

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Daniel J. Savage Middle School	50-71290-0108761	November 19, 2019	

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

At Daniel J. Savage Middle School, involvement in the SPSA process included:

- *Previewed 2019-20 Goals (Draft) at October 2019 School Site Council Meeting
- *Reviewed 2019-20 Goals

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.7%	0.22%	0.43%	6	2	4
African American	4.6%	5.37%	5.42%	41	48	50
Asian	5.7%	5.03%	6.39%	51	45	59
Filipino	4.8%	4.14%	3.36%	43	37	31
Hispanic/Latino	39.9%	41.05%	39.76%	358	367	367
Pacific Islander	0.9%	1.01%	1.19%	8	9	11
White	40.3%	38.93%	37.81%	362	348	349
Multiple/No Response	1.7%	1.90%	1.41%	15	17	13
Total Enrollment				898	894	923

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	293	299	296
Grade 7	297	306	306
Grade 8	308	289	321
Total Enrollment	898	894	923

Conclusions based on this data:

1. Hispanic and White are the highest percentage.
2. African American & Asian percentage has risen.
3. School population has increased

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	60	67	67	6.7%	7.5%	7.3%
Fluent English Proficient (FEP)	167	153	166	18.6%	17.1%	18.0%
Reclassified Fluent English Proficient (RFEP)	14	12	15	33.3%	20.0%	22.4%

Conclusions based on this data:

1. English Learners remains steady.
2. Fluent English Proficient remains steady.
3. Reclassified Fluent English Proficient remains steady.

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 6	295	294	292	291	294	291	291	294	291	98.6	100	99.7
Grade 7	285	308	314	278	305	306	278	305	306	97.5	99	97.5
Grade 8	297	287	328	291	280	324	291	280	324	98	97.6	98.8
All Grades	877	889	934	860	879	921	860	879	921	98.1	98.9	98.6

* 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 6	2539.	2539.	2552.	23.71	21.09	26.46	35.40	37.07	36.08	20.62	22.45	23.02	20.27	19.39	14.43
Grade 7	2560.	2560.	2558.	14.39	18.36	21.90	46.40	39.67	32.68	21.22	20.98	22.22	17.99	20.98	23.20
Grade 8	2573.	2576.	2578.	12.03	17.50	19.75	50.52	42.86	36.42	20.27	20.71	24.69	17.18	18.93	19.14
All Grades	N/A	N/A	N/A	16.74	19.00	22.58	44.07	39.82	35.07	20.70	21.39	23.34	18.49	19.80	19.00

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 6	31.62	31.29	37.11	41.58	46.94	43.64	26.80	21.77	19.24	
Grade 7	25.54	26.23	28.10	55.04	49.51	45.42	19.42	24.26	26.47	
Grade 8	24.74	32.14	29.63	55.67	43.21	45.37	19.59	24.64	25.00	
All Grades	27.33	29.81	31.49	50.70	46.64	44.84	21.98	23.55	23.67	

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 6	29.55	25.51	22.68	45.36	47.62	57.39	25.09	26.87	19.93
Grade 7	29.14	30.49	29.41	50.36	49.51	48.69	20.50	20.00	21.90
Grade 8	21.31	26.43	25.00	54.30	50.00	52.78	24.40	23.57	22.22
All Grades	26.63	27.53	25.73	50.00	49.03	52.88	23.37	23.44	21.39

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 6	17.18	21.09	25.43	67.70	63.27	61.86	15.12	15.65	12.71
Grade 7	16.91	11.48	16.67	66.55	69.51	64.71	16.55	19.02	18.63
Grade 8	16.15	20.71	19.44	69.42	64.29	64.81	14.43	15.00	15.74
All Grades	16.74	17.63	20.41	67.91	65.76	63.84	15.35	16.61	15.74

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 6	38.14	36.39	37.46	42.96	48.64	49.48	18.90	14.97	13.06
Grade 7	33.09	37.38	32.68	52.52	46.23	44.77	14.39	16.39	22.55
Grade 8	32.99	32.14	33.33	49.48	51.07	45.68	17.53	16.79	20.99
All Grades	34.77	35.38	34.42	48.26	48.58	46.58	16.98	16.04	19.00

Conclusions based on this data:

1. 2018-19 - Grade 6 showed 10 point growth.
2. Listening was the lowest score across grade levels
3. At/Near Standard had the highest percentage of students.

