

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Douglass Middle School	57727100000000	April 20, 2021	May 27, 2021

Purpose and Description

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

Schoolwide Program
This School wide plan meets state and ESSA requirements.

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

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards is required. Douglass addresses the needs of the students 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 to help improve the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. 3. Programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Student input was gathered through a survey focused on student attendance and engagement, of which 424 students responded. Student focus groups were created, with a balanced representation of student groups. 55 students participated in the focus group process. Student focus groups completed a needs assessment by reviewing the survey, academic, and local data. Students identified engagement and recovering from COVID/distance learning as areas of concern. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students. As a follow-up, student focus groups met again on 4/16/2021, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted with other Stakeholder groups throughout February and March as follows:

On 2/24/2021 our School Site Council conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the SSC identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-risk student populations.

On 3/7/2021, our ELAC met and conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-risk student populations, particularly in the areas of math and language development and acquisition.

On 3/8/2021 our Site Leadership/Department Chair team conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-promise student populations, specifically in the area of math performance.

On 3/9/2021 our Student Advisory Council met and broke into 3 smaller groups to conduct an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-promise student populations, particularly in the areas of math and social-emotional needs.

On 3/12/2021, 2 sections of our AVID Excel classes conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-promise student populations, particularly in the area of social-emotional needs.

On 3/17/2021, our whole staff conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-promise student populations, specifically in the area of math.

On 3/23/2021 and 3/25/2021, 2 sections of our Directed Studies classes, which support our students with IEPs, conducted an in-depth review of Douglass Middle School students' performance, attendance, and dashboard data. As a result, the team identified engagement as an area of need and proposed actions and strategies to support these needs. Areas of concern included post-COVID/Distance Learning (DL) academic and social-emotional recovery and supports, academic supports in general, and supports for at-promise student populations, particularly in the areas of math and social-emotional needs.

Site Leadership reviewed the SPSA draft on 4/12/2021 and provided additional feedback. ELAC reviewed the SPSA on 4/13/2021 and provided additional feedback. School site council reviewed the plan on 4/13/2021, considered recommendations and feedback from all groups, and finalized/approved the SPSA on 4/13/2021.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.47%	0.67%	0.24%	4	6	2
African American	1.07%	1%	1.06%	9	9	9
Asian	5.56%	5.69%	6.24%	47	51	53
Filipino	1.30%	1.23%	1.18%	11	11	10
Hispanic/Latino	67.34%	68.56%	71.65%	569	615	609
Pacific Islander	0.24%	0.22%	0.35%	2	2	3
White	21.89%	21.07%	17.41%	185	189	148
Multiple/No Response	0.59%	0.45%	1.29%	5	4	5
Total Enrollment				845	897	850

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	421	488	377
Grade 8	424	409	473
Total Enrollment	845	897	850

Conclusions based on this data:

1. Student enrollment at Douglass Middle has steadily increased over the last three years, but the 7th grade class for 19-20 is significantly smaller than in years past, and nearly 100 students smaller than the 8th grade class, decreasing our overall enrollment by 47 students.
2. Our Hispanic/Latino student population decreased by 6 students, and our White student population decreased by 41 students.
3. The decline in student population over the course of the 19-20 school year was the result of many factors, including the closures in the spring due to COVID and the resulting distance learning format for our school and district.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	126	140	121	14.9%	15.6%	14.2%
Fluent English Proficient (FEP)	319	316	326	37.8%	35.2%	38.4%
Reclassified Fluent English Proficient (RFEP)	31	28	14	27.2%	22.2%	10.0%

Conclusions based on this data:

1. The number of English Learner (EL) students increased by 14 students between 17-18 and 18-19. The rising 7th grade class in 18-19 was larger than most, and included a larger percentage of English Learner students. For 19-20, the class sizes dropped to normal levels and our EL population dropped to 14.2% with it.
2. The number of Fluent English Proficient (FEP) students increased slightly to 326, or 38.4% of our population.
3. In the 18-19 school year, Douglass Middle reclassified 28 students, a slight decline from the previous year. Factors contributing to this decline are the increased rigor of the English Learner Proficiency Assessments for California (ELPAC) testing, the shift to an online test administration, and the Smarter Balanced Assessment Consortium (SBAC) performance requirements in order to qualify for reclassification. In the 19-20 school year, our reclassification numbers dropped by half to just 14 students as a result of the school closures and distance learning measures to address the COVID-19 Pandemic. Without SBAC scores or other reliable assessment data and due to the interruption of instruction as we planned for remote learning, we were without means of reclassifying students in the spring semester. All of this indicates a need to redouble our focus and efforts to support English Learners in developing language proficiency and achieving academic success.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	420	405	475	406	398	466	405	396	465	96.7	98.3	98.1
Grade 8	388	421	405	378	413	400	377	413	398	97.4	98.1	98.8
All	808	826	880	784	811	866	782	809	863	97	98.2	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2532.	2503.	2526.	10.12	7.32	13.76	32.35	25.51	28.60	31.11	27.53	24.73	26.42	39.65	32.90
Grade 8	2551.	2536.	2534.	10.08	9.93	10.55	34.75	30.27	26.63	28.65	25.18	29.40	26.53	34.62	33.42
All Grades	N/A	N/A	N/A	10.10	8.65	12.28	33.50	27.94	27.69	29.92	26.33	26.88	26.47	37.08	33.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	17.04	12.15	18.32	47.65	38.48	41.16	35.31	49.37	40.52
Grade 8	17.29	16.22	15.44	46.81	36.08	39.75	35.90	47.70	44.81
All Grades	17.16	14.23	17.00	47.25	37.25	40.51	35.60	48.51	42.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	22.08	14.18	21.51	53.35	52.15	52.04	24.57	33.67	26.45
Grade 8	21.33	22.57	20.25	49.07	44.17	53.92	29.60	33.25	25.82
All Grades	21.72	18.46	20.93	51.29	48.08	52.91	26.99	33.46	26.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	10.86	5.57	11.40	59.26	58.99	60.43	29.88	35.44	28.17
Grade 8	11.97	13.32	12.37	66.49	61.50	58.08	21.54	25.18	29.55
All Grades	11.40	9.53	11.85	62.74	60.27	59.35	25.86	30.20	28.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	23.27	16.71	23.28	52.97	47.59	46.12	23.76	35.70	30.60
Grade 8	23.67	20.58	17.97	52.66	49.15	46.58	23.67	30.27	35.44
All Grades	23.46	18.69	20.84	52.82	48.39	46.33	23.72	32.92	32.83

