

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Douglass Middle School	57-72710-6071278	4/14/25	5/22/25

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

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's 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 those at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Douglass Middle School's Site Council meets at least 5 times per year. It reviews the school's data and progress on goals within the School Plan for Student Achievement (SPSA), participates in the needs assessment process, and develops and approves the annual School Plan. Formal needs assessments were conducted with multiple interest groups at Douglass Middle School, including ELAC (English Learner Advisory Committee), School Site Council, Site Leadership Team/Guiding Coalition, Youth Advisory Council (YAC), and Student Focus Groups. Each meeting included an in-depth review of the most recent California School Dashboard data and site data for Douglass Middle School students' academic performance, attendance, reclassification, and suspension rates. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students. The focus is to constantly review data to determine gaps in academic achievement, to implement and monitor evidence-based strategies to support students who are not at grade level.

STUDENT INPUT:

Student input was gathered for the Youth Advisory Council and periodic student surveys, including the Safety Survey in the fall, the spring survey, and SPSA Focus Groups.

The Douglass Middle School Youth Advisory meets monthly and works with the principal to review the School Plan for Student Achievement and to provide student input on matters that impact them across campus. On October 28, 2024, the Youth Advisory Council looked at the Student Safety Survey and provided feedback that was included in the Safety Plan. On November 21, 2024, the Youth Advisory Council focused on providing their opinions regarding after-school detention and reviewing the universal screener data. Then, it offered input regarding strategies to help students have more favorable feelings toward school. They appreciated our Adopt-a-Lion campaign, where staff members "adopt" students who have self-reported low feelings towards school, and thought that this is something that we should continue.

January 28, 2025, Ythe AC meeting looked at the California School Dashboard, and they took a survey to help determine if our 23-24 assessment results reflected students' best efforts or not, what would be possible reasons students do not give their best effort and what staff can do to encourage students to try their best.

During the February 27, 2025, meeting, students reviewed the needs assessment for Goal 4 and helped create the Spring Student Survey given in English classes. 484 student responses were collected. Students report seeing their friends, teachers, activities, and food as their top favorites. Students were asked how the school year has gone for them, with the following results: 18.8%- Great! I am happy to be at school, 51.7%- Pretty good. There have been some rough spots, but overall, things are going well: 24.8%- Ummm...it has been alright but could be better, and 4.8%- This year has been harder than I thought it would be. When asked about their classes, 22.3%- My classes are great, 63.2%- My classes are good, 12%- My classes are kind of hard, and 2.5%- My classes are hard. Students were asked how much time they spent working on assignments or studying. 36.8% spend 1 hour or less studying per week, 43.8% spend 1-3 hours, 12.8% spend 3-5 hours studying, 4% spend 5-7 hours studying, 1% spend 7-9 hours studying, and 1.7% spend 10 or more hours studying. Questions related to social interactions allowed students to choose all that apply to them showing that 51% of respondents have a good friend group that does not involve drama (although they see drama), 40.5% responded that their friend group has changed this year, 37.8%- "No drama. Everything is great", 36.8%- "I have good friends that support me and we sometimes are involved in drama", 35.1%- "I have a few friend and we have the same interests", 16.7%- "I do not talk to other students", and 9.7%- Other". Students were asked about their feelings towards safety at school: 11.2% feel very safe, 50.4% feel safe, 30.8% feel somewhat safe, and 7.6% feel unsafe. When asked about what their feelings about safety are based on (and could choose all that apply) the responses were: 55.4% I have witnesses students say or do mean things, 51% "I feel safe", 50%- Rumors and drama can lead to fights, 26%- "I have had mean things said or done to me", 8.3%- "I have said or done mean things, 14.3%- Other: Students were able to explain in their own words what make them feel safe at school; having a security fence, having additional campus supervisors and for students not to think that fighting is an acceptable answer to conflict. When asked about Homework Club, only 4.1% reported asking for extra help regularly, 69% reported not attending, and 29.8% reported staying occasionally. Students had the "chance to tell us how we could make the school even better or what we could change." Responses ranged from offering art as an elective, having more lunchtime activities, adding a fence around the campus, allowing cell phones to be used or "I don't think there's a lot of things that need changing."

The SPSA Focus Groups also provided additional feedback where students met with the principal and answered a separate survey. Focus Groups comprised students representing Students with Disabilities, English Learners (EL), GATE-identified students, and students in a school leadership position. Both the spring student survey and the focus group surveys yielded similar results. The things students reported liking best at Douglass were their teachers and the opportunities they had to get involved. When asked what could improve our school, a frequent answer was "nothing," or "I do not know.", or to allow cell phones. Students identified that their teachers take time to ensure students understand what they are learning by asking them questions, "My teachers encourage me to ask questions if I need help, and they create a positive atmosphere for learning. Students were allowed to identify things that happen in classes that do not support their learning, and most answers were I didn't think so" or answers relating to disruptive students.

Additional student input was collected through SPSA Focus Groups and a Safe School Ambassadors survey. These groups provided valuable insights into student preferences, improvement areas, and the effectiveness of school safety programs. Overall, students appreciated their teachers and involvement opportunities while highlighting areas for potential enhancement in school policies and programs. The school received a two-year grant for funding to implement Safe School Ambassadors (SSA) in the spring of 2023. 40 7th graders and 8 staff members were trained in April 2024, and 27 7th graders were trained in October 2024. Safe School Ambassadors trains students on how to respond to student conflict, which can lead to students being mean to each other and escalating physical altercations. The Safe School Ambassadors were also given a survey to gauge how the program is working to reduce student conflict. 33 students of 80 responded to the survey, but overall, responses were favorable. Questions and responses: Do you feel you have been trained to be an effective safe school ambassador? 81.8%-yes, 18.2%- maybe, 0 no's. Can you be an effective Safe School Ambassador and an upstander, not a bystander, to prevent student conflict or help another student? 75.8% yes, 24.2% maybe, 0 no's. Do you like the Safe School Ambassador Program? 93.9%- yes, 6.1%, 0 no's. Do you think the SSA program benefits students at the school and prevents fights, conflicts, and possible bullying? 60.6%- maybe, 39.4%- Yes, 0%- no. Have you been able to use the strategies from the program to be a Safe School Ambassador? 72.7%- yes, 27.3% -maybe, 0 nos.

SITE LEADERSHIP/GUIDING COALITION:

The site Leadership/Guiding Coalition team identified the site's needs to support student learning based on Professional Learning Communities (PLC) data analysis, sharing department data, and learning how to use the California School Dashboard data to identify needs. As a result, the team identified writing and math as continued areas of our most substantial academic needs, our high rate of chronic absenteeism, and the direct correlation with low academic performance. This group proposed actions and strategies to support these needs. The Leadership/Guiding Coalition

team developed a site-wide writing initiative for the 23-24 school year and refined how all teachers will implement writing across all content areas through the 24-25 school year. This team conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result of the work the team engaged in in January to review our dashboard results, our RTI Specialist worked with members of the Guiding Coalition and created the "Adopt-a-Family" initiative. She reviews attendance and assigns 4-8 students to each teacher to make contact with families to discuss if there are any barriers to their student attending school, discuss their attendance rate, and how not attending school enough is hurting their students' education. We added an attendance component to the PLC Data Analysis monitoring tool so that PLCs can more easily identify instructional strategies and supports for identified students.

ELAC:

On 3/13/2025, ELAC reviewed English learner progress and conducted a self-assessment for principle 1 of the EL Roadmap as part of the needs assessment. As a result, the team identified building stronger Family and School Partnerships as an area of need and proposed actions and strategies to support these needs. Based on ELAC feedback and working closely with our English Learner Specialist, students must have multiple opportunities to engage in academic discourse throughout the day. As a site, we intentionally focused on improving the quality of student writing in all courses, which may have had the unintentional consequence of less student academic discourse. Our goal is to have a balanced approach for the upcoming school year, which the ELAC team agreed with.

SCHOOL SITE COUNCIL:

On 9/18/24, SSC reviewed the 24-25 SPSA. On 11/18/24, the SSC reviewed the SPSA Monitoring Tool and reviewed school implementation. On 1/13/25, the SSC reviewed the SPSA Monitoring Tool and the California School Dashboard. On 3/17/25, our School Site Council (SSC) reviewed the needs assessment and conducted an in-depth review of the Douglass Middle School SPSA monitoring tool and conducted an in-depth review of Goal 1: SSC made note that there is not a reliable measure of the effectiveness of Homework Club but agreed that it provided a safe place for students to get extra academic help after school, so was worth the cost. There were also discussions and ideas on how to use competitions to increase math facts confidence, how to improve student reading, how to use community resources for field trips, and how to hire an art teacher. The school site council met on 4/14/24, reviewed feedback and recommendations, and approved the SPSA.

