

District Name: Savanna School District      CD Code: 3066696

### LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Jacqueline Matranga, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), and Jane Liang, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jliang@cde.ca.gov](mailto:jliang@cde.ca.gov) if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than Tuesday, April 19, 2016. The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

As part of the LCAP process, Savanna completed a needs assessment to revise and clarify goals and action planning. This needs assessment included an analysis of student data, meetings with and surveys of all stakeholders including the parents of English Language learners, Foster Youth, low income and Students with Special Needs, teachers, classified personnel, management and our students.

The data analysis included a review of SBAC scores from the 2015 test, District Benchmark data and CELDT Scores.

#### Student Achievement Data - Overall Data

In the spring of 2015, 3rd through 6th grade students completed SBAC, part of the CAASPP Assessment. Overall, results in English Language Arts showed that 43% of the students in Savanna met the standards on this assessment. A breakdown by grade level reveals that 36% of 3rd graders, 42% of 4th graders, 56% of fifth graders and 48% of 6th graders met the standards in English Language Arts. In Math, 35% of Savanna students met standards. Grade level analysis revealed that 35% of 3rd graders, 42% of 4th graders, 23% of 5th graders, and 40% of 6th graders met standards.

#### Student Achievement Data - Breakdown by Ethnicity

Stakeholders also reviewed disaggregated data in English Language Arts including a breakdown by ethnicity. Asian students outperformed all other groups with 61% of 3rd graders, 68% of 4th graders, 69% of 5th graders and 75% of 6th graders meeting standards. A breakdown of scores for our white students showed that 45% of 3rd graders, 39% of 4th graders, 42% of 5th graders and 56% of 6th graders met standards. Finally, stakeholders reviewed data for our Hispanic students and found that 26% of our Hispanic students in 3rd grade, 34% in 4th grade, 40% in 5th grade, and 38% in 6th grade met standards. In Math, 62% of our Asian students in 3rd grade met standards in Math, along with 62% in 4th grade, 52% in 5th grade, and 74% in 6th grade. The results of our white students showed that 38% met standards in 3rd grade, 39% in 4th grade, 28% in 5th grade, and 47% in 6th grade. Finally, 25% our Hispanic students in 3rd grade met the standards in math along with 36% in 4th grade, 14% in 5th grade and 27% in 6th grade.

#### Student Achievement Data - Breakdown by Economic Status/Foster Youth

A review of results based upon student economic status on the English Language Arts assessment showed that 32% of disadvantaged students in 3rd grade, 36% in 4th grade, 42% in 5th grade and 38% in 6th grade met standards. This data also included information about our Foster Youth students with 60% meeting standards in 3rd grade, 24% in 4th grade, and 0% in 5th grade. There were no Foster Youth student scores in English Language Arts for 6th grade. Math scores for disadvantaged students showed that 30% of 3rd graders, 40% of 4th graders, 21% of 5th graders, and 28% of 6th graders met standards. Of these students, 60% of 3rd grade Foster Youth students, 75% of 4th graders, and 0% of 5th graders met Math standards.

#### Student Achievement Data - Breakdown by English Language Ability

Further review showed that 21% of English learners in 3rd grade met standards in English Language Arts along with 24% in 4th grade, 25% in 5th grade, and 18% in 6th grade. In Math, 21% of our English learners met standards in 3rd grade, 26% in 4th grade, 7% in 5th grade and 6% in 6th grade.

#### Student Achievement Data - Breakdown by Students with Special Needs

Students with special needs were also assessed on the SBAC and results of the English Language Arts assessment showed that 17% of 3rd graders, 21% of 4th graders, 10% of 5th graders, and 16% of 6th graders met standards. Math scores for our students with special needs showed that 17% met standards in 3rd grade, 22% met standards in 4th grade, 5% met standards in

5th grade and 16% met standards in 6th grade.

#### Benchmark Assessment Comparisons

The 2014-2015 school year was the first year that we received scores for the SBAC Assessment. Our goal was to establish a baseline for comparison in future years. SBAC Scores for 2015-2016 will be available later this spring. We also continued to pilot the Interim Assessment. Last year, our students completed the District Benchmark Assessment. It was our goal to show a 1% increase from baseline scores. While we do not yet have the SBAC scores for analysis, a review of our Benchmark scores for 2015 - 2016, reveals that there was growth (ranging from 3% to 17%) on this assessment at the end of the second trimester across most grade levels. In the English Language Arts, our students in 2nd grade increased their scores by 8% (49% to 57%), students in 3rd grade increased by 5% (33% to 38%), students in 5th grade increased by 8% (50% to 58%) and students in 6th grade increased by 3% (22% to 25%). Student scores in 1st grade decreased by 6% (90% to 84%) and student scores in 4th grade decreased by 4% (11% to 7%). In Math, the increased scores included 7% in 2nd grade (75% to 82%), 12% in 3rd grade (29% to 41%), 5% in 4th grade (14% to 19%), 17% in 5th grade (24% to 42%) and 11% in 6th grade (23% to 34%). Scores for students in 1st grade decreased by 1% (62% to 61%).