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 6	294	294	292	290	293	291	290	293	291	98.6	99.7	99.7
Grade 7	285	308	314	278	306	304	278	306	304	97.5	99.4	96.8
Grade 8	297	287	326	290	280	324	290	280	324	97.6	97.6	99.4
All Grades	876	889	932	858	879	919	858	879	919	97.9	98.9	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 6	2519.	2524.	2546.	19.31	18.09	24.74	18.97	24.57	25.09	34.14	31.40	29.90	27.59	25.94	20.27
Grade 7	2539.	2531.	2530.	15.83	19.28	18.09	26.98	23.53	20.07	30.94	24.18	29.61	26.26	33.01	32.24
Grade 8	2562.	2563.	2562.	24.83	23.57	25.62	21.03	20.71	20.06	25.17	25.36	21.30	28.97	30.36	33.02
All Grades	N/A	N/A	N/A	20.05	20.25	22.85	22.26	22.98	21.65	30.07	26.96	26.77	27.62	29.81	28.73

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 6	26.21	25.60	32.65	33.79	36.86	37.11	40.00	37.54	30.24	
Grade 7	28.06	29.41	26.64	36.69	25.16	31.58	35.25	45.42	41.78	
Grade 8	33.10	30.36	33.02	35.17	37.14	29.32	31.72	32.50	37.65	
All Grades	29.14	28.44	30.79	35.20	32.88	32.54	35.66	38.68	36.67	

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 6	19.31	18.77	23.71	49.31	50.17	50.86	31.38	31.06	25.43
Grade 7	15.47	20.92	17.76	50.72	46.41	48.03	33.81	32.68	34.21
Grade 8	23.10	21.79	23.46	43.10	49.29	42.59	33.79	28.93	33.95
All Grades	19.35	20.48	21.65	47.67	48.58	47.01	32.98	30.94	31.34

**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 6	20.34	21.84	24.05	48.97	44.71	48.11	30.69	33.45	27.84
Grade 7	18.71	18.63	17.43	58.27	56.54	59.54	23.02	24.84	23.03
Grade 8	26.55	26.07	28.09	45.86	47.86	48.15	27.59	26.07	23.77
All Grades	21.91	22.07	23.29	50.93	49.83	51.90	27.16	28.10	24.81

Conclusions based on this data:

1. For 2018-19, 6th Grade had a 10 point growth
2. From 2018-19, 6th to 7th grade shows a decline in scores.
3. From 7th to 8th grade shows some growth.

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 6	1495.9	1537.7	1489.7	1542.2	1501.8	1532.6	27	19
Grade 7	1502.2	1504.0	1495.7	1499.7	1508.5	1507.8	22	22
Grade 8	*	1483.5	*	1488.6	*	1477.9	*	13
All Grades							52	54

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
6	*	21.05	55.56	63.16	*	10.53	*	5.26	27	19
7	*	4.55	*	27.27	*	40.91	*	27.27	22	22
8	*	15.38	*	15.38	*	38.46		30.77	*	13
All Grades	*	12.96	48.08	37.04	25.00	29.63	*	20.37	52	54

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
6	*	52.63	51.85	42.11	*	0.00	*	5.26	27	19
7	*	22.73	*	36.36	*	18.18	*	22.73	22	22
8	*	23.08	*	15.38		38.46		23.08	*	13
All Grades	32.69	33.33	40.38	33.33	*	16.67	*	16.67	52	54

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		5.26	*	21.05	*	68.42	44.44	5.26	27	19
7	*	4.55	*	4.55	*	63.64	*	27.27	22	22
8		0.00		7.69	*	38.46	*	53.85	*	13
All Grades	*	3.70	21.15	11.11	34.62	59.26	40.38	25.93	52	54

