

# 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	4/29/26	5/14/26

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. The team 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 English Learner Advisory Committee (ELAC), School Site Council (SSC), 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 regularly 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 from the Youth Advisory Council and periodic student surveys, including the Safety Survey in the fall, the Spring Student Survey, and the SPSA Focus Groups survey.

### Youth Advisory Council:

The Douglass Middle School Youth Advisory Council meets monthly, and the principal works with those students to review topics such as discipline data, the School Plan for Student Achievement, and to gather student input on matters that impact them across campus. During the September 29, 2025, meeting, students began to review school-wide discipline data for the year to date and compared it with the same time period from the previous year, with the purpose of

getting our students' insights on why they believe certain data looks the way it does and what changes are most urgent. On October 24, 2025, the Youth Advisory Council (YAC) continued to review the discipline data for the current year and the last year to identify trends and areas of concern for the 1st 10-weeks of school and reviewed the Student Safety Survey results. The Youth Advisory Council pointed out that serious behavior issues had increased with 20 more incidents of fights to date, but tardies, cell phone violations, and other more serious violations were down. When asked why they thought there were more fights, the response was that too many students plan fights or others encourage fights as a way to solve conflicts for entertainment. On November 17, 2025, the Youth Advisory Council focused on providing feedback on the Safety Plan. Then, they offered input regarding strategies to help students have more favorable feelings toward school. At the December 10, 2025, Youth Advisory Council meeting, students brainstormed and discussed ways to improve safety across campus. During the February 20, 2026, meeting, students reviewed the Goal 4 Needs Assessment, provided input on both priorities for the electronic device policy, and reviewed the student survey that was going to be given to all students for the Spring Survey to see if any changes were recommended. On March 19, 2026, Youth Advisory Council reviewed the results of the student Spring Survey and made recommendations for the 25-26 School Plan for Student Achievement, focusing again on Goal 4, which included ensuring that lunchtime activities and club supplies have funding allocated to support students having things to do during lunch, such as basketball, watching professional soccer, science experiments, arts and crafts, etc. as a means to support a positive school climate and reduce student conflict that leads to fights.

#### Spring Student Survey:

During the week of February 23, 2026, the Spring Student Survey was given in all Science classes. 670 student responses were collected. Of the student respondents, 59.3% were 7th graders and 40.7% were 8th graders. Students were asked what they like best about Douglass, and the top responses were: socializing and friends, school environment and staff, activities and athletics, and classes and their schedule. The most popular responses centered around friends, including making new friends, seeing friends, hanging out with friends, and enjoying lunch or class time with them. Many students appreciate the teachers and staff for being nice, kind, supportive, helpful, and explaining subjects well. They also mentioned liking the overall student community, that there are a lot of activities, including rallies, dances, spirit weeks, and a variety of sports. Frequent responses included students liking that we have a variety of elective options, and core subjects all received a number of positive comments. Students were asked which opportunities could help them learn more about college and career options after high school, with the following results: College and Career Field trips 64.5%, AVID 29%, Career Education Classes 44.4%, Guest Speakers in classes 30.9%, College and Career projects in classes 33.33%. How the school year has gone for them, with the following results: 22.9%- Great! I am happy to be at school, 52.3%- Pretty good...There have been some rough spots, but overall, things are going well: 20.3%- Ummm...it has been alright but could be better, and 4.5%- This year has been harder than I thought it would be. When asked about how they felt about their grades; my grades are kind of good, 27.5% My grades are great, 36.8% My grades are good, 27.2%, My grades are bad 8.5%. When asked about their classes, 26.6%- My classes are great, 58.1%- My classes are good, 12.4%- My classes are kind of hard, and 2.8%- My classes are hard. Students were asked if they stayed for Homework Club: Yes, 3.3%, No, 75.3%, and I have stayed a couple of times, 24.7%. When asked how long Homework Club would be, 37.7% said 45 minutes, 35.5% said 30 minutes, and 26.9% said an hour. Students were asked how much time they spent working on assignments or studying in a week: 43.5% 0-1 hour, 41% spend 1-3 hours, 9.9% spend 3-5 hours studying, 3% spend 5-7 hours studying, 1.8% spend 7-9 hours studying, and 1.5% spend 10 or more hours studying. Questions related to social interactions allowed students to choose all that apply to them, showing that 45.9% of respondents have a good friend group that does not involve drama (although they see drama), 36.8%- "I have good friends that support me and we sometimes are involved in drama, 33.8%- "No drama. Everything is great, 28.6%- "I have a few friends, and we have the same interests", 28.4% responded that their friend group has changed this year, 12.7%- "I do not talk to other students", and 7.5%- Other. Students were asked about their feelings towards safety at school: 12.6% feel very safe, 53.2% feel safe, 29.1% feel somewhat safe, and 5.1% feel unsafe. When asked about what their feelings about safety are based on (and could choose all that apply) the responses were: 53.5% "I feel safe", 45% Rumors and drama can lead to fights, 42.5% I have witnessed students say or do mean things, 18.8% "I have had mean things said or done to me", 6.3% "I have said or done mean things, 8.8% "Other". Students were able to explain in their own words what makes them feel safe at school; top responses were increased staff and security, reduced fights, drama & bullying, being allowed to have their phones during lunch, and taller fences. A large portion of the responses indicate that students already feel safe at school and believe nothing else is needed or that the current security measures are adequate. Students were asked an open-ended question to gather their ideas for activities that we can have next school year. Field trips, increased sports and physical activities at lunch, and more rallies and lunch activities. New class/club ideas were robotics, astronomy, cooking/baking, art/clay, hip hop, Spanish, and food club. Students were also asked if they knew how to contact their counselor: 77% responded yes, and 23% said no. All survey results point to a need for more supervision to increase feelings of safety at school. Actions that have been included in the SPSA are to allocate funds to pay for an additional staff member to help supervise during lunch times and continue to fund student appreciation and incentives. A focus on strengthening Tier I strategies to support better behavior in classrooms and across campus is being developed with the Response to Intervention coordinator, Tier I team, and administration.

#### SPSA Focus Groups:

Focus Groups also provided additional feedback. 156 students met with the principal and answered a separate survey. Students who participated in the Focus Groups were comprised of 59 8th graders (37.8%) and 97 7th graders (62.2%). Students representing Students with Disabilities, English Learners (EL), GATE-identified students, and students in a school leadership position were specifically chosen to be part of the Focus Groups to ensure that a wide range of students were included. Classes that were selected to participate were AVID Excel, Directed Studies, ELD, Leadership, and WEB. The things students reported liking best at Douglass were the activities and events, staff and teachers, food and snack options, the school environment and schedule, and clubs and sports. When asked what could improve our school, a frequent answer was for students to be allowed to use cell phones and for more lunchtime activities. Despite speaking to focus groups about what can and cannot be changed and including a reminder on the survey, many students cited wanting the school day and school year to be shorter. The top answers students identified of what their teachers do to help their learning and academic success were providing individualized support and feedback, providing clear and detailed instruction, and providing tools and resources such as the use of study guides, engaging learning activities such as Blookit and Kahoot for review, providing fun and engaging activities and allowing test retakes, and time management and flexibility by (giving students time in class to finish work, allowing retakes for tests/assignments, providing extra time to think, and accepting late missing assignments. Take time to ensure students understand what they are learning by asking them questions. Students were asked to identify things that happen in classes that do not support their learning, and the top responses were Pace of Instruction: Many students mentioned that teachers go too fast when explaining lessons, speaking, or writing, which prevents them from catching up, understanding the material, and having enough time to think or work on assignments, especially in math, Classroom Disruptions: A significant number of responses cited disruptive peers, including students talking, having side comments, yelling, arguing, throwing things, being disrespectful, and using inappropriate language, as major obstacles to learning and academic progress in certain classes, Teacher Effectiveness and Support: Students expressed concerns about teachers not explaining things well enough, barely grading assignments, lacking enthusiasm, being mean or not understanding, and poor classroom management leading to uncontrolled students, Assessment and Workload: Concerns were raised regarding excessive homework, having too many tests and quizzes (especially weekly ones in math and high-stakes tests in science), and teachers rushing students to finish assignments. Students were asked to provide their ideas to improve things. The top answers for this question were about policy changes around cell phones and the time school started. Student Activities and Social Time: frequent suggestions included more fun activities and clubs during lunch. Another question asked was, "What do your teachers do in class to support your learning and academic progress that is the MOST helpful? Top answers were Individualized and Direct Support (Teachers provide the most help by regularly checking in with students, asking if they need help, and offering one-on-one assistance, sometimes even noticing struggles before a student asks. They also help with missing assignments, offer extra materials when students are absent, and allow retakes or extra credit. Detailed and Patient Instruction (Effective support includes explaining concepts and assignments in good detail, re-explaining things, and breaking down information step-by-step using simplified vocabulary. Students also appreciate when teachers slow down and have patience to repeat instructions. Interactive and Engaging Activities, such as when teachers use educational activities, such as games like Blookit and Kahoot, and fun projects to make learning more enjoyable. They also utilize visual aids (pictures, slide shows) and provide notes or study guides for tests and quizzes. Time Management and Encouragement (Providing students with time to think, time in class to finish work, and enough time to complete short assignments is highly valued. Additionally, encouragement, advice, and creating a safe/respected environment are helpful. Resource Provision (Students find it helpful when teachers offer warm-ups, allow for partner work, provide paper-based tasks (like note-taking and using highlighters), and offer resources like headphones or calm music while working). The last question asked of the Focus Groups was, "Are there things that happen in classes that do not support your learning and academic progress?" Top answers were around; Pace of Instruction (A primary concern is that teachers frequently go too fast when explaining lessons, speaking, and writing, which prevents students from having enough time to think, catch up, or understand the material, particularly in math classes), Classroom Distractions & Behavior that tended to occur in specific classes (Many respondents cited student disruption as an obstacle to learning, specifically mentioning classmates who are loud, talking, arguing, being disrespectful, interrupting the teacher, or messing around. Students also noted that a lack of classroom management by teachers allows this disruptive behavior to persist, but there were a significant number of students who responded "I'm not sure" or "no". As a result of this and other data points, including the spring student survey and staff feedback, funds to support new teachers' growth with instruction and classroom management will continue to be allocated.