#### CELDT Scores

Results of the CELDT Assessment show that the majority of our English Language learners scored at the Intermediate level at the initial assessment with 74.7% making annual progress in learning English, 44.3% attaining English Language proficiency in less than 5 years and 72.3 % attaining English Language proficiency in more than 5 years.

This data revealed an achievement gap for our Hispanic students, English Language learners, and students with special needs in both English Language Arts and Math. Our English Language learners are learning the English Language and reclassified to English proficiency at an appropriate rate but are not showing appropriate growth on the SBAC Assessment and District Benchmark There is a need for a comprehensive intervention system for all students in need of assistance.

As a result of this analysis, we have found some success with District instructional priorities (explicit teaching, Common Core State Standards, engagement strategies and differentiated instruction) addressed in our 2015 LEA Addendum, however; we are in need of a comprehensive program of intervention for all of our students, particularly our English Language learners, Hispanic students and Students with Special Needs. Our academic priorities for 2016/2017 will include a focus on Differentiated Instruction for all students, particularly those student in need of intervention.

**2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.**

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

**Student Achievement Data - Overall Data**

In the spring of 2015, 3rd through 6th grade students completed SBAC, part of the CAASPP Assessment. Overall, results in English Language Arts showed that 43% of the students in Savanna met the standards on this assessment. A breakdown by grade level reveals that 36% of 3rd graders, 42% of 4th graders, 56% of fifth graders and 48% of 6th graders met the standards in English Language Arts. In Math, 35% of Savanna students met standards. Grade level analysis revealed that 35% of 3rd graders, 42% of 4th graders, 23% of 5th graders, and 40% of 6th graders met standards.

**Student Achievement Data - Breakdown by English Language Ability**

Further review showed that 21% of English learners in 3rd grade met standards in English Language Arts along with 24% in 4th grade, 25% in 5th grade, and 18% in 6th grade. In Math, 21% of our English learners met standards in 3rd grade, 26% in 4th grade, 7% in 5th grade and 6% in 6th grade.

**Student Achievement Data - Breakdown by Students with Special Needs**

Students with special needs were also assessed on the SBAC and results of the English Language Arts assessment showed that 17% of 3rd graders, 21% of 4th graders, 10% of 5th graders, and 16% of 6th graders met standards. Math scores for our students with special needs showed that 17% met standards in 3rd grade, 22% met standards in 4th grade, 5% met standards in 5th grade and 16% met standards in 6th grade.

**Benchmark Assessment Comparisons**

The 2014-2015 school year was the first year that we received scores for the SBAC Assessment. Our goal was to establish a baseline for comparison in future years. SBAC Scores for 2015-2016 will be available later this spring. We also continued to pilot the Interim Assessment. Last year, our students completed the District Benchmark Assessment. It was our goal to show a 1% increase from baseline scores. While we do not yet have the SBAC scores for analysis, a review of our Benchmark scores for 2015 - 2016, reveals that there was growth (ranging from 3% to 17%) on this assessment at the end of the second trimester across most grade levels. In the English Language Arts, our students in 2nd grade increased their scores by 8% (49% to 57%), students in 3rd grade increased by 5% (33% to 38%), students in 5th grade increased by 8% (50% to 58%) and students in 6th grade increased by 3% (22% to 25%). Student scores in 1st grade decreased by 6% (90% to 84%) and student scores in 4th grade decreased by 4% (11% to 7%). In Math, the increased scores included 7% in 2nd grade (75% to 82%), 12% in 3rd grade (29% to 41%), 5% in 4th grade (14% to 19%), 17% in 5th grade (24% to 42%) and 11% in 6th grade (23% to 34%). Scores for

students in 1st grade decreased by 1% (62% to 61%).

Currently, we have assessment results for the 2015 SBAC Assessment. It was our goal to grow by 1% on the 2016 SBAC. Those results are expected in July. We were able to compare results for the District Benchmark Assessment and found that most grade levels grew by much more than 1% (see above). We are hopeful that the SBAC will yield the same results. AYP is frozen at the 2013 levels. Therefore, we have no data for comparisons.

