Savanna School District

English Learner Plan
&
Annual Program Evaluation

2023-2024

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PART 1: CORE PROGRAMS

Core English Learner Program Description

The Savanna School District is dedicated to serving the needs of English learners (ELs) and provides ELs learning opportunities equivalent to those provided to native speakers of English. We are committed to providing our English learners access to high-quality TK-6 educational programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible, in order to meet or exceed grade-level standards for academic achievement in a timely manner.

Our vision for student success goes beyond reclassification of ELs as proficient in English. We aim to prepare global citizens who are college and career ready. We believe:
- English Learners can achieve at high levels with the right supports.
- The language and cultural resources that students bring are tremendous assets to their learning and that of the community.
- All educators are responsible for the language development of ELs.

As part of the standard instructional program, all identified ELs receive a program of English Language Development (ELD) which includes both designated and integrated ELD.

Designated ELD is instruction provided during a time set aside during the regular school day for focused instruction on the state-adopted ELD standards and assists ELs in developing critical English language skills necessary for academic content learning in English. Supplemental ELD instructional materials are provided for all teachers. These provided differentiated materials are a part of our adopted English language arts curriculum and are grade-level specific with evidence-based strategies and targeted language support in all grades TK- 6.

Integrated ELD is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Teachers have been trained to use language acquisition strategies while teaching grade level content.

Language Acquisition Program

Structured English Immersion (SEI): This is a language acquisition program for English learners (ELs) in which nearly all classroom instruction is provided in English, but the curriculum and instruction are designed for pupils who are learning English. English Language Development (ELD) is integrated into classroom instruction, and teachers provide language clarification during regular content-area lessons. In addition, students in an SEI program also receive Designated ELD. Designated ELD is provided during the regular school day based on the state-adopted CA ELD standard and assists ELs to develop the language skills needed to learn the content and express their content knowledge in English. Some instruction and/or support may be provided in the students' native language.

The language acquisition programs are informed by research and sound educational theory. Parents and families provide input regarding language acquisition programs during District English Language Advisory Committee (DELAC) sessions, school site English Language Advisory Committee (ELAC) meetings, and through the development of the Local Control Accountability Plan (LCAP).

PART 2: METRICS AND OUTCOMES

Explanation of the State Accountability System - Dashboard

Many data points in this annual evaluation are taken from California's accountability system. This system is based on multiple measures, using a dashboard. These performance standards are used to:

> 1. Support districts and schools in identifying strengths, weaknesses, and areas for improvement
>
> 2. Assist in determining whether districts and schools are in need of assistance
>
> 3. Assist in determining whether districts and schools are eligible for more intensive state support/intervention

The Dashboard contains reports that display the performance of the district, schools, as well as student groups and provides information about how Savanna School district is meeting the needs of our students.

Performance is measured through a combination of current performance (Status) and improvement over time (Change). Both Status and Change provide equal weight. The combination of the five Status levels and the five Change levels results in 25 performance levels displayed in a five-by-five colored table. Each of the 25 performance levels are represented by one of five colors:

<div align="center">

Blue = Very High/ Excellent Growth

Green= Proficient/ Growth

Yellow = Average/ Some Growth

Orange = Low

Red = Very Low

</div>

The state goal for all state indicators is to reach the "Green" performance level. Any performance level below Green (i.e., Yellow, Orange, or Red) indicates that improvement is needed. For the district or a school to receive a performance level (or color), they must have at least two years of data and a cohort of 30 students or 15 students for foster and homeless. Data from the most current year is used to determine "Status." The prior year data is used to determine "Change." Savanna School District expects a green indicator showing good growth/performance for ELs in our SEI program. Savanna is committed to providing English learners programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible and meet all reclassification criteria.

Language Acquisition Data

English Learners Making Attaining English Proficiency

In 2017-18, California transitioned to a new English proficiency assessment, the English Language Proficiency Assessment for California (ELPAC).

