

School Year: 2020-21

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		

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

Daniel J. Savage Middle School participated in a Single Plan Student Achievement writing day with parents, classified staff, certificated staff, and administration. Through this process we were able to look at Savage Middle School's progress for the year and compare our data to year's previous. Through this process we collected information in regards to next steps to meet our goals. Site administration presented a data summit to cabinet and fellow district administrators outlining the current data and next steps at Savage Middle School. Savage Middle School's data was shared with the site leadership, school staff, and School Site Council. School Site Council receive a spring and fall update towards our school goals.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 506 846 533">Yellow</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1255 506 1326 533">Yellow</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. English-Language Arts and Mathematics 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.



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>  <p>Green</p> <p>16.5 points above standard</p> <p>Increased ++6 points</p> <p>896</p>	<p>English Learners</p>  <p>Yellow</p> <p>26.5 points below standard</p> <p>Increased Significantly ++16.3 points</p> <p>146</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>10.1 points below standard</p> <p>Increased ++8.2 points</p> <p>433</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>77.8 points below standard</p> <p>Increased Significantly ++26.9 points</p> <p>134</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 37.9 points below standard Increased ++6.7 points 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 69.1 points above standard Increased ++9.5 points 57	 Blue 82.4 points above standard Increased ++7.5 points 31
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2 points above standard Increased ++5 points 359	 No Performance Color 7.3 points below standard Declined Significantly -46 points 38	 No Performance Color 31.2 points above standard 11	 Green 27.2 points above standard Increased ++9.2 points 340

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
98.1 points below standard Increased Significantly ++22.5 points 46	6.5 points above standard Increased ++9.9 points 100	19 points above standard Increased ++4 points 667

Conclusions based on this data:

1. Current English Learners are 98 points below standard, but our Reclassified English Learners have met standards (6.5 points above)
2. By Race/Ethnicity, Daniel J. Savage's African American population is 37.5 points below standard.
3. Students with Disabilities are 78 points below standard.

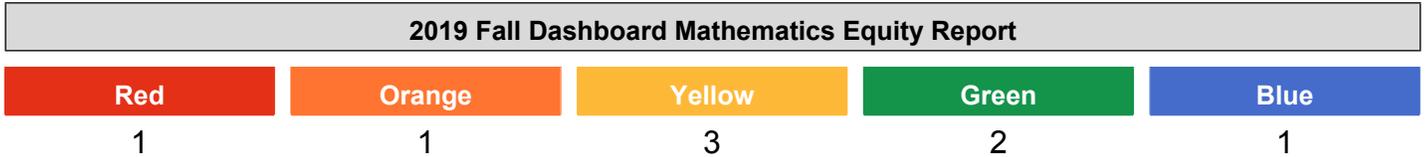
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>19.3 points below standard</p> <p>Increased ++6.4 points</p> <p>895</p>	<p>English Learners</p>  <p>Yellow</p> <p>79.6 points below standard</p> <p>Increased ++11 points</p> <p>146</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>50.5 points below standard</p> <p>Increased ++7.7 points</p> <p>431</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>120.5 points below standard</p> <p>Increased Significantly ++23.3 points</p> <p>132</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 95.1 points below standard Declined -13.2 points 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 29.9 points above standard Maintained -2.6 points 57	 Blue 66.5 points above standard Increased Significantly ++18.3 points 31
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.9 points below standard Increased ++8.4 points 357	 No Performance Color 23.7 points below standard Declined Significantly -34.1 points 38	 No Performance Color 1.4 points below standard 11	 Green 3.9 points below standard Increased ++7.9 points 341

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
155.1 points below standard Increased ++13.2 points 46	45 points below standard Increased ++6.5 points 100	14.1 points below standard Increased ++4.9 points 666

Conclusions based on this data:

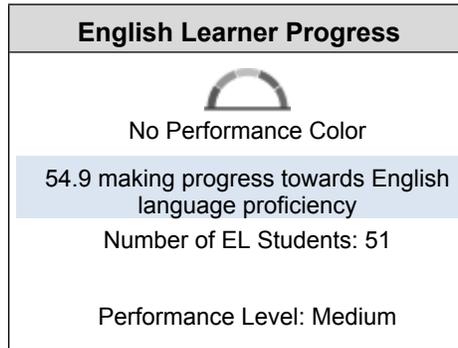
1. Students with Disabilities are over a 100 points below standard (a 23% increase from last year).
2. Reclassified ELs are only 45 points below standard.
3. All students are closer to meeting standard (19.3 points below standard; a 6.4% increase from last year).

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
6	17	1	27

Conclusions based on this data:

1. The largest percentage of growth for Daniel J. Savage Middle School English Learners were those students who maintained their ELPI level (17 students)
2. 27 students progressed at least one level.
3. 6 decreased one level.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	3	2	0

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 7.6 Maintained +0.2 955	<p>English Learners</p>  Green 9.7 Declined -2.6 72	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Orange 10.4 Maintained -0.2 469	<p>Students with Disabilities</p>  Yellow 13.8 Declined -1.2 145

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 Orange	 Yellow
20.8	Less than 11 Students - Data Not Displayed for Privacy	6.6	3.1
Increased +7	4	Increased +0.6	Increased +3.1
53		61	32
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 Orange	 No Performance Color	 Green
9.2	6	0	5.1
Maintained -0.4	Increased +0.6	11	Declined -0.5
391	50		353

Conclusions based on this data:

1. Chronic Absenteeism maintained 7% for all students.
2. 13.8% of chronically absent are SPED.
3. AA have a 20% chronic absenteeism rate.

