27	70.97	23.91	30.61	16.13	*	6.12	12.90	46	49	31
All Grades	64.58	63.28	78.13	30.21	28.91	14.58	*	7.81	7.29	96	128	96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	3.80	21.21	24.00	44.30	42.42	66.00	51.90	36.36	50	79	66
8	23.91	8.16	12.90	32.61	34.69	25.81	43.48	57.14	61.29	46	49	31
All Grades	16.67	5.47	18.56	28.13	40.63	37.11	55.21	53.91	44.33	96	128	97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	8.86	10.61	88.00	75.95	78.79	*	15.19	10.61	50	79	66
8	*	2.04	0.00	71.74	91.84	83.87	*	6.12	16.13	46	49	31
All Grades	15.63	6.25	7.22	80.21	82.03	80.41	*	11.72	12.37	96	128	97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the 20-21 school year, 97 students took the English Language Proficiency Assessments for California (ELPAC), a decrease of 31 students from 18-19. 29.9% of the students scored level 4, an increase of 18.96% from the 18-19 school year. 39.18% of students scored level 3, a decrease of 3.01%. The percentage of 7th graders scoring a level 3 declined by 4.66%. 20.62% scored a level 2, which is a decrease of 9.97%. This may indicate that the shift our instructional practices and student supports to better align with the rigor and types of tasks on the ELPAC to better support our students in developing the skills they need to be successful and meet the requirements for reclassification has proven to be effective, but we must continue to refine our instructional practices because we are unable to compare students from year to year due to the students not being assessed during the 19-20 school year. We will not have a true comparison for another year.
2. Speaking is the domain in which our students demonstrate most strength with 78.13% scoring Well Developed. This is a significant increase of 14.85% from the performance in 18-19. 13.85% of 7th graders in the 20-21 school year scored in the Moderate domain and 4.62% scored in the Beginning domain which indicates a need to continue to refine our practice in providing structured opportunities for student discourse and provide more opportunities for students to work with academic language in their reading, writing, and listening in our core subject areas.
3. The domain of greatest need is Writing with 7.22% scoring in Well-Developed, 80.41% of our English Learner students scoring Somewhat/Moderate, and 12.37% scoring in the Beginning domain. the fact that almost 93% of our English Learners scored in the Somewhat/Moderate and Beginning ranges combined, is a clear indication that this needs to be an area of intense focus and professional development in the coming year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
764	55.0	13.9	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	13.9
Foster Youth	4	0.5
Homeless	5	0.7
Socioeconomically Disadvantaged	420	55.0
Students with Disabilities	98	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.2
American Indian or Alaska Native	5	0.7
Asian	53	6.9
Filipino	3	0.4
Hispanic	552	72.3
Two or More Races	15	2.0
Native Hawaiian or Pacific Islander	7	0.9
White	115	15.1

Conclusions based on this data:

- 55% of our student population is socioeconomically disadvantaged. This indicates a high need for after school support and programming to provide students safe, constructive, and healthy activities and spaces to engage in after school hours.

2. 13.9% of our student population is English Learners and 12.8% is students with disabilities. These numbers, in combination with the high number of socioeconomically disadvantaged students on our campus, support the need for after school support and programming. They also indicate an intense need to provide high quality and consistent supports, interventions, and programs embedded in the school day to ensure our most at risk populations can access the full spectrum of our educational opportunities.
3. Our largest demographic group is our Hispanic/Latino population at 72.3%. With a population of that size, it is of utmost importance that we provide culturally relevant and engaging courses and opportunities for students to see themselves in the curriculum and activities in their classrooms and on campus.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		

Conclusions based on this data:

1. ELA performance improved from Orange to Yellow. Math maintained Orange. While both areas need attention and improvement, this indicates that math is the more pressing area of need for our students. No change since we do not have updated Dashboard data for 19-20.
2. Chronic absenteeism moved from Orange to Yellow. This aligns with our California Healthy Kids Survey (CHKS) results indicating more students feel connected to school and that there are high expectations for academic performance, however, we have much room to improve in this area, including the development of more and better opportunities for students to engage in leadership and decisionmaking on campus.
3. Our suspension rate remained in the Red. This is an indicator that we need to continue to focus on our Tier I systems, supports and processes with an emphasis on establishing and maintaining strong, positive, and productive relationships with our students and creating an environment that recognizes, welcomes, and supports all students.