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
6	*	21.05	62.96	73.68	*	5.26	27	19
7	*	4.55	68.18	54.55	*	40.91	22	22
8	*	23.08	*	38.46		38.46	*	13
All Grades	21.15	14.81	65.38	57.41	*	27.78	52	54

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
6	51.85	78.95	44.44	15.79	*	5.26	27	19
7	59.09	45.45	*	27.27	*	27.27	22	22
8	*	38.46	*	38.46		23.08	*	13
All Grades	55.77	55.56	36.54	25.93	*	18.52	52	54

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
6	*	10.53	*	42.11	66.67	47.37	27	19
7	*	4.55	*	36.36	59.09	59.09	22	22
8		7.69		15.38	*	76.92	*	13
All Grades	*	7.41	25.00	33.33	65.38	59.26	52	54

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
6	*	15.79	85.19	84.21	*	0.00	27	19
7	*	0.00	86.36	72.73	*	27.27	22	22
8		0.00	*	76.92		23.08	*	13
All Grades	*	5.56	86.54	77.78	*	16.67	52	54

Conclusions based on this data:

1. Overall growth year over year
2. Students tested dropped in numbers.
3. Written language was steady and oral language showed some growth.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
894	45.6%	7.5%	0.2%

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	7.5%
Foster Youth	2	0.2%
Homeless	7	0.8%
Socioeconomically Disadvantaged	408	45.6%
Students with Disabilities	141	15.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	5.4%
American Indian	2	0.2%
Asian	45	5.0%
Filipino	37	4.1%
Hispanic	367	41.1%
Two or More Races	21	2.3%
Pacific Islander	9	1.0%
White	348	38.9%

Conclusions based on this data:

- Over 45% of students come from Socioeconomically Disadvantaged homes.
- Over 15% of students are designated as students with disabilities.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. English-Language Arts Academic Performance has improved.
2. Suspension Rate needs to improve.
3. Chronic Absenteeism has improved.

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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	2	2

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>Green</p> <p>11.5 points above standard</p> <p>Maintained 1.1 points</p> <p>842 students</p>	<p>English Learners</p> <p></p> <p>Orange</p> <p>42.3 points below standard</p> <p>Declined -17.1 points</p> <p>139 students</p>	<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>Yellow</p> <p>17.7 points below standard</p> <p>Increased 3.1 points</p> <p>391 students</p>	<p>Students with Disabilities</p> <p></p> <p>Red</p> <p>92.5 points below standard</p> <p>Maintained 1.9 points</p> <p>136 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 44.6 points below standard Declined -18.2 points 47 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 59.6 points above standard Increased 9.7 points 47 students	 Blue 74.9 points above standard Increased 20.6 points 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.7 points below standard Increased 8.2 points 346 students	 No Performance Color 44.4 points above standard Declined -22.4 points 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Green 18.7 points above standard Declined -4.1 points 329 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.6 points below standard Increased 13.2 points 45 students	3.8 points below standard Declined -21.4 points 94 students	16 points above standard Maintained 2.1 points 630 students

Conclusions based on this data:

- Current English Learners are over 100 points below standard, but our Reclassified English Learners are close to meeting standard on average
- By Race/Ethnicity, Daniel J. Savage's African American population is 44 points below standard.
- Students with Disabilities are 92 points below standard.