Conclusions based on this data:

1. 39.97% of Douglass Middle students scored at or above standard in English Language Arts (ELA) in the 18-19 school year. The 7th grade class was larger than the 8th by 75 students, and still outperformed them with 42.36% of 7th graders scoring at or above standard, where only 36.85% of 8th graders did. No change since we do not have SBAC scores for 19-20.
2. In the 18-19 school year, the highest area of proficiency in ELA for Douglass Middle was writing with 20.93% of students scoring above standard, followed closely by research and inquiry with 20.84% of students scoring above standard. The 8th grade class showed modest improvement in writing with 6.07% more students scoring above standard than in the 17-18 school year. This indicates that the focus on writing structures implemented in the English and Social Science departments could prove successful in improving student success rates with consistent implementation.
3. In the 18-19 school year, the lowest area of proficiency in ELA for Douglass Middle was reading with 42.49% of our students score below standard. Again, our 8th grade class this year made slight improvement in this area with 4.56% fewer students scoring below standard. However, the fact that nearly 50% of the overall student population scored below standard in reading is an indication that there is a dire need for us to continue to focus on reading skills: comprehension, vocabulary, and language development across the board in the coming year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	420	405	474	411	398	466	411	398	465	97.9	98.3	98.3
Grade 8	388	421	405	379	414	396	379	414	396	97.7	98.3	97.8
All	808	826	879	790	812	862	790	812	861	97.8	98.3	98.1

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2529.	2510.	2508.	13.14	12.81	14.19	24.09	19.10	15.48	35.77	28.64	28.82	27.01	39.45	41.51
Grade 8	2536.	2531.	2534.	15.04	14.98	15.91	16.62	15.94	14.14	28.23	29.95	30.05	40.11	39.13	39.90
All Grades	N/A	N/A	N/A	14.05	13.92	14.98	20.51	17.49	14.87	32.15	29.31	29.38	33.29	39.29	40.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.57	18.59	18.92	32.60	31.91	30.54	42.82	49.50	50.54
Grade 8	21.37	20.53	20.20	32.98	36.96	35.10	45.65	42.51	44.70
All Grades	23.04	19.58	19.51	32.78	34.48	32.64	44.18	45.94	47.85

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.55	15.33	15.91	50.36	42.71	40.00	33.09	41.96	44.09
Grade 8	15.04	16.18	16.41	41.69	49.76	39.90	43.27	34.06	43.69
All Grades	15.82	15.76	16.14	46.20	46.31	39.95	37.97	37.93	43.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	15.57	15.33	12.47	61.31	54.27	53.76	23.11	30.40	33.76
Grade 8	16.89	13.53	15.15	53.30	52.42	52.53	29.82	34.06	32.32
All Grades	16.20	14.41	13.70	57.47	53.33	53.19	26.33	32.27	33.10

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	10.13	38.00	45.57	40.00	26.58	*	17.72	50	79
8	26.09	12.24	50.00	36.73	*	40.82	*	10.20	46	49
All Grades	18.75	10.94	43.75	42.19	27.08	32.03	*	14.84	96	128

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	32.00	30.38	52.00	44.30	*	13.92	*	11.39	50	79
8	39.13	30.61	41.30	40.82	*	22.45	*	6.12	46	49
All Grades	35.42	30.47	46.88	42.97	12.50	17.19	*	9.38	96	128

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
7	24.00	8.86	64.00	65.82	*	25.32	50	79	
8	34.78	8.16	47.83	69.39	*	22.45	46	49	
All Grades	29.17	8.59	56.25	67.19	14.58	24.22	96	128	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	60.00	63.29	36.00	27.85	*	8.86	50	79
8	69.57	63.27	23.91	30.61	*	6.12	46	49
All Grades	64.58	63.28	30.21	28.91	*	7.81	96	128

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	3.80	24.00	44.30	66.00	51.90	50	79
8	23.91	8.16	32.61	34.69	43.48	57.14	46	49
All Grades	16.67	5.47	28.13	40.63	55.21	53.91	96	128

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	8.86	88.00	75.95	*	15.19	50	79
8	*	2.04	71.74	91.84	*	6.12	46	49
All Grades	15.63	6.25	80.21	82.03	*	11.72	96	128

Conclusions based on this data:

1. In the 18-19 school year, 128 students took the English Language Proficiency Assessments for California (ELPAC), an increase of 32 students. 10.94% of the students scored level 4, a decrease of 7.81% from the 17-18 school year. 42.19% of students scored level 3, a decrease of 1.56%. The percentage of 8th graders scoring a level 3 declined by 1.27% from their performance as 7th graders in 17-18. 32.03% scored a level 2, which is an increase of 4.95%. The percentage of our current 8th graders scoring a level 2 remained static between 17-18 when they were 7th graders and 18-19. This indicates a need for us to shift our instructional practices and student supports to better align with the rigor and types of tasks on the ELPAC to better support our students in developing the skills they need to be successful and meet the requirements for reclassification.
2. Speaking is the domain in which our students demonstrate most strength with 63.28% scoring Well Developed. This is a slight decline from the performance in 17-18, however our 8th graders increased their performance in this area with 3.27% more students scoring Well Developed than 7th graders. this indicates a need to develop and provide more opportunities for students to work with academic language in their reading, writing, and listening in our core subject areas.
3. The domain of greatest need is Reading with 53.91% of our English Learner students scoring Beginning. Though the number of students performing in the Somewhat /Moderately range increased by 12.5% and for 8th graders increased 10.69%, the fact that more than 50% of our English Learners scored in the Beginning range is a clear indication that this needs to be an area of intense focus and professional development in the coming year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
897	60.5	15.6	0.8