School and Student Performance Data

Academic Performance English Language Arts

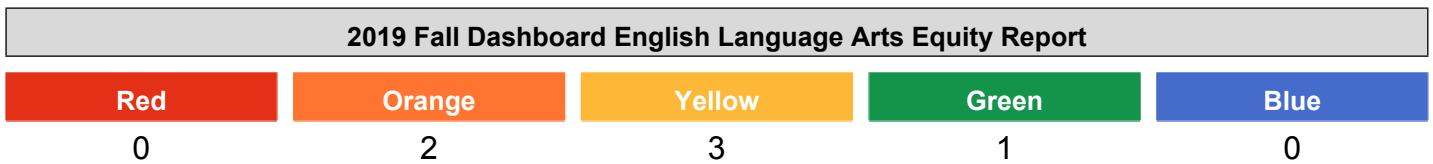
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 27.8 points below standard Increased ++10.7 points 850	<p>English Learners</p> Orange 80.4 points below standard Increased Significantly ++15.3 points 294	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color 58.5 points below standard Declined Significantly -16 points 18	<p>Socioeconomically Disadvantaged</p> Yellow 45.7 points below standard Increased ++9.7 points 511	<p>Students with Disabilities</p> Orange 126.3 points below standard Increased Significantly ++26.2 points 98

2019 Fall Dashboard English Language Arts (ELA) Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Yellow 0 points below standard Declined -11.9 points 48	 No Performance Color 42.5 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41 points below standard Increased ++12.3 points 586	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Green 2.1 points above standard Increased ++10.4 points 179

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131.4 points below standard Increased Significantly ++27.6 points 119	45.7 points below standard Increased Significantly ++17 points 175	9.4 points below standard Increased Significantly ++17 points 414

Conclusions based on this data:

- Douglass Middle's student performance on the ELA SBAC improved from Orange to Yellow for the 18-19 school year by increasing the average score by 10.7 points. However, the average student is still performing 27.8 points below standard and our EL students and students with disabilities are still performing in the orange range, indicating a need to focus heavily on these two populations and the interventions and supports we are providing in this area.
- Our EL student performance improved by 27.6 points moving them from Red to Orange on the Dashboard, which was the highest growth of any of our subgroups. However, they are also our largest subgroup and the furthest from standard at 131.4 points. Our Reclassified EL (RFEP) students improved their performance by 17 points, but still performed 45.7 point below standard, where the English Only students made the same growth but performed only 9.4 points below standard. This is indicative of an intense need to focus on our English Language Learner (EL) population, including our Ever ELs, and their needs in planning our instruction and programming across campus.
- Our students with disabilities improved their performance by 26.2 points moving them from Red to Orange on the Dashboard, which was the second highest growth of our subgroups. However, they are still performing 126.3 points below standard. This is indicative of a dire need to focus on this population and their needs in planning our instruction and programming across campus as well.

School and Student Performance Data

Academic Performance Mathematics

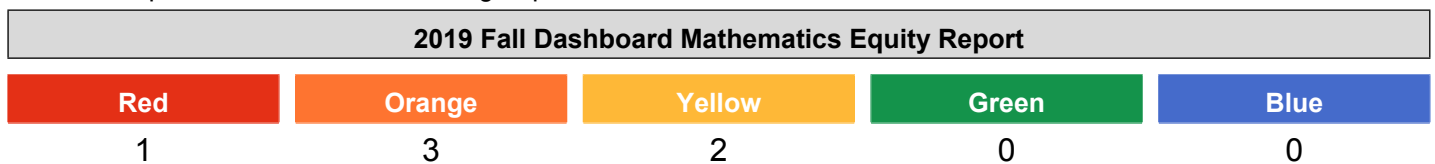
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 53.6 points below standard Maintained -0.2 points 846	<p>English Learners</p> Red 113.3 points below standard Maintained ++0.1 points 292	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color 110.1 points below standard Declined Significantly -60.8 points 18	<p>Socioeconomically Disadvantaged</p> Orange 74.7 points below standard Declined -4.6 points 507	<p>Students with Disabilities</p> Orange 158 points below standard Increased Significantly ++24.6 points 97

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Yellow 23.1 points below standard Declined Significantly -19.9 points 48	 No Performance Color 46.3 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.4 points below standard Maintained ++2.9 points 582	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Yellow 22.3 points below standard Declined -5.7 points 179

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment (SBAC), which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
163.8 points below standard Increased Significantly ++17.5 points 118	79.1 points below standard Maintained -1.1 points 174	33.2 points below standard Increased ++4.8 points 412

Conclusions based on this data:

- Douglass Middle's student performance on the Math SBAC maintained at the Orange level for the 18-19 school year. However, the average student is still performing 53.6 points below standard and our EL students are still performing in the Red, and students with disabilities are still performing in the orange range, indicating a need to focus heavily on these two populations and the interventions and supports we are providing in this area. In particular, this data indicates a need to develop and implement scaffolds, supports, and strategies for differentiation in all curricular areas to support these populations.
- Our EL student performance improved by 17.5 points but maintained Red on the Dashboard in this area. Their growth was the second-highest growth of any of our subgroups. However, they are also our largest subgroup and the furthest from standard at 163.8 points. Our RFEP students' performance declined by 1.1 points and as a group performed 79.1 points below standard, where the English Only students improved by 4.8 points and performed 33.2 points below standard. This is indicative of a dire need to focus on our language learner population and their needs in planning and delivering our instruction and programming across campus, and the need to strengthen our instructional practices around differentiation and supporting learners of all types.
- Our students with disabilities improved their performance by 24.6 points moving them from Red to Orange on the Dashboard, which was the highest growth of our subgroups. However, they are still performing 158 points below standard. This is indicative of a dire need to focus on this population and their needs in planning and delivering our

instruction and programming across campus, and the need to strengthen our instructional practices around differentiation and supporting learners of all types.

