

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Douglass Middle School	57727100000000	May 9, 2019	June 27, 2019

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

This Schoolwide plan meets the ESSA requirements through:

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. Douglass addresses the needs of the students quarterly with the assessment of NWEA testing in ELA and Math classes.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include: 1. Strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards. 2. The use of methods and instructional strategies that , and help provide the academic program in the school, increase the amount and quality of learning time, that helps provide an enriched and accelerated curriculum. 3. Programs, activities, and courses necessary to provide a well rounded education, and 4. strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including: 1. A school and family engagement policy. 2. A school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

This ATSI plan meets state and ESSA requirements.

In partnership with stakeholders the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. The ATSI plan was informed by all state indicators, including student performances against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review, Update, as applicable.)

The ATSI plan includes evidence-based interventions.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council and stakeholders are involved in the process of writing and reviewing the SPSA. Douglass staff met with Educational Services to review school Dashboard data, develop areas of need, identify root causes, and develop change ideas on 2/8/19. In addition the SSC reviews the plan in every meeting during the 6 meetings a year. This year SSC met to discuss this plan on 10/11/18, 12/10/18 and 2/25/19. ELAC meets monthly and met on 9/13/18, 11/30/18,12/13/18,1/25/19, and 2/14/19 to give input. Staff met to review data and give input into the school plan on 10/17/18, 11/14/18, and 2/13/19.

Committee members reviewed the plan and discussed appropriate expenditures related to student need.

Resource Inequities

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

Douglass Middle School, with the support of WJUSD's Educational Services department, is just beginning to explore resource allocations and inequities. As a team, we are working to identify areas of inequities as a first step of this process.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.9%	0.47%	5	7	4
African American	1.7%	2.0%	1.07%	14	16	9
Asian	6.2%	5.6%	5.56%	52	46	47
Filipino	1.0%	1.0%	1.30%	8	8	11
Hispanic/Latino	66.3%	67.8%	67.34%	552	553	569
Pacific Islander	0.4%	0.5%	0.24%	3	4	2
White	21.1%	19.7%	21.89%	176	161	185
Multiple/No Response	1.9%	0.9%	0.59%	16	7	5
Total Enrollment				833	816	845

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7	393	426	421
Grade 8	440	390	424
Total Enrollment	833	816	845

Conclusions based on this data:

1. Douglass is continuing to increase enrollment.
2. The number of Hispanic students has increased by 13 students (1%).
3. The number of White students has increased by 11 students (1%).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	125	114	126	15.0%	14.0%	14.9%
Fluent English Proficient (FEP)	313	329	319	37.6%	40.3%	37.8%
Reclassified Fluent English Proficient (RFEP)	30	25	31	19.0%	20.0%	27.2%

Conclusions based on this data:

1. English Learners enrollment has fluctuated.
2. FEP students increased by 16 during the 16/17 school year and decreased by 10 for the 17/18 school year.
3. RFEP students decreased by 5 with enrollment of 31 for the 17/18 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	396	420	405	386	406	398	384	405	396	97.5	96.7	98.3
Grade 8	438	388	421	429	378	413	429	377	413	97.9	97.4	98.1
All Grades	834	808	826	815	784	811	813	782	809	97.7	97	98.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2543.	2532.	2503.	13	10.12	7.32	35	32.35	25.51	27	31.11	27.53	25	26.42	39.65
Grade 8	2530.	2551.	2536.	9	10.08	9.93	26	34.75	30.27	31	28.65	25.18	34	26.53	34.62
All Grades	N/A	N/A	N/A	10	10.10	8.65	31	33.50	27.94	29	29.92	26.33	30	26.47	37.08