#### Safe School Ambassadors (SSA):

24 of the 64 students who have been trained to be Safe School Ambassadors responded to a survey in the spring to gather their feedback regarding the effectiveness of the program. Safe School Ambassadors is a Community Matters program where selected students are trained using an evidence-based program that teaches them how to intervene safely when they witness harassment or mistreatment of other students in a safe manner. When asked if they felt they had been trained to be an effective Safe School Ambassador, 70.8% answered "yes" and 29.2% answered "maybe", and no student said "no". 83.3% responded "yes" and 16.7% said "maybe" when asked if they felt they could be an effective Safe School Ambassador and an upstander, not a bystander, to prevent student conflict or help another student. 100% of the respondents said that they liked the Safe School Ambassador program. When asked if they think the SSA program benefits students at the school and prevents fights, conflicts, and possible bullying

58.3% answered "yes", 33.3% responded "maybe", and 8.3% said "no". 79.2% answered "yes", 16.7% answered "not yet" and 4.2% responded with "no" when asked if they had been able to use the strategies from the program to be a Safe School Ambassador. Based on the results of the survey the program will be funded, along with a grant from Community Matters, this coming year.

## STAFF FEEDBACK

### SITE LEADERSHIP/GUIDING COALITION:

The site Leadership/Guiding Coalition team meets monthly and identified the site's needs to support student learning using multiple sources of data from the EL Fall Monitoring Report, CA Dashboard Data that was released in the winter, Professional Learning Communities (PLC) data analysis, sharing department data, and additional site data from Aeries and the district dashboard. 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 our needs that also supported district and site initiatives for Committed PLCs, Intentional Literacy Development, and Structured Student Engagement. The team set goals for the year in August to review and amend if needed, identified Power standards (the standards that students must be proficient in to be successful this year and next), learning targets, success criteria, prerequisite skills, and vocabulary skills, what do grade level teams want students to know and be able to do, building in Common Formative Assessments in unit plans and identifying how they will reteach and provide extension opportunities. We also developed a PLC Collaboration calendar and a test/quiz calendar so that teachers could be mindful when they planned assessments, so that students were not overloaded on the same day. In September, the team reviewed the 15-Day Challenge Professional Development that English and Math departments attended to help other departments plan their units and identify common errors in assessments. Not having dedicated intervention time built into the school schedule was discussed, and site leads brainstormed possible ways to build intervention and extension time into unit plans, despite this strategy not being as effective in addressing Tier II academic support. In October, the team discussed how they could guide their departments on the use of Learning Targets and why teachers need to be clear and explicit about the learning outcome, and what the purpose of Learning Targets is. During the month of November, the Leadership Team focused on Tier I planning and problem-solving, and developed mini workshops for staff to attend at the next staff meeting. In December, the team debriefed the Tier I workshops and discussed how to use the same format for other staff's academic needs, planned for when departments would work on the PLC question 3: How will you respond when some students do not learn what you expected them to, and reviewed other departments' unit plans to check for consistency. Beginning in January, the team began reviewing the CA Dashboard and taking a close look at the 5x5 reports and Growth Reports, and looked at the correlation with the EL Monitoring Fall Summary. Our big takeaways were that as a site, we needed to concentrate efforts on building prerequisite skills, reading comprehension, academic vocabulary strategies, and increasing academic discourse. A second-semester plan was developed in January using the cycle of inquiry to focus on one new teaching strategy per month; departments were paired up to discuss research-based teaching strategies that focused on Structured Academic Discourse, Academic Vocabulary Strategies, and Constructed Response strategies- one per month. In February, the Guiding Coalition reflected on improvements in student achievement that are a direct result of increased questioning strategies, increasing wait time, and cold calling on students to answer questions. The March meeting's focus was on reviewing the state testing schedule to ensure it was optimal for students to demonstrate their learning and reviewing the domains from last year's SBAC and ELPAC results to guide instruction.

### ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC):

Data review and looking at the SPSA monitoring tasks are ongoing items on the ELAC agenda through the fall and early spring. During the September meeting, the importance of regular school attendance and review of the SPSA were discussed. October focused on reviewing the Summative ELPAC test results from the previous year and the Healthy Kids Survey Data. The November meeting's focus was on reviewing the SPSA monitoring data, interim ELPAC data, and bullying prevention. December's focus was on the School Safety Plan and the results of the Bullying Prevention Report. During the January meeting, an update on SPSA implementation and the CA Dashboard data was discussed. On 2/27/2026, ELAC reviewed data on English learner progress. On March 20, 2026, the ELAC team 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 (SSC):

On 9/29/25, the School Site Council reviewed the 25-26. SPSA. On 11/17/25, the SSC reviewed the SPSA Monitoring Tool and reviewed school implementation. On 1/12/26, the SSC reviewed the SPSA Monitoring Tool and the California School Dashboard. On 3/30/26, 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 and Goal 2 during our March 30, 2026, meeting. SSC identified a continuing need to focus on writing across disciplines, and the school site council met on 4/20/26, reviewed feedback and recommendations, and approved the SPSA.

#### DOUGLASS STAFF:

On 2/11/26, DMS staff reviewed the SPSA Monitoring and Needs Assessment in groups made up of one person from each department and one support staff member, completed an activity to help prioritize site funding for 26-27. Two groups were assigned one of the 4 LCAP and site goals. The top staff areas that felt were important regarding how school funds are spent for next year are in Materials, Copies and Supplies, security extra duty, VAPA/STEM and CTE support, Professional Learning Communities extra duty (subs & professional development), academic intervention outside of the school day, and materials/supplies for school-wide events. The California Healthy Kids Staff survey was also completed during the February staff meeting. The PLC Assessment was completed on 3/18/26. The English and Math departments provided recommendations based on the CA Dashboard, PLC Collaboration Data, and semester grades, and observation that included a focus on evidence-based responses and text-dependent writing, and less technology dependence in math to teach foundational skills.

Staff identified areas of strength as strong student engagement systems (activities, leadership), effective PLC collaboration for core content, the positive impact of supplies and resources on student confidence and access, growing student leadership and participation opportunities, and that staff value professional learning opportunities (CABE- California Association of Bilingual Education, AVID- Advancement Via Individualized Determination CADA- California Association of Directors of Activities, etc). Areas of growth that were identified by staff as inconsistent program implementation across departments, such as there could be better use of 5-Star to monitor student participation, low parent engagement and participation, and a desire for more targeted support for English Learners, Long-term English Learners, and new teachers. Staff felt that resources are being fully utilized and valued by staff, and families report feeling informed (83%). A need for stronger monitoring systems was identified, including parent involvement tracking and a focus on high-leverage student groups because English Learners, Long-term English Learners, and Students with Disabilities need targeted supports, stronger access to curriculum, and better progress monitoring through Professional Learning Communities work.

## 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.

#### Red:

The Suspension rate is now in the Red for the 2025 CA Dashboard, which reports last year's data, declining from Yellow in the previous year. The rate of students who were suspended at least one day increased 1.1%, resulting in 12.4%. Of the students who were suspended, 32 were 7th-graders, and 63 were in the 8th grade. For the 25-26 school year, steps taken to address the very high suspension rate were to implement alternative means of correction for some suspendable violations, such as possession or use of nicotine vapes, increase lunchtime activities so that more students have something to do during that time, increase active supervision, and move detention for behaviors to lunch instead of after school. Additionally, Behavior Academies were started by our counselors and Response To Intervention coordinator (RTI), based on referrals to the Wellness Team and teacher recommendations. Safe School Ambassadors continued and had a stronger trainer, which resulted in stronger student skills to address peer behavior when it was at a lower

level. The suspension rate for English Learners increased 3.3% resulting in 21.3% suspended for at least one day. 13.9% of Hispanic students were suspended, with an increase of 1%. 21.5% of Long-Term English Learners were suspended, with an increase in 1.9%. 14.1% of Socioeconomically Disadvantaged students' suspension rate was 14.1% and increased 1.8%. Students with Disabilities' suspension rate was 22.6% and increased 2.8%.

**Orange:**

The Chronic Absenteeism rate decreased from Red in 2024 to orange in 2025, according to the California School Dashboard, with a decline of 1.7%. The rate of chronically absent students decreased from 23.5% to 21.8%, and from 5 student groups in the Red to 1 student group remaining in the Red. All reviewed data points point towards the need to improve attendance, which is the cornerstone for increasing student achievement. Steps taken to address Chronic Absenteeism include working with the CAFE Specialist to contact families to coordinate meetings during Parent-Teacher Conferences while families are already on campus, 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. During PLC data analysis meetings, the Science 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.

English Learner Progress declined from Yellow in 23-24 to Orange in 24-25, due to a 7.1% decline in the percentage of students making progress towards English Language proficiency or maintaining a high level.

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.

Math: 3 student groups are below the "All Student" performance: English Learners, Long-Term English Learners, and Students with Disabilities.

The overall Chronically Absenteeism rate decreased by 1.7%, but Long-Term English Learners increased by 0.5% to 39.8%.

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.