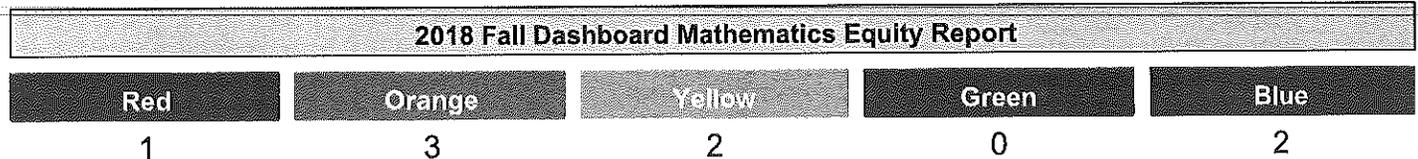
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>Orange</p> <p>25.1 points below standard</p> <p>Maintained 0.5 points</p> <p>843 students</p>	<p>English Learners</p> <p></p> <p>Orange</p> <p>90 points below standard</p> <p>Declined -21.5 points</p> <p>139 students</p>	<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>Yellow</p> <p>58.1 points below standard</p> <p>Increased 5 points</p> <p>391 students</p>	<p>Students with Disabilities</p> <p></p> <p>Red</p> <p>132.8 points below standard</p> <p>Maintained 2.9 points</p> <p>136 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 82 points below standard Maintained 1.8 points 47 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 32.5 points above standard Increased 20.9 points 47 students	 Blue 48.2 points above standard Increased 22.4 points 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.9 points below standard Maintained 1.7 points 346 students	 No Performance Color 15.2 points above standard Declined -18.4 points 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Yellow 11.1 points below standard Maintained -1.9 points 330 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
172.1 points below standard Increased 11.7 points 45 students	50.8 points below standard Declined -26.9 points 94 students	18.1 points below standard Maintained 2.7 points 631 students

Conclusions based on this data:

1. Current English Learners and Students with Disabilities are over a 100 points below standard.
2. Reclassified ELs are only 50 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
52	11.5%	48.1%	25%	15.4%

Conclusions based on this data:

1. The largest percentage of growth for Daniel J. Savage Middle School English Learners was in Level 3: Moderately developed.

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:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	2	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 7.4% chronically absent Declined 1.2% 929 students	 Orange 12.3% chronically absent Maintained 0.2% 73 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 Yellow 10.7% chronically absent Declined 3.2% 449 students	 Yellow 15% chronically absent Declined 2% 147 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 13.7% chronically absent Increased 4.6% 51 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 6% chronically absent Increased 4.1% 50 students	 Blue 0% chronically absent Declined 4.5% 38 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.6% chronically absent Declined 0.9% 384 students	 No Performance Color 5.4% chronically absent Increased 5.4% 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Green 5.6% chronically absent Declined 2.5% 358 students

Conclusions based on this data:

1. Chronic Absenteeism declined 7% for all students.

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



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	2	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>12% suspended at least once</p> <p>Increased 6.2%</p> <p>938 students</p>	<p>English Learners</p>  <p>Red</p> <p>14.3% suspended at least once</p> <p>Increased 11.3%</p> <p>77 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 4 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 8 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>17.4% suspended at least once</p> <p>Increased 9.4%</p> <p>455 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>19.6% suspended at least once</p> <p>Increased 8.6%</p> <p>148 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 27.5% suspended at least once Increased 16.6% 51 students	 No Performance Color Less than 11 Students - Data 2 students	 Orange 12% suspended at least once Increased 6.4% 50 students	 Orange 5.3% suspended at least once Increased 3% 38 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.6% suspended at least once Increased 6.5% 389 students	 No Performance Color 2.6% suspended at least once Declined -1% 39 students	 No Performance Color Less than 11 Students - Data 9 students	 Red 11.9% suspended at least once Increased 5.7% 360 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.8% suspended at least once	5.8% suspended at least once	12% suspended at least once

Conclusions based on this data:

1. Students with Disabilities were suspended at a higher rate than the percentage all students.
2. African American students were suspended at a higher rate than the percentage of all students.
3. Socio-economically disadvantaged students were suspended at a higher rate than the percentage of all students.

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

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Goal 1

ELA - By June 2020, 70% of Savage students will meet or exceed grade level standards in Language Arts and 100% will demonstrate growth as measured by the state and local assessments.

