

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Savanna Elementary School District

## CDS Code:

3066696

## Link to the LCAP:

*(optional)*

<https://www.savsd.k12.ca.us/info/school-district/lcap>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Savanna School District has established four goals in the Local Control and Accountability Plan (Goal 1: Increase student achievement, for all students, through a comprehensive, rigorous educational program, aligned to the Common Core State Standards. Goal 2: Provide parent involvement and input opportunities through home, school, and community partnerships that support student success and school engagement. Goal 3: Provide all students with an engaging, secure learning environment (school climate). Goal 4: Continue to maintain 96% attendance rate while decreasing truancy and chronic absenteeism). The District receives funding for approximately 2,270 students. Base funding is spent to meet the needs of all students through established LCAP goals. In addition, the District has a 75% unduplicated count and as a result, the majority of all services delineated in the LCAP are principally directed to meet the needs of our English learners, low-income students and foster youth through the use of supplemental and concentration grant funding. Federal funding through Title I, II, III, and IV is spent to supplement and enhance program support for students served by those programs.

### Title I Funding

Title I funding is provided to extend support for students at our two funded sites who are in need of intervention. All students at each of these sites receive the program offered through LCFF base, supplemental and concentration funding. A needs assessment at each site showed that there is a need for additional staffing to provide academic and behavioral intervention. Two additional Title I funded staff members work collaboratively with classroom teachers to provide additional academic, behavioral and intervention support for students in need. In addition, these teachers also work collaboratively to provide additional parent support, above and beyond that which is provided through the base program.

### Title II Funding

Title II funding is utilized to extend the professional development that is available for our teaching staff because of the continued change in the instructional program due to the addition of Common Core and NGSS Standards and materials. All staff members take part in the District's ongoing professional development program. The additional coaching that is provided for all teachers through our Title II Coach enables our staff to receive support to learn new curriculum as they continue to serve the students in their classroom.

### Title III Funding

Title III funding is utilized to extend and build upon the professional development that is available for our teaching staff as they collaborate to meet the academic and behavioral needs of our English learners. All English learners receive support services through our base program. Our Title III Coach provides professional development, demonstration lessons and coaching to assist our teachers as they plan linguistically appropriate goals to meet the needs of their students. Our Coach also assists our sites in their collaborative efforts with parents and family. The increase in services reflects additional programs and expenditures including instructional support for intervention to support student needs for our English Language Learners, additional professional development and coaching to help teachers learn techniques and strategies to meet the needs of our English Language learners, additional learning opportunities for the parents of English Language learners, additional days of instruction offered beyond the 180 day school year through Saturday Academy and Summer Academy, and additional support for English Language learners.

### Title IV Funding

Savanna will be applying for Title IV funding and believe that this funding will be most helpful to defray costs in order to support the professional development provided through our Title II Coach.

Stakeholder input helps determine how federal funds are used to support priority areas in addition to reviewing school plans. The LCAP strategies are considered and stakeholder groups at the school sites (ELAC, SSC) as well as district stakeholder groups (DELAC, DAC) provide input in determining how the federal funds are spent.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The vision and mission of Savanna School District is to provide a quality educational program, building academic, physical, social and emotional growth in an environment that will be stimulating for learning in cooperation with parents and the community; develop all students to their individual capacity to prepare them for future learning experiences. Our students will achieve their personal best and will be socially responsible, contributing members of the community.

The LCAP Goals and Action Plan is determined by the District's ongoing data analysis and needs assessment. The ultimate goal is increased student achievement. Data collection and analysis drives instruction and decision making about the use of funds to support at-risk students. We collaborate with stakeholders to review metrics, identify needs and establish ongoing action plans. Our stakeholders include members from the Savanna community, parents, staff members and students. Resulting goals are identified and prioritized through the District Advisory Committee and DELAC. The Board of Trustees reviews the recommended action plan and after an opportunity for stakeholder input, approves the final LCAP.