Savanna English Language Proficiency for Summative ELPAC				
	2021-2022		**2022-2023**	
	Percentage	# of Students	Percentage	# of Students
Level 1 Minimally Developed	10.81%	65	16.18%	94
Level 2 Somewhat Developed	33.61%	201	30.49%	177
Level 3 Moderately Developed	38.01%	228	39.52%	229
Level 4 Well Developed (Proficient)	17.57%	105	13.80%	80

Source: DataQuest

English Learners Making Progress Toward English Proficiency

The results of the ELPAC are used for the state's accountability system/dashboard called the English Learner Progress Indicator (ELPI). For the ELPI, the four ELPAC levels are divided into six ELPI levels to determine whether ELs are making progress toward English language proficiency. These levels are as follows:

Level 4

Level 3 High (3H)

Level 3 Low (3L)

Level 2 High (2H)

Level 2 Low (2L)

Level 1

Although "Status" levels have been determined by the State Board of Education, cut points for "Change" have yet to be determined. Therefore, the latest dashboard results, only indicate the percentage of 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 were reported (see table below).

Student English Language Acquisition Results

	2022-2023	
	Percentage	# of Students
ELs who **PROGRESSED** at least one ELPI Level	**41.7%**	188
ELs who **MAINTAINED** at Level 4	**5.3%**	24
ELs who **MAINTAINED** at Levels 1, 2L, 2H, 3L, or 3H	**32.6%**	147
ELs who **DECREASED** at least one ELPI Level	**20.4%**	92

Source: California Dashboard

Language Acquisition - Reclassified Students

Although the state is working on establishing standardized criteria for reclassifying students, currently the metrics for moving an English learner to a Reclassified Fluent English Proficient (RFEP) status varies for each school district. Although metrics may differ, school districts are mandated to use the following four criteria to establish local reclassification policies and procedures.

1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Reclassification measures in Savanna have changed periodically. The following outlines how Savanna currently meets the state mandated criteria for various grade spans.

1. Assessment of English Proficiency
   - **Grades K-12:** Students must have an overall ELPAC score of Level 4

2. Teacher Evaluation
   - **Student Oral Language Observation Matrix (SOLOM) score of 19 or better-** Matrix filled out by classroom teacher

3. Parent Consultation
   - Dependent upon parent consultation and opinion

4. Comparison of Student Performance
   - Standard "Met" or "Exceeded" on theCalifornia Assessment of Performance and Progress (CAASPP)
   or
   - District Benchmark Assessment (iReady) Lexile score of 500 or above

The following table outlines the percentage of students that have met the established criteria for each of the past three years.

Percentage and Number of English Learners Reclassified

	2021-2022		2022-2023	
	Percentage	# of Students	Percentage	# of Students
Savanna	**15%**	112	**10%**	68
Orange County	**46%**	81,764	**47%**	79,786
Statewide	**46%**	963,056	**45%**	927,723

Source: DataQuest

Long-Term English Learner Data

The state defines a Long-Term English Learner (LTEL) as any student who is an English learner (EL) student and for whom all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and (4) for students in grades 6 through 9, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, students for whom one or more of the required criteria are not available are categorically determined to be an LTEL.

Long-Term English Learners (LTELs)
Percentage and Number - District, County, and State

	2021-22		2022-23	
	%	**# of LTELs**	**%**	**# of LTELs**
SAVANNA	**13%**	97	**13%**	88
Orange County	**20%**	36,681	**20%**	34,780
Statewide	**19%**	402,954	**19%**	395,209

Source: DataQuest

Students that have been LTELs for four to five years are considered "At-Risk" of being LTELs. These students are also monitored on a regular basis.

At-Risk of Being a Long-Term English Learners (LTELs)
Percentage and Number - District, County, and State

	2021-22	2022-23
	% of At-RiskLTELs	% of At-RiskLTELs
SAVANNA	23%	22%
Orange County	11%	10%
Statewide	11%	10%

Source: DataQuest

Academic Achievement of English Learners

The following tables contain data pertaining to the academic achievement levels of English learners as measured via the California Assessment of Performance and Progress (CAASPP). The CAASPP is a set of statewide summative tests that measure students' progress in English Language Arts (ELA) and math. These tests are given at the end of the school year and consist of two parts: A computer adaptive test and a performance task. The CAASPP is given at grades 3-8 and 11. Metrics for this annual assessment are measured with two separate methodologies for both content areas:

1) Percentage of students Meeting or Exceeding the standards
2) The average Distance from Met (DFM)