Identified Need

Although the site ELA is at standard on the aggregate (+11.5 from 3 on CAASPP data), there are student groups that need continued strategies, such as English Learners, African-American, and Students with Disabilities. Generally, students are more proficient in ELA than Math on a 2:1 basis. Data indicates that there is a need for co-teaching professional development to assist the Special Education populations. There is a need to continue with a Tier 2 (Bobcat Time) and Tier 3 (Read 180/Math 180) so that the achievement gap is reduced. We will continue to support teachers through the implementation of Professional Learning Communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Fall 2018	All Students: 11.5 points above standard English Learner Students: 42.3 points below standard Low Income Students: 17.7 points below standard Students with Disabilities: 92.5 points below standard White Students: 18.7 points above standard Hispanic Students: 2.7 points below standard African American: 44.6 points below standard	100% - All Students All students need to demonstrate growth.
Special Education Goals Met	Growth	100% of Special Education will meet individual ELA goals
SBAC ELA Spring 2019	Met or Exceeded: All Students: 57.65% English Learners: 10% Low Income: 46.95% Students with Disabilities: 17.95% White Students: 65.20% Hispanic Students: 49.34%	100% - All Students All students need to demonstrate growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American: 35.29%	
English Learner Reclassification Rate	Level 1 - 15.4% Level 2 - 25% Level 3 - 48.1% (Bridging) Level 4 - 11.5% 19 RFEP (increased by 6 from 2017-18)	100% All EL Students All EL students need to demonstrate growth

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Teacher leaders, administration, instructional coaches, and ELD/literacy specialists will support specific instructional strategies, including Marzano's effective instructional elements, implementation of the State Standards, literacy based instruction and technology integration through professional learning to improve student achievement.

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)

6650

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Grade level/department/Instructional planning/collaboration with emphasis on the four questions of a PLC, in order to support students achievement, including identifying learning goals/targets, essential standards, SMART goals, developing and analyzing CFAs and district benchmarks, identifying student needs - intervention/enrichment/extension, and scheduling modifications based on student needs and monitoring student progress.

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)
4450	Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Effectively identify ELA intervention strategies and resources to promote student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners & Redesignated Fluent English Proficient

Strategy/Activity

A.4 A Para-Professional to provide support for all students. RFEP students can be monitored and the para-professional provide additional support for RFEP students not making adequate academic progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

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 past year (2018-19), Daniel J. Savage Middle School implemented a Tier 2 time for all students to go to an intervention or enrichment/extension. Savage Middle School initiated a Tier 2 time at the beginning of November. Savage Middle School's CAASPP scores either went up or remained steady. According to the data, the 6th grade ELA & Math demonstrated the most growth (9%). There is still a need to improve the scores for students in mathematics. Also, 60% of our RFEPs were at a level 3 or 4 on their ELCAP. Daniel J. Savage continues to demonstrate that students are being redesignated. The data also demonstrates that RFEP students are scoring proficient on state assessments at a high level. This demonstrates the work that is being done in the EL classes and General Education to prepare students for grade-level standards.

In 2018-19, Daniel J. Savage Middle School also implemented Read 180 and Math 180. Read 180 and Math 180 programs are for students that fall below the standards regularly. Savage Middle School implemented the program as a Tier 3 intervention. The classes served around 20 students per period. Some students improved significantly and were exited from the program, while others remained in the program but still showed significant growth.

Daniel J. Savage continues to meet in Collaborative Teacher Teams. The teachers use the time to discuss student achievement, common formative assessments, and teaching strategies throughout the unit and year.

In 2019-20, Savage also continued peer tutoring after school and will continue the program for the 2019-20 school year.

There was ongoing training at the District Office in 2018-19 and an effort in 2019-20 for more professional learning for teachers.

For the 2019-20 school year, Daniel J. Savage Middle School will have a school year to implement the Tier 2 and Tier 3 (Read and Math 180)

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies 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.

The only change that will be made is that this year (2019-20), the Tier 2 and Tier 3 during the first trimester of the year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Goal 2

Mathematics - By June 2020, 60% of Savage Middle School students will meet or exceed grade level standards in Mathematics and 100% will demonstrate growth as measured by the SBAC assessments.