School and Student Performance Data

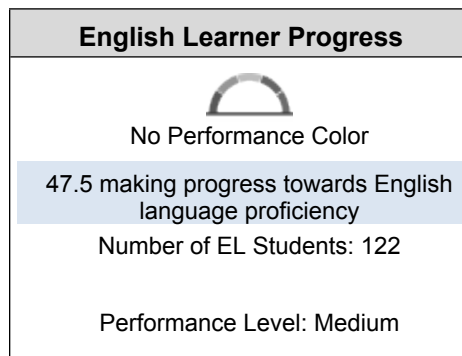
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
16.3	36.0	1.6	45.9

Conclusions based on this data:

- 47.5% of our English Learners are making progress toward English language proficiency, which is medium level performance for our population size. This indicates that we need to strengthen our instructional practices and supports provided to our EL population.
- Of the 122 Douglass Middle students, 56 progressed at least one English Language Proficiency Indicator (ELPI) level and only 2 maintained their performance at level 4 from the 17-18 school year. This indicates that there is a need for us to focus our efforts around developing and delivering supports to English Learners to maintain and improve their language development and acquisition, particularly as they approach the point of proficiency and reclassification.
- Of the 122 Douglass Middle students, 44 maintained their English Learner Progress Indicator (ELPI) level 1-3 and 20 decreased one level. In the coming year we need to develop supports and interventions to provide the students in these groups the instruction and opportunities needed to help them move forward and maintain positive progress in their language development.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

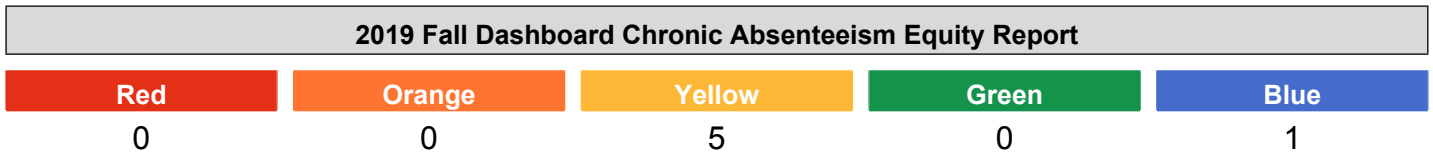
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 13.9 Declined -2.4 909	<p>English Learners</p>  Yellow 12.6 Declined -9.4 143	<p>Foster Youth</p>  No Performance Color Less than 11 Students
<p>Homeless</p>  No Performance Color 19 Declined -16.2 21	<p>Socioeconomically Disadvantaged</p>  Yellow 17 Declined -2.1 559	<p>Students with Disabilities</p>  Yellow 20 Declined -8.6 110

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Blue 2 Maintained -0.2 51	 No Performance Color 0 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.8 Declined -2.1 623	 No Performance Color 7.1 Declined -4 14	 No Performance Color Less than 11 Students	 Yellow 17.7 Declined -1.3 192

Conclusions based on this data:

- Our Chronic Absenteeism rate improved from Orange to Yellow on the 2019 Dashboard. Every subgroup except Asians improved to Yellow. Asians maintained Blue. This could indicate that the outreach and support efforts we implemented were having positive results and we should continue implementing them and expand them.
- Our Homeless student population had the largest decline with 16.2% fewer students in the chronically absent, followed by our EL student population whose chronic absenteeism declined by 9.4%. Despite seeing improvement in this area, these populations have our highest rates of chronic absenteeism, indicating a need to provide more discrete supports and interventions to students in these populations to facilitate regular attendance.
- For the 18-19 school year, we have no subgroups in the Red or Green ranges. In the coming year, we will need to work with our attendance clerks, program specialists, and attendance liaisons to maintain our progress and keep all groups out of the Red range and improve our progress in getting more, if not all, of our groups into the Green and Blue ranges.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

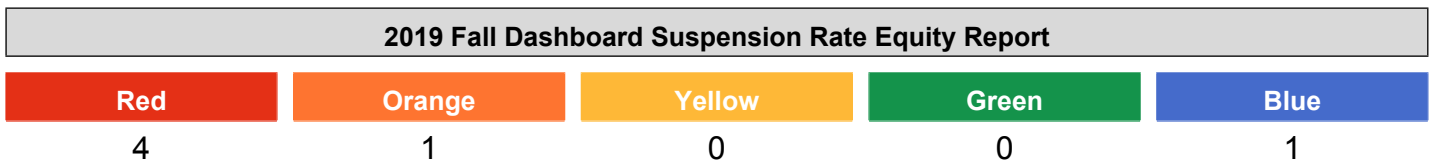
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 12.4 Increased +2.1 930	<p>English Learners</p>  Orange 15.9 Declined -0.6 145	<p>Foster Youth</p>  No Performance Color 21.4 Increased +3.2 14
<p>Homeless</p>  No Performance Color 19 Increased +10.7 21	<p>Socioeconomically Disadvantaged</p>  Red 15.4 Increased +3.5 572	<p>Students with Disabilities</p>  Red 23.9 Increased +5.1 113