The funding for each of these goals is comprised of state (LCFF Base, Supplemental and Concentration) and federal funding. Each of these funding sources build upon the other with the base funding provided for all students, supplemental and concentration grant funding provided to meet the needs of our English Learners, low income and foster youth students, and federal funding to expand services for students at Title I sites, and through the extension of professional development and parent and family involvement through Title II and Title III support. This year, Title IV funds will be transferred to Title II to fully fund the professional development program.

Through regular administrative meetings on an on-going basis, the district and site administrators collaborate about priorities and services. Site administrators collaborate with staff and community members to design and share their SPSA's to ensure that strategies are aligned with the districts vision and LCAP goals. The District provides training for School Site Councils to support this process on an ongoing basis.

## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

(See attached table)

#### Equity Gap Analysis

Table 1 Ineffective Teachers and Minority Students Site Enrollment Minority Enrollment % Minority Students Teachers Ineffective Teachers % Ineffective Teachers

Cerritos 494 375 75.9 23 0 0

Hansen 568 520 91.5 28 0 0

Holder 530 466 87.9 25 0 0

Reid 674 615 91.2 28 0 0

Table 2 Ineffective Teachers and Low Income Students Site Enrollment Low Income Enrollment % Low Income Students Teachers Ineffective Teachers % Ineffective Teachers

Cerritos 494 288 58.2 23 0 0

Hansen 568 445 78.3 28 0 0

Holder 530 347 65.4 25 0 0

Reid 674 489 72.5 28 0 0

Table 3 Inexperienced Teachers and Minority Students Site Enrollment Minority Enrollment % Minority Students Teachers Inexperienced Teachers % Inexperienced Teachers

Cerritos 494 375 75.9 23 0 0

Hansen 568 520 91.5 28 1 .03

Holder 530 466 87.9 25 3 1.2

Reid 674 615 91.2 28 2 .07

Table 4 Inexperienced Teachers and Low Income Students Site Enrollment Low Income Enrollment % Low Income Students Teachers Inexperienced Teachers % Inexperienced Teachers

Cerritos 494 288 58.2 23 0 0

Hansen 568 445 78.3 28 1 .03

Holder 530 347 65.4 25 3 1.2

Reid 674 489 72.5 28 2 .07

Involving the stakeholders of the Savanna School District in the educational process of our students continues to be an on-going priority for the District. Our stakeholders have traditionally been a part of the development of District and site level priorities, including identifying strategies for addressing equity gaps. Meetings were held throughout the year where stakeholders were given an opportunity to attend presentations regarding District programs and services, review data related to identified LCAP Metrics and provide feedback about programs and services as part of our needs assessment. Currently we do not have an equity gap that needs to be addressed, although we provide on-going professional development for our teachers who have less than three years of experience. Although there were no disparities having 3 out of our 4 schools with less than 1% and one school with 1.2% of teachers being inexperienced, we are confident that the continuous professional development we provide for our newer teachers will address any issues of inexperienced teachers. In addition, should the need arise, we will review research based recruitment and retention strategies. Savanna remains committed to hiring fully credentialed teachers.

### **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

\*\*1112(b)(3)- N/A as we have no schools identified for CSI or ATSI."