Our goals for 2016/2017 are for all subgroups to grow by 2% from our base data in 2015.

**3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.**

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

The following research based strategies have been incorporated which strengthen the core academic program for the identified student groups. These include:

**Explicit Direct Instruction (EDI):** All teachers have been trained in and implement the strategies of Explicit Direct Instruction. There is extensive research that supports the lesson design components and lesson delivery strategies of EDI: Hollingsworth, John and Silvia Ybarra. Explicit Direct Instruction – The Power of the Well Crafted, Well Taught Lesson. Corwin Press: 2009

**Thinking Maps:** All teachers have been trained in and implement Thinking Maps. There is extensive research that supports the effectiveness of Thinking Maps: Hyerle, David and Yeager, Chris. Thinking Maps – A Language for Learning, Thinking Maps.

**Student Engagement Strategies:** Research shows a significant correlation between high levels of engagement and improved attendance and achievement as measured through direct observations and interviews with and questionnaires to children and teachers (Finn & Rock 1997; Marks 2000; Roderick & Engle 2001; Willingham, Pollack & Lewis 2002). All teachers have been trained in and implement student engagement strategies.

**Project GLAD:** Begin to explore OCDE *Project GLAD*® (Guided Language Acquisition Design), providing differentiated

strategies to integrate instruction in English and grade-level content in a heterogeneous, mainstream classroom. The model began in California in the 1980s and has been used as a fully developed model since 1991 (Brechtel, 2001).

**Differentiated Instruction:** All teachers will receive extensive training in Differentiated Instruction in order to differentiate reading instruction through guided reading (Fountas & Pinnell, 2001) according to student needs while providing unstructured time for intervention and enrichment.

**Data Driven Instruction:** All teachers utilize Illuminate to disaggregate scores and monitor student achievement and adjust instruction.

**4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> )	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>Using the Essential Program Components (EPC) Savanna School District will:</p> <p><b>EPC 1: Instructional Program</b>            Ensure access to grade level standards by implementing the core curriculum with fidelity for all students with a focus on differentiating</p>	Educational Services/Principals	8/16-5/17	LCFF

<p>instruction for English Learners (EL) and Students with Special Needs. Lower class size to enable teachers to better meet student needs.</p>			
<p>Implement Response to Intervention (RTI) differentiated instruction strategies in every classroom. In addition to lower class size across the District, lower class size to enable teachers to provide instruction to meet student needs. Instruction is differentiated to meet the needs of all students.</p>	<p>Educational Services/Principals</p>	<p>8/16-5/17</p>	<p>Title II - \$78,598</p>
<p>Provide personnel to meet the needs of Title 1 students. In addition, provide materials and supplies to provide additional assistance for Title 1 students in need of intervention.</p>	<p>Educational Services/Principals</p>		<p>Title 1 - \$248,430</p>
<p><b>EPC 2: Instructional Time</b> Site scheduling of instructional minutes, including additional intervention time as needed. Provide Saturday Academy and Summer Academy</p>	<p>Educational Services/Principals</p>	<p>8/16-5/17</p>	<p>LCFF</p>
<p><b>EPC 3: Lesson Pacing Guide</b> Monitor instruction in ELA and Math to ensure all standards are taught and mastered.  Grade level teams meet regularly to review monitor student progress on grade level goals and modify instructional strategies to meet student needs.</p>	<p>Educational Services</p>	<p>8/16-5/17</p>	<p>LCFF  Title III - \$30,000</p>
<p><b>EPC 4 &amp; 5: Professional Development for School Administrators and Credentialed Teachers</b>  Provide professional development for administrators and teachers on research based strategies</p>	<p>Educational Services</p>	<p>8/16-5/17</p>	<p>LCFF, Title III – \$30,000</p>

<p><b>EPC 6: Ongoing Instructional Assistance and Support for teachers</b>  Teacher on Special Assignment provides professional development, demonstration lessons, and support to TK-6 teachers and administration on research based strategies.</p> <p><b>EPC 7: Student Achievement Monitoring System</b>  Continue to implement District Benchmarks as formative assessments to monitor student understanding of state standards and provide intervention where needed.</p> <p>Utilize Illuminate to import and analyze SBAC, Benchmark and local assessment data</p> <p><b>EPC 8: Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b>  Provide professional development and collaboration time for grade level teams to increase the rigor, relevance and alignment of current curriculum and assessments.</p> <p><b>EPC 9: Fiscal Support</b>  Maintain a fiscally sound budget that allocates general fund and categorical funds that support implementation of the Essential Program Components.</p>	<p>Educational Services/Principals</p> <p>Educational Services</p> <p>Educational Services/Principals</p> <p>Educational Services/Principals/Fiscal Services</p>	<p>8/16-5/17</p> <p>8/16-5/17</p> <p>8/16-5/17</p> <p>8/16-5/17</p>	<p>LCFF  Title III - \$30,000</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>N/A</p>
--	--	---	--