## 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.5%	1.07%	0.52%	4	8	4
African American	1.73%	1.73%	0.91%	14	13	7
Asian	9.16%	8.40%	7.68%	74	63	59
Filipino	1.24%	0.93%	0.65%	10	7	5
Hispanic/Latino	71.29%	70.67%	69.92%	576	530	537
Pacific Islander	0.12%	0.13%	0.65%	1	1	5
White	13%	13.60%	16.15%	105	102	124
Two or More Races	2.6%	2.67%	2.34%	21	20	18
Not Reported	0.37%	0.80%	1.17%	3	6	9
<b>Total Enrollment</b>				808	750	768

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	380	373	377
Grade 8	428	377	391
<b>Total Enrollment</b>	808	750	768

#### Conclusions based on this data:

1. Student enrollment at Douglass Middle School increased by 18 students during the 24-25 school year. Both grades increased; 7th grade had 4 more students, and 8th grade 14 more students. Implications, while relatively small, are for increased class size and reduced flexibility for elective courses.
2. The school continues to serve a predominantly Hispanic/Latino population (about 70%), although there we are seeing a gradual shift that reflects increasing diversity over time. With approximately 70% of Hispanic enrollment, there is an ongoing need for bilingual resources and culturally responsive materials and teaching practices.
3. Enrollment declined by 58 students from 22-23 to 23-24 and then rebounded by 18, indicating stabilization, though not a full recovery. The implications for rebounding are that staff may need to be reassigned to a different grade and we are serving more students with a structure built for few students.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	131	113	120	16.2%	15.1%	15.6%
Fluent English Proficient (FEP)	316	286	251	39.1%	38.1%	32.7%

### Conclusions based on this data:

1. English Learner (EL) enrollment has remained relatively stable overall. After a dip from 131 to 113, ELs increased to 120, with the percentage holding steady around 15–16%, indicating a consistent EL population.
2. There is a steady decline in Fluent English Proficient (FEP) students, both in number and percentage, which may suggest fewer students entering as initially fluent, or shifts in enrollment demographics.
3. The proportion of EL students is increasing relative to FEP students. While EL percentages remain steady, the decline in FEP students means ELs make up a larger share of the student population over time, indicating a gradual shift in language needs.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	371	374	373	366	358	365	364	357	365	98.7	95.7	97.9
Grade 8	426	370	393	412	354	372	411	351	371	96.7	95.7	94.7
All Grades	797	744	766	778	712	737	775	708	736	97.6	95.7	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2533.	2533.	2539.	12.36	17.09	15.34	32.14	29.69	35.07	29.12	22.41	21.92	26.37	30.81	27.67
Grade 8	2557.	2537.	2553.	16.79	13.39	20.22	30.17	26.78	27.49	24.33	24.79	22.64	28.71	35.04	29.65
All Grades	N/A	N/A	N/A	14.71	15.25	17.80	31.10	28.25	31.25	26.58	23.59	22.28	27.61	32.91	28.67

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 7	13.46	15.45	19.78	61.54	62.36	54.67	25.00	22.19	25.55	
Grade 8	19.95	16.52	19.95	54.01	48.72	52.83	26.03	34.76	27.22	
All Grades	16.90	15.98	19.86	57.55	55.59	53.74	25.55	28.43	26.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	18.78	25.00	21.49	53.59	46.07	53.99	27.62	28.93	24.52
Grade 8	18.83	17.66	22.16	52.32	44.73	46.22	28.85	37.61	31.62
All Grades	18.81	21.36	21.83	52.92	45.40	50.07	28.27	33.24	28.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.99	14.04	10.44	76.10	67.98	75.00	12.91	17.98	14.56
Grade 8	17.52	12.54	15.90	68.86	70.94	68.46	13.63	16.52	15.63
All Grades	14.45	13.30	13.20	72.26	69.45	71.70	13.29	17.26	15.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	12.36	19.05	20.82	65.93	58.54	59.45	21.70	22.41	19.73
Grade 8	19.71	16.52	22.10	65.21	64.67	59.03	15.09	18.80	18.87
All Grades	16.26	17.80	21.47	65.55	61.58	59.24	18.19	20.62	19.29

**Conclusions based on this data:**

- Overall, the data shows a positive trend, with an increase in Exceeded Standard, a decrease in Not Met, steady growth in Grade 7, and a rebound year for Grade 8.
- Although there is a decrease in students performing at Below Standard from 23-24 school year to the 24-25 school year on average for all grades, when tracking a cohort over time the percentage of students performing Below Standard increases. For example, 27.62% of students scored Below Standard in their 7th grade year in 22-23. In eighth grade that number increased by 10% to 37.61% scoring Below Standard. Likewise the 7th graders from 23-24 had 28.93% of students scoring at Below Standard and in 8th grade that same cohort increased to 31.62% of students scoring Below Standard. Additionally, nearly a quarter of students in 7th grade are below standard in writing in 24-25. Nearly a third of students in 8th grade are Below Standard in writing 24-25. This suggests that a focus on evidence-based responses and text-dependent writing are needed.
- Reading comprehension requires refinement. There has been a decrease of students school-wide scoring At or Near Standard of 1.85% from 23-24 to 24-25. While there have been declines in students scoring Below Standard of 2.04% from 23-24 to 24-25, over a quarter of students (26.39%) are scoring Below Standard in Reading. Strategies that should be worked on include structured academic discourse, explicit close reading protocols, and increased non-fiction text analysis.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	371	374	373	365	363	365	365	363	365	98.4	97.1	97.9
Grade 8	426	370	393	414	356	375	414	356	375	97.2	96.2	95.4
All Grades	797	744	766	779	719	740	779	719	740	97.7	96.6	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2488.	2506.	2510.	11.51	15.98	19.45	14.79	13.22	15.07	23.29	25.62	22.74	50.41	45.18	42.74
Grade 8	2504.	2496.	2511.	10.14	9.27	13.60	15.70	14.61	13.07	21.98	22.47	21.33	52.17	53.65	52.00
Grade 11															
All Grades	N/A	N/A	N/A	10.78	12.66	16.49	15.28	13.91	14.05	22.59	24.06	22.03	51.35	49.37	47.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	15.07	18.73	21.37	38.36	35.81	35.62	46.58	45.45	43.01
Grade 8	9.66	8.99	13.87	44.20	46.63	40.80	46.14	44.38	45.33
Grade 11									
All Grades	12.20	13.91	17.57	41.46	41.17	38.24	46.34	44.92	44.19

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.14	13.50	16.16	49.32	48.76	47.40	40.55	37.74	36.44
Grade 8	11.11	9.55	10.40	50.72	49.44	52.00	38.16	41.01	37.60
All Grades	10.65	11.54	13.24	50.06	49.10	49.73	39.28	39.36	37.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	9.86	10.74	12.33	57.53	64.46	57.53	32.60	24.79	30.14
Grade 8	8.94	7.58	10.40	58.70	62.36	58.67	32.37	30.06	30.93
All Grades	9.37	9.18	11.35	58.15	63.42	58.11	32.48	27.40	30.54

**Conclusions based on this data:**

- Overall, math shows a positive trend, with increases in Exceeded Standard across grades, steady improvement in Grade 7, and a rebound in Grade 8, but most students are still below standard. There is an increase in Exceeded Standard across grades and slight gains in mean scale scores; however, the largest percentage of students remains in Not Met (around 47% overall), indicating continued need for core instruction support.
- Foundational skills (Concepts & Procedures) are improving more than higher-order skills. There is growth in Above Standard and a decrease in Below Standard in Concepts & Procedures, suggesting stronger procedural understanding.
- Communicating Reasoning remains a significant weakness because students struggle to explain mathematical reasoning. While there are small increases in Above Standard, a large percentage of students remain Below Standard in Problem Solving and Communicating Reasoning, indicating gaps in applying math and explaining thinking. Daily math discourse routines, such as Think-Pair- Share with justification and "Convince Me" reasoning tasks, should be included so that students have ample opportunities to explain their reasoning.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1548.9	1542.6	1558.1	1551.5	1540.2	1566.5	1545.9	1544.4	1549.0	66	61	45
8	1552.5	1543.3	1526.9	1563.0	1548.9	1526.8	1541.5	1537.0	1526.5	55	52	46
All Grades										121	113	91

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	24.24	22.95	46.67	50.00	44.26	20.00	16.67	21.31	20.00	9.09	11.48	13.33	66	61	45
8	25.45	21.15	8.70	45.45	34.62	39.13	20.00	30.77	32.61	9.09	13.46	19.57	55	52	46
All Grades	24.79	22.12	27.47	47.93	39.82	29.67	18.18	25.66	26.37	9.09	12.39	16.48	121	113	91

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	46.97	39.34	57.78	36.36	40.98	24.44	12.12	13.11	6.67	4.55	6.56	11.11	66	61	45
8	49.09	26.92	28.26	38.18	48.08	41.30	5.45	15.38	17.39	7.27	9.62	13.04	55	52	46
All Grades	47.93	33.63	42.86	37.19	44.25	32.97	9.09	14.16	12.09	5.79	7.96	12.09	121	113	91

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	12.12	16.39	20.00	37.88	24.59	28.89	22.73	36.07	33.33	27.27	22.95	17.78	66	61	45
8	5.45	7.69	2.17	34.55	17.31	23.91	36.36	44.23	39.13	23.64	30.77	34.78	55	52	46
All Grades	9.09	12.39	10.99	36.36	21.24	26.37	28.93	39.82	36.26	25.62	26.55	26.37	121	113	91

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	21.21	19.67	31.11	66.67	62.30	51.11	12.12	18.03	17.78	66	61	45
8	12.73	26.92	8.70	74.55	59.62	73.91	12.73	13.46	17.39	55	52	46
All Grades	17.36	23.01	19.78	70.25	61.06	62.64	12.40	15.93	17.58	121	113	91

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	68.18	60.66	75.56	27.27	34.43	13.33	4.55	4.92	11.11	66	61	45
8	76.36	53.85	67.39	18.18	36.54	19.57	5.45	9.62	13.04	55	52	46
All Grades	71.90	57.52	71.43	23.14	35.40	16.48	4.96	7.08	12.09	121	113	91

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	10.61	16.39	18.18	48.48	42.62	43.18	40.91	40.98	38.64	66	61	44
8	14.55	13.46	9.09	41.82	28.85	29.55	43.64	57.69	61.36	55	52	44
All Grades	12.40	15.04	13.64	45.45	36.28	36.36	42.15	48.67	50.00	121	113	88

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	21.21	27.87	35.56	71.21	59.02	51.11	7.58	13.11	13.33	66	61	45
8	9.09	1.92	4.35	80.00	90.38	86.96	10.91	7.69	8.70	55	52	46
All Grades	15.70	15.93	19.78	75.21	73.45	69.23	9.09	10.62	10.99	121	113	91

**Conclusions based on this data:**

1. While Level 4 shows a slight increase, there is a notable drop in Level 3, indicating fewer students are approaching proficiency, which may impact future reclassification.
2. Reading and writing remain the weakest domains, with half of students at Beginning in reading and limited movement into high proficiency in writing. This suggests a need for explicit literacy instruction across content areas, writing across the curriculum and targeted support for academic language development.