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	15.6
Foster Youth	7	0.8
Homeless	21	2.3
Socioeconomically Disadvantaged	543	60.5
Students with Disabilities	103	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.0
American Indian	6	0.7
Asian	51	5.7
Filipino	11	1.2
Hispanic	615	68.6
Two or More Races	10	1.1
Pacific Islander	2	0.2
White	189	21.1

Conclusions based on this data:





- 60.5% of our student population is socioeconomically disadvantaged. This indicates a high need for after school support and programming to provide students safe, constructive, and healthy activities and spaces to engage in after school hours.
- 15.6% of our student population is English Learners and 11.5% is students with disabilities. These numbers, in combination with the high number of socioeconomically disadvantaged students on our campus, support the need for after school support and programming. They also indicate an intense need to provide high quality and consistent supports, interventions, and programs embedded in the school day to ensure our most at risk populations can access the full spectrum of our educational opportunities.

3. Our largest demographic group is our Hispanic/Latino population at 68.6%. With a population of that size, it is of utmost importance that we provide culturally relevant and engaging courses and opportunities for students to see themselves in the curriculum and activities in their classrooms and on campus.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 27.8 points below standard Increased ++10.7 points 850	<p>English Learners</p>  Orange 80.4 points below standard Increased Significantly ++15.3 points 294	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<p>Homeless</p>  No Performance Color 58.5 points below standard Declined Significantly -16 points 18	<p>Socioeconomically Disadvantaged</p>  Yellow 45.7 points below standard Increased ++9.7 points 511	<p>Students with Disabilities</p>  Orange 126.3 points below standard Increased Significantly ++26.2 points 98

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 0 points below standard Declined -11.9 points 48	 No Performance Color 42.5 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41 points below standard Increased ++12.3 points 586	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 2.1 points above standard Increased ++10.4 points 179

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

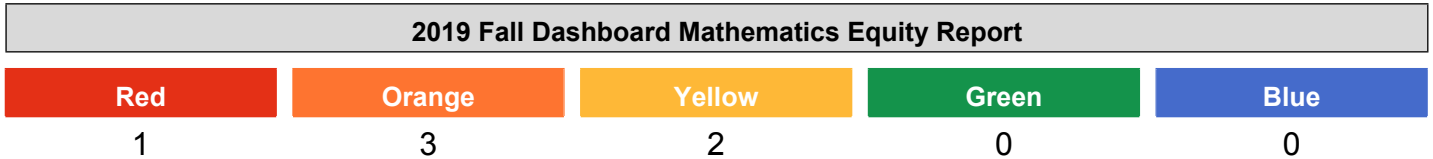
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 53.6 points below standard Maintained -0.2 points 846	<p>English Learners</p>  Red 113.3 points below standard Maintained ++0.1 points 292	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<p>Homeless</p>  No Performance Color 110.1 points below standard Declined Significantly -60.8 points 18	<p>Socioeconomically Disadvantaged</p>  Orange 74.7 points below standard Declined -4.6 points 507	<p>Students with Disabilities</p>  Orange 158 points below standard Increased Significantly ++24.6 points 97

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 23.1 points below standard Declined Significantly -19.9 points 48	 No Performance Color 46.3 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.4 points below standard Maintained ++2.9 points 582	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 22.3 points below standard Declined -5.7 points 179

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

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

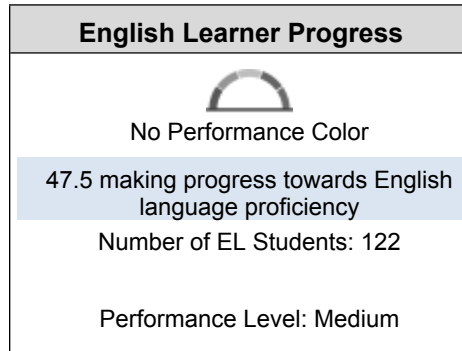
instruction and programming across campus, and the need to strengthen our instructional practices around differentiation and supporting learners of all types.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3	36.0	1.6	45.9

Conclusions based on this data:

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

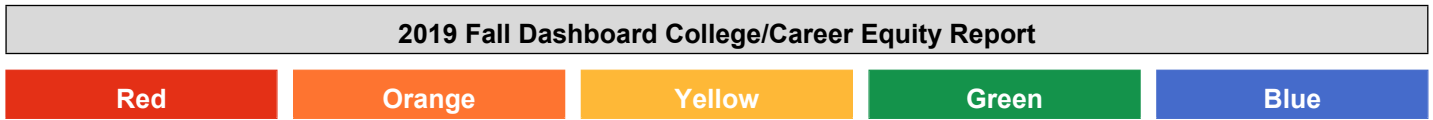
School and Student Performance Data

Academic Performance College/Career

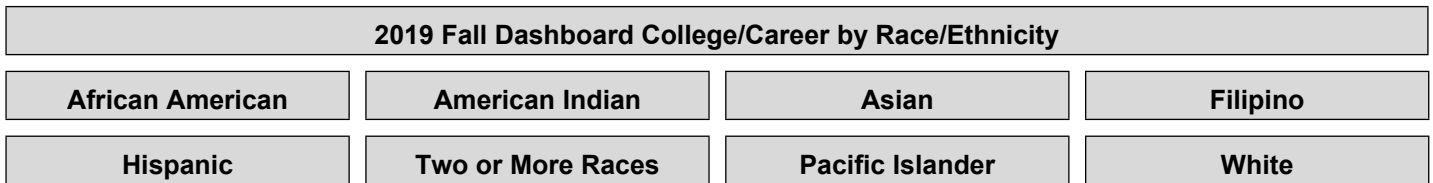
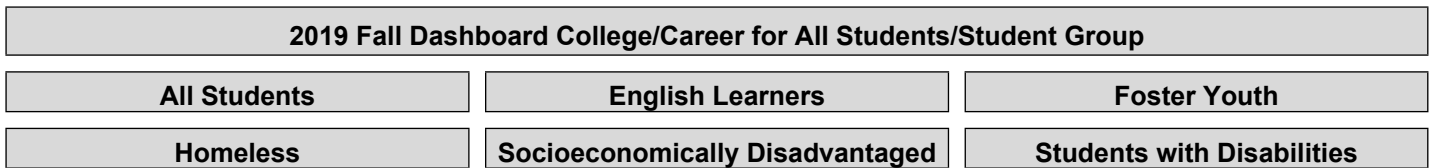
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