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	18	17.04	12.15	51	47.65	38.48	31	35.31	49.37	
Grade 8	15	17.29	16.22	46	46.81	36.08	38	35.90	47.70	
All Grades	17	17.16	14.23	48	47.25	37.25	35	35.60	48.51	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	24	22.08	14.18	51	53.35	52.15	25	24.57	33.67
Grade 8	15	21.33	22.57	45	49.07	44.17	40	29.60	33.25
All Grades	19	21.72	18.46	48	51.29	48.08	33	26.99	33.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	16	10.86	5.57	68	59.26	58.99	16	29.88	35.44
Grade 8	10	11.97	13.32	64	66.49	61.50	26	21.54	25.18
All Grades	13	11.40	9.53	66	62.74	60.27	21	25.86	30.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	23	23.27	16.71	57	52.97	47.59	20	23.76	35.70
Grade 8	15	23.67	20.58	55	52.66	49.15	31	23.67	30.27
All Grades	19	23.46	18.69	56	52.82	48.39	26	23.72	32.92

Conclusions based on this data:

1. In the 17/18 school year 57.86% of students either met or nearly met the standards.
2. In reading, 48.51 % did not met the standards .

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	396	420	405	385	411	398	365	411	398	97.2	97.9	98.3
Grade 8	438	388	421	430	379	414	429	379	414	98.2	97.7	98.3
All Grades	834	808	826	815	790	812	794	790	812	97.7	97.8	98.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2536.	2529.	2510.	13	13.14	12.81	26	24.09	19.10	33	35.77	28.64	27	27.01	39.45
Grade 8	2506.	2536.	2531.	9	15.04	14.98	14	16.62	15.94	27	28.23	29.95	50	40.11	39.13
All Grades	N/A	N/A	N/A	11	14.05	13.92	19	20.51	17.49	30	32.15	29.31	40	33.29	39.29

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	22	24.57	18.59	36	32.60	31.91	42	42.82	49.50	
Grade 8	13	21.37	20.53	31	32.98	36.96	55	45.65	42.51	
All Grades	17	23.04	19.58	34	32.78	34.48	49	44.18	45.94	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	20	16.55	15.33	55	50.36	42.71	25	33.09	41.96
Grade 8	9	15.04	16.18	51	41.69	49.76	40	43.27	34.06
All Grades	14	15.82	15.76	53	46.20	46.31	33	37.97	37.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	15.57	15.33	61	61.31	54.27	22	23.11	30.40
Grade 8	8	16.89	13.53	55	53.30	52.42	37	29.82	34.06
All Grades	12	16.20	14.41	58	57.47	53.33	30	26.33	32.27

Conclusions based on this data:

1. 68.60% of all students were below meeting standards, or nearly met standards.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	1516.8	1509.5	1523.5	50
Grade 8	1531.0	1519.3	1542.3	46
All Grades				96

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	19	38.00	20	40.00	*	*	50
Grade 8	12	26.09	23	50.00	*	*	*	*	46
All Grades	18	18.75	42	43.75	26	27.08	*	*	96

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	16	32.00	26	52.00	*	*	*	*	50
Grade 8	18	39.13	19	41.30	*	*	*	*	46
All Grades	34	35.42	45	46.88	12	12.50	*	*	96

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	12	24.00	23	46.00	50
Grade 8	12	26.09	14	30.43	12	26.09	*	*	46
All Grades	18	18.75	23	23.96	24	25.00	31	32.29	96

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	12	24.00	32	64.00	*	*	50
Grade 8	16	34.78	22	47.83	*	*	46
All Grades	28	29.17	54	56.25	14	14.58	96

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	30	60.00	18	36.00	*	*	50
Grade 8	32	69.57	11	23.91	*	*	46
All Grades	62	64.58	29	30.21	*	*	96

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	12	24.00	33	66.00	50
Grade 8	11	23.91	15	32.61	20	43.48	46
All Grades	16	16.67	27	28.13	53	55.21	96

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	44	88.00	*	*	50
Grade 8	*	*	33	71.74	*	*	46
All Grades	15	15.63	77	80.21	*	*	96

Conclusions based on this data:

1. ELPAC mean scale scores for Grade 8 were higher in Overall (14.2 points higher), Oral Language (9.8 points higher) and Written Language (18.8 points higher) than for Grade 7 in 2017-18. In Overall Language, Grade 7 students scored at either Level 2 or Level 3. No Grade 7 students scored at either Level 1 or at Level 4. Grade 8 students only scored at Level 3 or at Level 4. No Grade 8 students scored at either Level 1 or Level 2.
2. At Grade 8 and Grade 7 all students scored at Level 4 or Level 3 in Oral Language. Grade 7 students scored either at Level 1 or Level 2 in Written Language. Grade 8 students scored either at Level 2, 3 or 4.
3. In Grades 7 and 8 all students are Well Developed or Somewhat/Moderately Developed in the Listening Domain. The same can be said for the Speaking and Writing Domains. In the Reading Domain, Grade 7 students are performing at the Beginning or Somewhat/Moderately Developed levels. In Grade 8 there are students at all of the three performance levels.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
845	65.2%	14.9%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	126	14.9%
Foster Youth	5	0.6%
Homeless	31	3.7%
Socioeconomically Disadvantaged	551	65.2%
Students with Disabilities	90	10.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.1%
American Indian	4	0.5%
Asian	47	5.6%
Filipino	11	1.3%
Hispanic	569	67.3%
Two or More Races	13	1.5%
Pacific Islander	2	0.2%
White	185	21.9%






Conclusions based on this data:

1. One of the largest subgroups of the students at DMS (551 = 65.2%) is the socioeconomically disadvantaged. English learners (126 = 14.9%) make up almost 15% of the student population.
2. Our students with disabilities subgroup is 90 = 10.7%.
3. Hispanic/Latino students make up the majority student population (569 = 67.3%).

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1243 506 1333 537">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p>		
<p data-bbox="154 821 511 852">English Learner Progress</p>  <p data-bbox="203 905 462 936">No Performance Color</p>		

Conclusions based on this data:

1. Academic performance for all students is low in mathematics and English language arts.
2. Academic engagement for all students is low due to chronic absenteeism.
3. The suspension rate overall is in in the mid range.

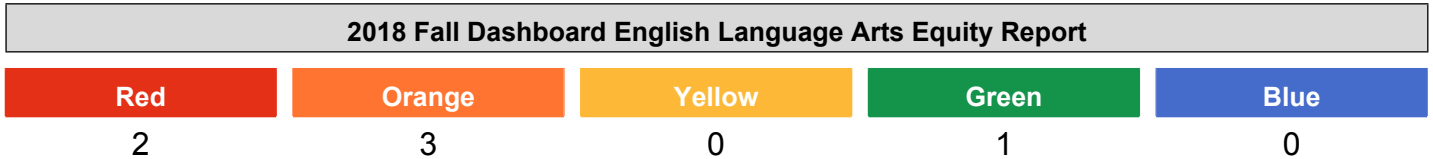
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 38.5 points below standard Declined -22.4 points 784 students	<p>English Learners</p>  Red 94 points below standard Declined -28.1 points 258 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<p>Homeless</p>  No Performance Color 42.5 points below standard Declined -17.3 points 27 students	<p>Socioeconomically Disadvantaged</p>  Orange 55.4 points below standard Declined -20.4 points 523 students	<p>Students with Disabilities</p>  Red 141.1 points below standard Declined -30.2 points 97 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 12 points above standard Declined -14 points 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.2 points below standard Declined -20 points 533 students	 No Performance Color 11 points above standard Declined -5.4 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 8.2 points below standard Declined -32.5 points 166 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
159 points below standard Declined -21.9 points 87 students	60.9 points below standard Declined -20 points 171 students	26.4 points below standard Declined -31 points 363 students

Conclusions based on this data:

- The academic performance in English language arts is low for all students, as a group, but is especially low for English learners and students with disabilities. Asian students are the highest performing population group in the area of English language arts (12 points above the standard). Even so, that level declined by 14 points compared to the previous year’s test.
- The performance of all other population groups declined from the previous year’s test, from between a 5.4 point decline to a 20 point decline. The performance of Hispanic/Latino students is 53.2 points below the state standard.
- English learner data show that current English learners are performing at 159 points below the state standard. Reclassified English learner data show that they are performing at 60.9 point below the state standard. English only students are performing at 26.4 points below the state standard.