Research shows that students will achieve at higher levels in school if their parents are involved in their education. We believe that it is essential that we work collaboratively to provide meaningful engagement for the parents and families of our students. Therefore, there are numerous opportunities for involvement in our educational program. We have a written Parent and Family Engagement Policy and a Parent/Family Compact in place at the District level and at each site. These policies were developed collaboratively with and approved by the parents and families of our students through District Advisory, SSC, Title 1 Advisory, ELAC and DELAC Meetings. They are disseminated through our Parent/Student Handbook, site and District Meetings, and available on the district website. They are translated into Spanish to assure that all parents have input/access to the information and accommodations for disabilities are provided for. We believe that it is essential that the parents and families of our students understand challenging academic standards and how to assist their children in order to improve student achievement. Therefore, we offer family assistance through a variety of programs. These include an annual district wide literacy event that provides parents with a speaker who addresses the topic of how to help children with reading at home, while the students are involved in motivational reading activities. Technology training and assistance is available. A daily ESL class for parents is offered through a partnership with the local community college. A Community Liaison works with all four schools to help those parents in need of translation services and support. The parents and families at our Title 1 sites take part in all of these activities. In addition, each Title 1 site reserves 1% of their funding for Title 1 parent and family activities. Sites strive to build relationships and build capacity through training and providing materials. They also send out monthly newsletters in English and Spanish with parent education ideas/activities for the parents at each site, including materials to provide parents help with helping their children to improve their achievement. Training and materials are provided regarding technology and how they can help their children and includes harms of copyright piracy. Our Title 1 schools hold an annual meeting to inform parents of their school's participation and requirements of Title 1. Meetings are held during a variety of times to alleviate any barriers for parents to attend and a translator is available. To strengthen this with parents and families, our staff members attend a variety of in-service trainings to assure that they are equipped to understand the value and utility of contributions of parents to meet their ongoing needs of our parents and families. Staff development is conducted to educate teachers, instructional support staff, principals and other school leaders and staff that includes the value and utility of contributions of parents and families as equal partners. Staff development will include the implementation and coordination of parent and family programs to build ties between parents and families and the school. To the extent feasible, school sites coordinate with local preschool programs, campus day care organizations, and our feeder Middle School and High School District to include engagement opportunities for their family populations. Our website is updated and contains information about District and site level programs and services. Our parent outreach phone system, is utilized by principals and the LEA to provide timely information pertaining to each school and their students. In addition, partnerships with local businesses and organizations and with local universities will be developed. We hold regularly scheduled meetings including parent conferences twice annually, Back to School Night, Open House and a variety of other meetings. All schools have active PTA's, SSC's and ELAC's with members that participate on the DAC and the DELAC. Parents and families are welcomed onto campus' and materials and support are provided to ease any equivocation or barriers families may have. The effectiveness of the activities are evaluated to gauge the effectiveness of the activities as well as to identify barriers to greater participation. Reasonable support is provided for parental involvement activities as requested. We also reach out to all families through our annual surveys through Thought Exchange which provides opportunities for family members with disabilities and of migratory children. Our survey asks participants to identify areas of praise and concern in order to identify community priorities. These are conducted in a variety of languages to assure that all participants' thoughts are heard and valued. These priorities are aligned with LCAP Goals and are part of the ongoing stakeholder engagement for the annual LCAP.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Savanna School District contracts with the Orange County Department of Education to provide a community day school program for students who may be expelled from the regular day program. To date, there have been no students expelled from Savanna. The District has identified two Title 1 sites. Both of these sites operate a School-wide Program, budgeting with Title 1 funding. Both of these sites have collaborated with parents to create a Parent Student Compact and Parent and Family Engagement Policy. In addition, both of these schools conduct a comprehensive annual needs assessment and conduct an evaluation of program effectiveness, included in the SPSA. Effective methods and instructional strategies are put in place to strengthen the academic program in the school to address the needs of all children including enrichment as well as intervention. Both a Summer Academy Program and a Saturday Academy Program are offered district wide at no cost to parents to increase the amount and quality time of learning for students. Parents and families are involved in these evaluations and offer input about program improvement with the goal of meeting the needs of all students, including those students in need of intervention and increased achievement for all students.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna School District has a Homeless/Foster Youth Liaison whom site staff members are aware of, including the responsibilities required. Our Homeless/Foster Youth Liaison coordinates services for our homeless and Foster Youth populations in an effort to assure that a variety of their needs are met, including they have a full and equal opportunity to succeed in school. All homeless students are enrolled in our sites in accordance with the McKinney-Vento Act, and parents are informed of the educational opportunities for both their child(ren) and themselves as parents to participate in their education. It is the districts policy to provide a dispute resolution process, school stability, immediate enrollment, assurance they will not be segregated or stigmatized and extra curricular opportunities are available. It is our goal that they are able to attend school regularly and are successful academically and socially, and are provided with comparable services to those of other students. To that end, our Liaison works collaboratively with site personnel and our School Community Liaison and local city and community based organizations to assure that students are provided counseling, mental health services, food, school supplies, clothing, personal hygiene, referrals to no or low cost medical, dental and vision care and bus passes. Our sites monitor the established needs of students through our Student Intervention Teams that are staffed by administrators, teachers, counselors, school psychologists, nurses and other site personnel on as add needed basis. Title 1 funds used to purchase equipment of \$500 or more are inventoried to monitor meeting the needs of our homeless children. We work in collaboration with the Orange County Department of Education to assure that we identify and are able to meet the needs of our Homeless/Foster Youth population.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and

- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna is a K-6 elementary program. We do not facilitate transition to High School programs. However, we do work with local preschools to assure a smooth transition to Transitional/Kindergarten and with our local High School District to facilitate the transition from 6th to 7th grade. This includes parent nights, Kindergarten Round-up which offers new students an orientation to the school program, and ongoing parent conferences and meetings. As our students transition to Middle School, we work collaboratively with our local High School District to assure that students and parents understand requirements and are prepared for the new environment at the Middle School. This includes on-site meetings and opportunities for parents to attend a variety of meetings at the Middle School sites.

**Additional Information Regarding Use of Funds Under this Part**

**ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All students in the Savanna School District are assessed for our GATE Program in third grade. We offer services for our GATE students through extended day programs at each site offered through a credentialed teacher. Our GATE Program is facilitated through a School Psychologist who communicates with parents and assures that GATE students have access to enrichment opportunities.

Funding to enhance library services is provided through the LCAP goals. In addition, each site houses two computer centers with 30+ computers in each center. Each classroom houses six student computers and presentation systems and the majority of our classrooms provide iPads for student use. Students receive instruction in the use of the computer to develop technical skills for the 21st Century and are instructed through the use of technology on a daily basis. This includes iReady, our computer based intervention program.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Savanna does not receive Title I, Part D Funding.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Professional Development is a priority in the Savanna School District. It is ongoing and designed to support the instructional goals for the District. Based on the Quality Professional Learning Standards, Teachers, administrators and classified personnel have a variety of opportunities for professional growth through a diverse series of options. These options include the following:

#### Non-Student Professional Development Days

Each year, the Savanna School District dedicates three pupil free days to provide professional development for staff members. The District determines the focus for these pupil-free days based upon assessed needs. Focus areas for professional development include differentiated instruction to meet the needs of all learners, a deeper understanding of the English Language Arts, English Language Development, Math, NGSS standards and Social Emotional Learning in order to assure that all students have access to the core curriculum, and intervention for those students who are in need of assistance.

#### Early Release Wednesdays

The school sites are dismissed early each Wednesday to allow for continued professional development through staff collaboration, data analysis, and a variety of inservice options including the application of technology across the curriculum.

#### Induction/New Teacher Training and Coaching

All new teachers have an opportunity to take part in the BTSA Program, a partnership with California State University at Fullerton. In addition, all new teachers are given a mentor and attend ongoing professional development with District Coaches. New teachers work two additional days in the school year to attend training on District programs, services, etc. Throughout the year, new teachers have continuous professional development on a monthly basis for additional support.

#### Induction/New Administrator Training and Coaching

All new administrators are paired with a mentor and receive ongoing coaching from a designated administrator. There are bi-monthly administrative meetings to aide in the support of new administrators as well. In addition, new administrators receive support from an ACSA mentor.

#### Site Administrators/Principals

Each year, principals return two weeks before teacher and school staff arrive back after summer break to allow time for professional development designated to the administrative level. Trainings include professional growth in line with the Quality Professional Learning Standards. The QPL Standards are intended to support Professional Learning from the beginning of their careers, throughout their careers and helps to promote future advancement opportunities. Professional Development includes a focus on data, content and pedagogy, equity, collaboration and shared accountability, shall be embedded into practice and aligned to other standards and policies.

#### Teacher Leaders

There are a variety of options to develop meaningful teacher leadership including the establishment of curricular task forces in English Language Arts, English Language Development, Math, STEM, NGSS and SEL. Teachers collaborate with management and one another to adopt textbooks, oversee assessment for the District and evaluate the effectiveness of programs for our students.