# School and Student Performance Data

## Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
768	74.1%	15.6%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	15.6%
Foster Youth	2	0.3%
Homeless	4	0.5%
Socioeconomically Disadvantaged	569	74.1%
Students with Disabilities	108	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.9%
American Indian	4	0.5%
Asian	59	7.7%
Filipino	5	0.7%
Hispanic	537	69.9%
Two or More Races	18	2.3%
Pacific Islander	5	0.7%
White	124	16.1%

### Conclusions based on this data:

- 74.19% of our student population is socioeconomically disadvantaged (569 students). This indicates that Douglass serves a high-needs population, with nearly 3 out of 4 of our students qualifying as socioeconomically

disadvantaged. The direct impact has implications for academic performance, attendance, and access to resources.

2. Douglass serves a predominantly Hispanic/Latino community, 69.9%, highlighting the importance of culturally relevant instruction, bilingual communication and family engagement strategies tailored to this population. The next largest student populations are 16% White and 7.7% Asian.
3. Nearly 1 in 6 students are English Learners and 1 in 7 receive special education services, indicating a strong need for differentiated instruction and intervention, and the importance of co-teaching, language development, and IEP alignment.

# School and Student Performance Data

## Overall Performance

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Red

#### Mathematics



Yellow

#### English Learner Progress



Orange

#### Conclusions based on this data:

1. Douglass is demonstrating moderate academic performance in both ELA and Math, indicating foundational systems are in place but students are not yet consistently meeting standards. Steps to support moving from Yellow to Green for both Math and ELA include stronger Tier I instruction, intentional use of regular academic discourse strategies and targeted intervention.

2. Student behavior and discipline represent the most critical challenge, likely impacting academic outcomes, attendance and school climate. The highest area of improvement is in conditions and climate as indicated by a Red suspension rate.
3. Engagement is improving, but Chronic Absenteeism and English Learner Progress remain in Orange, which could indicate inconsistent implementation of systems. Next steps include strengthening attendance systems, targeted EL language development, and increased family engagement.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2025 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>9.7 points below standard</p> <p>Increased 12.6 points</p> <p>719 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>52.9 points below standard</p> <p>Increased 19.3 points</p> <p>218 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>110.2 points below standard</p> <p>Increased 22.3 points</p> <p>87 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>31.3 points below standard</p> <p>Increased 6.2 points</p> <p>528 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>102.7 points below standard</p> <p>Increased 19.4 points</p> <p>102 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>28 points above standard</p> <p>Declined 18.9 points</p> <p>57 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>29.2 points below standard</p> <p>Increased 14.1 points</p> <p>495 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>20.3 points above standard</p> <p>Increased 9.2 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>56.2 points above standard</p> <p>Increased 28.5 points</p> <p>121 Students</p>

**Conclusions based on this data:**

- Overall growth is strong, but achievement gaps remain. All Students: Yellow (+12.6 growth; now 9.7 below standard). Most subgroups increased, including EL (+19.3), LTEL (+22.3), SWD (+19.4), and Hispanic (+14.1). This reflects strong growth across nearly all groups and suggests instructional systems are working; however, most groups remain below standard, indicating gaps have not yet closed.
- Significant equity gaps persist for high-need student groups. LTEL: -110.2 (Orange), Students with Disabilities: -102.7 (Orange), English Learners: -52.9 (Yellow), Socioeconomically Disadvantaged: -31.3 (Yellow). Performance gaps remain substantial, with some groups over 100 points below standard. This indicates a need for targeted intervention, consistent access to grade-level curriculum, and intentional language development supports.
- There is a wide disparity across student groups: White: Blue (+56.2 above standard), Asian: Green (+28 above standard, though declined), and Hispanic: Yellow (-29.2 below standard). The gap between the highest- and lowest-performing groups, with a gap is over 150+ points between groups (e.g., White vs. LTEL/SWD). This indicates inequitable outcomes across student populations and a need for focused, equity-driven instructional strategies. We need to focus on accelerating LTEL and SWD growth because these student groups have the largest gaps, which will have the biggest impact on growth. This aligns with our ELA and ELPAC needs.

# School and Student Performance Data

## Academic Performance Mathematics

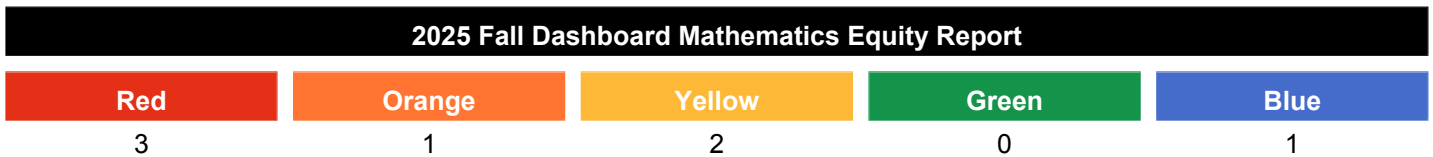
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 63 points below standard Increased 7.5 points 724 Students	<p><b>English Learners</b></p>  Red 126.6 points below standard Maintained 2.8 points 223 Students	<p><b>Long-Term English Learners</b></p>  Red 185.2 points below standard Declined 4.1 points 86 Students
<p><b>Foster Youth</b></p>  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	<p><b>Homeless</b></p>  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 90.8 points below standard Maintained -1.1 points 533 Students

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>166.8 points below standard</p> <p>Declined 10.5 points</p> <p>101 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>21.3 points below standard</p> <p>Maintained 2.2 points</p> <p>58 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>89.9 points below standard</p> <p>Increased 3.4 points</p> <p>499 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>24.4 points below standard</p> <p>Increased 32.7 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>28 points above standard</p> <p>Increased 23.8 points</p> <p>121 Students</p>

**Conclusions based on this data:**

1. Douglass is showing positive growth in math, but overall performance remains significantly below standard, indicating foundational improvements are happening but acceleration is needed to close gaps. Math outcomes suggest a need to address gaps in prerequisite skills from prior grades, along with building consistency in instructional practice, as half of the math department is relatively new (three or fewer years of experience).
2. Our highest-need student groups are experiencing critical underperformance, with extremely large gaps (100–185 points below standard), declines, or minimal growth, especially for Long Term English Learners and Students With Disabilities. This signals a need for intensive intervention, stronger Tier I access, and alignment between English Language Development, Special Education, and math instruction.
3. There is a wide achievement gap between student groups, with a difference of over 200 points between highest-White students who are 28 points above standard and made 23.8 points growth, and the lowest-performing groups: Asian students who are -21.3 below standard, Hispanic, -89.9 below standard, Students with Disabilities, -90.8 below standard. This indicates inequitable access to grade-level math and a need for targeted subgroup strategies.

# School and Student Performance Data

## Academic Performance Science

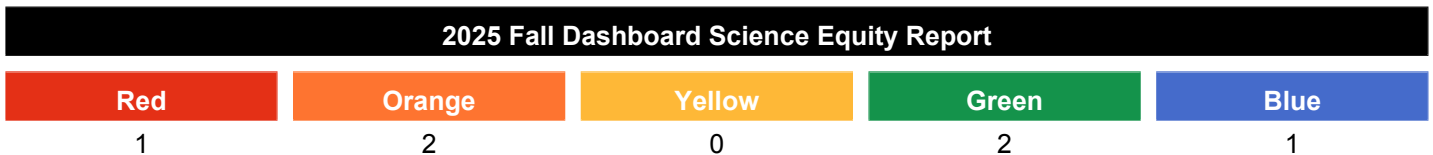
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>50.3 science points</p> <p>Increased 4.5 points</p> <p>368 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>37.6 science points</p> <p>Maintained 0.4 points</p> <p>102 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>29.1 science points</p> <p>Maintained 1.2 points</p> <p>46 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>46.1 science points</p> <p>Increased 2.4 points</p> <p>270 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>36 science points</p> <p>Maintained -1.1 points</p> <p>46 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>50.6 science points</p> <p>Declined 6.3 points</p> <p>27 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>46 science points</p> <p>Increased 3.4 points</p> <p>254 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>67 science points</p> <p>Increased 15 points</p> <p>62 Students</p>

**Conclusions based on this data:**

1. Science is a clear area of strength for Douglass, with students performing well above standard. This suggests effective Tier I instruction, strong alignment to the Next Generation Science Standards and successful student engagement in science learning.
2. Equity gaps exist for English Learners, Long Term English Learners and Students with Disabilities. Although performance is generally strong, historically underserved groups are not experiencing the same level of success, particularly for our Long Term English Learners (Red) and English Learners and Students With Disabilities (Orange). This indicates a need for language supports in science and increased access to academic vocabulary and structured academic discourse.
3. Disparity persists across student groups: White are in the Blue (67 above standard), Hispanic in the Green (46 points above standard), Socioeconomically Disadvantaged students in the Green (46.1 points above standard) and Asian students declined (still high but trending down). Science can be leveraged as a model for improving English Language Arts and Math due to strong student engagement, inquiry-based learning and real-world application in the science classrooms.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 47.6 making progress. Number Students: 84 Students	<b>Long-Term English Learner Progress</b>  Orange 49.2 making progress. Number Students: 61 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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
11.9%	40.5%	0%	47.6%