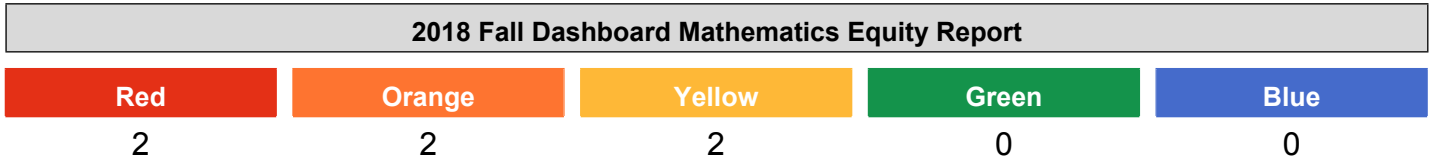
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 53.4 points below standard Declined -14.1 points 783 students	<p>English Learners</p>  Red 111.4 points below standard Declined -24.9 points 258 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<p>Homeless</p>  No Performance Color 49.3 points below standard Declined -20 points 27 students	<p>Socioeconomically Disadvantaged</p>  Orange 70.1 points below standard Declined -14.2 points 522 students	<p>Students with Disabilities</p>  Red 170.8 points below standard Declined -15.4 points 97 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 3.3 points below standard Maintained -0.3 points 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.3 points below standard Declined -14.4 points 532 students	 No Performance Color 27.1 points below standard Declined -18.1 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 16.6 points below standard Declined -19.2 points 166 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
181.3 points below standard Declined -23.2 points 87 students	75.8 points below standard Declined -14.2 points 171 students	38 points below standard Declined -14.4 points 362 students

Conclusions based on this data:

1. All students declined in Math performance.
2. Asian students are the highest performing population group in the area of Math (only 3.3 points below the standard).
3. For EL students in math, there was a decline. This group is 181.3 below standard. The Reclassified student group declined by -14.2 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
96	18.8%	43.8%	27.1%	10.4%

Conclusions based on this data:

1. 96 students tested on the ELPAC
2. 62.60% of the EL students who took the ELPAC were at a level 3 or 4.
3. 37.5% of the EL students who took the ELPAC were at a level 1 or 2.

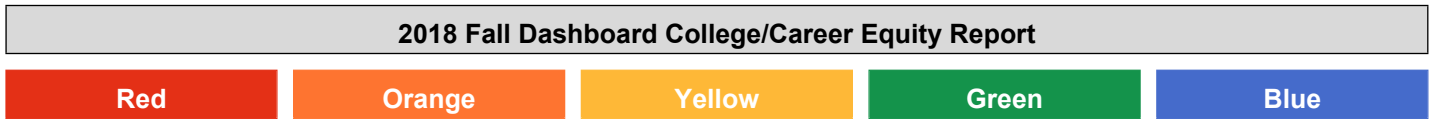
School and Student Performance Data

Academic Performance College/Career

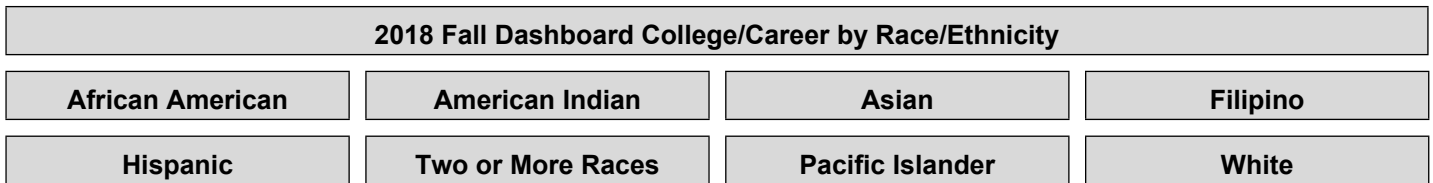
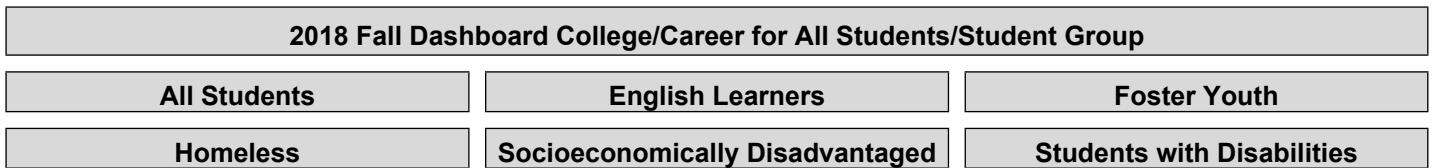
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