#### Title II Funding

Utilizing Title II funding, a Teacher on Special Assignment serves as a coach for all certificated staff members in the implementation of STEM across the curriculum. During the 2019-20 school year, this TOSA will focus on the implementation of NGSS Standards in addition to STEM.

The systems in place in Savanna provide support and promote professional growth from the start of careers, through careers and through advancement opportunities as measured by evaluations, surveys, data analysis and feedback. Savanna evaluates its systems of professional growth and improvement on a regular basis throughout the year and adjustments are made for continuous improvement. On-going evaluations through multiple measures are necessary for a comprehensive assessment, such as Thought Exchange surveys, Google form surveys, administrative collaborative meetings, data analysis, and ongoing feedback from all staff members. New teachers are observed teaching by all administrative staff members, including all principals, the Director of 21st Century Teaching and Learning, The Director of Student Services and Special Education and the Assistant Superintendent. Formal observations are conducted four times a year, and informal observations are conducted throughout the year with immediate feedback from the site administrator. If necessary, coaching will be implemented by one of our Teachers on Special Assignment for further support and continuous improvement. Permanent teachers are evaluated twice a year with immediate feedback and support. All teachers are required to set goals based on the CSTP's and meet with their site administrator three times per year to discuss and evaluate growth.

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Student achievement is our highest priority in Savanna School District. Title II funding is prioritized through our needs assessment in which data is consistently reviewed to determine the areas of need and the achievement gaps are identified. Schools with a higher percentage of socio economically disadvantaged students and students at risk of not meeting standards receive the largest advantage from Title II funding and receive priority in funding decisions. One component of our needs assessment is the Dashboard data. Once we find identified needs and gaps, a plan is developed, including the School Plan for Student Achievement (SPSA) with stakeholder involvement. Students are monitored for need and growth and evidence based interventions are in place. This ongoing monitoring and improvement cycle allows us to have a consistent look at student achievement and address any areas of concern or gaps. It also allows us to address the need for enrichment for those students who are above grade level standards. In addition to our comprehensive system of professional development, our Title I sites take part in additional trainings through the year. Although we do not currently have any sites implementing comprehensive support and improvement activities (CSI or TSI), we feel confident that our current practices in place will serve us well if we have identified CSI/TSI schools in the future.

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In Savanna, data and ongoing consultation is a continuous occurrence throughout the year and is important in the development of utilizing Title II funding. At each of our sites, grade level data teams review the results of standardized assessments (ie-CAASPP, ELPAC), classroom assignments, summative and formative assessments, and publisher/teacher made tests to analyze the needs of our students. Teachers are required to make SMART goals on an ongoing basis throughout the year. Formal data checks are in place at each school site, every 6-8 weeks, to ensure that data is being analyzed, SMART goals written, and improved instructional practices/strategies addressed. In addition, the Dashboard data is shared at the Administrative level, with the Board of Trustees, at community meetings (ie-DAC, DELAC), and at school sites, including teachers, paraprofessionals, and Special Education support personnel. Teachers and principals take part in ongoing collaborative meetings to review high quality data and instructional practices in an effort to improve instruction and professional growth. These results are also analyzed at the District level, including the Special Education Team, to review the effectiveness of our programs, instructional practices and the need for additional, targeted resources and/or professional development. The results of assessments are shared with a variety of stakeholders to provide meaningful consultation including parents and family members at Parent Conferences, ELAC Meetings, SSC Meetings, PTA Meetings and at the District level at our District Advisory Meetings and with our Board of Trustees. At these meetings, they have an opportunity to give feedback and make suggestions for continuous improvement and meetings are held at a variety of times giving parents and community members options. Parent conferences are held a minimum of two times per school year, SSC/ELAC/DAC/DELAC meetings are held three times per school year, and PTA meetings are held monthly to give ample opportunities for our families and community to participate. Translators are available at all meetings and functions to alleviate any language barriers. Furthermore, all stakeholders have the opportunity for involvement and feedback in our annual electronic LCAP survey (available in a multitude of languages) where we encourage and welcome input. In addition, Administrative teams regularly visit other sites to visit classrooms and take part in the evaluation cycle. Our Superintendent and members of the Board of Trustees visit each site at a minimum of twice annually to review progress toward meeting District goals. Our ongoing analysis of data and consultation to support continuous improvement guides us in changes/adjustments in professional growth and improvement.



## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We are committed to ensuring that all of our English Learners have equal access to a comprehensive, rigorous program of instruction in order to meet challenging State standards. Staff members, including administrators, teachers, and classified personnel 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 for high quality professional growth aligned to the Quality Professional Learning Standards. Professional Development will include a focus on data, content and pedagogy, equity, collaboration and shared accountability, shall be embedded into practice and aligned to other standards and policies. Staff members at all sites have completed training in Project GLAD and have also participated in demonstration lessons and ongoing coaching. Our Teacher on Special Assignment (TOSA) provides support for teachers in the assessment of English Learners and the application of Integrated and Designated ELD both in the classroom and at the District level for all teachers. The Professional Development for 2019-20 will center around the continuation of implementation of our Benchmark Advance ELD program and our iReady intervention program and will include both presentation and coaching on the development of instructional goals to meet ELD standards targeted to the assessed levels of our English Language learners. By targeting our instruction to meet student needs, we expect to see annual growth on the ELPAC Assessment, increased levels of proficiency on the state level CAASPP assessment, and an increase in the number of students who reach English Language Proficiency. All administrators, instructional staff and support staff will receive on-going professional development in the area of Multi-Tiered Systems of Support (MTSS) in conjunction with using the Second Step Program to address the social emotional needs of our English Learner population.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Savannah School District provides programs and strategies incorporating designated and integrated 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 challenging Common Core State Standards (CCSS). Students are assessed annually on the ELPAC Assessment and placed into appropriate programs and services. Consultation with parents and family is ongoing and student progress is monitored and reviewed throughout the year.

Teaching students the English language as they learn the core curriculum is part of the District core program. The District has adopted Benchmark Advance, a state approved, research-based curricula for ELA/ELD. We are in the second year of implementation of this series. In addition, we continue to provide professional development on effective programs and strategies for English Language learners such as Project GLAD. 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. Our adopted Math Program, Houghton Mifflin Go Math provides strategies and materials to assure that our English learners meet challenging State academic standards. Those students in need of intervention utilize our iReady intervention programs in both ELA and Math. Growth on these programs is monitored throughout the year.

To establish our priority for the use of Title III funding, we consulted with stakeholders through surveys (Thought Exchange) and a variety of site level and District level meetings. We shared the results of our needs assessment and the results of our ongoing program evaluation. The members of our DELAC reviewed these results and recommended that we utilize our Title III funding to provide additional professional development in order to equip our teachers with the support that they need to adequately provide services for our English learners. Our TOSA is funded through Title III to provide support to our teachers in order to meet the needs of our English learners as we provide core services. We will continue to collaboratively analyze student achievement to assure that we are providing appropriate services to support our English Learners and funding is used to supplement the needs of our English Learners. Modifications will be made as needed to best address the needs.