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

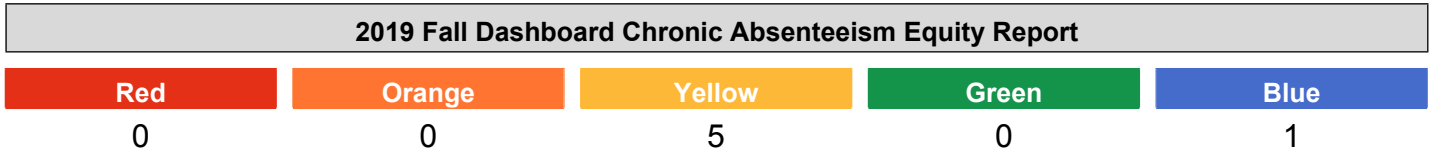
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 13.9 Declined -2.4 909	<p>English Learners</p>  Yellow 12.6 Declined -9.4 143	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<p>Homeless</p>  No Performance Color 19 Declined -16.2 21	<p>Socioeconomically Disadvantaged</p>  Yellow 17 Declined -2.1 559	<p>Students with Disabilities</p>  Yellow 20 Declined -8.6 110

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 2 Maintained -0.2 51	 No Performance Color 0 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.8 Declined -2.1 623	 No Performance Color 7.1 Declined -4 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 17.7 Declined -1.3 192

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

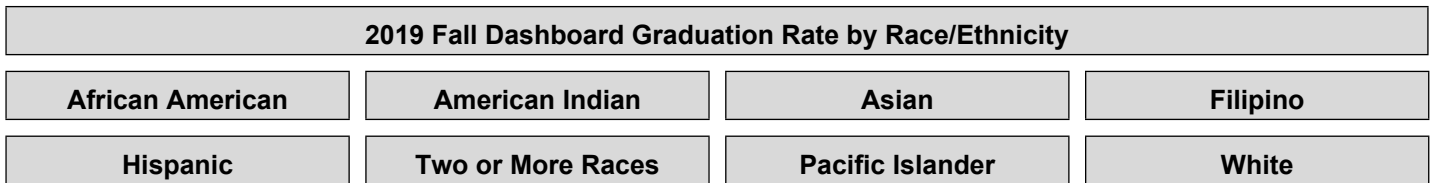
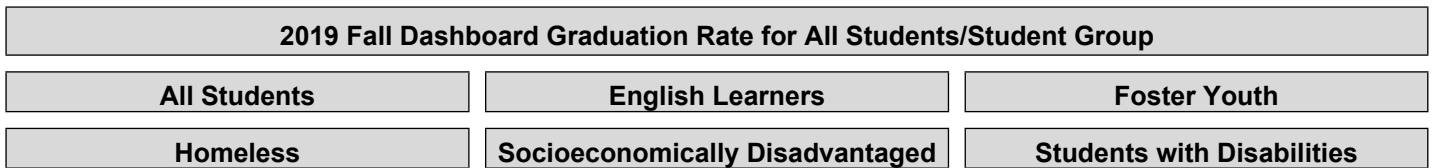
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

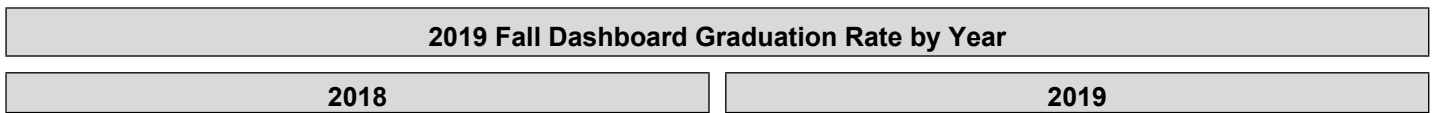
This section provides number of student groups in each color.



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

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:

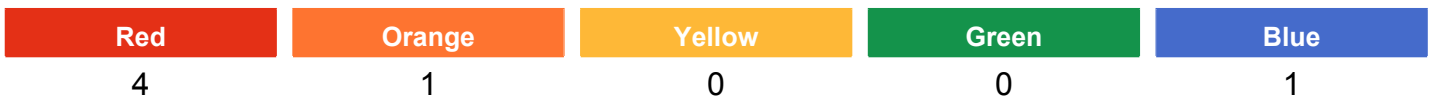
Lowest
Performance



Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 12.4 Increased +2.1 930	 Orange 15.9 Declined -0.6 145	 No Performance Color 21.4 Increased +3.2 14
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 19 Increased +10.7 21	 Red 15.4 Increased +3.5 572	 Red 23.9 Increased +5.1 113

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data not displayed for student privacy	 No Performance Color Less than 11 Students -Data not displayed for student privacy	 Blue <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Declined -2.1 52	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">9.1</div> Increased +9.1 11
Hispanic	Two or More Races	Pacific Islander	White
 Red <div style="background-color: #ffe4e1; padding: 2px; text-align: center;">13.3</div> Increased +1.9 637	 No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">20</div> Declined -2.2 15	 No Performance Color Less than 11 Students - Data not displayed for student privacy	 Red <div style="background-color: #ffe4e1; padding: 2px; text-align: center;">12.2</div> Increased Significantly +4.8 197