DOUGLASS STAFF:

On 2/26/25, DMS staff reviewed the SPSA Monitoring and Needs Assessment. Two groups were assigned per goal. Staff felt that the Professional Learning Communities' professional development or training and release time for PLC Data Analysis and Collaboration days is working well. By comparing data, teachers have an opportunity to share strategies for boosting student success for all students, but especially for English Learners and Students with Disabilities. Staff identified concerns that our percentage of ELs with D's and F's increased by 10% compared to last year. Is our percentage of D's and F's increasing yearly because we're grading more realistically rather than being extremely lenient, like during the early COVID years? Homework Club attendance has dropped. Some feel that it is no longer effective, and many teachers no longer assign homework, so some students attend to socialize or as a place to hang out when it's cold/hot outside. Suggestions were to broaden the lunchtime activities beyond opening the gym for basketball. On March 12, 2025, staff analyzed the D and F rate site-wide for English Language Learners and by department, emphasizing identifying strategies and supports that are in place that are working and where improvements can be made. Reteaching material, using more hands-on activities, and providing test re-takes were identified as areas that work. The D and F rates school-wide are significantly lower than for EL students: School-wide is 10% Ds, 11% F vs. 19% Ds, and 26% Fs for EL students. Staff identified a strong correlation between all students' D and F grades and chronic absenteeism.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/a

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The Chronic Absenteeism rate is now in the Red for the 2023- 2024 California School Dashboard, dropping from yellow in 2022-2023. The rate of students who were chronically absent increased by 2.5% to 23.5%. All reviewed data points point towards the need to improve attendance, which is the cornerstone for increasing student achievement. English Language Arts is now in the Orange, dropping from Yellow in 22-23. Douglass Middle School students declined 8.5 points and are now 22.3 points below standard. Long-term English Learners declined 35.9 points and are 132.54 points below standard. Students with Disabilities declined 11.8 points and are now 122.1 points below standard. Hispanic students declined 10.3 points and are now 43.2 points below standard. Socioeconomically Disadvantaged students declined 11.9 points and are now at 37.5 points below standard. The Asian student group increased attendance by 5.8 points and is now 46.9 points above the standard. Steps taken to address Chronic Absentessim include working with the Attendance Liaison to contact families and conduct home visits, monitoring attendance in the Wellness Team meetings, identifying students who are not making academic growth due to poor attendance and identifying interventions and supports for those students during Professional Learning Community (PLC) data analysis meetings, and implementing our "Adopt-a-Lion" strategy, where teachers and administration call families of chronically absent or near chronically absent students to encourage them to attend school. During PLC data analysis meetings, the English department also worked closely to identify students who would benefit from re-teaching based on assessment scores, discussing best first instruction and intervention practices, and a site-wide focus on improving student writing across all content areas.

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

Five student groups were in the Red category for Chronic Absenteeism: English Learners (39.5%), Hispanic (26.25%), Long-Term English Learners (39.3%), Socioeconomically Disadvantaged (27.3%), and Students with Disabilities (33.9%). The chronically absent rates for English Learners increased by 14.4%, the Hispanic student group increased by 6.2%, the Long-Term English Learners rate increased by 13.4%, the Socioeconomically Disadvantaged student group increased by 4.1%, and the Students with Disabilities student group increased by 7.2%. The overall Chronically Absenteeism rate increased by 2.5% from 22-23. All 5 student groups are in the Yellow for the State.

Three student groups performed in the Red category for English Language Arts: English Learners, Long-Term English Learners, and Students with Disabilities. English Learners maintained from 22-23, a decline of 2 points. Long-term English Learners declined by 35.9 points. Students with Disabilities declined 11.8 points. In comparison, English Learners are in the Orange category, and Long-Term English Learners and Students with Disabilities are also in the Red category for the State.

The suspension rate for English learners and Long-Term English Learners is in "Red" for the 23-24 school year. The suspension rate increased by 1.2% for the English Learners student group and by 2.8% for the Long-Term English Learners student group. The overall suspension rate improved from Orange to Yellow for all students.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.49%	0.5%	1.07%	4	4	8
African American	1.10%	1.73%	1.73%	9	14	13
Asian	7.44%	9.16%	8.40%	61	74	63
Filipino	0.98%	1.24%	0.93%	8	10	7
Hispanic/Latino	70.49%	71.29%	70.67%	578	576	530
Pacific Islander	0.73%	0.12%	0.13%	6	1	1
White	15.49%	13%	13.60%	127	105	102
Two or More Races	2.80%	2.6%	2.67%	23	21	20
Not Reported	0.49%	0.37%	0.80%	4	3	6
Total Enrollment				820	808	750

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	430	380	373
Grade 8	390	428	377
Total Enrollment	820	808	750

Conclusions based on this data:

1. Student enrollment at Douglass Middle School decreased by 58 students during the 23-24 school year compared to the 22-23 school year. The 8th grade class decreased by 50 students, while the 7th grade class increased by 51 students.
2. Our Hispanic/Latino population decreased by 46 students in 23-24 from 22-23. Our Asian student population decreased by 11 students in the same time period.
3. All other student groups remained fairly consistent, with minor changes.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	158	131	113	19.3%	16.2%	15.1%
Fluent English Proficient (FEP)	283	316	286	34.5%	39.1%	38.1%

Conclusions based on this data:

1. The number of English Learner (EL) students decreased by 18 from 131 students in 22-23 to 113 students in 23-24. This is a decline of 45 students over a three-year span. The implication is the need for fewer AVID Excel sections and fewer students needing to take the English Language Proficiency Assessments for California (ELPAC) assessment.
2. In 23-24, the number of Fluent English Proficient (FEP) students decreased to 286, and the percentage of FEP students decreased to 38.1%. While this number decreased by 30 students, the percentage of students decreased just 1%.
3. In the 23-24 school year, Douglass Middle reclassified 14 students, which resulted in a 12% reclassification rate. Factors contributing to this increase are the low numbers of English Learners and the high number of reclassified students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	426	371	374	420	366	358	419	364	357	98.6	98.7	95.7
Grade 8	396	426	370	381	412	354	380	411	351	96.2	96.7	95.7
All Grades	822	797	744	801	778	712	799	775	708	97.4	97.6	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2537.	2533.	2533.	13.37	12.36	17.09	32.46	32.14	29.69	24.82	29.12	22.41	29.36	26.37	30.81
Grade 8	2519.	2557.	2537.	11.32	16.79	13.39	25.00	30.17	26.78	23.16	24.33	24.79	40.53	28.71	35.04
All Grades	N/A	N/A	N/A	12.39	14.71	15.25	28.91	31.10	28.25	24.03	26.58	23.59	34.67	27.61	32.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.80	13.46	15.45	62.77	61.54	62.36	22.43	25.00	22.19
Grade 8	12.66	19.95	16.52	51.72	54.01	48.72	35.62	26.03	34.76
All Grades	13.78	16.90	15.98	57.52	57.55	55.59	28.70	25.55	28.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	19.28	18.78	25.00	53.98	53.59	46.07	26.75	27.62	28.93
Grade 8	11.41	18.83	17.66	42.97	52.32	44.73	45.62	28.85	37.61
All Grades	15.53	18.81	21.36	48.74	52.92	45.40	35.73	28.27	33.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.74	10.99	14.04	77.80	76.10	67.98	11.46	12.91	17.98
Grade 8	11.35	17.52	12.54	70.45	68.86	70.94	18.21	13.63	16.52
All Grades	11.03	14.45	13.30	74.31	72.26	69.45	14.66	13.29	17.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	15.27	12.36	19.05	65.16	65.93	58.54	19.57	21.70	22.41
Grade 8	15.83	19.71	16.52	61.74	65.21	64.67	22.43	15.09	18.80
All Grades	15.54	16.26	17.80	63.53	65.55	61.58	20.93	18.19	20.62

Conclusions based on this data:

1. 43.49% of Douglass students scored at or above standard in English Language Arts (ELA) in 23-24, compared to 45.81% in the 22-23 school year. A potential cause of a decline in ELA progress for the 23-24 school year could be that two teachers were out on maternity leave. One of the classes had a long-term substitute and then temporary teacher for 3/4 of the year. The other class had long-term substitutes for most of a semester.
2. In the 23-24 school year, the highest area of proficiency in ELA for Douglass Middle was writing, with 21.36% of students scoring above standard and 45.40% scoring At or Near Standard. It is also the area that has the highest percentage of students scoring at Below Standard at 33.24%, though. This indicates that the site-wide writing plan is working but that we still have work to do in focusing on writing skills that include instruction on the conventions of the English language, using transitions, and developing more complex writing for understanding site-wide.
3. 7th-graders outperformed 8th-grade in all domains except in Listening and Research/Inquiry at the Below Standard category. This indicates that while students who are performing at Above Standard and At or Near Standard is steadily improving, our students who are performing Below Standard is increasing thereby widening the achievement gap.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	427	371	374	420	365	363	420	365	363	98.4	98.4	97.1
Grade 8	396	426	370	379	414	356	379	414	356	95.7	97.2	96.2
All Grades	823	797	744	799	779	719	799	779	719	97.1	97.7	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2485.	2488.	2506.	7.14	11.51	15.98	15.24	14.79	13.22	28.81	23.29	25.62	48.81	50.41	45.18
Grade 8	2471.	2504.	2496.	6.33	10.14	9.27	12.40	15.70	14.61	19.53	21.98	22.47	61.74	52.17	53.65
Grade 11															
All Grades	N/A	N/A	N/A	6.76	10.78	12.66	13.89	15.28	13.91	24.41	22.59	24.06	54.94	51.35	49.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	6.92	15.07	18.73	45.58	38.36	35.81	47.49	46.58	45.45
Grade 8	6.33	9.66	8.99	39.84	44.20	46.63	53.83	46.14	44.38
Grade 11									
All Grades	6.64	12.20	13.91	42.86	41.46	41.17	50.50	46.34	44.92

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	7.86	10.14	13.50	52.86	49.32	48.76	39.29	40.55	37.74
Grade 8	7.12	11.11	9.55	48.28	50.72	49.44	44.59	38.16	41.01
All Grades	7.51	10.65	11.54	50.69	50.06	49.10	41.80	39.28	39.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	7.14	9.86	10.74	64.76	57.53	64.46	28.10	32.60	24.79
Grade 8	6.33	8.94	7.58	56.20	58.70	62.36	37.47	32.37	30.06
All Grades	6.76	9.37	9.18	60.70	58.15	63.42	32.54	32.48	27.40

Conclusions based on this data:

1. Douglass Middle students are slowly improving but continue to struggle significantly in math. In the 23-24 school year, 49.37% of our students scored below standard. In comparison, the 22-23 school year, 51.53% of our students scored below standard. 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. 7th-graders outperformed 8th-graders in all domains.
2. In the 23-24 school year, concepts and procedures had the highest percentage of students scoring above standard and the highest percentage of students scoring below standard. 13.91% of our students scored above standard, 41.17% scored at or near standard, and 44.92% scored below standard. Students who scored above the standard increased by 1.71% in this domain. So, while this is good news, it still indicates a need for continued focus on strengthening instruction around the Standards for Mathematical Practice.
3. The percentage of students scoring above the standard increased in two domains- Concepts and Procedures, and Problem Solving & Modeling/Data Analysis. The percentage of students who scored below standard remained fairly stagnant in the areas of Problem Solving & Modeling/Data Analysis. Students made modest growth in all areas from 22-23 to 23-24 except for Communicating Reasoning, which had a slight decrease in the percentage of students who scored above standard by 19%. This indicates the need for stronger instruction in problem solving and modeling/data analysis, and more time dedicated for students to engage in this area.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1556.1	1548.9	1542.6	1561.4	1551.5	1540.2	1550.3	1545.9	1544.4	72	66	61
8	1558.7	1552.5	1543.3	1559.1	1563.0	1548.9	1557.9	1541.5	1537.0	54	55	52
All Grades										126	121	113

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	36.11	24.24	22.95	36.11	50.00	44.26	19.44	16.67	21.31	8.33	9.09	11.48	72	66	61
8	18.52	25.45	21.15	50.00	45.45	34.62	27.78	20.00	30.77	3.70	9.09	13.46	54	55	52
All Grades	28.57	24.79	22.12	42.06	47.93	39.82	23.02	18.18	25.66	6.35	9.09	12.39	126	121	113

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	50.00	46.97	39.34	34.72	36.36	40.98	11.11	12.12	13.11	4.17	4.55	6.56	72	66	61
8	42.59	49.09	26.92	40.74	38.18	48.08	12.96	5.45	15.38	3.70	7.27	9.62	54	55	52
All Grades	46.83	47.93	33.63	37.30	37.19	44.25	11.90	9.09	14.16	3.97	5.79	7.96	126	121	113

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.50	12.12	16.39	43.06	37.88	24.59	25.00	22.73	36.07	19.44	27.27	22.95	72	66	61
8	14.81	5.45	7.69	25.93	34.55	17.31	50.00	36.36	44.23	9.26	23.64	30.77	54	55	52
All Grades	13.49	9.09	12.39	35.71	36.36	21.24	35.71	28.93	39.82	15.08	25.62	26.55	126	121	113

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	19.44	21.21	19.67	65.28	66.67	62.30	15.28	12.12	18.03	72	66	61
8	22.22	12.73	26.92	72.22	74.55	59.62	5.56	12.73	13.46	54	55	52
All Grades	20.63	17.36	23.01	68.25	70.25	61.06	11.11	12.40	15.93	126	121	113

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	76.39	68.18	60.66	20.83	27.27	34.43	2.78	4.55	4.92	72	66	61
8	53.70	76.36	53.85	44.44	18.18	36.54	1.85	5.45	9.62	54	55	52
All Grades	66.67	71.90	57.52	30.95	23.14	35.40	2.38	4.96	7.08	126	121	113

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	15.28	10.61	16.39	50.00	48.48	42.62	34.72	40.91	40.98	72	66	61
8	20.37	14.55	13.46	44.44	41.82	28.85	35.19	43.64	57.69	54	55	52
All Grades	17.46	12.40	15.04	47.62	45.45	36.28	34.92	42.15	48.67	126	121	113

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	18.06	21.21	27.87	75.00	71.21	59.02	6.94	7.58	13.11	72	66	61
8	1.85	9.09	1.92	96.30	80.00	90.38	1.85	10.91	7.69	54	55	52
All Grades	11.11	15.70	15.93	84.13	75.21	73.45	4.76	9.09	10.62	126	121	113

Conclusions based on this data:

1. In the 23-24 school year, 113 students took the English Language Proficiency Assessments for California (ELPAC), a decrease of 8 students from 22-23. 22.12% of the students scored level 4, a reduction of 2.67% from the 22-23 school year. 39.82% of students scored level 3, an decrease of 8.11%.
2. Speaking is the domain where our students demonstrate the most strength, scoring 57.52% for Well Developed. This is a decrease of 22.51% from the performance in 22-23. The implication is that students need more time using academic discourse in the classroom.
3. The domain of greatest need is Reading, with 15.04% scoring Well-Developed (2.64% increase), 36.28% (down from 45.45%) of our English Learner students scoring Somewhat/Moderate, and 48.67% (an increase from 6.52%) scoring in the Beginning domain. The fact that over 84% of our English Learners scored in the Somewhat/Moderate and Beginning ranges combined clearly indicates that this needs to be an area of intense focus and professional development aligned with the reading domain in ELA.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
750	76.9%	15.1%	0.4%
Total Number of Students enrolled in Douglass Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	15.1%
Foster Youth	3	0.4%
Homeless	9	1.2%
Socioeconomically Disadvantaged	577	76.9%
Students with Disabilities	107	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.7%
American Indian	8	1.1%
Asian	63	8.4%
Filipino	7	0.9%
Hispanic	530	70.7%
Two or More Races	20	2.7%
Pacific Islander	1	0.1%
White	102	13.6%

Conclusions based on this data:

1. 76.9% of our student population is socioeconomically disadvantaged. This indicates a high need for school provided supplies and programming that provides students with safe, constructive, and healthy activities and spaces to engage in school.
2. 15.1% of our student population are English Learners, and 14.3% are students with disabilities. These numbers, in combination with the high number of socioeconomically disadvantaged students on our campus, support the need for after-school support and programming. They also indicate an intense need to provide high-quality and consistent support, interventions, and programs embedded in the school day to ensure our most at-risk populations can access the full spectrum of our educational opportunities.
3. Our largest demographic group is our Hispanic/Latino population, which is 70.7%. With a population of that size, it is of the utmost importance that we provide culturally relevant and engaging courses and opportunities for students to see themselves in the curriculum and activities in their classrooms and on campus.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism declined to Red from Yellow due to a 2.3% increase in the percentage of students who have missed more than 10% of the school year and ELA declined to Orange from Yellow. Math maintained in Yellow. Attendance is the leading indicator for academic success so there is a dire need to improve getting students to come to school, and stay in school for the day.

2. English Learner progress improved from Orange in 22-23 to Yellow in 23-24. A conclusion is that we are getting these results because experienced teachers are the ones that teach the AVID Excel classes.
3. Our suspension rate improved moving from Orange in 22-23 to Yellow. While an improvement, this still indicates that we need to continue to focus on our Tier I systems, supports, and processes, emphasizing establishing and maintaining strong, positive, and productive relationships with our students and creating an environment that recognizes, welcomes, and supports all students.

School and Student Performance Data

Academic Performance English Language Arts

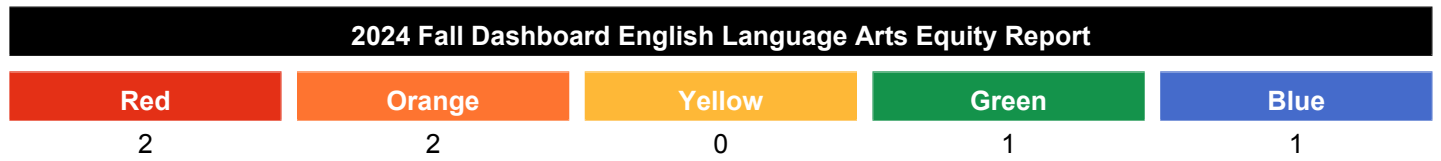
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 22.3 points below standard Declined 8.5 points 699 Students	English Learners  Red 72.2 points below standard Maintained 2.0 points 201 Students	Long-Term English Learners  Red 132.5 points below standard Declined 35.9 points 90 Students
Foster Youth  No Performance Color Less than 11 Students 5 Students	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 37.5 points below standard Declined 11.9 points 537 Students

Students with Disabilities  Red 122.1 points below standard Declined 11.8 points 102 Students	African American  No Performance Color 76.5 points below standard Declined 86.3 points 15 Students	American Indian  No Performance Color Less than 11 Students 6 Students
Asian  Blue 46.9 points above standard Increased 5.8 points 57 Students	Filipino  No Performance Color Less than 11 Students 8 Students	Hispanic  Orange 43.2 points below standard Declined 10.3 points 492 Students
Two or More Races  No Performance Color 11.2 points above standard Declined 28.8 points 19 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 27.7 points above standard Maintained 2.6 points 100 Students

Conclusions based on this data:

1. Our Students with Disabilities Performance Level is Red (lowest level) due to performing 122.2 points below standard. This student group declined by 11.8 points and requires significant intervention, as their performance is far below grade-level standards and has worsened. Our Long-Term English Learners are even further behind, with 132.5 points below standard and a decline of 35.9 points, indicating urgent need for targeted support. Students with Disabilities (13 points) and Hispanic students (4 points) are performing below typical growth.
2. Two student groups maintained in performance. Our EL student performance maintained but is still significantly below standard, at 72.5 points from standard, and our white students maintained in the Green performance area at 27.7 points above standard. This groups performance is strong but stagnant. Our Asian students Performance Level is Blue (highest level), scoring 46.9 points above standard and is making above typical growth. This group Increased by 5.8 points and is excelling in ELA. English Learners, Long-Term English Learners, and White students are making typical growth. While both English Learners (EL) and White students have maintained their performance levels, there is a notable disparity in achievement. EL students, despite maintaining their scores, remain significantly below the standard, highlighting a continued need for targeted support and intervention. White students are performing well above the standard but have shown little recent growth, suggesting their achievement is strong but has plateaued. In contrast, Asian students not only continue to excel, achieving the highest performance level, but are also demonstrating above-typical growth, indicating that current instructional strategies are particularly effective for this group. Moving forward, focused efforts should be made to accelerate growth for EL students and to re-energize progress among White students, while sustaining the successful practices benefiting Asian students.
3. Our Socioeconomically Disadvantaged Students Performance Level is in the Orange (second-lowest level). This group is 37.5 points below standard and declined by 11.9 points. This group shows declining performance and requires attention. Our Hispanic Students Performance Level is also Orange with 43.2 points below standard with a 10.3 points decline. This group also demonstrates declining performance and needs focused support.