### Conclusions based on this data:

- Overall progress is moderate but rated Orange. Both the English Learner Progress (47.6) and Long-Term English Learner Progress (49.2) indicators are in the Orange category, meaning students are "making progress" but have not yet reached a higher performance level. This signals room for significant improvement. This indicates a need to use data-driven instruction cycles to regularly analyze English Language Progress Indicator data to adjust teaching strategies in real time.
- Nearly half of English Learner students, 52.4%, are stagnating at lower levels English Language Progress Indicator. A combined 52.4% of students either decreased by at least one English Language Progress Indicator level (11.9%) or maintained lower English Language Progress Indicator levels 1, 2L, 2H, 3L, or 3H (40.5%). This means the majority of English Learners are not advancing, which is a concern for long-term language acquisition outcomes. This indicates a need to accelerate movement through our lower proficiency levels 1, 2L, 2H, 3L, and 3H.
- No students are maintaining English Language Progress Indicator Level 4. The 0% Maintained ELPI Level 4 result indicates that no students who reached the highest proficiency level are sustaining it, suggesting a potential gap in support for students at the top of the proficiency scale or that very few students have reached that level to begin with. Celebrating and recognizing proficiency milestones could be used to motivate students to maintain high performance levels.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 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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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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Orange 21.8% Chronically Absent Declined 1.7 793 Students	<b>English Learners</b>  Orange 32.5% Chronically Absent Declined 7 126 Students	<b>Long-Term English Learners</b>  Red 39.8% Chronically Absent Increased 0.5 93 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	<b>Homeless</b>  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	<b>Socioeconomically Disadvantaged</b>  Orange 25.4% Chronically Absent Declined 1.9 591 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>30.3% Chronically Absent</p> <p>Declined 3.6</p> <p>122 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>13.1% Chronically Absent</p> <p>Increased 2.3</p> <p>61 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>24.8% Chronically Absent</p> <p>Declined 1.4</p> <p>552 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>17.2% Chronically Absent</p> <p>Declined 5.8</p> <p>29 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>11.9% Chronically Absent</p> <p>Declined 5.6</p> <p>126 Students</p>

**Conclusions based on this data:**

- English Learners (32.5%) and Long-Term English Learners (30.8%) have the highest absenteeism rates. These two groups far exceed the school-wide average of 21.8%, with Long-Term ELs receiving the only Red rating on the dashboard.
- Students with Disabilities and Socioeconomically Disadvantaged Students show significantly high absenteeism: SWD (30.3%) and Socioeconomically Disadvantaged (25.4%). Both groups are in the Orange category and well above the school-wide rate, indicating systemic challenges tied to health, access, and socioeconomic barriers.
- Asian and White students are in the Yellow range for Chronic Absenteeism and both show improvement (Asian: 10.9%, -7.7%; White: 17.5%, -4.7%). Continued focus on early identification and intervention is needed to prevent chronic absenteeism patterns.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2025 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

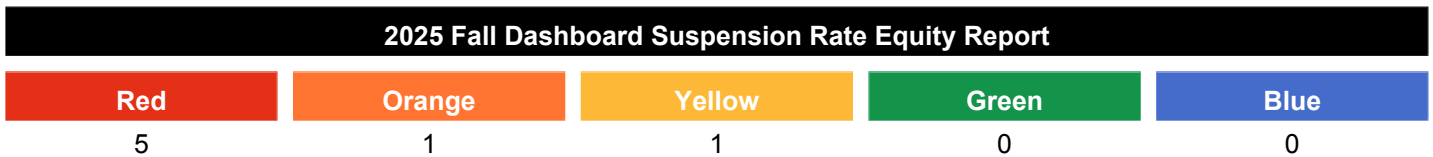
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>12.4% suspended at least one day</p> <p>Increased 1.1%</p> <p>797 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>21.3% suspended at least one day</p> <p>Increased 3.3%</p> <p>127 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>21.5% suspended at least one day</p> <p>Increased 1.9%</p> <p>93 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>14.1% suspended at least one day</p> <p>Increased 1.8%</p> <p>594 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>22.6% suspended at least one day</p> <p>Increased 2.8%</p> <p>124 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>27.3% suspended at least one day</p> <p>Increased 15.5%</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 1.7%</p> <p>62 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>13.9% suspended at least one day</p> <p>Increased 1%</p> <p>554 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>17.2% suspended at least one day</p> <p>Increased 13.4%</p> <p>29 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>8.7% suspended at least one day</p> <p>Declined 1.8%</p> <p>126 Students</p>

### Conclusions based on this data:

1. Suspension rates are elevated across nearly all student groups (All Students: 12.4%, Red), increasing by 1.1% (12 additional students). This indicates a need for a stronger, more consistent school-wide approach. Focus areas include refining PBIS and Tier I supports, and addressing fighting as a primary driver of suspensions, as it accounts for more than half of incidents.
2. African American and Students with Disabilities face the most severe disparities: African American students have the highest suspension rate at 27.3% (increased 15.5%) and Students with Disabilities at 22.6% (Red, increased 2.8%). This data indicates urgency for immediate action and the need for targeted intervention and monitoring.
3. Most student groups show increases in suspension rates, even groups with lower rates (e.g., Asian) are increasing. Only White students show a decrease. The pattern of increasing suspensions across multiple groups indicates a systemic issue rather than isolated group-specific concerns and is likely contributed by supervision gaps and insufficient Tier I and Tier 2 supports.

# 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 Pathway awards for Biliteracy (Dual Immersion schools only).	25-26: 37 8th-grade students have been awarded recognition, an increase of 16 students. 24-25: 21 Douglass students will receive the Biliteracy Pathway Award, an Increased by 8 students. 23-24: 13 Douglass students received the Biliteracy Pathway Awards; the number decreased by 7 students.	Increase the number of students who receive the Biliteracy Pathway Award by at least 5 students.
Activities that will increase and support one or more of the six competencies of the Graduate Profile.	25-26: Baseline Percentage of students participating in academic field trips, VAPA courses/programs, AVID courses, and college and career activities. 6 Academic Field Trips 313 students enrolled in VAPA courses 129 students enrolled in AVID & AVID Excel	Increase student readiness aligned to the Graduate Profile by increasing participation in at least one of the following: academic field trips, VAPA programs, AVID programs, or college and career activities by 5%.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Provide materials, supplies, and operational resources to ensure effective implementation of core instructional programs and access to rigorous, grade-level learning:</p> <p>Academic Field Trips*, Academic Student Supplies, Copy Machine Leases, Copy Clicks, Library software/supplies, Postage</p>	All students with a focus on Students with Disabilities and English Language Learners.	<p>13465.00 Supplemental/Concentration supplemental</p> <p>5266.00 Supplemental/Concentration Concentration</p> <p>6600.00 Title I Part A: Basic Grants Low-Income and Neglected Academic Field Trips</p> <p>5687.00 Site Discretionary</p>
1.2	<p>Implement the Advancement Via Individual Determination (AVID) program to improve instructional outcomes for students:</p> <p>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 and program materials</p>	Students in the AVID program.	<p>14938.00 Title I Part A: Basic Grants Low-Income and Neglected</p>
1.3	<p>Fund Visual and Performing Art programs:</p> <p>Through staffing, supplies, and enrichment opportunities to support student engagement and culturally relevant learning.</p>	Students enrolled in VAPA courses	<p>122547.00 Arts and Music in Schools</p>
1.4	<p>Student Readiness &amp; Instructional Materials:</p> <p>Fund start-of-year costs and supplemental materials, and instructional resources, to support organization and access to rigorous learning, including Schedule Pickup timesheets and materials, Copy Paper*, Supplemental Materials and Supplies (Graystep, Character Strong, printshop, Threshold visitor badges, etc.), and student planners to teach organization and time management skills to support academic growth and high school readiness*.</p>	All students with a focus on Students with Disabilities and English Language Learners.	<p>3459.20 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>9461.80 Supplemental/Concentration Copy paper</p> <p>4046.01 Site Discretionary</p>

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Investments in academic field trips (which show up on student surveys), instructional materials, student supplies, and operational resources ensure classrooms are equipped to deliver core content, while AVID programming strengthens college and career readiness through targeted supports and professional development. Visual and Performing Arts funding contributes to increased student engagement and culturally relevant learning experiences, and student readiness initiatives (e.g., planners, organizational tools) support academic behaviors and time management. Overall, these efforts contributed to stable academic performance and positive growth trends, though continued focus on targeted supports for English Learners and Students with Disabilities is needed to further accelerate outcomes and close achievement gaps.

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 was planned but did not happen due to lack of staff to organize it. Some activities in the previous SPSA were moved to another goal where they are more aligned.

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

As a result of this analysis, two adjustments have been made to the strategies in this goal: AVID funding (Action 1.2) has been reduced due to low enrollment and student interest, and VAPA funding (Action 1.3) has been expanded to offer a greater variety of art courses — including Art, Arts and Media, and Drama to increase student engagement across a broader population. Both changes are reflected in the updated descriptions and proposed expenditures under Actions 1.2 and 1.3 of the SPSA.