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students are assessed annually on the ELPAC and on an ongoing basis utilizing assessment practices within our newly adopted ELD Program. In addition, all grade 3-6 students take the CAASPP Assessment annually and engage in a variety of publisher/teacher and classroom assessments throughout the year. The results of these assessments are analyzed both at the site and at the District level. Data from Aeries analytics and analysis of Dashboard data is used to monitor reasonable growth. A vast variety of stakeholders, including teachers, administrators, instructional assistants, Teacher on Special Assignment and parents provide input. Ongoing assessment is also analyzed at the site and District levels to determine if students are meeting challenging State academic standards. It is our expectation that students will show growth annually on the ELPAC Assessment and on the CAASPP Assessments. Intervention is provided for those students in need of assistance. In addition, we analyze the reclassification rate and the LTEL rate in the District and frequent monitoring is done at the school sites to ensure LTEL students are making progress. We use this data to make program changes as needed. These results are collaboratively shared with site level personnel, parents and family, with District level administration, and our Board of Trustees on an ongoing basis. Translation services are provided as needed.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Savanna School District conducted a needs assessment to determine the best use for Title IV funding. The District used Thought Exchange as the primary means of conducting an interactive survey of parents, community members, community-based organizations, staff, and students. The District also reviewed quantitative data including CAASPP scores, attendance data, discipline and counseling records, and site safety information. All of this information was reviewed with District committees such as the District Advisory Committee and the District English Learner Committee, and several Community-based organizations to seek further input. The results of this interactive process informed the development of the LCAP goals and served as the primary basis to determine the action plan for the utilization of District funding. We found that there is a need to assure that the District is providing access and opportunities for all students to have a well-rounded, rigorous education within a safe and stimulating learning environment. Therefore, the District chose to transfer Title IV funding to Title II to expand our resources to meet these needs. Specifically, the District established a plan, delineated in the LCAP, to (Goal 1) increase student achievement through a comprehensive, rigorous program of instruction, and (Goal 3) to provide all students with an engaging, secure learning environment including the use of effective technology. Our Teacher on Special Assignment (TOSA) in conjunction with TGR Learning Lab will continue to provide coaching and high-quality professional development to enable our staff to provide instruction to help students understand and utilize technology as a catalyst to increase achievement and a well-rounded education. We utilize a variety of methods and strategies including the effective use of a variety of devices including iPads along with a myriad of applications and programs such as green screens, Goosechase, Google Tools, and Clips. In addition, our Title II TOSA supports a variety of programs used in our classrooms as part of the daily instructional program. These include the use of Illuminate to analyze data and provide appropriate instruction, Benchmark Advance and Go Math applications, iReady support, Breakout EDU, coding with Dash and Dots and Ozobots, and Mystery Science. Finally, our teachers and students attend the TGR Learning Lab annually to take part in professional development and STEM activities for students. We have utilized funding to support a well-rounded education in conjunction with TGR Learning Labs. We expect to see increased student achievement as a result of these supports and will determine if we have met our desired outcome through an ongoing analysis of assessment data, student artifacts, administrative walk-through results and state assessment results. The results of this program evaluation will determine next steps. Savanna takes pride in our safe campuses and has worked diligently to assure that our students come to school each day in a safe, stimulating, positive 21st Century learning environment. We believe that these efforts will contribute to our students sense of well-being that will lead to increased student achievement. The addition of Title IV funding will help us to expand resources for students and staff. Therefore, Savanna School District plans to utilize all Title IV funding in the amount of \$34,834 to support student access to a well-rounded education.

# Savanna School District

Equity Gap Analysis

May, 2019

**Table 1**  
**Ineffective Teachers and Minority Students**

Site	Enrollment	Minority Enrollment	% Minority Students	Teachers	Ineffective Teachers	% Ineffective Teachers
Cerritos	494	375	75.9	23	0	0
Hansen	568	520	91.5	28	0	0
Holder	530	466	87.9	25	0	0
Reid	674	615	91.2	28	0	0

**Table 2**  
**Ineffective Teachers and Low Income Students**

Site	Enrollment	Low Income Enrollment	% Low Income Students	Teachers	Ineffective Teachers	% Ineffective
Cerritos	494	288	58.2	23	0	0
Hansen	568	445	78.3	28	0	0
Holder	530	347	65.4	25	0	0
Reid	674	489	72.5	28	0	0

**Table 3**  
**Inexperienced Teachers and Minority Students**

Site	Enrollment	Minority Enrollment	% Minority Students	Teachers	Inexperienced Teachers	% Inexperienced
Cerritos	494	375	75.9	23	0	0
Hansen	568	520	91.5	28	1	.03
Holder	530	466	87.9	25	3	1.2
Reid	674	615	91.2	28	2	.07

**Table 4**  
**Inexperienced Teachers and Low Income Students**

Site	Enrollment	Low Income Enrollment	% Low Income Students	Teachers	Inexperienced Teachers	% Inexperienced Teachers
Cerritos	494	288	58.2	23	0	0
Hansen	568	445	78.3	28	1	.03
Holder	530	347	65.4	25	3	1.2
Reid	674	489	72.5	28	2	.07