**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<p>Continue to provide professional development, implementation support, and monitor implementation of the following:</p> <ul style="list-style-type: none"> <li>* Explicit Direct Instruction</li> <li>* Thinking Maps/Write From the Beginning</li> <li>* Student Engagement Strategies</li> <li>* Differentiated Instruction/Response to Intervention</li> <li>* Interpreting Data to Drive Instruction</li> </ul> <p>Professional development takes place district wide on staff development days, school and district wide on early release days, and individually with the Teacher on Special Assignment and Administrative Staff</p>	Educational Services, Principals	8/16-5/17          8/16-5/17	LCFF Title 1 - \$45,670 Title III - \$27,846          LCFF

**6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Savanna School District will continue to collaborate with Anaheim YMCA through the After School Education and Safety (ASES) grant to provide after school support at all of our schools. The program provides a safe place for students to work on homework, and participate in both learning and physical activities. This program will also provide a summer camp for Savanna students.	Educational Services, Principals, Anaheim Achieves staff          Student Services	8/16-5/17		ASES Grant

<p>During the summer, an extended school year (ESY) program is provided to students with disabilities</p>	<p>Educational Services</p>	<p>8/16-5/17</p>		<p>LCFF</p>
<p>Through a partnership with Cal Poly Pomona, we have and will continue to offer a summer school program for students in need of intervention. Savanna has been able to run a summer school program for the past 5 years through a partnership with a local university.</p>		<p>8/16-5/17</p>		<p>LCFF</p>

**7. Include strategies to promote effective parental involvement in the school.**

<p>Please describe parental involvement strategies and how the LEA will support them across the LEA.</p>	<p>Person(s) Responsible</p>	<p>Specific Timeline</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Savanna School District promotes parent participation, involvement, education and communication in the following ways:            *Parent Link, a parent outreach phone system, is utilized by principals and LEA to provide timely information pertaining to each school and their students.            * Parent volunteers are encouraged at all schools.            * Monthly Parent Supporting Parents workshops are held.            * A daily ESL class for parents is held, through a partnership with the local community college.            * Reach the Reader, an annual district wide evening event, provides parents with a renowned speaker who speaks on the topic of how to help your children with reading at home, while the students are involved in motivational reading activities.            * All schools have active PTAs.            * All schools have active School Site Councils and English Learner Advisory Committees with members that participate on the District Advisory Council and District English Learner Advisory Committee.            A Community Liaison works with all four schools to help those parents in need of translation services and support.</p>	<p>Educational Services, Principals</p>	<p>8/16-5/17</p>		<p>LCFF</p>

**Performance Goal 2: *All limited-English-proficient students will become proficient in the English language and reach high academic standards, meeting standards in reading/language arts and mathematics.***

**Planned Improvement in Title III Programs for Limited-English-Proficient (LEP) Students and Immigrants**  
 (Summarize information from district-operated programs and approved school-level plans)

Performance Goal 2 must include the following:		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1a: Describe the programs and activities to be implemented in accordance with Title III.	The Savanna School District provides programs and strategies incorporating English language development (ELD) to help our students learn the English language and Specially Designed Academic Instruction in English (SDAIE) to help our English Language learners master the Common Core State Standards (CCSS). Students are assessed annually on the CELDT Assessment and placed into appropriate programs and services. Teachers receive professional development to learn to implement programs strategies and techniques to meet the needs of our English Language learners.	Educational Services 16/17			LCFF

	<p>1b: Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives (AMAOs).</p>	<p>The District will utilize funding to provide professional development for CLAD certified certificated staff who work with English Language learners. The Professional Development will include both presentation and coaching on the development of instructional goals to meet ELD standards targeted to the assessed level of our English Language learners. By targeting our instruction to meet student need, we expect to see annual growth on the CELDT Assessment, increased levels of proficiency on the state level CAASPP assessment, and an increase in the number of students who reach English Language Proficiency.</p>	<p>Educational Services 16/17</p>			<p>LCFF Title III</p>
	<p>1c: Describe how the school sites will be held accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the AMAOs</li> <li>▪ making adequate yearly progress for English Learners (ELs);</li> <li>▪ annually measuring English proficiency of ELs so that the students served develop English proficiency while meeting State Academic content and student achievement standards;</li> </ul>	<p>All of our English Language Learners will participate in the statewide CELDT and CAASPP Assessment, as appropriate at specific grade levels. Disaggregated scores will be reviewed by staff, District personnel, parents, members of DAC, DELAC, and our Board of Trustees. As a result of this analysis, any changes needed in the instructional program will be made accordingly.</p>	<p>Educational Services 16/17</p>			<p>LCFF</p>