# 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.

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
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<p>Performance level on English Language Arts (ELA) and Math Academic Indicator.</p>	<p>24-25 Dashboard: English Language Arts increased by 12.6 points and is now 9.7 points below standard, resulting in moving up to the Yellow category.</p> <p>Math increased by 7.5 points and is now 63 points below standard, resulting in remaining in the Yellow category.</p> <p>English Language Arts performance is as follows: Exceeded Standard: 7th grade- 15.34%, 8th grade- 20.22% Standard Met: 7th grade- 35.07%, 8th grade- 27.49% Standard Nearly Met: 7th grade- 21.92%, 8th grade- 22.64% Standard Not Met: 7th grade- 27.67%, 8th grade- 29.65%</p> <p>Math performance is as follows: Exceeded Standard: 7th grade- 19.45%, 8th grade- 13.60% Standard Met: 7th grade- 15.07%, 8th grade- 13.07% Standard Nearly Met: 7th grade- 22.74%, 8th grade- 21.33% Standard Not Met: 7th grade- 42.74%, 8th grade- 52.00%</p> <p>23-24 Dashboard: English Language Arts declined 8.5 points, is 22.3 points below standard, and moved down from Yellow to Orange; Math increased 8.4 points, is 70.5 points below standard, and remained in the Yellow category.</p> <p>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%</p> <p>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%</p>	<p>English: Goal exceeded by 9.6 points for overall student achievement. No student groups were in the Red. The following groups moved out of Red from the previous year: English Learners increased 19.3 points (52.9 points from standard), resulting in a move to Yellow. Long-Term English Learners increased 22.3 points (110.2 points from standard) to move to Orange. Students with Disabilities increased 19.4 points (102.7 points from standard) and moved to Orange.</p> <p>25-26 Goals: to increase overall student achievement by 0.3 points to move from Yellow to Green.</p> <p>Math: In the low band of Yellow, will need 58 points of growth to move to Green, which is practically a 3-year improvement target. 25-26 goal is to increase 18 points, 26-27 increase by 20 points, and year 27-28 increase by 20 points. 3 student groups were in the Red. These student groups require between 56 and 115 points of growth to move out of Red, which necessitates multi-year growth. English Learners maintained with a slight increase of 2.8 points and are 126.6 points from the standard. Goals to move out of the RED for these student groups require a multi-year increase as follows: 25-26 increase of 20.2 points, 26-27 increase of 25 points, 27-28 increase of 25 points, and 28-29 increase of 20 points will result in moving to Orange. Long-term English Learners declined 4.1 points and are 185.2 from standard. 25-26: increase of 18.6 points, 26-27: increase of 19 points, and 27-28: increase of 19 points will result in moving to Orange. Students with Disabilities declined 10.5 points and are 166.8 points from the standard.</p> <p>25-26: increase of 21.8 points, 26-27: increase of 25 points, and 27-28: increase of 25 points will result in moving to Orange.</p>
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	<p>22-23 Dashboard: English Language Arts and Math were in the Yellow category. English Language Arts performance is as follows: increased by 15.6 points, which is 13.8 points below standard. Math increased by 17.2 points and is 78.9 points from standard.</p> <p>12.36% of 7th graders and 16.79% of 8th graders exceeded the standard (Level 4), 32.14% of 7th graders and 30.17% of 8th graders met the standard (level 3), 29.12% of 7th graders and 24.33% of 8th graders scored at Standard Nearly Met (Level 2), 26.37% of 7th graders and 28.71% of 8th graders did not meet standard (Level 1)</p> <p>Math performance is as follows: 11.51% of 7th graders and 10.14% of 8th graders Exceeded Standard (level 4) 14.79% of 7th graders and 15.70% of 8th graders met standard (Level 3) 23.29% of 7th grade and 21.98 % of 8th graders Standard Nearly Met (Level 2) 50.41% of 7th graders and 51.35% of 8th graders Standard Not Met( Level 1)</p>	
<p>Performance on the California Spanish Assessment (CSA)</p>	<p>25-26 (test results have not come in yet as of 4/20/26)</p> <p>24-25 (new reporting): Level 1: 53.55% Level 2: 40% Level 3: 6.45%</p> <p>7th grade: Level 1: 46.84% Level 2: 46.84% Level 3: 6.33%</p> <p>8th grade: Level 1: 60.53% Level 2: 32.89% Level 3: 6.58%</p> <p>23-24 (baseline): 7th-grade Mean Scale Score 738.1, Level 1 8th-grade Mean Scale Score 841.6, Level 1</p>	<p>Increase the number of students who score Level 2 and 3 by 5%.</p>

<p>Percentage and number of students who are chronically absent</p>	<p>24-25: 21.8 % Chronically Absent: declined 1.7%, moved from Red to Orange. Long-Term English Learners are in the Red with 39.8% chronically absent.</p> <p>23-24: 23.5% Chronically Absent with 5 student groups in the Red (English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>22-23: 21% Chronically Absent</p>	<p>Douglass moved from Red to Orange due to a reduction in chronic absenteeism. To reach Yellow, the school must either accelerate improvement to a 3% or greater reduction in one year, or reduce the overall rate below 20% while continuing to improve.</p> <p>Student Groups in Red: goal is for Long-term English Learners to decline by 2.9 percentage points or more to move to Orange on the CA Dashboard.</p>
<p>SEL Screener The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring.</p>	<p>25-26 (baseline) Spring Results: 8.02% of students with concerning ratings and 6.13% of students with a possible concerning rating with internalizing behaviors (14.18% combined). 85.85% of students self-reported no concern.</p> <p>Fall results: 11.21% of students with concerning ratings and 5.9% of students with a possible concerning rating with internalizing behaviors (17.11% combined). 82.82% of students self-reported no concern.</p>	<p>85% or more of all students will self-report no concern in the level of internalizing behaviors.</p>
<p>Student sense of safety and school connectedness</p>	<p>25-26 CHKS (baseline): 57% average of students report school connectedness, 59% Caring Adult Relationships, I feel close to people at/from school: 5% Strongly disagree, 6% Disagree, Neither agree nor disagree 18%, Agree 51%, Strongly agree 21% I am happy with/to be at this school: 6% Strongly disagree, 7% Disagree, Neither agree nor disagree 33%, Agree 37%, Strongly agree 17% I feel like I am part of this school: 4% Strongly disagree, 9% Disagree, Neither agree nor disagree 35%, Agree 39%, Strongly agree 13% The teachers at this school treat students fairly: 4% Strongly disagree, 12% Disagree, Neither agree or disagree 33%, Agree 37%, Strongly agree 15% I feel safe in my school: 4% Strongly disagree, 8% Disagree, Neither agree nor disagree 31%, Agree 40%, Strongly agree 16%</p>	<p>Increase the percentage of students who report Agree and Strongly Agree for student sense of safety and school connectedness.</p>

<p>Suspension rate</p>	<p>24-25: 12.4% suspension rate (Red on CA Dashboard). This is a 1.1% increase or 12 more students being suspended than the previous year. English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities were in the Red.</p> <p>23-24: 11.3% suspension rate (Yellow on CA Dashboard). English Learners and Long-Term English Learners were in the Red.</p> <p>22-23: 11.9% suspension rate (Orange on CA Dashboard).</p>	<p>The goal of decreasing the overall number of suspensions by at least 0.3 to 2.9 percentage points to maintain Yellow for All Students, and decreasing suspensions for Long-Term English Learners and English Learners by 3.0 percentage points to move to Yellow was not met.</p> <p>The goal is to decrease by at least 0.4% to move to Orange for all students.</p> <p>The goal for student groups in the Red (English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities) is to decrease the suspension rate by 2.9 percentage points or greater to move to the Orange on the CA Dashboard.</p>
<p>Percent of parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school.</p>	<p>On the 25-26 survey, 10 parents responded.</p> <p>a) The school encourages me to be an active partner: 10%-Strongly agree, 70% Agree, 10% Disagree, 10% Don't know</p> <p>b) The school encourages me to be an active partner: 10% Strongly Agree, 70% Agree, 10% Disagree, 10% Don't know</p> <p>c) Parents feel welcome to participate: 10%-Strongly agree, 50%- Agree, 10%- Disagree, Strongly Disagree- 0, 30%- Don't know /NA</p> <p>Other responses to help guide next steps in creating a strong connection between families and the school are:  School Staff treat parents with respect: Strongly agree -10%, Agree- 90%,  Staff take parent concerns seriously: Strongly agree 10%, Agree 80%, Disagree 10%  School keeps me well-informed about school activities: Strongly agree- 20%, Agree- 80%  Teachers communicate with parents about what students are expected to learn: Strongly agree- 20%, Agree- 80%  Provides high-quality instruction: Strongly agree- 20%, Agree-70%, Disagree- 10%</p>	<p>The goal is to increase the number of parents who take the survey from 10 to at least 30.</p>

	<p>Has adults who really care for all students: Strongly agree- 20%, Agree- 70%, Don't know/NA 10%</p> <p>Communicates the importance of respecting different cultural beliefs and practices: Strongly agree- 10%, Agree- 90%</p> <p>This school enforces rules equally for my child and all students: Strongly agree- 10%, Agree- 90%</p> <p>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 and 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 know 0%</p> <p>On the 23-24 survey, 44 parents responded. Agree or Strongly Agree: Parents feel welcome to participate- 63%; School Staff treat parents with respect- 78%; School Staff take parent concerns seriously-73%; School keeps me well-informed about school activities- 86%, Provides high-quality instruction- 75%; has adults who really care for all students- 71%, Encourages students to care about how others feel- 73%, Enforces rules equally -73%</p>	
<p>Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation</p>	<p>25-26: 7.78 average score  24-25: 7.73 average score  23-24 school year baseline results: 7.76 average score (baseline)</p>	<p>The expected outcome is to increase the self-evaluation results by .5 or greater by increasing PLC implementation.  Douglass PLC teams rated their current implementation at an average of 7.82/10, indicating strong foundational systems with opportunities to strengthen collective efficacy, intervention response, and</p>