Socioeconomically Disadvantaged are making below typical growth and our Hispanic student group is making below typical growth. Both Socioeconomically Disadvantaged and Hispanic student groups are performing significantly below standard and have experienced notable declines. Their below-typical growth and downward trends indicate an urgent need for targeted interventions and additional support to address these persistent achievement gaps.

School and Student Performance Data

Academic Performance Mathematics

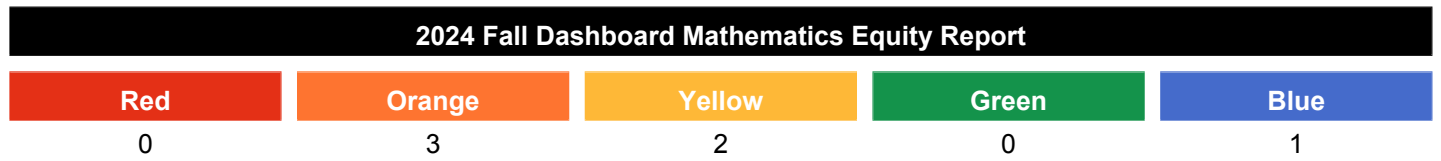
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 70.5 points below standard Increased 8.4 points 702 Students	English Learners  Orange 129.3 points below standard Increased 7.3 points 204 Students	Long-Term English Learners  Red 181.1 points below standard Declined 6.7 points 90 Students
Foster Youth  No Performance Color Less than 11 Students 5 Students	Homeless  No Performance Color Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Orange 89.7 points below standard Maintained 1.5 points 540 Students

Students with Disabilities  Orange 156.3 points below standard Increased 3.2 points 101 Students	African American  No Performance Color 95.0 points below standard Declined 18.1 points 13 Students	American Indian  No Performance Color Less than 11 Students 6 Students
Asian  Yellow 23.5 points below standard Declined 15.0 points 58 Students	Filipino  No Performance Color Less than 11 Students 8 Students	Hispanic  Yellow 93.4 points below standard Increased 6.2 points 494 Students
Two or More Races  No Performance Color 57.1 points below standard Declined 11.2 points 20 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 4.3 points above standard Increased 34.3 points 99 Students

Conclusions based on this data:

1. All student groups at Douglass Middle School scored in the Yellow student performance category on the Math SBAC for the 23-24 school year. The average student is performing 70.5 points below standard with a small increase of 8.4 points, and is 4 points below the typical growth of students with similar test scores in the previous grade level. Although all student groups at Douglass Middle School remain in the Yellow performance category for Math, the small increase in scores shows some progress. However, students are still performing well below standard and are not meeting typical growth expectations, indicating a continued need for focused improvement efforts in math instruction.
2. Low-performing groups include: Long-Term English Learners whose Performance Level is Red (lowest level) with a score of 181.1 points below standard, declining by 6.7 points, but making typical growth. This group is significantly behind in math and is declining further, indicating a critical need for intervention. Our English Learners' Performance Level is Orange with a score of 129.3 points below standard with an increase of 7.3 points, which is below typical growth. Although there is a slight improvement, this group remains far below standard and needs continued support. Our Students with Disabilities Performance Level is Orange with a score of 156.3 points below standard and a slight increase by 3.2 points and is making typical growth. Despite a small improvement, this group is performing significantly below standard and requires focused attention. Our Socioeconomically Disadvantaged Student's Performance Level is Orange with a score that is 89.7 points below standard, maintaining a 1.5-point increase, and making typical growth. This group remains well below standard, showing little progress. Our Hispanic Student Performance Level is Yellow (mid-level performance) with a score of 93.4 points below standard and Increased by 6.2 points. While improvement is noted, this group still performs well below the state standard and makes below-typical growth. These persistent achievement gaps and downward trends highlight a critical need for targeted, evidence-based math interventions and sustained support to accelerate growth and close disparities.

3. Our White students scored 4.3 points above standard and increased by 34.3 points, and Asian students declined by 15 points placing them in the Yellow performance level. White students moved from Yellow in 22-23 to Blue and Asian students moved from Green to Yellow in 23-24. Both student groups are making typical progress. White students demonstrated significant improvement, moving into the highest performance category, while Asian students experienced a notable decline, dropping to the Yellow level. Although both groups are making typical progress, these shifts highlight the need to sustain gains for White students and to address the recent decline among Asian students to ensure continued high achievement.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
54.7% making progress.	53.3% making progress.
Number Students: 106 Students	Number Students: 90 Students

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.

2024 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
14.2%	31.1%	0%	54.7%

Conclusions based on this data:

- Both student groups, English Learners and Long-Term English Learners are making progress. 54.7% of our English Learners are making progress toward English language proficiency. This is a decrease from 63% (8.3%). This indicates that our work to strengthen our instructional practices and support provided to our EL population continues to be an area of need. We must continue to fine-tune our instructional practices, especially in providing students with academic speaking opportunities.
- Of the 106 Douglass Middle students who took the ELPAC, 54.7% progressed at least one English Language Proficiency Indicator (ELPI) level, and 0% maintained their performance at level 4 from the 23-24 school year. 14.2% of our students decreased on ELPI level, which indicates that we need to focus our efforts on developing and delivering support to English Learners to maintain and improve their language development and acquisition, particularly as they approach the point of proficiency and reclassification.
- Of the 106 Douglass Middle School students who took the ELPAC, 31.1% maintained their English Learner Progress Indicator (ELPI) level 1, 2L, 2H, 3L, or 3H. Next year, we need to continue developing support and interventions to provide the students with the instruction and opportunities needed to help them progress and maintain positive language development progress.

School and Student Performance Data

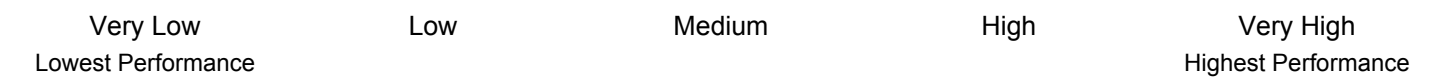
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 23.5% Chronically Absent Increased 2.5 773 Students	English Learners  Red 39.5% Chronically Absent Increased 14.4 129 Students	Long-Term English Learners  Red 39.3% Chronically Absent Increased 13.4 107 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged  Red 27.3% Chronically Absent Increased 4.1 594 Students

Students with Disabilities  Red 33.9% Chronically Absent Increased 7.2 115 Students	African American  No Performance Color 29.4% Chronically Absent Declined 17.3 17 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Asian  Yellow 10.8% Chronically Absent Declined 7.7 65 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Red 26.2% Chronically Absent Increased 6.2 545 Students
Two or More Races  No Performance Color 23.1% Chronically Absent Declined 0.9 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 17.5% Chronically Absent Declined 4.7 103 Students

Conclusions based on this data:

1. Douglass Middle School had High Chronic Absenteeism Rates (Red Performance Level) in 23-24: All Students Chronic Absenteeism Rate: 23.5, which increased by 2.5%. The overall student population experienced high absenteeism, which has worsened. Our English Learners' Chronic Absenteeism Rate was 39.5%, which increased by 14.4%. This group has the highest absenteeism rate and a significant increase, indicating a critical need for intervention. Our Long-Term English Learners' Chronic Absenteeism Rate was 9.3%, with an increase of 13.4%. Similar to English Learners, this subgroup is highly affected and requires urgent attention. Our Students with Disabilities Chronic Absenteeism Rate was 33.9%, with an increase of 7.2%.
2. Our Socioeconomically Disadvantaged Students Chronic Absenteeism Rate was 27.7%. which increased by 4.1%. This group is experiencing significant absenteeism, which is increasing. Our Hispanic Students Chronic Absenteeism Rate was 26.2% with an increased by 6.2%. Hispanic students are facing increased absenteeism, contributing to overall concerns.
3. Student groups with moderate Chronic Absenteeism Rates (Yellow Performance Levels) were our Asian Students and White students. Asian students Chronic Absenteeism Rate: was 10.9% which declined by 7.7% While absenteeism is lower in this group, the decline indicates improvement. Our White Students Chronic Absenteeism Rate was 17.5% which declined by 4.7%. White students have moderate absenteeism rates and show improvement over time.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

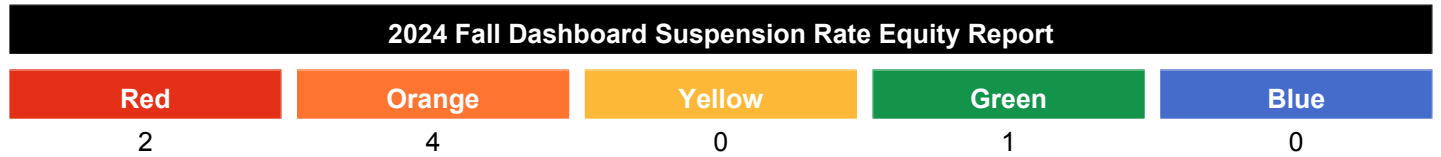
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides information about 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 11.3% suspended at least one day Declined 0.6% 779 Students	English Learners  Red 17.9% suspended at least one day Increased 1.2% 134 Students	Long-Term English Learners  Red 19.6% suspended at least one day Increased 2.8% 107 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged  Orange 12.4% suspended at least one day Declined 0.9% 598 Students