Academic Achievement
Measurement #1
Students at the Level of "Meeting" or "Exceeding" the Standards

Academic Achievement - Measurement #1
Percentage and Number - Meeting or Exceeding the Standards

English Language Arts						
% Meeting or Exceeding the Standards						
	20-21		21-22		22-23	
	%	#	%	#	%	#
All Savanna Students	45%	901	49%	941	49%	923
English Learners	20%	132	24%	131	25%	163

Mathematics						
% Meeting or Exceeding the Standards						
	20-21		21-22		22-23	
	%	#	%	#	%	#
All Savanna Students	34%	681	43%	826	43%	810
English Learners	14%	92	21%	138	24%	156

Source: DataQuest

Gap Analysis

The following table outlines the gap between two groups of students within Savanna: All students compared to English learners

Gap Between All Students and English Learners
Percentage Meeting or Exceeding the Standards

Content Area	20-21	21-22	22-23
English Language Arts	25%	25%	24%
Mathematics	20%	22%	19%

Source: DataQuest

Academic Achievement
Measurement #2
Distance from Met (DFM)
Student performance is also measured by the distance a student is from the state's designated proficiency level for each grade. This metric is based on a methodology measuring how far (or the distance) each student is from Level 3 (i.e., Standard Met) Smarter Balanced performance level. Once all students' scores are compared to the fixed point on the scale, the distance results are averaged to produce results for the district, each school, and each student group. The results show, on average, the needed improvement to bring the average student score to Level 3/Standard Met, or the extent to which the average student score exceeds Level 3/Standard Met.

Academic Achievement - Measurement #2
English Language Arts
Distance From Met (DFM)

Site	Color			Distance from Met (DFM)		
	2021	2022	2023	2021	2022	2023
Savanna All Students	No Indicator	Low	Orange	NA	-8	-7
English Learners	No Indicator	Low	Orange	NA	-66	-22
Academic Achievement Gap					-58 DFM Pts.	-15 DFM Pts.

Source: California Dashboard

Mathematics
Distance From Met (DFM)

Site	Color			Distance from Met (DFM)		
	2021	2022	2023	2021	2022	2023
Savanna All Students	No Indicator	Medium	Green	NA	-19	-16
English Learners	No Indicator	Low	Yellow	NA	30	-27
Academic Achievement Gap					-11 DFM Pts.	-11 DFM Pts.

Source: California Dashboard

Reclassified Fluent English Proficient (RFEP) Students
Academic Achievement

Savanna tracks the academic performance of Reclassified Fluent English Proficient (RFEP) students for four years after each student is reclassified. The following chart outlines that these students perform commensurately with their peers for English Language Arts and Mathematics.

English Language Arts
% of RFEP Students Meeting or Exceeding the Standards

	2020-2021	2021-2022	2022-2023
	%	%	%
RFEPs	79%	87%	91%
English Only	49%	51%	50%

Source: CAASPP website

Mathematics
% of RFEPs Compared to English Only Students Meeting or Exceeding the Standards

	2020-2021	2021-2022	2022-2023
	%	%	%
RFEPs	56%	71%	71%
English Only	39%	47%	46%

Source: CAASPP website

Academic Achievement - Measurement #3
English Language Arts
Distance From Met (DFM)

Site	Color			Distance from Met (DFM)		
	2021	2022	2023	2021	2022	2023
Savanna All Students	No Indicator	Low	Orange	NA	-8	-7
Reclassified Fluent English Proficient	No Indicator	No Indicator	No Indicator	NA	+85	+77
Academic Achievement Gap					+77 DFM Pts.	+70 DFM Pts.

Source: California Dashboard

Mathematics
Distance From Met (DFM)

Site	Color			Distance from Met (DFM)		
	2021	2022	2023	2021	2022	2023
Savanna All Students	No Indicator	Medium	Green	NA	-19	-16
Reclassified Fluent English Proficient	No Indicator	No Indicator	No Indicator	NA	+58	+56
Academic Achievement Gap					+39 DFM Pts.	+40 DFM Pts.

Source: California Dashboard

Progress Toward Other Goals in the LCAP

In addition to the metrics listed above the annual Local Control and Accountability Plan (LCAP) requires districts to measure:

1. Suspension rates
2. Chronic absenteeism
3. Attendance

Suspension Rates for English Learners

Suspension information is based on 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.