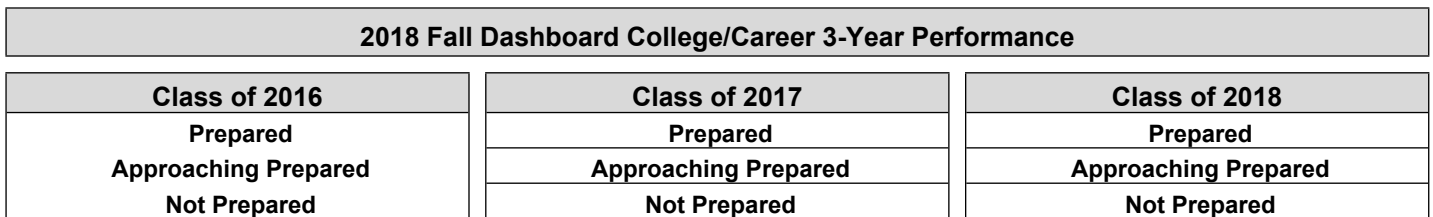
This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

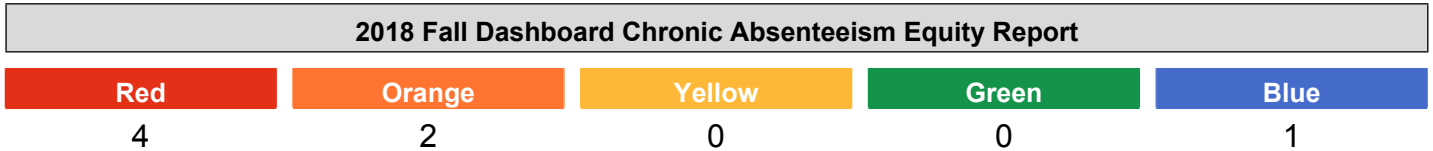
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 16.3% chronically absent Increased 2% 865 students	<p>English Learners</p>  Red 22% chronically absent Increased 6.5% 132 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
<p>Homeless</p>  Red 35.3% chronically absent Increased 14.9% 34 students	<p>Socioeconomically Disadvantaged</p>  Orange 19.1% chronically absent Increased 1.8% 581 students	<p>Students with Disabilities</p>  Red 28.6% chronically absent Increased 6.7% 98 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Blue 2.1% chronically absent Maintained 0.1% 47 students	 No Performance Color 0% chronically absent 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16% chronically absent Increased 0.8% 583 students	 No Performance Color 11.1% chronically absent Increased 1.6% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Red 19% chronically absent Increased 4.9% 189 students

Conclusions based on this data:

1. Homeless, English learners, white students, and Students with disabilities were all in the red.
2. Asians were the only group that maintained a blue level.