Students with Disabilities  Orange 19.8% suspended at least one day Declined 0.5% 116 Students	African American  No Performance Color 11.8% suspended at least one day Increased 11.8% 17 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Asian  Green 1.5% suspended at least one day Declined 1.1% 66 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Orange 12.9% suspended at least one day Declined 1.5% 549 Students
Two or More Races  No Performance Color 3.8% suspended at least one day Declined 4.2% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 10.6% suspended at least one day Increased 2.2% 104 Students

Conclusions based on this data:

1. Our suspension rate is in the Yellow range, slightly declining by .6%, with 11.3% of students suspended for at least one day. Douglass moved from Orange to Yellow in the suspension rate but this still indicates a continued need to review and strengthen our efforts to implement Tier I strategies, Positive Behavior Intervention System, and the continued development of a positive, productive, and safe campus culture.
2. Two student groups are in the Red category for suspensions, an improvement from 4 student groups in the Red in 22-23. English Learners had a 17.9% suspension rate, and Long-Term English Learners had a 19.6% suspension rate. The overall suspension rate and rates for individual subgroups indicate that establishing a solid, efficient, and effective Tier I support system is a critical area of need for Douglass Middle School.
3. Four student groups' suspension rates declined: Socioeconomically Disadvantaged declined by .9%, our Students with Disabilities declined by .%, our Asian student group declined by 1.1%, and our Hispanic student group declined by 1.5%. With a continued high suspension rate, we must focus on strengthening and expanding our Tier I, PBIS, and MTSS practices on-site and improving our classroom and community culture and connectedness.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process and our comprehensive needs assessment with interest groups, Douglass Middle School identified a need to provide meaningful engagement opportunities for Visual and Performing Arts (VAPA) and college and career-related support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	24-25: 225 students participate in our Visual and Performing Arts program, with 8 fewer students than last year 23-24: 232, which decreased from 252 in the 23-24 school year. 22-23: 220 Visual and Performing Arts + 31 for yearbook = 251 (baseline)	With the addition of Arts and Music Prop 28 funding, the anticipated outcome is to increase the number of students who participate in Visual and Performing Arts by 64, two classes of Art. Maintaining the number of students who take music, Yearbook, and Drama, and adding 2 sections of Art.
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	24-25: 21 Douglass students will receive the Biliteracy Pathway Award-Increased by 8 students. 23-24: 13 Douglass students received the Biliteracy Pathway Awards- Decreased by 7 students. 22-23: 20 Douglass students received the Biliteracy Pathway Awards (baseline)	Increase the number of students who receive the Biliteracy Pathway Award by at least 5 students.
Supporting and monitoring the number of students in Education Talent Search (ETS), Early Academic Outreach Program (EAOP), Advancement Via	24-25: The AVID elective had 67 students in 7th and 8th-grade classes ETS 13 EAOP 27	Maintain the number of students who enroll in the AVID elective. Participation in ETS has declined slightly over the last three years. The

Individual Determination (AVID) elective to increase student participation in becoming college and career ready.	23-24: The AVID elective had 57 students in 7th and 8th-grade classes ETS 14 EAOP 73 total (45 in eighth) 22-23: The AVID elective had 107 students in 7th and 8th-grade classes ETS 15 EAOP 92 total (49 in eighth)	goal is to increase participation by at least 5 students. Participation for EAOP has decreased over the last three years, most likely due to staffing changes.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase the number of opportunities for students to explore college and career readiness. Activity: Field trips and academic or program-related conferences to expose students to various college and career opportunities other than through AVID, Career Technical Education, and MESA.	All students with a focus on Students with Disabilities and English Language Learners.	4,500 Supplemental/Concentration
1.2	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase the number of opportunities for students to explore college and career readiness. Activity: Advancement Via Individual Determination (AVID) Program costs include college, career, and enrichment field trips for AVID students, subs to cover classrooms so AVID teachers can attend the field trips, AVID coordinator pay, Professional Development for AVID/Excel, and content area teachers.	Students in the AVID program.	16,938 Title I Part A: Basic Grants Low-Income and Neglected
1.3	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase the opportunities for students to explore college and career readiness. Activity: IEP daytime meetings have sub-costs of one day per month, plus timesheets for after-school	Students with Disabilities	5917.5 Supplemental/Concentration
1.4	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase students' opportunities to explore college and career readiness.	Students enrolled in VAPA courses	10,000 Arts and Music in Schools

	Activity: VAPA-related field trips		
1.5	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase students' opportunities to explore college and career readiness. Activity: Fund materials and supplies for Arts at 20% of the allocation.	Students enrolled in the Art courses	27,109 Arts and Music in Schools 500 Supplemental/Concentration
1.6	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase students' opportunities to explore college and career readiness. Activity: Fund an Arts and Music in Education full-time teacher with Prop 28 allocation	Students enrolled in the Art course	100,331 Arts and Music in Schools
1.7	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase students' opportunities to explore college and career readiness. Activity: Academic supplies for students, supplemental supplies for students	All students	3813 Site Discretionary 12112 Supplemental/Concentration
1.8	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase students' opportunities to explore college and career readiness. Activity: Copy costs and postage	All students	14032 Supplemental/Concentration 1000 Site Discretionary
1.9	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase students' opportunities to explore college and career readiness. Activity: Library software	All students	400 Supplemental/Concentration
1.10	Strategies: Improve outcomes for underserved student groups (English Learners, SWD, low-income students) in meeting state standards and increase students' opportunities to explore college and career readiness. Activity: Start of the year costs	All students	9485 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We could fully fund the Advancing Via Individual Determination (AVID) program. Paying for subs for one day per month for eight months to allow Case Managers and General Education teachers to attend IEP meetings during the school day was an effective use of both funds and time in order to ensure on-time meetings and offer more flexibility to families. This allowed case managers to offer more flexible times for families to attend, which had the intended impact of Individual Education Plans (IEPs) being held on time and being in compliance. Additionally, 14.3% of the student population has an IEP, and we needed to provide more opportunities to hold meetings because there were not enough afternoons available to remain compliant.

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

Project Safe did not happen in the 23-24 school year due to staffing. Friday Intervention did not happen due to a lack of interest by staff. These two activities have been removed.

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.

Additional funding has been allocated for academic or program-related conferences for students outside of AVID. This is a result of student voice. Students have requested more field trips on student surveys and in Youth Advisory Council meetings as a means to increase the number of opportunities to explore college and career readiness. VAPA funding will allow for a full-time Art teacher for the coming school year which has been an area of interest for students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process and our comprehensive needs assessment with school partners, Douglass Middle School identified a need to improve our Mutli-Tiered Systems of Support (MTSS), which include our Tier 1 classroom interventions, Tier II team, and Social Emotional Learning curriculum delivery. Improve academic performance with a specific focus on math, especially for English Learners and Students with Disabilities student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Performance level on English Language Arts (ELA) and Math Academic Indicator.	23-24 Dashboard, English Language Arts declined from Yellow to Orange, Math maintained in the Yellow category. English Language Arts performance is as follows: Exceeded Standard: 7th grade- 17.09%, 8th grade- 13.39% Standard Met: 7th grade- 29.69%, 8th grade- 26.78% Standard Nearly Met: 7th grade- 22.41%, 8th grade- 24.79% Standard Not Met: 7th grade- 30.81%, 8th grade- 35.01% The student groups in Red on the CA Dashboard are English Learners, Long-Term English Learners, and Students with Disabilities. Math performance is as follows: Exceeded Standard: 7th grade- 15.98%, 8th grade- 9.27% Standard Met: 7th grade- 13.22%, 8th grade- 14.41% Standard Nearly Met: 7th grade- 25.61%, 8th grade- 22.47% Standard Not Met: 7th grade- 45.18%, 8th grade- 53.65% Student groups in the Red on the CA Dashboard are Long-term English Learners. 22-23 Dashboard, English Language Arts, and Math were in the Yellow category. English Language Arts performance is as follows: 12.36% of 7th graders and 16.79% of 8th graders Exceeded the standard (Level 4), 32.14% of 7th graders and 30.17% of 8th graders met the standard (level 3), 29.12% of 7th graders and 24.33% of 8th graders scored at Standard Nearly Met (Level 2), 26.37% of 7th graders and 28.71% of 8th graders did not meet standard (Level 1) Math performance is as follows: 11.51% of 7th graders and 10.14% of 8th graders Exceeded Standard (level 4) 14.79% of 7th graders and 15.70% of 8th graders Met standard (Level 3) 23.29% of 7th grade and 21.98 % of 8th graders Standard Nearly Met (Level 2)	English: Increase overall student achievement in English Language Arts by at least 3 points to move to Yellow. The goals for the student groups in red are: English Learners must increase by a minimum of 2.2 points to move to Orange, Long-Term English Learners must increase by a minimum of 3.0 points to move to Orange, and Students with Disabilities must increase by a minimum of 3.0 points to move to Orange. Math: Increase by a minimum of 3 points in overall student achievement in Math to move to Green. The goal for Long-term English Learners is to increase by a minimum of 3 points to move to Orange.
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	50.41% of 7th graders and 51.35% of 8th graders Standard Not Met(Level 1) 21-22: Overall in the Low category (Orange) for ELA: Very Low- ELs (84.8 below standard) & Students with Disabilities (129.3 below)- Low- Hispanic (45.8) & Socioeconomically disadvantaged (45.3) Medium- White (9.8 below) High- Asian (28.8 above) Very High- none	
Performance level on English Learner Progress Indicator (ELPI)	23-24: 54.7% making progress towards English Language proficiency (Yellow on CA Dashboard) 22-23: 53.4% making progress towards English Language proficiency (Orange on CA Dashboard) 21-22: 65.2% making progress towards English Language proficiency (Very High)	Increase the percentage of our English Learner students making progress toward English Language proficiency by at least 2 points to move from Yellow to Green.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	23-24: 43.50% of students met or exceeded the standard in ELA 22-23: 45.81% of students met or exceeded the standard in ELA 21-22: 41.3% of students met or exceeded the standard in ELA	Increase the number of students meeting and exceeding standards in ELA increasing by 3 points to move from Orange to Yellow.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	23-24: 26.57% of students met or exceeded the standard in math 22-23: 26.06 % of students met or exceeded the standard in math 21-22: 21.22% of students met or exceeded the standard in math	Increase the number of students meeting and exceeding standards in math by at least 3 points to maintain Yellow.
Percentage and number of students who are chronically absent	23-24: 23.5% Chronically Absent The student groups in Red on the CA Dashboard are English Learners, Hispanics, Long-term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. 22-23: 20.63% Chronically Absent 21-22: 25.26% Chronically Absent	Decrease chronic attendance by at least 3 percentage points to move to Yellow. All student groups in the Red to decline absenteeism by a minimum of 3.0 percentage points to move to Yellow.
Student sense of safety and school connectedness	24-25: PASS Universal Screener was given in October and March. Results indicate that more students had	Identify students who self-reported low connectedness based on general work ethics and response to curriculum