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.2	12.4

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, Douglass Middle School identified a need to improve academic performance overall with a specific focus on English Learners' performance in math. A need to strengthen our collaborative processes, lack of understanding of language acquisition and how to scaffold for language support were identified as root causes for the gaps in student achievement. Additionally, the need for extended and expanded social-emotional supports offered along side academic supports as we return to in-person instruction post-pandemic and distance learning was identified as a need in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes(high school only).	N/A	N/A
Percentage of students completing UC/CSU a-g course requirements (high school only).	N/A	N/A
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	N/A	N/A
Number of students who participate in Visual and Performing Arts (VAPA).	Currently, 202 students participate in our VAPA program. We have expanded our Visual and Performing Arts (VAPA) program to include a modular elective that includes VAPA components to allow students to access and experience those areas and we have added a drama class, 1	Increased engagement and involvement in VAPA resulting in the need for at least 2 sections of Drama, maintenance of our 7 sections of music, and the addition of at least 1 section of Introduction to Arts, Media & Entertainment, and an overall 10% increase in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	section, through our English department.	the number of students participating in VAPA.
Number of State Seals of Biliteracy awarded to students (high school only).	N/A	N/A
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	N/A	N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

- Supplies, technology, supplemental materials, and copies to support intervention and differentiation to meet the needs of students.
- Continue Professional Development (PD) to increase staff capacity with a focus on:
- Differentiation through Universal Design for Learning (UDL) to support and engage all students, but particularly those students with IEPs (individualized Educational Plans) and English Language Learners. UDL is a framework for designing lessons and activities with an intentional focus on providing students multiple points of access to the concepts and multiple means of demonstrating their understanding. Through our work with Supporting Inclusive Practices (SIP), our teachers and staff will learn how to plan, deliver instruction, and assess students differently and more in alignment with their receptive and adaptive communicative strengths. This should result in higher engagement, deeper learning, and increased student academic achievement for all of our students.
- Continuing our work with Character Strong and embedding SEL (Social-Emotional Learning) and Leadership activities and supports into our instruction campus-wide and across all disciplines.
- Expand our understanding of trauma and its effects on the brain and ability to learn, providing training for teachers and paraeducators to explore and expand their trauma-informed and trauma-responsive instructional practices.
- Providing best first instruction to improve literacy and numeracy through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies across all curricular areas, with a particular focus on lessons and activities that engage students in inquiry and writing through real-world contextualized projects and materials, with a particular focus on the language of each subject area and language acquisition theory and strategies that can be applied campus-wide.

- Add the TBEAR (Topic sentence, Background information. Evidence, Analysis, and Return to thesis) strategy and structure to the strategies of focus to support writing development.
- Release time for PD (Professional Development) to support teacher and paraeducator skill development in UDL and the use of WICOR.
- PLC(Professional Learning Community) /Collaboration and release time work to support Math, English, and SPED, and student intervention.
- 1 additional Paraeducator to support English Learner students, the Alternative Learning Center, and students with IEPs in both academics and improving behavior.
- After school and extended hours tutoring by teachers and paraeducators for students at least twice a week to enable students to receive support outside of classroom instructional time and at a time that works best for them.
- Release time to support teacher and paraprofessional growth and development through peer observation and feedback with a focus on improving and expanding the use of research-based instructional strategies and increase intentional planning for embedded student supports.
- Supplemental materials
- Develop and deliver Tier II interventions specifically to support LTELs academically.
- Subject Specific PD in core content areas including:

Asilomar (math/English)

CCSS or NCSS (History/Social Science)

Science in the River City (Science)

AVID (all)

- Release and/or preparation time for paraprofessionals and teachers to work together in planning for instruction and to develop an effective professional relationship that supports student learning in the classroom.

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)
46,887	Supplemental/Concentration
13,908	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

- Provide college and career-focused guest speaker and engagement activities for students on campus.

- AVID/Excel students take on leadership roles in career days.
- Partner with Woodland Police Department to deliver Gang Resistance Education and Training (GREAT) curriculum and law enforcement career exploration to 7th-grade students
- Partner with Project Safe to give students access to information and experience with medical careers and CPR skills.
- Establish a Career Day incorporating career/college/interest surveys and exploration, guest speakers and hands-on experiences of high interest to students.
- Establish MESA class in partnership with UC Davis
- Develop, foster, and support student clubs aligned with student interests, needs, growth, and leadership opportunities.
- Integrate district Robotics team into our Mathematics, Engineering, Science Achievement (MESA) class and after school club and program options for students
- Plan and implement at least one meaningful VAPA (Visual and Performing Arts) event in addition to the current band and choir offerings.
- Field trips and academic or program-related conferences to expose students to a variety of college and career opportunities.
- Advancement Via Individual Determination (AVID) Program costs.
- Avid tutors in our AVID classes and other courses throughout the day to support student learning
- Materials and Supplies for the implementation of a school-wide AVID program. This also includes bussing for AVID programs and field trips.
- Restructure of the Learning Resource Center (LRC)/Tutorial classes, now Directed Studies, to include college and career exploration, executive functioning skills work and academic supports, and the development of a testing center to facilitate the more efficient use of class time on instruction and skill building.
- Payment of assessment fees for Advanced Placement (AP) tests for students in the 8th grade Spanish classes who have participated in the Dual Immersion program through elementary.
- Establish 6 year academic planning for students to plan both their middle and high school academic careers in cooperation with both our 6th grade feeder schools and the high schools.
- Expand the drama class into a drama program that includes a drama club to allow students who want to participate flexibility and opportunity if they have other schedule restrictions preventing them from participating in the class.
- Create a Pathway to Biliteracy Award for students who complete 2 years of study at Douglass Middle School in the Dual Immersion program classes.

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)
7,395	Supplemental/Concentration
32,453	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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.

This year we were able to implement many actions outlined in this goal, despite beginning the year in remote learning and remaining remote for most of the year. We were able to provide our teachers with the opportunity to participate in a great deal of professional development to strengthen their instructional practices and approaches to supporting students in the classroom with academics and social-emotional needs. Teachers participated in PD with a number of outside institutions including AVID, CABE, CATE, Corwin, Solution Tree, Science in the River City, UC Davis/CALTEACH/MAST, YCOE, SCOE and a number of others. Because everything has been remote for the majority of the year and the sessions were largely offered outside of the instructional day, teachers were able to participate in trainings without needing subs to cover their classes, providing more consistent instruction and support to students. Our AVID program was fully funded and the team found ways to provide the usual AVID structures and supports in a remote learning format, including using virtual field trips and breakout rooms to give students the same types of experiences and supports they would have received in the physical classroom. And we were able to create a drama class for this year. The class has worked all year on various projects and productions, using digital tools to present their performances to the student body and the community. We anticipate this class will grow into a larger program in the coming years, especially once students are able to give live performances.