Suspension Rates

Site	Dashboard Color			% Suspended at Least Once		
	2021	2022	2023	2021	2022	2023
Savanna All Students	N/A	Low	Green	NA	1 %	1%
English Learners	N/A	Low	Yellow	NA	1%	1%

Source: California Dashboard

Chronic Absenteeism for English Learners

The California dashboard measures chronic absenteeism for students in kindergarten through grade eight (K-8). Chronic absenteeism is defined as any student who is absent ten (10) percent or more of the instructional days they were enrolled.

Chronic Absenteeism

Site	Dashboard Color			% Chronically Absent		
	2021	2022	2023	2021	2022	2023
Savanna All Students	N/A	Very High	Yellow	N/A	31%	23%
English Learners	N/A	Very High	Yellow	N/A	31%	21%

Source: California Dashboard

Attendance for English Learners

Students are absent from school for a variety of reasons. Each year, Savanna garners information regarding reasons for absenteeism through an annual student survey. Results are used to mitigate absences and provide support services to families.

Average Days Absent

	2021-22	2022-23
All Savanna Students	14.8 days	12.2 days
English Learners	14.6 days	11.3 days

Source: DataQuest

PART 3: TITLE III ACCOUNTABILITY

Supplemental English Learner Programs Funded by Title III

While the core English Language Development (ELD) program is funded by state and local funds. Savanna also receives Title III federal funds to supplement the standard instructional ELD program. During the past year, Savanna allocated Title III monies to provide guidance and professional development for all TK-6 teachers within Savanna on research-based ELD strategies. Savanna employs a Teacher on Special Assignment to provide additional services to ensure that ELs attain English language proficiency and meet state academic standards. Specifically, our Savanna TOSA provides: instructional coaching and co-teaching for both Designated and Integrated English Language Development (ELD); assistance with lesson plan development and differentiation specifically for ELs, facilitation of discussions on curriculum and research-based strategies, and professional development to enhance skills andknowledge of teachers, support staff, and parents.

Analytical Findings for Title III Program Effectiveness

Language Acquisition

When analyzing our English Learners Progress Indicators from the Summative ELPAC test from the 2023 school year, results indicate that many English Learners are continuing to maintain or grow in language proficiency. 43% of the English Learners in Savanna School District scored at the highest level of proficiency or grew at least one ELPI level. Savanna School District is committed to improving our percentage of EL students' growth toward reclassification.

When comparing the 2023 CAASPP scores to the 2022 CAASPP scores, an achievement level gap was narrowed. Chronic Absenteeism and suspension rates indicate that there is no gap in Academic Engagement or Conditions and Climate indicators between our "All Students" group and our "English Learners". However, moving forward, we want to target our Academic Engagement and improve attendance in our community.

PART 4: EXECUTIVE SUMMARY

RECOMENDATIONS

To build on current successes and address areas for improvement, the Savanna School District will continue to enhance strategies that have led to English Learner progress and narrowed achievement gaps. We will focus on scaling up effective interventions, while developing targeted support for English Learners nearing reclassification. We will also implement a comprehensive attendance improvement plan, including parent education, incentive programs, and early intervention for at-risk students. In addition, we will maintain inclusive practices that have resulted in equitable engagement and school climate. Through regularly monitoring data, engaging stakeholders in discussions about goals and strategies, and providing professional development for teachers on best practices for English Learners we should continue to see improvement in academic engagement. By addressing these areas, the Savanna School District can further improve student outcomes and overall educational quality.

ADDENDUMS

TITLE III - LCAP ADDENDUM

The LCAP Federal Addendum is meant to supplement the Local Control and Accountability Plan (LCAP) to ensure that districts meet the provisions of the ESSA. The following are sections from the LCAP Federal Addendum pertaining to ELs and the district's Title III program.

Title III - Programs and Activities

The Savanna School District is dedicated to serving the needs of English learners (ELs) and provides ELs learning opportunities equivalent to those provided to native speakers of English. We are committed to providing our ELs access to high-quality TK-6 educational programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible, in order to meet or exceed grade-level standards for academic achievement in a timely manner.