	positive responses in October than in March. In March, all cohorts of students self-reported high satisfaction with all areas, green and ranging from Feelings about school (33.7 percentile rank), Perceived learning capability (31.8), and Attitudes to teachers (36.3), except for Response to Curriculum demand, which was in the yellow range with 29.2 percentile rank. This area had the most varied results, ranging from green and a 31.1 percentile rank for Boys, to Red and 4.6 for American Indian students. One surprising result was in the area of Attitudes to attendance, which had an overall score of 36.3, which is green despite being in the Red for Chronic Absenteeism for the CA Dashboard. The Bullying Report results show some areas for definite improvement. 57% of our students responded that race-based teasing/saying mean things was a Big/Very Big problem. Staff responded by concentrating efforts to address racial slurs and comments and assigning consequences as appropriate. 61% of our students responded that pushing, shoving, or trying to pick fights with other students was a Big/Very Big Problem. 60% of our students responded that rumors and lies being spread were a Big/Very Big Problem. Our response to both was to bring the Safe School Ambassadors program to campus and train students in each grade to safely intervene when they heard or saw something that could lead to conflict. 44% of our students felt that stealing or damaging property was a Big/Very Big Problem. Our response was to invest \$5,000 in new locks for the locker room since most thefts occurred there. 23-24: PASS universal screener results indicate that overall, Douglass Middle School students are happy, feel safe, and are connected to their school. The PASS screener was given in October and March, and the results showed that our overall percentiles are in the green category (High Satisfaction with their School Experience). Feelings about school are an area that we continue to focus on. After the fall/winter administration, staff focused on students who reported having low- moderate and low satisfaction with their school experience with the Adopt-a-Lion	demands, and provide targeted support to increase the percentile rank so that all cohorts self-report to yellow or green.
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	campaign. We then compare the list in the spring to determine if staff efforts were successful and to adopt new students who are now feeling unconnected. A new area of focus from the PASS results is General Work Ethic- 8th grade rated themselves lower than 7th grade.	
Suspension rate	23-24: 11.3% suspension rate (Yellow on CA Dashboard). English Learners and Long-Term English Learners were in the Red. 22-23: 11.9% suspension rate (Orange on CA Dashboard). 21-22: The suspension rate was 10% (High).	Decrease the number of suspensions overall by at least 0.3 to 2.9 percentage points to maintain Yellow for All Students, and decrease suspensions for Long-Term English Learners and English Learners by 3.0 percentage points to move to Yellow.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	On the 24-25 survey, 11 parents responded. Agree or Strongly Agree: Parents feel welcome to participate- 91%, Disagree- 9%, no response for Strongly Disagree or Don't Know; School Staff treat parents with respect- 91%, Disagree- 9%, no response for Strongly Disagree or Don't Know; School Staff take parent concerns seriously-82%. Disagree 9%, Strongly disagree 0%, Don't know 9%; School keeps me well-informed about school activities- 100%, Provides high-quality instruction- 91%, Disagree- 9%, Strongly Disagree od Don't know- 0%; Has adults who really care for all students- 100%, Encourages students to care about how others feel- 80%, Disagree- 20%, Strongly and Don't Know- 0%, Enforces rules equally - 82%, Disagree- 9%, Strongly disagree- 9%, Don't knopw0 0% On the 23-24 survey, 44 parents responded. Agree or Strongly Agree: Parents feel welcome to participate- 63%; School Staff treat parents with respect- 78%; School Staff take parent concerns seriously-73%; School keeps me well-informed about school activities- 86%, Provides high-quality instruction- 75%; has adults who really care for all students- 71%, Encourages students to care about how others feel- 73%, Enforces rules equally -73% On the 22-23 survey, 13 parents responded. Agree or Strongly Agree: Parents feel welcome to participate- 83%; School Staff treat parents with	Increase the number of parents participating in the CA School Parent Survey and earn high satisfaction marks in at least 8 of 16 areas.

	respect- 75%; School Staff take parent concerns seriously- 84%; School keeps me well-informed about school activities-92%; Provides high-quality instruction- 67%, Has adults who really are for all students- 83%, Encourages students to care about how others feel- 83%, Enforces rules equally - 75%	
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	24-25: 7.73 average score 23-24 school year baseline results: 7.76 average score (baseline)	The expected outcome is to increase the self-evaluation results by .5 or greater by increasing PLC implementation. We will focus on improving processes for analyzing student achievement data and continuing our work to develop those processes, strategies to assist students in acquiring prerequisite knowledge and skills, and unit plans that include common formative assessments.
Performance on the California Spanish Assessment (CSA)	23-24 (baseline): 7th-grade Mean Scale Score 738.1, Level 1 8th-grade Mean Scale Score 841.6, Level 1	Increase 7th-grade scores by at least 4.9 to move to Level 2 (range is 744-759) and 8th-grade by at least 6.4 to move to Level 2 (848-859 range).

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: 5-Star to monitor time out of class and provide data for student participation in school activities, interventions, and enrichment opportunities.	All students	1700.00 Supplemental/Concentration
2.2	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems.	All students	3,290.00 Supplemental/Concentration

	Activities: Beanstack reading program to support improved reading outcomes and increase a reading culture for students		
2.3	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: Homework Club 3 afternoons per week with 2 teachers to support students receiving extra help.	All students	6,138.00 Title I Part A: Basic Grants Low-Income and Neglected
2.4	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: NextGenMath supplemental math is for Math and Special Education teachers to support mastery learning, reinforce key concepts, and fill in gaps.	All students	14,440.00 Title I Part A: Basic Grants Low-Income and Neglected
2.5	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: PBIS/Tier I Student Enrichment to support reducing suspensions through targeted interventions.	All students	2400.00 Supplemental/Concentration 1000 Site Discretionary
2.6	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: PLC at Work Conference or other professional development/conferences for teachers.	All students	10,500.00 Title I Part A: Basic Grants Low-Income and Neglected

2.7	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems Activity: PLCs: Release time for core teachers for PLC Data Analysis and Collaborative Planning to align lessons with state standards and share best practices, 4 1/2 days per year.	All students with emphasis on those who are below mastery, EL, SPED or have chronic absenteeism.	32,805.00 Title I Part A: Basic Grants Low-Income and Neglected
2.8	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems Activity: PLCs: Release time for elective teachers for PLC Data Analysis and Collaborative Planning to align lessons with state standards and share best practices, 1 full day per semester.	All students	4,860.00 Title I Part A: Basic Grants Low-Income and Neglected
2.9	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems Activity: PLCs: Release time for PE teachers for PLC Data Analysis and Collaborative Planning to align lessons with state standards and share best practices, one 1/2 day per semester.	All students	1620.00 Title I Part A: Basic Grants Low-Income and Neglected
2.10	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: Policies team timesheets. The policies team meets as needed, up to monthly, to discuss current issues facing the campus, such as tardies and dress code violations. This allows the Guiding Coalition / Leadership team to focus on academic data and needs.	All students	4,048.00 Supplemental/Concentration
2.11	Strategies: Foster a positive school climate that enhances student achievement by implementing	All students	4,023.00 Supplemental/Concentration

	research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: Purchase student planners to teach students organization skills and how to keep up on completing assignments.		
2.12	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: Intervention timesheets	Low performing students	1,769 Supplemental/Concentration
2.13	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: Timesheets for new teacher support.	All students	1500 Supplemental/Concentration
2.14	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: Timesheets for Tier I Team and the Teacher in charge	All students	6008 Supplemental/Concentration
2.15	Strategies: Foster a positive school climate that enhances student achievement by implementing research-based instructional strategies, expanding academic and social-emotional support, improving writing skills across all student groups, refining math instruction through professional development, and reducing suspensions through targeted interventions and data-driven support systems. Activity: Transition meeting timesheets to ensure students transitioning into middle school with special education services aligned.		2,160 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The research-proven strategies that were implemented and had the most significant impact on student outcomes were: The 15-day Challenge: All English and Math teachers attended this two-day professional development, which walked them through planning a three-week unit plan, identifying the most essential standards and learning targets for students to know for success this year and next, developing a common formative assessment, and reteaching and extension activities.

RTI at Work professional development: The members of the Guiding Coalition and the principal attended this Solution Tree professional development to further their understanding of how the three tiers of Response to Intervention (RTI) and PLCs work together.

- Homework Club 3 days per week.

PLC data analysis release time: Each grade-level team can have release time or submit a timesheet for the hourly rate equivalent if they meet after school for 3 days per year, which the site funds pay. District funds matched this, so teachers have been able to have 6 release days to work on analyzing common formative assessment data, establishing procedures for when students did not learn what they were supposed to or when they did learn it and were ready for an extension activity, and planning upcoming units together.