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

Due to the pandemic, we were not able to establish our career day, provide GREAT training, or complete any of the other actions in this goal that would have involved large numbers of people being on campus. We also were not able to establish a MESA class this year due to lack of student interest, which we believe is largely due to our inability to give students the hands on experience with MESA last spring that would have piqued their interest and led to them signing up for the course during registration and course selection which took place after we went into closure.

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

We are adding SEL work and supports into this goal as an embedded part of our academic instructional practices as a result of this year's needs assessments and student feedback. Returning to in person learning is going to be a struggle for students who have been at home and isolated for more than a year, and we want to make sure that we are embedding those supports in every aspect of life at DMS so that our students feel supported, safe, and welcome when they return.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

As a result of a thorough analysis of Douglass Middle School's Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, Douglass Middle School identified a need to improve our Multi-tiered System of Support (MTSS) practices and strengthen our systems and protocols with a specific focus on supporting and connecting English Learners and students with disabilities to school and their peers. Academic engagement, in general, was identified as an area of need. Contributing factors to low engagement identified were remote learning due to the pandemic, technological difficulties, limited creative and social outlets, and missing options in our course offerings.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	On the most recent SBAC, 197 Douglass Middle School students, 29.85% of the student population, met or exceeded standards in math.	Increase the number of students meeting and exceeding standards in math by 10%.
Number of students who are chronically absent	For the 2019 Dashboard Douglass is yellow for Chronic Absenteeism. Currently at 13.9% overall, a decrease of 2.4%. Chronic absenteeism for students with disabilities declined by 8.6%, and for EL students declined 9.4%.	Progress to green and reduce Chronic Absenteeism below 10%.
Student sense of safety and school connectedness	In the 17-18 school year, our School Climate Index (SCI) score was 282, 18 points below the average SCI score for all middle schools in California of 300. In the 18-19 school year, our SCI score rose to 304.	Raise our SCI score by 20 points.
Suspension rate	On the 2019 Dashboard, Douglass was in the red for suspensions. Every subgroup was in the red, except for English Learners who peaked into the Orange.	Decrease the number of suspensions overall by 20%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Of the 16 areas in the 2019 California Healthy Kids Survey(CHKS), parents only strongly agreed that DMS clearly communicates consequences of breaking rules, and only 13% of responding parents agreed at that level.	Increase the number of parents participating in CHKS earn high satisfaction marks in at least 8 of 16 areas.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	N/A	N/A

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)

Strategy/Activity

Create a welcoming, and positive school-wide climate and culture with a multi-tiered system of support for all students:

- Character Strong Social Emotional Learning (SEL) and Leadership curriculum to support SEL skill strengthening and development across campus
- Student engagement activities and events throughout the year including orientation days led by WEB (Where Everyone Belongs) students, guest speakers, field trips, dances, Club Lion, promotion, etc.
- Collaboration with the Attendance Liaison to support students with attendance issues including truancy conferences, structured home visits, connections to community resources and supports for families.
- Positive Behavior Intervention Supports (PBIS) campus-wide.
- Updated schoolwide expectations- ROAR (be Ready, Offer kindness, Act safely, be Respectful)
- Develop Tier I interventions, supports, and campus culture-building activities
- Provide training and support to staff
- Regular activities and engagement opportunities for students
- Incentives/rewards for positive behavior
- Strengthening of the MTSS (Multi-Tiered System of Support) systems and structures on campus:
 - Consistent Tier II meetings
 - Data-driven intervention decisions
 - Intervention options for academics, behavior, social-emotional, and relationship-building.
 - Counseling options including social skills groups, grief management, conflict mediation, problem-solving, self-esteem, and therapeutic services.
 - Development of Tier III and Crisis Response teams, protocols, and processes
 - Ethnic studies course offerings and embedded Ethnic Studies content in current course offerings.
 - Restructure of the Directed Studies (formerly Tutorial) classes to include college and career exploration, executive functioning skills work, and academic supports.
 - Providing students in need the supplies, materials, and PE clothing necessary to engage in school activities without stigma.
 - Professional development including Response to Intervention (RTI), PBIS, MTSS, Cultural Proficiency, student engagement (to include teachers, classified staff, and administrators)
 - Site-wide focus on equity, consistency, and intentional instructional planning to support students at every level of need and skill.
 - Site-wide focus on behavior and conflict de-escalation training, trauma-informed and trauma-responsive instructional practices in the classroom.
 - Support for new teachers to develop classroom management, student engagement, and other skills necessary for Tier I effectiveness.
 - Counselors will work with the staff, Admin, and the students attending the Alternative Learning Center (ALC).
- Additional counseling/SEL support staff
- Develop and make available a support group/system for LGBTQ+ students and allies
- Substitute or after hours costs for teachers and paraprofessionals to participate in:
 - Training
 - Intervention planning
 - MTSS training

- Collaboration
- IEP (Individual Education Plan) accommodation implementation and support
- Peer observation and coaching
- After-hours support for technology for teachers, students, and parents throughout the year, including helping students and parents register for Aeries access, minor support in technology needs, repairs, and information nights for parents.
- After-school sports, clubs, and programs for students to provide them open forum/interest-oriented opportunities to socialize and develop connections to school and each other.
- Project SAFE. Student CPR, AED (Automated External Defibrillator) training
- Activity options for students in addition to after-school sports including intramural sports, clubs, MESA, STEM (Science Technology Engineering and Math) activities, and others.
- Revamp the library:
- Create makerspaces
- Library events/activities at lunch
- Purchase more relevant texts(topics/genres/types) for student engagement and culturally inclusive literature including fiction, graphic novels, and non-fiction selections
- Incorporate other texts of high interest to students- particularly English Learner and students with IEPs
- Provide library centered events: the teacher’s favorite picks, book clubs and book chats, holiday-themed activities (mystery gift in the gift bag), and a student-wide book pick of the month/semester/etc.
 - Improved communication with parents, guardians, and community stakeholders regarding student engagement opportunities, academic supports available, and events on campus:
 - Sunday calls home
 - Postage for mailing flyers, event information, report cards, etc.
 - Parent information nights
 - Parent workshops on topics of high interest and need
 - Translated materials and presentations

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)
19,179	Supplemental/Concentration
4,152	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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.