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Blue <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Declined -2.1 52	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">9.1</div> Increased +9.1 11
Hispanic	Two or More Races	Pacific Islander	White
 Red <div style="background-color: #ffe4c4; padding: 2px; text-align: center;">13.3</div> Increased +1.9 637	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">20</div> Declined -2.2 15	 No Performance Color Less than 11 Students	 Red <div style="background-color: #ffe4c4; padding: 2px; text-align: center;">12.2</div> Increased Significantly +4.8 197

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.2	12.4

Conclusions based on this data:

1. Our suspension rate maintained its position in the Red range with a 2.1% increase in suspensions overall and for our homeless students and increase of 10.7%, students with disabilities and increase of 5.1%, socioeconomically disadvantaged an increase of 3.5%, and foster youth an increase of 3.2%. Suspensions also increased for our Filipino (9.1%), White (4.8), and Hispanic/Latino (1.9%) demographic groups. The overall increase in suspensions and the maintenance of the Red range indicates a serious need to review, revise, and redirect our efforts to establish and implement Tier I strategies, Positive Behavior Intervention System, and the development of a positive, productive, and safe campus culture.
2. Suspensions for our English Learners declined by .6% and moved that group from Red to Orange on the 18-19 Dashboard. They were the only student subgroup to show a decline in their suspension rate. Suspensions for our Asian students and students of Two or More Races also declined, by 2.1% and 2.2% respectively. They were the only demographic groups to show a decline in their suspension rate. Despite this incremental improvement, the overall suspension rate and rates for individual subgroups is a clear indication that establishing a solid, efficient, and effective Tier I system of supports is a critical area of need for Douglass Middle School.
3. The increase in our suspension rate is a clear indication that we need to focus on strengthening and expanding our Tier I, PBIS, and MTSS (Multi Tiered Systems of Support) practices on site and improve both our classroom and community culture and connectedness.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process, and our comprehensive needs assessment with interest groups, Douglass Middle School identified a need to improve academic performance overall with a specific focus on English Learners' performance in math and need to strengthen our collaborative processes. Additionally, the need to continue extended and expanded social-emotional supports offered along side academic supports as we return to in-person instruction post-pandemic and distance learning was identified as a need in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Homework Club- after school tutoring and homework help.	In the 21-22 school year, Homework Club was increased from 2 to 3 days per week, with the third day being offered on Monday based on student feedback on a survey. Average attendance for Homework Club is 32 students but can be as high as 45 students based on the sign in sheets.	Continue to offer three days of Homework Club.
Number of students who participate in Visual and Performing Arts (VAPA).	Currently, 216 students participate in our VAPA program which increased from 202 in the 20-21 school year.	Increased engagement and involvement in VAPA resulting in the need for at least 1 section of Drama, maintain the number students who take music, 1 section of Yearbook and an overall 10% increase in the number of students participating in VAPA.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy: Improving and expanding the use of research-based instructional strategies and increasing the intentional planning for embedded student supports-both academic and social-emotional.

Activities:

- Professional Learning Communities (PLC) training for departments leads AND release time to work and collaborate, use the cycle of inquiry to improve student achievement and the use of Tier I interventions to support student learning.
- Provide the supplies, technology, supplemental materials, and copies to support intervention and differentiation to meet the needs of students.
- Continuing our work with Character Strong and embedding Social-Emotional Learning (SEL) and Leadership activities and supports into our instruction campus-wide and across all disciplines.
- WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies across all curricular areas, with a particular focus on lessons and activities that engage students in inquiry and writing through real-world contextualized projects and materials, with a particular focus on the language of each subject area and language acquisition theory and strategies that can be applied campus-wide.
- TBEAR (Topic sentence, Background information. Evidence, Analysis, and Return to thesis) strategy and structure to the strategies of focus to support writing development in both English and History Social Science classes.
- PLC/Collaboration training and release time to work with English, Math, History Social Science, Special Education and Science departments so that our campus uses the cycle of inquiry to identify areas of need and growth, to improve student learning.
- Homework Club & Friday Intervention: After school tutoring by teachers and paraeducators for students three times per week to enable students to receive support outside of classroom instructional time and at a time that works best for them to work on assignments, get extra help and keep up on grades.
- Subject Specific PD in core content areas including: Asilomar (math/English) or Stanford Math, Science in the River City, Common Core State Standards (CCSS)/ Next Generation Science Standards (NGSS), Advancement Via Individual Determination (AVID) in order to build capacity in teaching practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

48937.93	Supplemental/Concentration
46845.00	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategies: Increase the number of opportunities for student exploration of college and career readiness:

Activities:

- Professional Learning Communities (PLC) department representation to meet and plan. Representatives will share best teaching practices so that other departments can learn and support each other.
- Provide college and career-focused guest speakers and engagement activities for students on campus.
- AVID/ AVID Excel students take on leadership roles on career day(s).
- Partner with Project Safe to give students access to information and experience with medical careers and CPR skills.
- Continue Mathematics, Engineering, Science Achievement (MESA) class and after school club and program options for students.
- Student clubs aligned with student interests, needs, growth, and leadership opportunities. The goal is increasing our club offerings for next year.
- Field trips and academic or program-related conferences to expose students to a variety of college and career opportunities.
- Career Research elective to expose students to different career paths and projects.
- Advancement Via Individual Determination (AVID) Program costs including college field trips for AVID students, subs to cover classrooms so that AVID teachers can attend the field trips, AVID coordinator pay, PD for AVID/Excel and content area teachers.
- AVID tutors in our AVID classes to support student learning.
- Materials and Supplies for the implementation of a school-wide AVID program. This also includes bussing for AVID programs and field trips.
- Payment of assessment fees for Advanced Placement (AP) tests for students in the 8th grade Spanish classes who have participated in the Dual Immersion program through elementary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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11,728	Supplemental/Concentration
22,801	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were able to provide our teachers with the opportunity to participate in many professional development (PD) sessions to strengthen their instructional practices and approaches in supporting students in the classroom with academics and social-emotional needs. We worked with Communicare for two afternoons to learn more about Adverse Childhood Experiences and Trauma Informed Care in order to be more aware of how the teenage brain responds to trauma and how Tier I interventions can support student learning. Teachers participated in PD with a number of outside institutions including AVID, Science in the River City, UC Davis/CALTEACH/MAST, YCOE, SCOE, Supporting Inclusive Practices, EL Rise, ELLevation, and Action Teams for Math, ELA, Social Science and Science. Our AVID program was fully funded but plans were not able to be fully executed due to COVID restrictions including being unable to participate in field trips or have guest speakers on campus for much of the year.

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

Due to COVID restrictions, we were not able to establish our Career Day, taking students on field trips for most of the year or complete any of the other actions in this goal that would have involved large numbers of people being on campus. The MESA class was new this year with two full sections. VAPA enrollment increased slightly although music classes do not have as many students who signed up as previous years. This could be due to declined music participation at the elementary level. Yearbook was included in the VAPA enrollment numbers for this year which increased our total VAPA participation. In the 21-22 school year, the Math department worked with the Math and Science TOSA to develop and implement an intervention/enrichment plan for all students using a pull-out model based on MDTP and unit test scores. The goal was to reteach and practice skills and concepts needed to either reach grade-level or advance in order to be ready for the next grade.

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

This year we want to be trained and implement PLC's in order to use data to collaborate on specific school related issues to improve educational outcomes. The goal is have one full-day training or, send department leads to training, and then periodic trainings with Solution Tree throughout the year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on English Language Arts (ELA) and Math Academic Indicator.	For the 2019 Dashboard, Douglass improved to yellow with 39.97% of students meeting or exceeding standards for ELA and remained orange with 29.85 of students meeting or exceeding standards for math. This remains our baseline as we do not have updated Dashboard data for 19-20.	Increase student achievement in ELA, improving distance from 3 by 3 or more points in every subgroup. Increase student achievement in math, improving distance from 3 by 3 or more points in every subgroup.
Performance level on English Learner Progress Indicator	Our current performance on the ELPI is medium with 47.5% of our EL population making progress toward English Language proficiency and reclassification.	Increase the percentage of our EL students making progress toward English Language proficiency by 10%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	On the most recent SBAC, 316 Douglass Middle School students, 39.97% of the student population, met or exceeded standards in ELA.	Increase the number of students meeting and exceeding standards in ELA by 7%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC	On the most recent SBAC, 197 Douglass Middle School students, 29.85% of the	Increase the number of students meeting and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>(Smarter Balanced Assessment Consortium) Math.</p>	<p>student population, met or exceeded standards in math.</p> <p>MDTP Fall of 2020: 7th (current 8th graders) average score was 40% Spring of 2021: 7th grade (current 8th grade): 38% average</p> <p>21-22 MDTP Fall: 31% average for 7th grade (not including Accelerated Math) 32% average for 8th grade (not including Accelerated.)</p> <p>MDTP Spring: 7th grade= Average score 36.7% Accel 7th grade= 42.9% 8th Grade= Average score 35.87% 8th grade Accelerated MATH- 68.89% average score</p>	<p>exceeding standards in math by 10%.</p>
<p>Number of students who are chronically absent</p>	<p>For the 2019 Dashboard Douglass is yellow for Chronic Absenteeism. Currently at 13.9% overall, a decrease of 2.4%. Chronic absenteeism for students with disabilities declined by 8.6%, and for EL students declined 9.4%.</p> <p>20-21: Chronic Absenteeism Rate 8.25%</p> <p>21-22 as of 3/21/22: 9.8% 80 students Chronically absent 12.7 % /104 at risk 26.2%/ 212 moderate 38%/ 311 good 13.3%/109 perfect</p>	<p>Progress to green and reduce Chronic Absenteeism below 10%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student sense of safety and school connectedness	In the 17-18 school year, our School Climate Index (SCI) score was 282, 18 points below the average SCI score for all middle schools in California of 300. In the 18-19 school year, our SCI score rose to 304.	Raise our SCI score by 20 points.
Suspension rate	On the 2019 Dashboard, Douglass was in the red for suspensions. Every subgroup was in the red, except for English Learners who peaked into the Orange. In 20-21 suspension rate was .5% due to being in remote learning for most of the year. 21-22 suspension rate was the same from the start of the year through mid-March as 2019-2020.	Decrease the number of suspensions overall by 20%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Of the 16 areas in the 2019 California Healthy Kids Survey(CHKS), parents only strongly agreed that DMS clearly communicates consequences of breaking rules, and only 13% of responding parents agreed at that level.	Increase the number of parents participating in CHKS and earn high satisfaction marks in at least 8 of 16 areas.
Tier II Meetings	Weekly Tier II meetings were held to identify interventions and supports for students who were referred by staff for attendance, behavior, or academics. The Tier II team includes Administration, RTi, EL Specialist, Attendance Liaison, psychologist, nursing staff and counselors.	Reduce behavior incidents by 20%, increase attendance rate for our chronically absent students by 10%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Activities:

- Character Strong Social Emotional Learning (SEL) and Leadership curriculum to support SEL skill strengthening and development across campus
- Student engagement activities and events throughout the year including orientation for incoming 7th graders led by WEB (Where Everyone Belongs) students, start of the school year assembly and activities, guest speakers, field trips, dances, Club Lion, Lunch Bunch, promotion, etc.
- Collaboration with the Attendance Liaison to support students with attendance issues including truancy conferences, structured home visits, connections to community resources and supports for families.
- WICOR Wednesday: teachers shared strategies that use in the classroom to increase the use of Writing, Inquiry, Collaboration, Organization, and Reading in order to increase opportunities for structured student talk and becoming College and Career Ready.
- Positive Behavior Intervention Supports (PBIS) campus-wide.
- Schoolwide expectations- ROAR (be Ready, Offer kindness, Act safely, be Respectful) and Lion Code tickets to be used at the PBIS store.
- Develop Tier I interventions, supports, and campus culture-building activities
- Provide training and support to staff
- Regular activities and engagement opportunities for students
- New Teacher Support and supplemental instructional aides and supplies
- Strengthening of the MTSS (Multi-Tiered System of Support) systems and structures on campus:
 - Consistent Tier II meetings
 - Data-driven intervention decisions
 - Intervention options for academics, behavior, social-emotional, and relationship-building.
 - Counseling options including social skills groups, grief management, conflict mediation, problem-solving, and self-esteem.
 - Opportunities for students to participate in sports, clubs, and programs for students to provide them open forum/interest-oriented opportunities to socialize and develop connections to school and each other.
 - Activity options for students in addition to after-school sports including intramural sports, clubs, MESA, STEM (Science Technology Engineering and Math) activities, and others.
 - Develop common structures and routines across departments in order to support students in being able to know what to expect in all classes, have fewer routines to remember, and reduce behavior issues.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27,479	Supplemental/Concentration
7,816	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our goal for the 22-23 school year is not eliminate any strategies, but focus on strengthening what we have started and not to add anything else until we get really good at the strategies that we are using- WICOR, Academic Language Scripts, collaboration between all departments, etc. The Tier I and Tier II teams attended training through YCOE in cooperation with Student Services and to develop/strengthen their team protocols and processes. We adopted the Character Strong curriculum support our students in addressing their SEL needs. Each department signed up for 4-6 weeks to teach the curriculum each Wednesday. We were able to provide our teachers with the opportunity to participate in a great deal of professional development around engagement and to strengthen their instructional practices and approaches to supporting students in the classroom with academics and social-emotional needs. Teachers participated in PD with a number of outside institutions including AVID, Science in the River City, UC Davis/CALTEACH/MAST, YCOE, SCOE and a number of others. Due to the lack of subs and teachers desire to be in the classroom as much as possible in order not lose instruction time and build relationships with students, PD was mostly offered outside of the instructional day. An additional day Homework Club was added mid-year and Friday Intervention was brought back in the late fall supports receiving extra help and staying current on assignments. AVID teachers shared WICOR strategies at staff meetings to increase academic language use in the classroom.

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

Due to the pandemic, we were not able to provide Project SAFE, intramural sports, or complete any of the other actions in this goal that would have involved large numbers of people being on campus.

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

We will continue the SEL work we have begun this year, and extend it across campus into every curricular area. We will provide more collaboration and planning time for departments in order to have guided practice with the strategies colleagues are implementing.