- WEB (Where Everyone Belongs) Student Orientation: 8th-grade WEB leaders are trained to lead small group welcoming activities for new students so that they are more comfortable when school starts. WEB leaders ensure that their small group has had a tour of the campus and knows where they can eat lunch, where the restrooms are located, where the locker rooms are, how to get to the office and library, and how the campus is laid out.

Start of the Year guest speaker: This year, we were fortunate to have Keith Hawkins present to both grades in separate assemblies and spend the day with students who were recommended for small group team-building activities. Keith's message was to be "Better than Good" and that we usually do not know someone's story until we have gotten to know them better.

Safe School Ambassadors (SSA): This was funded by a grant from Community Matters and included two years of training. The first group was trained in the spring of 22-23, and the second group was trained in the fall of 24-25. "Family" groups meet with their leader monthly to discuss how things are going at school and to review/learn strategies to reduce conflict within their friend group. Site funds were used to provide supplies and meals for the students who participated in the training. Unfortunately, the trainer for the second year did not have as much experience as the first year's trainer, which resulted in students not leaving with as strong a foundation.

Positive Behavior Interventions and Supports (PBIS): Club Lion, 5-Star, and The Lions Den Student Store are a few of our programs that help to foster a positive climate and culture for our students. Students earn 5-Star points for demonstrating the Lion Code; R.O.A.R. (Being Ready, Offering Kindness, Acting Safely, Being Respectful) and can "spend" their points in the Lions Den Student Store.

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

We were fortunate to send 6 teachers to the PLC at Work Institute using additional funds unavailable when the site plan was initially written. This was important because it allowed us to have more teachers trained and better understand and implement the PLC processes that can seem overwhelming when starting. Homework Club was reduced from 3-hour to 3 half-hour sessions per week due to monitoring the time students checked out on 5-Star, action 2.1. Most students only stayed for 20-30 minutes, so it was not a good use of site funds to pay teachers the entire hour.

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.

Beanstack and NextGenMath are two web-based programs we will purchase to support academics based on our identified needs. Beanstack is a reading program that encourages students to read more to earn badges and track reading progress. It is also a city library and a school tandem connection. It aims to improve reading outcomes, grow a reading culture, track reading progress, and support action 2.2. The Youth Advisory Council provided feedback on whether this program would be helpful and whether students would use it to read more. Beanstack can support our

need to improve reading outcomes for literary and non-fictional texts. NextGenMath is a web-based math intervention program that helps teachers create short lessons directly tied to the essential math standards, provides real-time data points to develop flexible intervention groups, and identifies problem areas in learning and lessons to remedy learning gaps. This supplemental program is designed for 10 minutes daily and supports action 2.4. This spring, we started our Adopt-a-Family program to target chronic absenteeism. Our RTI Specialists run attendance reports and identify those students who have attended less than 90% of the school year. She then sends 4-5 student names to one of their teachers and the administration so that we can call and discuss with the family focused on attendance. We ask why students have been missing school, see if the school can offer any support they need, and let them know that we miss them when they are not in class. This is similar to our Adopt-a-Lion program, where staff "adopt" students with self-reported low feelings towards school to help build a positive relationship with at least one trusted adult.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	For the 24-25 school year, 41 students were reclassified. The total number of ELs was 114 (first day of school). Reclassification rate = 36%, 13 of the 41 students were dually identified and were reclassified with the alternative reclassification process. For the 23-24 school year, 14 students were reclassified. The total number of ELs was 119 (first day of school). Reclassification rate = 12% In the 22-23 school year, there were 95 ELs, and 60 reclassified, which resulted in a 63% reclassification rate (low EL #s and high #s that reclassified). By 2/27/24, 22 of 31 who scored a 4 on the English Learner Proficiency Assessments of California (ELPAC) were eligible for reclassification.	Increase the reclassification rate by 3-5% and reclassify 20% of Long Term English Learners yearly.
English Learner Progress Indicator (ELPI)	In the 23-24 school year, 54.7% of English Learners made progress, which maintained Yellow with a 1.3%	Increase the reclassification rate by at least 2 percentage points to move from Yellow to Green.

	increase. 14.2% decreased by at least one level. 31.1% of EL students who maintained ELPI levels of 1, 2L, 2H, 3L, and 3H. 1.4% maintained a level 4, and 64.3% increased at least one level. No students maintained an ELPI level of 4. 54.7% increased at least one level. Moved from Orange to Yellow for 23-24. In the 22-23 school year, 53.4% made progress, with a 11.8% decline. 18.6% of ELs decreased at least one ELPI level. 28% of EL students who maintained ELPI levels of 1, 2L, 2H, 3L, and 3H. We are still asking how our dually identified students are not making growth and question how is their handicapping condition contributing to a lack of growth. 1.4% maintained a level 4, and 64.3% increased at least one level. The baseline year was 21-22, and our performance on the ELPI was in the Very High category. 65.2% of our EL population progressed toward English Language proficiency and reclassification. 7.8% of ELs decreased at least one ELPI level. 27% of EL students maintained ELPI levels of 1, 2L, 2H, 3L, and 3H—we know that our dually identified students are not making growth and question how their handicapping condition is contributing to a lack of growth. .9% maintained a level 4, and 51.7% increased at least one level.	
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	The actual outcome and baseline for the 24-25 school year self-assessment: Principal 1: Element A= 3.5 Element B = 3.25 Element C = 3.25 Element D = 2.5 Element E = 4.0 =overall 3.3 (an increase of .61) The actual outcome and baseline for the 23-24 school year self-assessment: Principal 1: Element A= 3.25 Element B= 2.46 Element C= 3.08 Element D= 2.42 Element E= 2.25	Increase our rating in each area by .5 or more.

	=overall 2.69 (an increase of .17) The actual outcome for the 22-23 school year self-assessment for Principle 1 was: Element A= 2.8 Element B= 2.7 Element C= 2.5 Element D= 1.8 Element E= 2.8 = 2.52 overall There was a slight increase for Principle 1. Our baseline for the 21-22 school year on Principle 1 self-assessment was: Element A= 2.5 Element B= 2.5 Element C= 2.5 Element D= 2.5 Element E= 2.5 = 2.5 overall	
Decrease the number of Long Term English Learners (LTEL)	0 (EL 4-5 Years) and 41 (EL 6+ years) reclassified based on the # of LTEL's enrolled on the first day of the school year 26 (EL 4-5 Years) and 70 (EL 6+ years) reclassified based on the # of LTEL's enrolled on the first day of the school year 6 (EL 4-5 Years) and 48 (EL 6+ year), 89 fewer LTEL's for 22-23 reclassified based on the # of LTEL's enrolled on the first day of the school year 9 (EL 4-5 Years) and 137 (EL 6+ years) reclassified based on the # of LTEL's enrolled on the first day of the school year	Reduce the number of Long Term English Learners by 20%.
Percentage of English Learners with D's and F's at grading mark 3.	24-25 school year, Mark 3: 19% Ds & 26.01% Fs compared to Not EL Ds 9.3% & Fs 8.79%. The D and F rates increased by 7.6%. We did not meet our goal- the D and F rate increased by 3%. 23-24 school year, Mark 3: Ds 15.84% & Fs 22.77% = 38.61%, compared to 9.25% Ds & 7.25% Fs. 22-23 school year, 18.71% Ds% 18.71% Mark 3, compared to 10.01% Ds & 5.41% Fs.	Reduce the percentage of D and F grades for English Learners by 3-5% through the use of PLC Data Analysis protocols and grade level team meetings to determine intervention and support strategies.
Reclassifying of dually identified students (SPED/EL)	24-25 Dually Identified SPED/EL students = 13	Reclassify 100% of all Dually Identified SPED/EL students who have an Alternative Summative ELPAC level 3. Reclassify 100% of all Dually Identified

		SPED/EL students with a Summative ELPAC level 4 who were assigned Domain Exemptions.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategies: A focus on implementing a whole-school approach that integrates culturally responsive pedagogy, standards-driven instruction, targeted language development, and data-informed personalized supports to accelerate English Learners' academic achievement and English proficiency. Activity: California Association of Bilingual Education (CABE) registration and travel expenses for at least 4 staff members	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	16,843.00 Title I Part A: Basic Grants Low-Income and Neglected
3.2	Strategies: A focus on implementing a whole-school approach that integrates culturally responsive pedagogy, standards-driven instruction, targeted language development, and data-informed personalized supports to accelerate English Learners' academic achievement and English proficiency. Activity: Childcare for ELAC meetings	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	622.00 Title I Part A: Parent Involvement
3.3	Strategies: A focus on implementing a whole-school approach that integrates culturally responsive pedagogy, standards-driven instruction, targeted language development, and data-informed personalized supports to accelerate English Learners' academic achievement and English proficiency. Activity: EL Materials and Support. AVID Excel teachers have identified specific materials to support student learning, such as classroom library books that are culturally relevant, grid notebooks, and composition notebooks that help students organize their notes and lessons, and set them up in a way that supports study skills.	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	3,500.00 Supplemental/Concentration
3.4	Strategies: A focus on implementing a whole-school approach that integrates culturally responsive pedagogy, standards-driven instruction, targeted language development, and data-informed personalized supports to accelerate English Learners' academic achievement and English proficiency. Activity: funds set aside to pay for Parent /engagement Nights. It is important to ensure that our Spanish-speaking parents can be involved in the school community, which will support	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	1,000.00 Title I Part A: Parent Involvement

	increasing the attendance rate for our English Learner students.		
3.5			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Professional development and collaboration among staff and parents attending CABE are achieved to enhance understanding of effective EL instruction. PLC Data Analysis Collaboration days focused specifically on our EL students' achievement and strategies that teachers found to be successful, especially for this group of students and our Students with Disabilities. AVID and AVID Excel programs were utilized to support EL students' academic growth and language acquisition. In order to address challenges, it will be important to develop strategies to bridge the gap between the current student work ethic and pre-COVID academic expectations, as evidenced by D/F rates and student surveys (universal screener and site-created). Effectiveness measures include monitoring reclassification rates and assessing the impact of high-quality ELD and AVID Excel instruction, tracking the academic performance of EL students, particularly focusing on those close to reclassification criteria, analyzing ELPAC scores and core subject grades (aiming for C or better) to gauge English proficiency growth and academic achievement. By implementing these strategies and consistently measuring their effectiveness, we aim to accelerate EL students' academic achievement and English proficiency, addressing the unique challenges faced by various subgroups within our EL population.