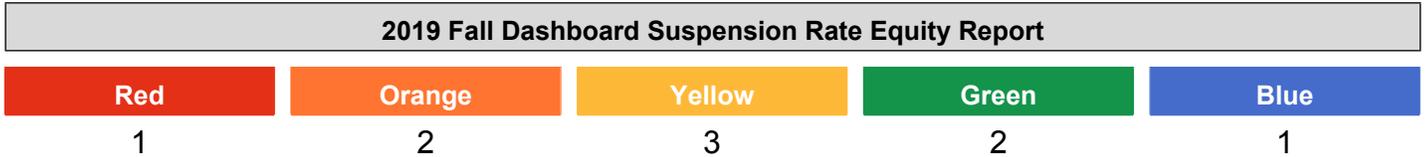
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 10.4 Declined -1.7 972	<p>English Learners</p>  Green 6.7 Declined -7.6 75	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 7	<p>Socioeconomically Disadvantaged</p>  Yellow 14 Declined Significantly -3.3 477	<p>Students with Disabilities</p>  Yellow 11.5 Declined -8.1 148

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 24.5 Declined -2.9 53	 No Performance Color Less than 11 Students - Data 4	 Green 3.3 Declined -8.7 61	 Blue 0 Declined -5.3 32
Hispanic	Two or More Races	Pacific Islander	White
 Red 13.4 Increased +1.8 403	 Orange 3.8 Increased +1.3 52	 No Performance Color 9.1 11	 Yellow 8.1 Declined Significantly -3.8 356

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	12	10.4

Conclusions based on this data:

1. Students with Disabilities were suspended at the same rate as all students (~10%).
2. African American (24%) students were suspended at a higher rate than the percentage of all students.
3. Socio-economically disadvantaged students were suspended at a higher rate (14%) than the percentage of all students (10%).

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 2021, 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 2019	All Students: 15.2 points above standard (increase 4.6) (Green) English Learner Students: 28.6 points below standard (increase 14.1) (Yellow) Low Income Students: 11.1 points below standard (increase 7.2) (Yellow) Students with Disabilities: 78.3 points below standard (increase 26.4) (Orange) White Students: 25.8 points above standard (increase 7.7) (Green) Hispanic Students: 0.2 points above standard (increase 3.9) (Green) African American: 37.9 points below standard (increase 6.7) (Yellow)	100% - All Students All students need to demonstrate growth.
Special Education Goals Met	Growth	100% of Special Education will meet individual ELA goals

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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% African American: 35.29%	100% - All Students All students need to demonstrate growth
English Learner Reclassification Rate	Level 1 Level 2 Level 3 (Bridging) Level 4 RFEP (increased by ___ from 2018-19)	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)

6650

Source(s)

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)

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)

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 (2019-20), Daniel J. Savage Middle School fully 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 2018. 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 ELPAC. 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 2019-20, Daniel J. Savage Middle School also fully 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..

There was ongoing training at the District Office in 2019-20 for more professional learning for teachers.

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.

COVID-19; State Testing was cancelled.

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 2021, 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: 19.3 points below standard (increase 6.4) (Green); English Learner Students: 79.6 points below standard (increase 11) (Yellow); Low Income Students: 50.5 points below standard (increase 7.7) (Yellow); Students with Disabilities: 120.5 points below standard (increase 23.3) (Orange); White Students: 3.9 points below standard (increase 7.9) (Green); Hispanic Students: 39.9 points below standard (increase 8.4) (Yellow); African American: 95.1 points below standard (decrease 13.2) (Red)	100% at or above standard. All students demonstrate growth on SBAC.
CA SBAC Mathematics - Spring 2019	Met/Exceeded Standards All Students: 44.5%	100% at or above standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learner Students: 3.92% Low Income Students: 31.97% Students with Disabilities: 12.5% White Students: 51.02% Hispanic Students: 36.56% African American: 86%	All students demonstrate growth on SBAC.

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)

6600

Source(s)

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 (2019-20), 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 EPAC. 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 2019-20, 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.

There was ongoing training at the District Office in 2019-20.

For the 2019-20 school year, Daniel J. Savage Middle School had 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.

COVID-19; State Testing was cancelled.

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 2021, 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)

382

Source(s)

General Fund

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 (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 was 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 2021, 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 2019 Suspension Rate - CA Dashboard	All students - 10.4% suspended once (decrease of 1.7%)-Yellow EL 6.7% (decrease 7.6%)-Green SPED 11.5% (decrease 8.1%)-Yellow SED 14% (declined 3.3%)-Yellow AA 24.5% (declined 2.9)-Orange	Decrease suspensions for all students by 2%
Total Suspensions and Discipline Incidences for the 2019-20 school year.	Total Suspensions - Total Incidences -	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 (\$)
General Fund	\$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

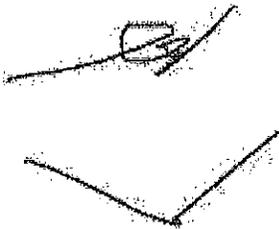
State Compensatory Education Advisory Committee

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 May 7, 2020.

Attested:



Principal, Michael Stagnaro on 05/7/2020

SSC Chairperson, Kellie Tubbs on 05/7/2020