We will continue working to strengthen our supports and instructional strategies for our at-risk learners in Directed Studies and English Language Development, providing them additional supports during classes and additional tutoring outside of the academic day.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, Douglass Middle School identified a need to improve academic performance overall for our English Learners (EL), with a specific focus on their performance in math. Despite the fact that they moved from Red to Orange or Yellow in every category on the Dashboard, they are still the furthest from standard in every area. A need to strengthen our collaborative processes, lack of understanding of language acquisition and how to scaffold for language support were identified as root causes for the gaps in our EL student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	12.4% (15) of EL students were reclassified in 20-21.	Increase the reclassification rate to 15%.
English Learner Progress Indicator	47.5% of EL students are making progress towards English proficiency. 122 students scored in the medium performance level.	At least 50% of EL students will make progress toward English proficiency.
Number of long term English Learners (middle and high school only)	There are currently 84 Long Term English Learners at DMS, 84/820 students (10%). 20-21 school year- 87/764 students (11%).	Reduce the number of LTELs by 10%.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Our baseline rating from 20-21 on the English Learner Roadmap Principle 1 self assessment is a 2.5 for Language and culture as assets, 2 for No single EL profile, 2.5 for School climate is affirming, inclusive, and safe,	Increase our rating in each area by .5 or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1.5 for Strong family and school partnerships, and 1.5 for Supporting English Learners with disabilities. The 21-22 ELAC group rated us as a 2.5 for Language and culture as assets, 2.5 for No single EL profile, 2.5 for School climate is affirming, inclusive, and safe, 2.5 for Strong family and school partnerships, and 2.5 for Supporting English Learners with disabilities which increased the rating from No single EL Profile by .5, Strong family and school partnerships by 1, and Supporting English Learners with disabilities by 1.</p>	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with a particular emphasis on supporting EL students and students with IEPs.

Strategy/Activity

Strategy: Implement research-based instructional strategies and supports to improve EL performance.

Activities:

- Provide newcomers and EL students with consistent support in addition to their ELD (English Language Development) classes including monitoring, data chats, and intervention coordination with the EL Specialist, classroom teachers, paraeducators, and administration.
- Sitewide implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies (borrowed from AVID) to ensure equity, consistency, and intentional planning to provide multiple points of access into the curriculum, concepts, and class activities. This work will explicitly focus on embedding language acquisition strategies into every content area in each domain of WICOR.
- Workshop Wednesdays - Peer-led workshops, for teacher, on effective instructional strategies, language acquisition and classroom management. -Paid prep time for the Workshop Wednesday teacher presenter
- Continue professional development on the differentiation of materials and instruction, specifically Universal Design for Learning, WICOR, subject-specific action teams through the district PD offerings.

- Specific professional development around supporting EL students in the math classroom for teachers and paraprofessionals.
- Train EL paras on best practices for supporting students in each academic area.
- Training for teachers on best practices for including paraeducators in instructional routines and practices to support student success and growth.
- Structured collaboration time for English/ELD teachers to discuss EL progress and develop strategies.
- EL Shadowing/language instruction for teachers in areas other than English and ELD to provide consistent, campus-wide academic support and language instruction.
- English Learner Review Team (ELRT) meetings with interest groups to discuss EL performance.
- Paid time for EL shadowing, peer observations, and collaboration for teachers.
- AVID Excel sections and training for teachers who will be supporting ELs
- AVID Parent Night
- Parent opportunities to attend conferences or participate in trainings like CABE workshops or other parent support/enrichment/engagement training opportunities.
- Increased opportunities for parents to participate in school events as guest speakers, facilitators, educators, and volunteers.
- Parent Book Study to read and discuss books that support parenting teenagers, supporting college and career readiness, etc.
- Parent Information nights (importance of attendance, GPA, grades, A-G, Aeries, Canvas).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,211.07	Supplemental/Concentration
15,890	Title I Part A: Basic Grants Low-Income and Neglected
2,010	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were unable to implement all of the actions that were outlined in this goal due to COVID restrictions and staff shortages. Attendance and participation during the last two years among

students and staff have impacted our achievement, and has created challenges in assessing growth. Teachers were unable to get to know their students as deeply as previous years, during remote learning.

Our EL students were supported by an EL Para in their ELD classes and a migrant para in core classes. The EL Specialist worked closely with the ELD and AVID EXCEL teachers to provide interventions, monitor progress, and provide instructional strategies. Canvas and the use of the Chromebook allows students to use Google translate and staff teaching how to use translation features so students have better access to curriculum and building fluency.

Homework Club and Friday Intervention supported students outside of the school day in getting extra help to maintain grades.

We were able to provide enough sections of AVID Excel for our Long Term English Learners to keep class sizes under 20 order to provide more one on one supports to growth and achievement.

We were able to provide our teachers with the opportunity to participate in a great deal of professional development around engagement and to strengthen their instructional practices and approaches to supporting students in the classroom with academics and social-emotional needs.

Teachers participated in PD with a number of outside institutions including AVID, Science in the River City, UC Davis/CALTEACH/MAST, YCOE, SCOE and a number of others. PD was offered outside of the school day in order to keep consistency and routine in the classroom, not interrupt instructional time and not create an unnecessary burden on other teachers who would have been called on to cover classes due to the substitute shortage.

AVID EXCEL, ELD DI Social Science courses and UDL implementation provided access points for all students to curriculum.