		deeper use of common assessment data. The indicators that scored the lowest were intervention cycles, prerequisite skill diagnostics, student support response systems, and common rubric calibration.
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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
2.1	<p>Instructional Improvement: Provide PLC release time for teams to use student data to plan, implement, and monitor Tier I instruction that meets students' academic and social-emotional needs. Includes counselor participation in Guiding Coalition meetings:</p> <p>Activities: *PLC release time/timesheets to improve instructional quality through the cycle of inquiry and teacher collaboration, and *1 counselor to participate in the Guiding Coalition meetings.</p>	All students	<p>34608.00 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>PLC Release time &amp; 1 Counselor to participate in Guiding Coalition</p>
2.2	<p>Individualized student and staff support: Provide resources to support individualized student needs through IEP meeting time (during and beyond the school day), Homework Club, and transition planning, while building staff capacity through new teacher support to ensure effective academic and social-emotional interventions:</p> <p>Activities: Daytime IEP costs of subs, timesheets for IEPs that go over contractual time, and Transition Meetings sub costs, *Homework Club program costs, and new teacher support</p>	All students	<p>810.00 Supplemental/Concentration</p> <p>Supplemental</p> <p>8202.00 Supplemental/Concentration</p> <p>Concentration</p> <p>8742.00 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Homework Club</p>
2.3	<p>Professional Development opportunities for staff to increase academic growth: PD, Conferences, and application subscriptions that directly impact students due to increased staff learning:</p> <p>Activities: *PD through Solution Tree, CADA, Thinking Classrooms, subscription to Diffit, Brisk, etc.</p>	All students	<p>3300.00 Supplemental/Concentration</p> <p>Concentration</p> <p>7366.72 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>PD/Conferences</p>
2.4	<p>Student Engagement &amp; School Climate: Fund systems and resources that support positive behavior, student engagement, and a safe school environment, including PBIS/Tier I enrichment, recognition programs, health and testing supplies, and policy development:</p>	All students	<p>1130.00 Supplemental/Concentration</p> <p>Supplemental</p> <p>4432.00</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Activities: 5 Star, PBIS/Tier I student enrichment, PBIS/Tier I staff timesheets, Health Office supplies, Testing Supplies		Supplemental/Concentration  Concentration  1000.00 Site Discretionary
2.5	Safe School Environment: Provide resources, systems, and supports to maintain a safe, secure, and supportive school environment that promotes student well-being and readiness to learn:  Activities: VSA for increased lunchtime/ afternoon supervision, Intervention timesheets (academic and behavioral), Policies Team timesheets, Safe School Ambassadors program costs, Student Appreciation & Incentives, and Teacher in Charge costs so admin can attend district meetings.	All students	11137.00 Supplemental/Concentration  Supplemental  4240.00 Supplemental/Concentration  Concentration  500.00 Site Discretionary

## Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Goal 2 reflects a comprehensive and well-rounded approach to meeting students' academic and social-emotional needs. The strategies are well-aligned with the dashboard data, particularly in addressing discipline, school climate, and individualized support. Overall, the effectiveness of these strategies will be best measured by improvements in suspension rates, attendance, and student well-being indicators in the next reporting cycle. Strategies that have been identified to support student academic growth and a stronger climate and culture include PLC release time - statistically, when academic growth and success improve, behaviors decline. Paying for a counselor to participate in monthly Guiding Coalition meetings helps to ensure that our counselors are more involved in all PLC processes and discussions so they can better support students. We will continue to fund 1 day per month to hold IEPs during the school day so that parents have more options than only after school to attend a meeting, and to ensure that our IEP timelines are met, because otherwise, there are not enough available after-school dates to hold all IEP meetings. Being able to pay for IEPs that go over teachers' contractual time (later than 4:20 pm) helps to ensure that not many meetings have to be held with a part 2, which also ensures that timelines are met and we stay in compliance. Release time for case managers will be funded so that transition meetings for students with IEPs for our incoming students and outgoing students are held in accordance with IEP requirements. Homework Club will continue to be offered, and timesheets will be paid, to provide students with extra academic support and give them a safe place to get assignments done if waiting for rides.

Homework Club will continue to be offered for 30 minutes, 3 days per week, based on student input. While we are not anticipating the need to hire any new teachers next year, continued new teacher support is needed for our 2nd-year teachers to help them juggle the many demands of the job by assigning them a Buddy Teacher to support them and pay for release time to observe other teachers. Some funds have been allocated for professional development needs that are directly tied to student needs. Activities that support student engagement and our climate include 5 Star to track passes when students are out of class and engagement (attendance at dances, club meetings, going to sporting events, etc.), PBIS/Tier I student enrichment through the Lions Den store, and timesheets for the Tier I team to develop whole-school campaigns based on behavior data will be funded. This year, paying for an extra person to be on campus when students are out for unstructured times was budgeted for to help reduce fights and behaviors and increase students' sense of safety.

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

We did not pay for a start-of-the-year speaker as intended. After careful analysis, it was determined that the cost was prohibitive and was unlikely to impact last changing. NextGenMath was not as successful as initially thought due to inconsistent staff use with their students. Math teachers who used it regularly found it to be beneficial, especially to help teach prerequisite skills, but some did not use it as intended. Without 100% staff buy-in, the program costs did not justify its high price tag of \$14,4400.

Additionally, students often report wanting to learn more without technology. Beanstack will not be used next year- student interest was very strong at the start of the year, but waned as the year progressed. The English department researched applications that could be used to improve student comprehension and suggested Diffit and Brisk as two tools that can help improve student writing and reading comprehension, which are our two biggest areas of need based on CA Dashboard ELA scores. Diffit can create and adapt instructional material for all subjects, including math by creating word problems, guided practice and visual representations and vocabulary practice for example, and the English department would use Brisk to monitor student use of artificial intelligence, but also to teach educators and students how to use AI ethically, and help save time when lesson planning and applying AI to support differentiation and feedback to support site goals of improved student writing. Purchasing more books for the library was something that changed. Funds were not allocated for the 25-26 SPSA to purchase more library books, but \$4500 was used to purchase new library books based on student interest.

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 the 2025 Fall Dashboard analysis, several changes have been made to Goal 2 strategies to more effectively address the school's Red suspension rating and chronic absenteeism trends. Funding for Action 2.4 (Student Engagement & School Climate) and Action 2.5 (Safe School Environment) has been finalized and strengthened to ensure PBIS, restorative practices, and Safe School Ambassador programming are fully resourced and targeted toward the most impacted subgroups - particularly African American, EL, and Students with Disabilities. Budgeting to have more staff supervising at lunch has been included to pay for a VSA for 2 hours, so that we have an additional staff member during the times that have the most suspendable behaviors, based on our site discipline data. Professional Development offerings in Action 2.3 have been refined to include high-impact learning opportunities such as PLC at Work, CADA, and Thinking Classrooms, which build staff capacity to deliver quality first instruction and better meet the academic and social-emotional needs of all students. Annual outcome metrics have also been updated to include measurable suspension reduction targets and subgroup-specific attendance goals. All of these changes can be found in the updated descriptions, proposed expenditures, and annual outcomes sections of Goal 2 of the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

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

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	<p>In the 25-26 school year, 43 students were reclassified. The total number of ELs was 97 on the first day of school. Reclassification rate = 44%. 3 of the 43 students have IEPs.</p> <p>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.</p> <p>23-24 school year: 14 students were reclassified. The total number of ELs was 119 (first day of school). Reclassification rate = 12%</p>	Increase the reclassification rate by 3-5% and reclassify 20% of Long Term English Learners yearly.
Reclassification rate of Long Term English Learners (LTEL)	25-26: 37 of the 43 reclassified students were LTEL (86%)	Reclassify 20% of LTELS yearly.

	<p>24-25: 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+ years), 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</p>	
<p>Reclassification rate for Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3.</p> <p>Reclassification rate Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions</p>	<p>25-26: Dually Identified SPED/EL students = 1 student took the Alt ELPAC last spring and was reclassified, 100% reclassification rate.</p> <p>24-25 Dually Identified SPED/EL students = 13</p>	<p>Reclassify 100% of all Dually Identified SPED/EL students who have an Alternate Summative ELPAC level 3 as well as SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.</p>
<p>English Learner Progress Indicator (ELPI)</p>	<p>24-25 CA Dashboard: 47.5% making progress towards English Language proficiency (Orange on CA Dashboard), declined 7.1%. 11.9% decreased at least one ELPI level, 40.5% maintained ELPI levels of 1, 2L, 2H, 3L, and 3H. No students maintained an ELPI level of 4. 47.6% increased by at least one level.</p> <p>In the 24-25 school year, 54.7% of English Learners made progress, which maintained Yellow with a 1.3% 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. No students maintained an ELPI level of 4. 54.7% increased by at least one level. Moved from Orange to Yellow for 23-24.</p> <p>In the 23-24 school year, 54.7% of English Learners made progress, which maintained Yellow with a 1.3% 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 by at least one level. Moved from Orange to Yellow for 23-24.</p>	<p>Increase the English Learner Progress rate by at least 7.4% points to move from Orange to Yellow.</p>

<p>School rating of EL (English Learner) Roadmap Principle 1 (Self-assessment should be conducted with staff and ELAC, and averaged)</p>	<p>The results of the 25-26 school year self-assessment: Principal 1: Element A= 3 Element B = 3 Element C = 3.75 Element D = 2.5 Element E = 3.25 =overall 3.1 (decrease of 0.2)</p> <p>The result 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)</p> <p>The outcome 23-24 school year self-assessment: Principal 1: Element A= 3.25 Element B= 2.46 Element C= 3.08 Element D= 2.42 Element E= 2.25 =overall 2.69 (an increase of .17)</p>	<p>Increase our rating in each area by .5 or more.</p>
<p>School rating of EL (English Learner) Roadmap Principle 2 (Self-assessment should be conducted with staff and ELAC, and averaged).</p>	<p>The outcome 25-26 school year self-assessment: (baseline)</p> <p>Principal 2: Element A= 4.0 Element B= 4.0 Element C= 3.3 Element D= 3.3 Element E= 3.5 Element F= 3.0 Element G= 3.0 =overall 3.44</p>	<p>Increase our rating in each area by .5 or more.</p>
<p>Percentage of English Learners with D's and F's at grading mark 3.</p>	<p>25-26 school year, Mark 3: 18% Ds &amp; 17% F, compared to non-EL 7% Ds &amp; 7% Fs. Decreased D/F rate by 5%.</p> <p>24-25 school year, Mark 3: 19% Ds &amp; 26.01% Fs compared to Not EL Ds 9.3% &amp; Fs 8.79%. The D and F rates increased by 7.6%.</p> <p>23-24 231D/F grades</p>	<p>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.</p>