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1d: Describe how the LEA will promote parental and community participation in programs for ELs.	We encourage parent involvement at all levels of our District. Each of our school sites has an active ELAC and representatives attend the District level DELAC. In addition, parents are invited to a variety of parent involvement activities, throughout the year, designed to promote participation in their child's learning (see LEA Addendum). This includes ESL classes offered at no charge for interested parents.	Educational Services 16/17			LCFF
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research. The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> <li>▪ English proficiency; and</li> <li>▪ Academic achievement in the core academic subjects</li> </ul>	The District has adopted state approved, research-based curricula for all content areas. In addition, we continue to provide professional development on effective programs and strategies for English Language learners.  CLAD certified teachers utilize SDAIE strategies in order to give students access to the core curriculum and provide English Language Development to increase English language proficiency.	Educational Services 16/17			LCFF

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel that:</p> <ul style="list-style-type: none"> <li>▪ is designed to improve the instruction and assessment of LEP children;</li> <li>▪ is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>▪ is based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>▪ of sufficient intensity and duration to have a long term effect that will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>Staff members take part in a variety of professional development designed to improve instructional practices for English Language Learners. Professional development is ongoing and based upon research-based practices. Staff members also participate in demonstration lessons and ongoing coaching. As noted in section 1b above - The Professional Development for 15/16 will include both presentation and coaching on the development of instructional goals to meet ELD standards targeted to the assessed level of our English Language learners. By targeting our instruction to meet student need, we expect to see annual growth on the CELDT Assessment, increased levels of proficiency on the state level CAASPP assessment, and an increase in the number of students who reach English Language Proficiency.</p>	<p>Educational Services 16/17</p>	<p>TOSA Differentiated Instruction</p>	<p>\$12,740 \$87,846</p>	<p>LCFF  Title III</p>

Performance Goal 2 for LEAs receiving or planning to receive Title III LEP funding may include the following:		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	4. Upgrade program objectives, effective instruction strategies, curricula, instruction materials, educational software, and assessment procedures  No	<b>If yes, describe:</b>				
	5. Provide: <ul style="list-style-type: none"> <li>▪ tutorials and academic or vocational education for LEP students; and</li> <li>▪ intensified instruction</li> </ul> No	<b>If yes, describe:</b>				
	6. Develop and implement programs that are coordinated with other relevant programs and services  No	<b>If yes, describe:</b>				

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.  Yes	<b>If yes, describe:</b> By increasing staff knowledge and understanding of effective programs and strategies, we expect to elevate the level of instruction for our English learners and increase achievement.	Curriculum and Instruction 16/17	Salary and benefits for our TOSA	\$87,846 \$12,740	Title III LCFF
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to:  <ul style="list-style-type: none"> <li>▪ To improve English language skills of LEP children; and</li> <li>▪ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul> No	<b>If yes, describe:</b>				



	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	9. Improve the instruction of LEP children by providing for: <ul style="list-style-type: none"> <li>▪ The acquisition or development of educational technology or instructional materials</li> <li>▪ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>▪ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>If yes, describe:</b>			
	No				
	10. Other activities consistent with Title III.	<b>If yes, describe:</b>			
	No				
<b>LEP Estimated Costs Total:</b>				<b>\$89,603</b>	
<b>LEP <math>\leq</math> 2% for Indirect Costs:</b>				<b>\$87,846</b>	

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** Savanna School District

**County District Code:** 30-66696

**Date of Local Governing Board Approval:** June 14, 2016

**District Superintendent:** Dr. Sue Johnson

**Address:** 1300 S. Knott Ave

**City:** Anaheim

**Zip Code:** 91016

**Phone:** 714-236-3800

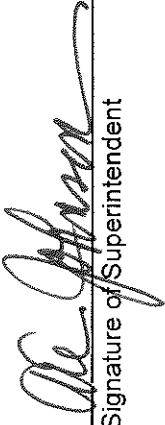

**FAX:** 714-821-5073

**E-mail:**

sue.johnson@savsd.org

**Signatures:**

**On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:**

	<b>Dr. Sue Johnson</b>	<b>6-14-16</b>
Signature of Superintendent	Printed Name of Superintendent	Date
	<b>Mrs. Chris Brown</b>	<b>6-14-16</b>
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

**Certification:** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.