More Dual Immersion students coming up from our feeder schools has made it difficult to identify patterns since the baseline from year to year to is changing and there are variables among the different programs.

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

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

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

As a result of the site data by the Leadership team and ELAC team, we plan to continue to encourage group work, structured student conversations, UDL embedded lessons and WICOR identified lesson activities so that our teachers become more proficient in these strategies since we have had continuing PD and practice implementing these strategies.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	The baseline was 5 partnerships. The actual outcome included an additional partnership so that we currently partner with 6 community programs and organizations to give students engagement opportunities: Early Academic Outreach Program (EAOP), Educational Talent Search (ETS), The Bike Campaign, City of Woodland, Friday Night Live and UCD MESA.	Increase the number of partnerships with community programs and organizations by 2 to increase the opportunities for students to engage in leadership development activities.
Number of extracurricular programs offered	We currently offer music, drama, and leadership classes with extracurricular components. We also offer sports, clubs, and Youth Advisory Council (YAC). In the 20-21 school year, 350 students, or 42% of the student body, participated in these activities and courses. In the 21-22 school year, 463 of our 820 (56%) students participated in at least one extracurricular programs	Increase participation in at least one extracurricular activity to 60% of the student body, and offer at least 3 more activities/opportunities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	424 students or 56% of the student population participated in the survey used to draft the 22-23 SPSA.	Increase the number of surveys to at least 1 quarterly, and the number of student participants to at least 60% per survey.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	The baseline in the 20-21 school year, 60 students, or 8% of the student body, participated in focus groups. Of those 60, 36 were male, 24 were female. 28 were English Learners, 15 had an IEP. In the 21-22 school year, the Youth Advisory Council provided input to the SPSA and was comprised of 16 students. Of those, 10 are female, 6 are male, 13 are 8th graders, 3 are 7th graders, 1 has an IEP's, 6 are EL's, and 3 are GATE identified.	Increase the number of students participating in focus groups to at least 10% of the student population.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a particular focus on students with IEPs and English Learners

Strategy/Activity

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

Activities:

- Workshops, conferences, or other training opportunities for students to develop and strengthen their leadership skills.
- Early Academic Outreach Program (EAOP) Middle School Youth Leadership Academy in middle school summer school
- EAOP and Empower Yolo Freshman Leadership Academy for 8th graders transitioning to 9th grade
- AVID Summer Bridge Program
- 8th grade AVID Excel- focus on leadership
- Increase student clubs/organizations with leadership focus/components (Brown Issues, Science/MESA, GSA (Gender and Sexualities Alliance), AVID Club, Interact/Community Service, etc)

- Teachers and counselors advocate for and encourage students to engage in leadership activities and opportunities.
- Peer mentoring 1:1 or in groups
- Provide access to Student Leadership Workshops at least twice a year (i.e. Sac State, California Student Leadership Association (CASL), etc.)
- Develop our Youth Advisory Council to increase student representatives by at least 5 students.
- Project SAFE. Student CPR, AED (Automated External Defibrillator) training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,650

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Community partnerships, incorporating more student voice, gathering student input from surveys, Youth Advisory Council (YAC) regular meetings were strategies/activities that helped to achieve our goals of providing more meaningful opportunities for student engagement. More opportunities for student engagement will have the added benefit of connection to school which we hope will reduce student conflict. Youth Advisory Council (YAC) met during the school day which helped grow our numbers of participants and gather a more well-represented student voice. The input from YAC was incredibly valuable. The group was varied in gender, ethnicity, socio-economic status, EL status, GPA, etc. but their input was clear and concise, especially when, as a group, they shared similar ideas, concerns and strategies. The 21-22 Youth Advisory Council recommended that next years YAC be formed on staff recommendation, and not one class representative for each 1st period class, because they were concerned that student reps could become a popularity contest instead of the council made up of members that truly want to give feedback on how Douglass Middle School can meet the needs of its students.

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

Friday Night Live did not get any interest this year due to COVID restrictions during the recruitment process. We were unable to host as many clubs and activities as prior years due to several factors that related to the pandemic including limitations on having outside guests on campus, large gatherings and time restrictions for staff.

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,362
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$190,368.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$93,352.00
Title I Part A: Parent Involvement	\$2,010.00

Subtotal of additional federal funds included for this school: \$95,362.00

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	\$95,006.00

Subtotal of state or local funds included for this school: \$95,006.00

Total of federal, state, and/or local funds for this school: \$190,368.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Cristina Morel	Principal
Katherine Hunter	Classroom Teacher
Theresa Wyles	Classroom Teacher
Chris Minor	Classroom Teacher
Rebecca Rossiter	Other School Staff
Chelsea Fuller	Parent or Community Member
Sonia Cadena	Parent or Community Member
Ruben Ramirez	Parent or Community Member
Josselyn Bibriesca	Secondary Student
Darren Cooke	Secondary Student
Navneet Singh	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

Other: ELAC President unavailable to provide signature

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 25, 2022.

Attested:



Principal, Cristina Morel on 4/25/2022

SSC Chairperson, Rebecca Rossiter on 4/25/2022