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

D/F rates for English Learners increased from 31% to 34% between Mark 3 in the 2022-23 and 2023-24 school years, highlighting the need for more profound instructional work in Integrated ELD across core content areas. This work should focus on building academic language proficiency across all language domains—speaking, listening, reading, and writing—particularly for long-term English learners (LTEs). Strengthening these skills is essential for enabling more students to achieve Level 4 on the Summative ELPAC, the first requirement for reclassification. Chronic absenteeism is the biggest contributing factor to poor academic performance. Information to help teach parents the school language will be incorporated into ELAC meetings to help newcomer families become comfortable with how to support their child's education in the school system.

The school has made progress in this area through Professional Learning Communities (PLCs), which are helping build staff capacity to implement effective strategies and during the 2023-24 school year, efforts centered on WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies borrowed from AVID, emphasizing improving both the quality and quantity of student writing campus-wide. These efforts were balanced with intentional opportunities for students to engage in academic discourse daily in every class, fostering a more comprehensive approach to language development.

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.

For the 2025-26 school year, Douglass Middle School will enhance its data-driven approach by implementing an expanded Data Analysis Protocol during Professional Learning Community (PLC) meetings. This comprehensive tool will enable teachers to systematically monitor the progress of English Learners (ELs) and Students with Disabilities (SWD), while also tracking attendance patterns. By integrating attendance data with academic performance metrics, educators will gain a more holistic view of student progress, allowing them to identify potential correlations between attendance and achievement. Grade-level teams will utilize this protocol to pinpoint ELs, SWDs, and chronically absent students who are not meeting expected benchmarks. This targeted approach will facilitate the development and implementation of tailored

interventions and support strategies. Through regular assessment of these interventions' effectiveness, teachers will be better equipped to make informed decisions and provide targeted support, aiming to improve all students' academic outcomes. Our EL population has a considerably higher chronic absenteeism rate than other student groups, based on the district dashboard, so focusing on getting students to come to school is of the utmost priority.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	24-25 school year: partnerships with 9 community programs and organizations to give students engagement opportunities: Early Academic Outreach Program (EAOP), Educational Talent Search (ETS), The Bike Campaign, City of Woodland Teen Pack, Friday Night Live, UCD MESA, Woodland Police Departments GREAT program, Native Dad's Network & The Native American Student Resource Center and Woodland City Library. 23-24 school year: During the school year, we maintained the number of community partnerships with the same 9 community partners. During the 22-23 school year, we maintained the number of community partnerships with the same 9 community partners from the previous year: Early Academic Outreach Program (EAOP), Educational Talent Search (ETS), The Bike Campaign, City of Woodland Teen Pack, Woodland Police Departments GREAT program, Native Dad's Network & The Native American Student Resource Center, Farm to Fork, Friday Night Live and UCD MESA.	Maintain the number of opportunities for students to engage in leadership development activities.
Number of extracurricular and co-curricular programs offered	24-25: 82.4% of students participated in extracurricular or co-curricular programs by the end of March. Offerings included music, Drama, and Leadership classes with extracurricular components, with 286 students participating. We also offered sports (160 athletes), clubs (85), and the Youth Advisory Council (41 students). In addition, Intramural sports were offered two lunches per week for each grade, with an average attendance of 35 students participating for each grade. This year's clubs are Math, Art, Lion Pride, Science, AVID, Friday Night Live, and Banda Club. 23-24: 87.5% of students participated in extracurricular or co-curricular programs by the end of March. Offerings included music, Drama, and Leadership classes with extracurricular components. We also offered sports, clubs, and the Youth Advisory Council (YAC). In addition, Intramural sports	Maintain participation in at least one extracurricular activity for the student body.

	were offered two lunches per week for each grade, with an average attendance of 35 students each day, per grade level. This year's clubs are Anime, Baseball, Minecraft, Math, Art, Lion Pride, Science, AVID, and Friday Night Live. 22-23 school year, 85% of students participated in extracurricular or co-curricular programs. Club offerings increased based on student interest, including the Lion Pride Club, Art Club, and Gardening Club.	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	481 of 776, or 62%, of students participated in the Spring Student Survey for the 24-25 school year. Students participated in additional surveys throughout the year, including the School Safety Survey (654 responded), PASS Universal screener, CHKS, BeanStack Survey (YAC), and Spring Student Survey. For the 23-24 SPSA, 696 students, or 87%, provided input that was used. For the 22-23 school year, 424 students, or 56% of the student population, participated in the spring survey used to draft the SPSA.	Maintain 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	For 24-25, 16% or 124 of 776 students, provide feedback during Focus Groups. These students provided additional feedback to help draft the 25-26 SPSA. The demographics of the Focus Groups are as follows: 47% 8th graders 53% of 7th graders 43 (38%) of students are ELs 11 (9%) GATE identified 19 (15%) IEP or 504 14.5% were in Directed Studies 61.3% Leadership 24.2% AVID Excel For 23-24, 73/741, or 14% of the student body, provided feedback during Focus Groups and provided additional feedback to draft the 24-25 SPSA. The demographics of the focus groups are as follows: 31% 8th graders	Maintain the percentage of students who provide additional feedback during Focus Groups at least 15% of the student student body.

	69% of 7th graders 22/31% of students are ELs 8/11.3% GATE identified 13/18.3% IEP or 504 11/15.5% Directed Studies 26.8%YAC 40.8% Leadership 16.9% EL For 22-23, 141 students provided feedback during Focus Groups and provided additional feedback to draft the 23-24 SPSA. The demographics of the focus groups are as follows: 26.8% 8th graders 73.2% 7th graders 90 students are ELs 21 GATE identified 24 IEP or 504 40.7% Leadership 35% AVID Excel 17.1 % Directed Studies 7.3% ELD	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes. Activity: Club Supplies to support after-school club activity, divided by the number of clubs established by the end of September.	All students	1,000.00 Site Discretionary
4.2	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes.	All students	4850.00 Supplemental/Concentration

	Activity: Lunchtime activities. Timesheets for teachers provide a variety of engagement opportunities and activities.		
4.3	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes. Activity: Leadership Opportunities, Activities, and Field Trips	All students	4,500.00 Site Discretionary
4.4	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes. Activity: Preview Day	All students	1135.00 Site Discretionary
4.5	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes. Activity: Promotion	All students	3,200.00 Supplemental/Concentration
4.6	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes. Activity: Safe School Ambassadors supplies	All students	1,000.00 Supplemental/Concentration
4.7	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes.	All students	1,000.00 Supplemental/Concentration 2410 Site Discretionary

	Activity: WEB 7th-grade Orientation		
4.8	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes. Activity: End of Year Student Activities such as Day on the Green	All students	1,213 Supplemental/Concentration 1000 Site Discretionary
4.9	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes. Activity: Sports Budget	All students	1967 Site Discretionary 920 Supplemental/Concentration
4.10	Strategy: Implement comprehensive youth engagement opportunities that empower students to shape their education and school community by providing collaborative leadership opportunities, expanded learning experiences, youth action research, skill development, community partnerships, and inclusive decision-making processes. Activity: Student Appreciation for attendance and positive behavior	All students	1000 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

There were no difference between intended implementation and budgeted expenditures.

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

Based on valuable feedback from the Youth Advisory Council and student surveys, two key changes will be implemented next school year: increasing engagement opportunities during lunch and allocating funds for additional field trips. These adjustments address students' requests for more lunchtime activities and expanded field trip opportunities. Priority funding will be directed toward programs that typically do not participate in field trips, ensuring equitable educational experiences for students outside of AVID, music, MESA, and Science Club, which already incorporate field trips into their annual plans.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$105,766
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$351,558.50
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$104,144.00
Title I Part A: Parent Involvement	\$1,622.00

Subtotal of additional federal funds included for this school: \$105,766.00

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 (\$)
Arts and Music in Schools	\$137,440.00
Site Discretionary	\$17,825.00
Supplemental/Concentration	\$90,527.50

Subtotal of state or local funds included for this school: \$245,792.50

Total of federal, state, and/or local funds for this school: \$351,558.50

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	137,440.00
Site Discretionary	17,825.00
Supplemental/Concentration	90,527.50
Title I Part A: Basic Grants Low-Income and Neglected	104,144.00
Title I Part A: Parent Involvement	1,622.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	137,440.00
	Site Discretionary	17,825.00
	Supplemental/Concentration	90,527.50
	Title I Part A: Basic Grants Low-Income and Neglected	104,144.00
	Title I Part A: Parent Involvement	1,622.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	206,137.50
Goal 2	98,261.00
Goal 3	21,965.00
Goal 4	25,195.00

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

Name of Members	Role
Cristina Morel	Principal
Katherine Hunter	Classroom Teacher
Laurel Lefebvre	Classroom Teacher
Chris Minor	Classroom Teacher
Rebecca Rossiter	Other School Staff
Eric Garber	Parent or Community Member
Kristin Crouch	Parent or Community Member
Leanna Reynolds	Parent or Community Member
Tayler Crouch	Secondary Student
Camila Rios Lopez	Secondary Student
Carolanne McLennan	Classroom Teacher
Carissa Fernandez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 14, 2025.

Attested:



Principal, Cristina Morel on 4/14/2025



SSC Chairperson, Eric Garber on 4/14/2025