School and Student Performance Data

Academic Engagement Graduation Rate

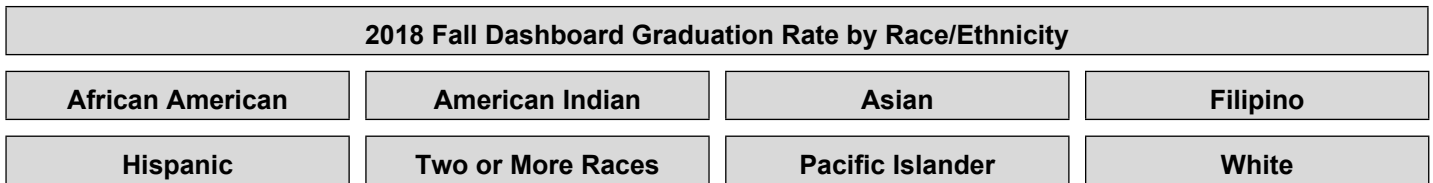
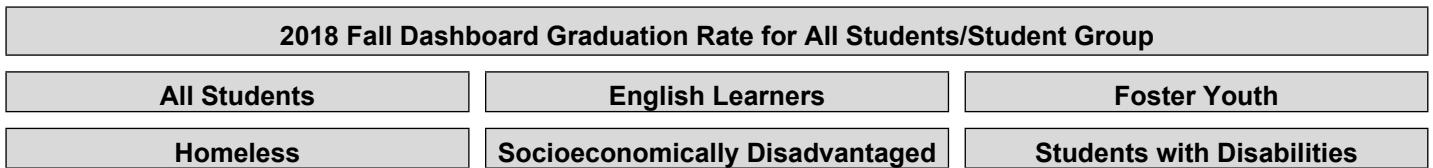
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

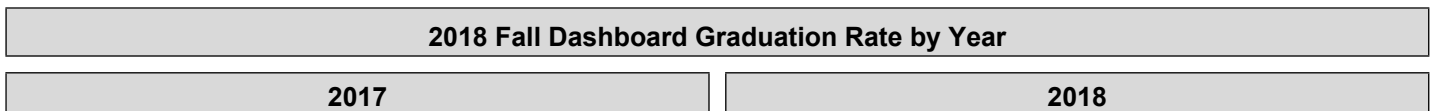
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

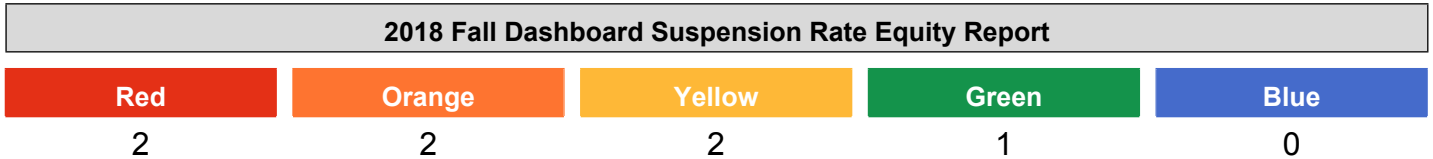
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 10.2% suspended at least once Declined -0.6% 880 students	<p>English Learners</p>  Red 16.4% suspended at least once Increased 4.7% 134 students	<p>Foster Youth</p>  No Performance Color 18.2% suspended at least once Declined -8.5% 11 students
<p>Homeless</p>  Yellow 8.3% suspended at least once Declined -6.5% 36 students	<p>Socioeconomically Disadvantaged</p>  Orange 11.9% suspended at least once Maintained -0.1% 589 students	<p>Students with Disabilities</p>  Red 18.8% suspended at least once Increased 0.8% 101 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 6 students	 Yellow 2.1% suspended at least once Maintained 0.1% 48 students	 No Performance Color 0% suspended at least once 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.4% suspended at least once Maintained -0.2% 594 students	 No Performance Color 22.2% suspended at least once Increased 13.5% 18 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 7.4% suspended at least once Declined -2% 190 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
11.9% suspended at least once	10.8% suspended at least once	10.2% suspended at least once

Conclusions based on this data:

1. The suspension rate for English learners increased by 4.7%.
2. The suspension rate for students with disabilities increased by .8%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