This year we were able to implement many actions outlined in this goal, despite beginning the year in remote learning and remaining remote for most of the year. We re-established our Tier I team and they were able to attend training through YCOE in cooperation with Student Services and develop/strengthen their team protocols and processes. The Tier I team revised our school-wide expectations to make them more middle school appropriate and student friendly, and provided school-wide campus culture activities and lessons to use throughout the second semester. We adopted the Character Strong curriculum mid year to support our students in addressing their SEL needs and will continue with that through the next year in addition to providing ongoing training and support to teachers around trauma and its effects on learning and behavior. We were able to provide our teachers with the opportunity to participate in a great deal of professional development around engagement and to strengthen their instructional practices and approaches to supporting students in the classroom with academics and social-emotional needs. Teachers participated in PD with a number of outside institutions including AVID, CABE, CATE, Corwin, Solution Tree, Science in the River City, UC Davis/CALTEACH/MAST, YCOE, SCOE and a number of others. Because everything has been remote for the majority of the year and the sessions were largely offered outside of the instructional day, teachers were able to participate in trainings without needing subs to cover their classes, providing more consistent instruction and support to students. We were also able to provide students with academic supports during and after the school day remotely, expanding Homework Club to include Extended Student Support hours in the evenings and on Saturday mornings. And we continued with our communication protocols, sending Sunday messages, regular updates and inviting parents and community to participate in our virtual events and committees. We added videos to our weekly Sunday messages to make it even easier and more user friendly for our stakeholders to access the information that goes out. Though we weren't able to bring Project SAFE to campus to teach student hands on CPR as we have in the past, we were able to work with our nurses and student nurses from Sac State to provide virtual CPR training and we purchased CPR dummies to use in Science classes to give students that hands on experience.

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

Due to the pandemic, we were not able to provide Project SAFE, intramural or regular sports programming, or complete any of the other actions in this goal that would have involved large numbers of people being on campus. We also were not able to establish an Ethnic Studies class this year due to lack of student interest, which we believe is largely due to our inability to give students an accurate picture of what that class would be like last spring that would have piqued their interest and led to them signing up for the course during registration and course selection which took place after we went into closure. We were not successful in getting many students to participate in our Tier II interventions and supports during remote learning, so we will need to refocus our efforts and look for alternate methods of supporting students in the future should we have to return to remote instruction.

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

We will continue the SEL work we have begun this year, and extend it across campus into every curricular area. We will expand our professional development around trauma informed and responsive practices to include our Paraprofessionals and other instructional staff in addition to our teachers to ensure we are providing a richly informed and supportive learning environment for all of our students. We will continue working to strengthen our supports and instructional strategies for our at-risk learners in Directed Studies and English Language Development, providing them additional supports during classes and additional tutoring outside of the academic day.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	In the 18-19 school year, 28 students were reclassified, which is 22.2% of EL's. In the 19-20 school year, 14 students were reclassified, which is a 50% drop in reclassification rate. This is due to the incomplete ELPAC (English Learner Proficiency Assessment for California) testing cycle in the spring of 2020.	A 15% increase in the rate of reclassified students
English Learner Progress Indicator	47.5% of EL students are making progress towards English proficiency.	At least 50% of EL students will make progress toward English proficiency.
Number of long term English Learners (middle and high school only)	There are currently 84 Long Term English Learners at DMS.	Reduce the number of LTELs by 10%.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Our baseline rating on the English Learner Roadmap Principle 1 self assessment is a 2.5 for Language and culture as assets, 2 for No single EL	Increase our rating in each area by .5 or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	profile, 2.5 for School climate is affirming, inclusive, and safe, 1.5 for Strong family and school partnerships, and 1.5 for Supporting English Learners with disabilities.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

- Provide newcomers and EL students with consistent support in addition to their ELD (English Language Development) classes including monitoring, data chats, and intervention coordination with the EL Specialist, classroom teachers, paraeducators, and administration.
- Sitewide implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies (borrowed from AVID) to ensure equity, consistency, and intentional planning to provide multiple points of access into the curriculum, concepts, and class activities. This work will explicitly focus on embedding language acquisition strategies into every content area in each domain of WICOR.
- Workshop Wednesdays (WW)- Peer-led workshops, for teacher, on effective instructional strategies, language acquisition and classroom management.
- Paid prep time for the WW facilitator
- Substitute for day of presentations.
- Paid time for teacher participation (buy prep or after hours)
- Continue professional development on the differentiation of materials and instruction, specifically Universal Design for Learning, WICOR, subject-specific action teams through the district PD offerings.
- Specific professional development around supporting EL students in the math classroom for teachers and paraprofessionals.
- Train EL paras on best practices for supporting students in each academic area.
- Training for teachers on best practices for including paraeducators in instructional routines and practices to support student success and growth.
- Structured collaboration time for English/ELD teachers to discuss EL progress and develop strategies.
- EL Shadowing/language instruction for teachers in areas other than English and ELD to provide consistent, campus-wide academic support and language instruction.
- English Learner Review Team (ELRT) meetings with stakeholders to discuss EL performance.

- Staff development focused on best instructional practices for integrated and designated ELD, and incorporating the EL Roadmap Principles to support high-quality first instruction that includes appropriate scaffolds and rigor.
- Before and after school interventions including extra targeted and extended tutoring opportunities.
- Paid time for EL shadowing, peer observations, and collaboration for teachers.
- AVID Excel sections for supporting ELs
- AVID Parent Night
- Parent workshops on high interest/high need topics developed and delivered by site staff
- Parent opportunities to attend conferences or participate in trainings like CAFE workshops, Love and Logic, or other parent support/enrichment/engagement training opportunities.
- Increased opportunities for parents to participate in school events as presenters, facilitators, educators, and volunteers.