Identified Need

There is an need to continue with math strategies to bring more students to proficiency levels. According to the data, the student body is below standard by 25.1 points, which was maintained from the previous year. Generally, students are more proficient in ELA than Math on a 2:1 basis. Data indicates that there is a need for co-teaching professional development to assist the Special Education populations. There is a need to continue with a Tier 2 (Bobcat Time) and Tier 3 (Read 180/Math 180) so that the achievement gap is reduced. We will continue to support teachers through the implementation of Professional Learning Communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard - Math - 2018-19	All Students: 25.1 points below standard English Learner Students: 90 points below standard Low Income Students: 58.1 points below standard Students with Disabilities: 132.8 points below standard White Students: 11.1 points below standard Hispanic Students: 47.9 points below standard African American: 82 points below standard	100% at or above standard. All students demonstrate growth on SBAC.
CA SBAC Mathematics - Spring 2019	Met/Exceeded Standards All Students: 44.5% English Learner Students: 3.92% Low Income Students: 31.97% Students with Disabilities: 12.5% White Students: 51.02% Hispanic Students: 36.56%	100% at or above standard. All students demonstrate growth on SBAC.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American: 15.68%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Teacher leaders, administration, instructional coaches, and ELD/Literacy Specialist will support instructional strategies, including Marzano's effective instructional elements, implementation of State Standards, literacy-based instruction, and technology integration through professional learning to improve student achievement.

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)
6600	Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Grade level/department/instructional planning/collaboration with emphasis on the four questions of a PLC, in order to support student achievement, including identifying learning goals/targets, essential standards, SMART goals, developing and analyzing CFAs and district benchmarks, identifying student needs - intervention/enrichment, scheduling modifications based on student needs and monitoring student progress.

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)
4550	Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Effectively identifying Math intervention strategies and resources to promote student achievement.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

B.4 A Para-Professional to provide support for all students. RFEP students can be monitored and the para-professional provide additional support for RFEP students not making adequate academic progress.

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)

Annual Review

SPSA Year Reviewed: 2018-19

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 past year (2018-19), Daniel J. Savage Middle School implemented a Tier 2 time for all students to go to an intervention or enrichment/extension. Savage Middle School initiated a Tier 2 time at the beginning of November. Savage Middle School's CAASPP scores either went up or remained steady. According to the data, the 6th grade ELA & Math demonstrated the most growth (9%). There is still a need to improve the scores for students in mathematics. Also, 60% of our RFEPs were at a level 3 or 4 on their ELCAP. Daniel J. Savage continues to demonstrate that students are being redesignated. The data also demonstrates that RFEP students are scoring

proficient on state assessments at a high level. This demonstrates the work that is being done in the EL classes and General Education to prepare students for grade-level standards.

In 2018-19, Daniel J. Savage Middle School also implemented Read 180 and Math 180. Read 180 and Math 180 programs are for students that fall below the standards regularly. Savage Middle School implemented the program as a Tier 3 intervention. The classes served around 20 students per period. Some students improved significantly and were exited from the program, while others remained in the program but still showed significant growth.

Daniel J. Savage continues to meet in Collaborative Teacher Teams. The teachers use the time to discuss student achievement, common formative assessments, and teaching strategies throughout the unit and year.

In 2019-20, Savage also continued peer tutoring after school and will continue the program for the 2019-20 school year.

There was ongoing training at the District Office in 2018-19 and an effort in 2019-20 for more professional learning for teachers.

For the 2019-20 school year, Daniel J. Savage Middle School will have a school year to implement the Tier 2 and Tier 3 (Read and Math 180)

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

There were no 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.

The only change that will be made is that this year (2019-20), the Tier 2 and Tier 3 during the first trimester of the year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Sylvan District will create a supportive, welcoming, and engaging campuses for pupils, parents, and community.

Goal 3

Attendance: By June 2020, the amount of students that are chronically absent will decrease by .5%;
General Attendance will maintain or be above 95%

Identified Need

Daily attendance rates have improved to 92.36% with chronic absenteeism 1.57%
9% of SED students are Chronically Absent; 80% of total Chronically Absent are identified as SED.
50% of Chronically Absent are Hispanic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CALPADS Absenteeism Rates 2018-19	*2018-19 - 6.3% (59) Chronically Absent 504 - 2 AA - 9 (13.7%) EL - 5 (12.3%) Foster - 0 Hispanic - 29 (9.6%) Homeless - 8 RFEP - 7 SED - 41 (10%) SPED - 18 (15%) White - 14	4.5% Chronically Absent

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)

Chronically Absent Students

Strategy/Activity

Provide counselors and/or mental health clinicians to address social and emotional needs so that students are able to be academically successful.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers, administrators, support staff, and parents will identify and plan for a regular and meaningful parent engagement opportunities to support student academic and social achievement.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of Character Strong Social and Emotional Learning to improve school culture and increase student achievement

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)

1750

Title IV, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support effective communication between school and home, including interpreting for English Learner families and sending home communication as needed.