After a thorough analysis of Douglass Middle Schools Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, Douglass Middle School identified a need to improve ELA and Math performance overall with a specific focus on English Learners and students with disabilities. A lack of research based instructional strategies, student attendance and a lack of staff collaboration time, were identified as root causes for the gaps in student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Show growth on the English Language Arts and Math Academic Indicator. for students with disabilities and students classified as EL's</p>	<p>Douglass was orange on the Dashboard for ELA and Math.</p>	<p>Increase student achievement in ELA, improving distance from 3 :</p> <ul style="list-style-type: none"> -38.5 to -35.5, a 3 point increase (overall) -141.1 to -138.1, a 3 point increase (students with disabilities) -94 to -91, a 3 point increase (EL students) <p>Increase student achievement in math, improving distance from 3:</p> <ul style="list-style-type: none"> -53.4 to -50.4, a 3 point increase (overall) -170.8 to -167.8, a 3 point increase (students with disabilities) -111.4 to -108.4, a 3 point increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		for English learner students
Show growth on the English Learner Progress Indicator	Establish a Baseline	This data will be reported when it is available
Percentage of Professional Learning Communities that analyze student work to implement best practices.	Establish a Baseline	A baseline will be established this year.
Percentage of students who reach growth targets on NWEA in Reading and Math.	59% of students met their growth target in Reading 64% of students met their growth target in Math	64% of students will meet the Growth Target in Reading and 68% will meet the Growth Target in Math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve instruction that students receive in ELA and Math classes, as well as science and history classes.

- Supplies, technology supplemental materials, and copies to support intervention and differentiation needs of students.
- PD to support teacher capacity with a focus on differentiation, universal design for learning (SPED).
- PLC/Collaboration with funds for release time or extra duty to support Math, English, and SPED.
- Para for extra support for low performing students (see goal 3)
- Release time to support intervention and curricular planning and PD.
- Funds for intervention.
- Supplemental materials to support underperforming students; copies, Brain Pop on-line program, National Geographic Learning Engage program, Dr. Kate Kinsella, The Write Program, Spanish English dictionaries, Perfection Learning Books (leveled AR reading books), Duel Immersion program materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,239	Supplemental/Concentration
26,758	Site Discretionary
13,275	Title I Part A: Basic Grants Low-Income and Neglected

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate high school and be competitively college and career ready through personalized learning.

Goal 2

All students will graduate high school and be competitively college and career ready through personalized learning..

Identified Need

VAPA and career and college exploration, 8th grade review of transcripts, better collaboration with high school counselors, articulation with elementary/6th grade teachers for transitional planning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	Establish a career day and increase electives for students in the VAPA area.	A career day has been established and additional electives have been offered.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase opportunity for students to experience a variety of careers fields and exposure to VAPA.

- Guest speakers in LRC at least 1 time a semester.
- AVID/Excel students take on leadership roles in career days.
- Continue Project Safe program that exposes students to health field careers.
- Continue FFA support and involvement of students in FFA on campus and off-site.
- Provide support for after school STEM program.
- Plan and implement one meaningful VAPA event.
- Conferences and collaboration in support of under performing students, leadership summit, CSTA, CASL, science conference.
- Add a full year elective for Art or Horticulture.
- There is also a need for Avid tutors in our AVID classes and other courses throughout the day to support student learning

- Advancement Via Individual Determination (AVID) Program.
- Teacher release time for collaboration with 6th grade teachers.

Materials and Supplies for implementation of a school wide AVID program including field trips and busing for the AVID programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
60,527	Supplemental/Concentration
11,009	Site Discretionary
11,000	Title I Part A: Basic Grants Low-Income and Neglected

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be successful through the development of targeted and coherent systems of support..

Goal 3

All students will be successful through the development of targeted and coherent systems of support..

Identified Need

Dashboard data and local data were used to determine that Douglass needs to increase student opportunities for extended learning, and improvement to the culture and climate school wide by increasing student and parent connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	Douglass is Orange for Absenteeism. Currently at 16.3%, an increase of 2%. Students with disabilities increased 6.7%.	Decrease by 2% for all students and 5% for students with disabilities.
Increase student sense of safety and school connectedness.	A baseline will be established this year	A baseline will be established this year
Ensure access to extended learning opportunities.	A baseline will be established this year	A baseline will be established this year.
Project safe. Student CPR, AED training	Training for all students	100% 7th graders will be trained

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create a welcoming, and positive school-wide climate and culture with multi-tiered system of support to improve student and family connectedness.