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Support English Learner Achievement with targeted professional development through the California Association of Bilingual Education (CABE) and English Learner Specialist support: Fund participation in CABE to strengthen support for English Learners and build staff capacity to implement effective, culturally and linguistically responsive practices.</p> <p>*California Association of Bilingual Education (CABE) registration and travel expenses for at least 4 staff members, English Learner coaching for Advancement Via Individualized Determination (AVID) Excel and English Language Development teachers, and data chats in all ELD and AVID Excel classes.</p>	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	<p>13551.08 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>CABE attendance</p>
3.2	<p>Provide Supplemental Materials for ELD and AVID Excel classes: Provide supplemental materials and resources to support AVID Excel classes, strengthening academic skills, organization, and student readiness for rigorous coursework:</p> <p>Supplemental EL Materials for ELD and AVID Excel, such as grid notebooks and composition notebooks.</p>	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	<p>2500.00 Supplemental/Concentration</p> <p>Concentration</p>
3.3	<p>EL Parent Engagement: Provide translation and interpretation services to ensure English Learner families can fully access and participate in school events, build parent capacity, and connect directly to achievement:</p> <p>*Translation for families at school events, refreshments at ELAC meetings, Family Academic Workshop program costs, and family events.</p>	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	<p>780.00 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>1427.00 Title I Part A: Parent Involvement</p>
3.4	<p>School-wide academic vocabulary and language development: Implement a consistent, schoolwide approach to academic vocabulary instruction across all content areas to accelerate English Learner achievement and language proficiency using Advancement Via Individualized Determination (AVID) strategies.</p>	All Students with a particular emphasis on supporting English Learners students and students with Individual Education Plans (IEPs).	<p>0</p> <p>No additional funding allocations required</p>

# Annual Review

**SPSA Year Reviewed: 2025-26**

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 when there are funds) attending CAFE 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.

The most notable gap between intended and actual results is our high D/F rate among EL students, which only decreased slightly despite PLC Data Analysis protocols being identified as a key intervention strategy. This suggests that while data-driven instruction exists, it has not yet been consistently or effectively applied to support EL students at the classroom level for all departments. There is also the ongoing challenge of LTEL students with chronic attendance issues, which greatly contributes to low grades and achievement levels. The EL Roadmap Principle 1 self-assessment is completed with the ELAC parent group. We were able to send 5 teachers to CAFE, instead of the planned 4, because conference registration and travel expenses were booked early. Dually identified students are not getting mandated ELD minutes if they are in Directed Studies classes, which puts them at a big disadvantage in being able to reclassify, as they have no opportunities to practice ELPAC test-taking strategies.

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

As a result of this analysis, the following changes have been made to Goal 3: The annual goal targets have been reviewed and reaffirmed, with continued focus on increasing the reclassification rate, improving ELPI scores from Orange to Yellow, and reducing the D/F rate among EL students by 3-5% through more consistent use of PLC Data Analysis protocols. The CAFE investment in Action 3.1 has been maintained as a priority to continue building staff capacity in linguistically responsive instruction, and EL parent engagement efforts in Action 3.3 have been sustained to strengthen the home-school connection- both of which are essential to achieving the long-term proficiency and reclassification goals articulated in this goal. Parent Engagement Nights or embedded into ELAC meetings is a change that is planned for the 26-27 school year to help our families have a better understanding of how they can support their student in school, what letter grades mean, why grades matter, how to use Aeries, etc. All changes to outcomes, metrics, and strategies can be found in the Annual Measurable Outcomes table and the Strategies/Activities section of Goal 3 of the SPSA. In order to facilitate greater family engagement with the purpose of supporting student academics and increased attendance, we are implementing two family events- one in the fall and one in the spring by hosting a family potluck for AVID Excel students and their families and tying this with parent education at ELAC meetings (how Aeries works, what grades mean, navigating Canvas, etc.). This student group was selected to focus on because our long-term English Learners have the highest chronic absenteeism, D/F rate, and low overall SBAC scores. The goal is to foster a greater sense of community for these families so they can support their students' education at a higher level.

# 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
Percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	<p>25-26: 84% (669 out of 796) of students provided input through the Student Spring Survey.</p> <p>24-25: 481 of 776, or 62%, of students participated in the Spring Student Survey.</p> <p>23-24: For the 23-24 SPSA, 696 students, or 87%, provided input that was used.</p>	The goal for next year is to maintain this number since all students are given class time to complete the Spring Student Survey.
Percent of students, reflective of school demographics, providing input to the SPSA through focus groups	<p>25-26: 20% of the student body participated in focus groups. 59 8th graders (37.8%) 97 7th graders (62.2%) 20 (12.8%) Students representing Students with Disabilities- 79 (50.6%) English Learners (EL) 5 (3.2%) GATE-identified students 86 (55.1%) students in a Leadership position (Leadership or WEB)</p>	The expected outcome for 26-27 is to maintain the percentage of students who participate in focus groups, ensuring that our student demographics are represented.

	<p>Classes that were selected to participate were AVID Excel, Directed Studies, ELD, Leadership, and WEB.</p> <p>24-25:  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</p> <p>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  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</p>	
Number of student led clubs offered.	6 active clubs for 25-26: Math Club, Garden club, MESA, Lion Pride Club, AVID Club, Science Club	Increase the number of clubs by 2 based on student interest, if initiated by students.
Number of student-led initiatives.	New metric: baseline to be established in 26-27	Increase the number of student-led initiatives.

## 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	<p>Student Leadership and Voice: Provide opportunities for students to develop leadership skills and contribute to school decision-making through programs such as Youth Advisory Council, Safe School Ambassadors, WEB, and leadership development experiences.</p> <p>Activities include: Youth Advisory Council, *Safe School Ambassadors, WEB 7th grade Orientation, Leadership Opportunities in various programs such as Early Academic Outreach Program, California Association of Student Leaders, Educational Talent Search, and Student Clubs</p>	All students	500.00 Supplemental/Concentration Concentration 4500.00 Title I Part A: Basic Grants Low-Income and Neglected Safe School Ambassadors program costs 4875.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Site Discretionary
4.2	<p>Provide opportunities for students to develop leadership skills and contribute to school decision-making processes: This will be accomplished through programs such as Youth Advisory Council, Safe School Ambassadors, WEB, Clubs, officer positions, student-led initiatives, and leadership development experiences.</p> <p>Activities include: Club supplies, Timesheets for Lunchtime Activities, End-of-the-year activities, and 8th-grade Promotion costs</p>	All students	3000.00 Supplemental/Concentration  Supplemental  5700.00 Site Discretionary
4.3	<p>Athletics &amp; Extracurricular Access: Provide equitable access to athletics and extracurricular activities through funding for sports programs, coaching, and student participation systems.</p> <p>Activities include: Funding for the sports Budget, Final Forms</p>	All students	1960.00 Supplemental/Concentration  Supplemental  1967.00 Site Discretionary
4.4	<p>College &amp; Transition Exposure: Offer opportunities for students to explore future pathways through field trips, leadership events, and transition activities such as PHS Preview Day so that our 8th-graders learn more about the</p> <p>Activities include: PHS Preview Day, Leadership/activities field trips</p>	All students	1135.00 Site Discretionary

## Annual Review

### SPSA Year Reviewed: 2025-26

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 Youth Advisory Council and its 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 Social Emotional Learning 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 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. Student leadership experiences that support positive school climate are WEB (Where Everybody Belongs) Orientation, the start of the year assembly, field trips, dances, Club Lion, 8th-grade promotion, Day on the Green, Winter Wishes, peer mentoring, California Student Leadership Association (CASL), Early Academic Outreach Program, and Educational Talent Search. 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 who participate. 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. Field trips were increased for academic areas. Two additional academic field trips were planned; one to the Exploratorium in San Francisco and the 8th-grade Dual Immersion classes visited to California State Railroad Museum. Using Arts and Music in Schools funds allowed students to attend two performances at the Mondavi Center, the Drama class to attend a performance and Art students to go to the Manetti Shrem Museum of Art at UC Davis,

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	\$94,5972
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$312,832.81
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	\$94,545.00
Title I Part A: Parent Involvement	\$1,427.00

Subtotal of additional federal funds included for this school: \$95,972.00

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 (\$)
	\$0.00
Arts and Music in Schools	\$122,547.00
Site Discretionary	\$24,910.01
Supplemental/Concentration	\$69,403.80

Subtotal of state or local funds included for this school: \$216,860.81

Total of federal, state, and/or local funds for this school: \$312,832.81

# 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	122,547.00
Site Discretionary	24,910.01
Supplemental/Concentration	69,403.80
Title I Part A: Basic Grants Low-Income and Neglected	94,545.00
Title I Part A: Parent Involvement	1,427.00

## Expenditures by Budget Reference

Budget Reference	Amount
	214,865.01

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Arts and Music in Schools	122,547.00
	Site Discretionary	24,910.01
	Supplemental/Concentration	69,403.80
	Title I Part A: Basic Grants Low-Income and Neglected	94,545.00
	Title I Part A: Parent Involvement	1,427.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	185,470.01
Goal 2	85,467.72
Goal 3	18,258.08

Goal 4

23,637.00

# 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
Carolanne McLennan	Classroom Teacher
Laurel Lefebvre	Classroom Teacher
Chris Minor	Classroom Teacher
Katie McLenhan	Other School Staff
Eric Garber	Parent or Community Member
Kristin Crouch	Parent or Community Member
Leanna Reynolds	Parent or Community Member
Reagan Thompson	Secondary Student
Smavia Mubarik	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 4/29/2026



SSC Chairperson, Eric Garber on 4/29/2026