Savanna's vision for student success goes beyond the reclassification of ELs as proficient in English. We aim to prepare global citizens who are college and career ready. We believe:
- ELs can achieve at high levels with the right supports.
- The language and cultural resources that students bring are tremendous assets to their learning and that of the community.
- All educators are responsible for the language development of ELs.

ENGLISH LEARNER CORE PROGRAM

California State law requires that all ELs are placed in an English language acquisition program that is appropriate for their grade and English proficiency level.

School Program

Structured English Immersion (SEI): This is a language acquisition program for ELs in which nearly all classroom instruction is provided in English, but the curriculum and instruction are designed for pupils who are learning English. English Language Development (ELD) is integrated into classroom instruction, and teachers provide language clarification during regular content-area lessons. Students in an SEI program also receive Designated ELD. Designated ELD is a protected time during the regular school day when teachers provide lessons for ELs to develop the language skills needed to learn the content and express their content knowledge in English.

The language acquisition program is informed by research and this program has proven to lead to grade-level proficiency and academic achievement in both English and another language. Parents and families provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (LCAP).

ENGLISH LEARNER SUPPLEMENTAL PROGRAMS

The Savanna School District implements activities that provide enhanced instructional opportunities for ELs include:
- Parent education
- Family outreach and activities that assist parents and families to become active participants in the education of their children.
- Supplemental curricular materials, educational software, and technologies

In addition, Savanna conducts an evaluation of their Title III program to inform staff and stakeholders of the goals and progress of the Title III program. Additionally, this evaluation includes past and current information on Title III funding and program effectiveness.

Title III - Professional Development

LEAs are required to use Title III funds for professional development for ELs and classroom teachers, principals, administrators, and other school leaders that is:

- Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement:
    a) curricula
    b) assessment practices
    c) instructional strategies for ELs
- Effective in increasing teaching knowledge and skills of such teachers;
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom

In order to enhance the academic achievement of EL students, professional development will implement the following actions:

- The Savanna School District provides effective and continual professional development utilizing Teachers on Special Assignment (TOSAs) to deliver high-quality professional development reaching all teachers, at all grade levels and content areas as part of the general base program.
- Savanna TOSAs will facilitate professional dialogues and strategic inquiry days to provide teachers time to participate in professional development, analyze data, watch demonstration lessons and plan instruction as part of the general base program.
- Professional development regarding the software program, Brain Pop ELL, capturing key EL decisions, monitoring pre- and post-exit progress, and sharing information.

Title III - English Proficiency and Academic Achievement

The Savanna School District EL program provides programs and supports specific to the academic and language acquisition needs of English learners. Savanna's EL program provides for Designated English Language Development (ELD) during a separate instructional time block in order to develop the English academic skills needed to succeed in school.

ENGLISH PROFICIENCY and MEETING ACADEMIC STANDARDS
In order to assist ELs in meeting the challenging state academic content standards as well as achieve English proficiency, Savanna implements the following actions:

a. Sustain and enhance instruction for Designated ELD at all school sites
b. Improve language instruction, interaction, and monitoring within Designated and Integrated ELD through professional development.
c. Provide support services for ELs and their families including, but not limited to:
   - A district Teacher on Special Assignment (TOSA) to facilitate professional development activities and collaborative dialogues
   - Parents: English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), Parent training
d. Increase the proficiency of staff in effective Integrated and Designated ELD instruction in all core content areas.
e. Provide additional resources during the summer to support ELs.
f. Support ELs (who are new to the country) speaking a language other than English.
g. Implement supports and services to address the needs of Long-Term English Learners (LTELs).
h. Communicate ELD implementation timeline, staff development, and parent education plan with the appropriate stakeholders.
i. Continue to conduct the English Language Proficiency Assessment for California (ELPAC).

MONITORING and EVALUATION

All schools within the Savanna School District participate in a cycle of inquiry to address site-specific needs of ELs in consultation with their English Learner Advisory and School Site Councils. Schools are held accountable for both English acquisition and meeting their achievement goals through monitoring and evaluation tools that include:

1. Annual goals and objectives
2. School improvement plans
3. Mid-year progress reports
4. End-of-year evaluations
5. The California Dashboard
6. A Title III evaluation report

Schools are provided with technical support from district personnel as appropriate for