- Douglass Lions orientation days.
- More frequent tardy parties & perfect attendance acknowledgement.
- Structured home visits for chronically absent students.
- Positive reinforcements.
- Access for leadership students to attend CADA/CASL conferences.
- Ethnic studies offering.
- Costs associated with additional staff and training to support Restorative Practices.
- Providing students in need access to PE clothes.
- Professional development including: Response to Intervention (RtI), PBIS, MTSS, Cultural Proficiency, student engagement (to include teachers, classified staff and administrators)
- Counselors will also work closely with the Alternative Learning Center (ALC).
- Substitute costs for training and MTSS collaboration
- Our librarian will provide after-hours support for technology for teachers, students and parents throughout the year. Duties will include helping students and parents register for Aeries access, minor support in technology needs and repairs and information nights for parents.
- Improvements to the monitoring system and additional yard supervisors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,000	Supplemental/Concentration
13,000	Site Discretionary
5,500	Title I Part A: Basic Grants Low-Income and Neglected

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners..

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

After analysis of Dashboard data and our local school data it was determined that we have the following needs: increase the reclassification rate of ELs and show growth in the EL progress indicator, while decreasing the number of LTEL's. This suggests a need to improve instruction in both integrated and designated ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners..	15.6%	21%
Show growth on the English Learner Progress Indicator (CA School Dashboard).	CA School Dashboard	This data will be reported when it is available
Decrease the number of Long Term English Learners.	37 current students 17.6% of students are LTEL's	Decrease the number of LTEL's by 5% (12.6%)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All EL learners and a focus on students with disabilities

Strategy/Activity

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

- Provide newcomers and EL students additional para support. (As well as para support for low performing students see goal 1)
- Professional development with a focus on differentiation of instruction and effective strategies for teaching and supporting English Learners, including integrated and designated ELD.
- Structured collaboration time for English/ELD teachers to discuss EL progress and develop strategies.
- ELERT meetings with stakeholders to discuss EL performance.

- before and after school interventions for EL's
- Paid time for EL shadowing for teachers.
- Avid Excel for supporting EL's

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
26,251	Title I Part A: Basic Grants Low-Income and Neglected
54,500	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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.

.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement..

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

After analysis of our local school data it was determined that we have the following were needs; increasing participation in various parent committees to represent diversity of student demographics, increase parent satisfaction as measured by CHKS, and increase use of technology by site staff to communicate with parents about student progress. This suggests that Douglass needs to explore new ways of reaching out to parents as well as implement parent training, and increase communication.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	Baseline to be established	A baseline will be established this year
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators.	Baseline to be established	Baseline to be established
Increase use of technology tools (Aeries) and applications by site staff to communicate with parents about student progress through a parent survey.	49% of parents have Aeries accounts	59% of parents will have Aeries accounts

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy: Increase opportunities for parent and student learning through district and community partnerships.

Activities:

- “Celebration” events: awards nights, Back to School
- Parent University
- CAFE
- Parent drives to encourage more participation
- Explore opportunities for parental participation at times convenient for working parents
- Summer newsletters
- Weekly all outs, Aeries portal communication, and social media use to improve access to school news
- Parent liaison
- Child care and refreshments for parent meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1695

Title I Part A: Parent Involvement

2949

Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$60,670
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$245,703.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$58,975.00
Title I Part A: Parent Involvement	\$1,695.00

Subtotal of additional federal funds included for this school: \$60,670.00

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 (\$)
Site Discretionary	\$50,767.00
Supplemental/Concentration	\$134,266.00

Subtotal of state or local funds included for this school: \$185,033.00

Total of federal, state, and/or local funds for this school: \$245,703.00

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
- 2 Other School Staff
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Derek Cooper	Principal
Paula Loya	Classroom Teacher
Chris Minor	Classroom Teacher
Maribel Quintana	Classroom Teacher
Olivia McGuigan	Classroom Teacher
Deb Rowe	Other School Staff
Irene Difuntorum	Other School Staff
Stephanie Miller	Parent or Community Member
Roberto Chavez	Parent or Community Member
Yuliza Chavez	Secondary Student
Adarely Ramirez	Secondary Student
Brady Stephens	Secondary Student
Adarely Rodriguez	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 May 9th 2019.

Attested:

Principal, Derek Cooper on 

SSC Chairperson, Deborah Scott Rowe on  5/9/19