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)

382

Annual Review

SPSA Year Reviewed: 2018-19

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 (2019-20), Savage Middle School began a Site Intervention Team (SIT) and a Social-Emotional curriculum for all students. The SIT is made up of support staff with the purpose of intervening with students that are behavior issues in class, attendance issues, and/or have been suspended. The SIT is intended to reduce chronic absenteeism, improve behavior, and reduce suspensions. This is Savage Middle School's first year of implementing SE curriculum schoolwide. Students have an advisory teacher and the advisory teacher explores varies avenues of Social-Emotional health with their class.

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

There are no differences between the intended implementation and the budgeted expenditures.

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

Since this is the first year that we are using both the SIT and SE curriculum, changes are unknown at this time.

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

Sylvan District will create a supportive, welcoming, and engaging campuses for pupils, parents, and community.

Goal 4

Suspensions - By June 2020, suspensions at Dan Savage Middle School will be reduced by 15% or greater.

Identified Need

To decrease suspensions there is a need to improve the norms of the school site that aligns with the Code of Conduct. There is a need to begin a school intervention team with counselors, psychologists, and other school supports to discuss attendance, behavior, and academic issues of students. There is a need for more proactive parent involvement and find ways to discover their priorities for parent learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Suspension Rate - CA Dashboard	All students - 12% suspended once (increase of 6.2%) EL 14.3% (increase of 11.3%) SPED 19.6% SED 17.4% AA 27.5%	Decrease suspensions for all students by 2%
Total Suspensions and Discipline Incidences for the 2018-19 school year.	Total Suspensions - 157 Total Incidences - 1940	Decrease total suspensions by 15%

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)

At Risk Students

Strategy/Activity

The Site Intervention Team will keep track of interventions offered to students with significant academic, behavioral and attendance needs.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to implement WEB to engage students and connect with our 6th grade student community by forming positive peer connections.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase and implement a school-wide Social-Emotional curriculum (Advisory Period).

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)

1750

Title IV, Part A

Annual Review

SPSA Year Reviewed: 2018-19

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 (2019-20), Savage Middle School began a Site Intervention Team (SIT) and a Social-Emotional curriculum for all students. The SIT is made up of support staff with the purpose of intervening with students that are behavior issues in class, attendance issues, and/or have been suspended. The SIT is intended to reduce chronic absenteeism, improve behavior, and reduce suspensions. This is Savage Middle School's first year of implementing SE curriculum schoolwide. Students have an advisory teacher and the advisory teacher explores various avenues of Social-Emotional health with their class.

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

There are no differences between the intended implementation and the budgeted expenditures.

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

Since this is the first year that we are using both the SIT and SE curriculum, changes are unknown at this time.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$26,132.00

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	\$22,250.00
Title IV, Part A	\$3,500.00

Subtotal of additional federal funds included for this school: **\$25,750.00**

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 (\$)
	\$382.00

Subtotal of state or local funds included for this school: **\$382.00**

Total of federal, state, and/or local funds for this school: **\$26,132.00**

School Site Council Membership

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

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

Name of Members	Role
Michael A. Stagnaro	Principal
Kellie Tubbs	Classroom Teacher
Chris Long	Classroom Teacher
Kathy Friedmann	Classroom Teacher
Cory Simpson	Secondary Student
Lisa Lomas	Parent or Community Member
Lori Heintz	Parent or Community Member
Steve Wozniak	Parent or Community Member
Oliver Helton	Secondary Student
Gurleen Gill	Secondary Student
Sara Beltran-Hernandez	Secondary Student
Cindy Davidson	Other School Staff

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

State Compensatory Education 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 *December 19, 2019*

Attested:

Principal, Michael Stagnaro on

SSC Chairperson, Kelle Tubbs on

[Signature] 12/19/19

[Signature]

12/19/19