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)
4029	Supplemental/Concentration
18683	Title I Part A: Basic Grants Low-Income and Neglected
1701	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

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.

This year we were able to implement several actions outlined in this goal, despite beginning the year in remote learning and remaining remote for most of the year. We were able to provide our EL students with additional support in their ELD and core content classes with Paraprofessionals. We were able to provide for additional tutoring outside of the school day for students through both our Paraprofessionals designated to support EL students and our Homework Club and Extended Student Support hours.

And we were able to provide enough sections of AVID Excel for our Long Term English Learners to be in smaller groups in order to facilitate their learning and growth.

We were able to provide our teachers with the opportunity to participate in a great deal of professional development around engagement and to strengthen their instructional practices and approaches to supporting students in the classroom with academics and social-emotional needs. Teachers participated in PD with a number of outside institutions including AVID, CAFE, CATE, Corwin, Solution Tree, Science in the River City, UC Davis/CALTEACH/MAST, YCOE, SCOE and a number of others. Because everything has been remote for the majority of the year and the sessions were largely offered outside of the instructional day, teachers were able to participate in trainings without needing subs to cover their classes, providing more consistent instruction and support to students.

We were also able to provide students with academic supports during and after the school day remotely, expanding Homework Club to include Extended Student Support hours in the evenings and on Saturday mornings.

And we continued with our communication protocols, sending Sunday messages in both English and Spanish, regular updates and inviting parents and community to participate in our virtual events and committees. We added videos in both English and Spanish to our weekly Sunday messages to make it even easier and more user-friendly for our stakeholders to access the information that goes out. We also added monthly open forums for parents to meet via Zoom to ask questions or bring their suggestions, concerns or comments to us in an easy and accessible way.

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

Due to the increased number of platforms, protocols, and strategies teachers needed to learn and implement this year due to the pandemic, we decided to pause our work around WICOR and EL Shadowing, and hold off on implementing Workshop Wednesdays, to allow teachers time and opportunity to get their bearings with the new online platforms and tools. We will be returning to these foci in the coming year. Due to school closure, we were not able to complete the reclassification process for our EL students because of missing ELPAC scores as we were not able to complete the testing cycle.

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

We will expand the work we've already begun to provide parents, families, and our community opportunities to engage and learn with us. We will develop and deliver workshops on topic of interest and need for our stakeholders, find opportunities to offer training and enrichment/engagement opportunities for our parents through CAFE and other community organizations, and expand the number and frequency of opportunities for parents to engage with site staff around needs and interests by hosting regular open forum or town hall style meetings.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	We currently partner with 5 community programs and organizations to give students engagement opportunities: Early Academic Outreach Program (EAOP), Educational Talent Search (ETS), The Bike Campaign, City of Woodland, and Friday Night Live	Increase the number of partnerships with community programs and organizations by 2 to increase the opportunities for students to engage in leadership development activities and trainings.
Number of extracurricular programs offered	We currently offer music, drama, and leadership classes with extracurricular components. We also offer sports, clubs, and Student Advisory Council (SAC). in the 20-21 school year, 350 students, or 42% of the student body, participated in these activities and courses.	Increase the number and type of extra curricular programs we offer to increase participation to 50% of the student body.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	424 students or 56% of the student population participated in the survey used to draft the 21-22 SPSA.	Increase the number of surveys to at least 1 quarterly, and the number of student participants to at least 60% per survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and percent of students by representative demographic providing input to the SPSA through focus groups	60 students, or 8 % of the student body, participated in focus groups. Of those 60, 36 were male, 24 were female. 28 were English Learners, 15 had an IEP.	Increase the number of students participating in focus groups to at least 10% of the student population.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Strategy 1: Increase systemic opportunities for students to develop their leadership learning and skills and contribute information and input to decision making activities on campus:

Student Advisory Council

Student Leadership/WEB courses offered to students focused explicitly on developing students' leadership skills, open to all students

Annual Student Surveys done quarterly

Student involvement in each SSC meeting / Student Voice

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

Workshops, conferences, or other training opportunities for students to develop and strengthen their leadership skills.

EAOP Middle School Youth Leadership Academy in middle school summer school

EAOP and Empower Yolo Freshman Leadership Academy for 8th graders transitioning to 9th

AVID Summer Bridge Program

8th grade AVID Excel- focus on leadership

Student clubs/organizations with leadership focus/components (Brown Issues, Science/MESA, AVID, etc.)

Teachers and counselors advocate for and encourage students to engage in leadership activities and opportunities.

Peer mentoring 1:1 or in groups

Develop and make available clubs with a Leadership focus such as Brown Issues, GSA (Gender and Sexualities Alliance), AVID Club, Interact/Community Service, etc.

Provide access to Student Leadership Workshops at least twice a year (i.e. Sac State, California Student Leadership Association (CASL), etc.)

Build community with 6th graders before they become 7th graders:

- Plan and deliver a Program Preview Day or Buddy Program to develop connections with our students.
- Field trips

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)
3,100	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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.

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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	\$70,897
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,487.00

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	\$69,196.00
Title I Part A: Parent Involvement	\$1,701.00

Subtotal of additional federal funds included for this school: \$70,897.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$80,590.00

Subtotal of state or local funds included for this school: \$80,590.00

Total of federal, state, and/or local funds for this school: \$151,487.00

School Site Council Membership

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

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

Name of Members	Role
Lore Carrillo	Principal
Lynn Soga	Classroom Teacher
Chris Minor	Classroom Teacher
Rebecca Rossiter	Other School Staff
Dr. Mayra Llamas	Parent or Community Member
Janaya Castro	Parent or Community Member
Ruben Ramirez	Parent or Community Member
Laylani Pacheco	Secondary Student
Nicole Ackerman	Secondary Student
Katie Hunter	Classroom Teacher

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
unavailable	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 20, 2021.

Attested:



Principal, Lore Carrillo on 4/20/21



SSC Chairperson, Rebecca Rossiter on 4/20/2021