

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Savanna Elementary School District
<b>CDS Code:</b>	3066696
<b>LEA Contact Information:</b>	Name: Dr. Sue Johnson Position: Superintendent Email: superintendent@savsd.org Phone: (714) 236-3805
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$21,446,861
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$4,002,826
<b>All Other State Funds</b>	\$3,603,609
<b>All Local Funds</b>	\$417,625
<b>All federal funds</b>	\$1,218,550
<b>Total Projected Revenue</b>	\$26,686,645

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$28,574,434
<b>Total Budgeted Expenditures in the LCAP</b>	\$21,790,065
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$5,274,643
<b>Expenditures not in the LCAP</b>	\$6,784,369

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$2,323,945
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$2,322,390

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$1,271,817
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-1,555

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Operating Expenditures including some administrative and classified salaries, utilities, agreements, capital outlay, and other outgo.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	The difference of \$1,555 did not impact the actions and services for high needs students.

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Savanna Elementary School District

CDS Code: 3066696

School Year: 2021-22

LEA contact information:

Dr. Sue Johnson

Superintendent

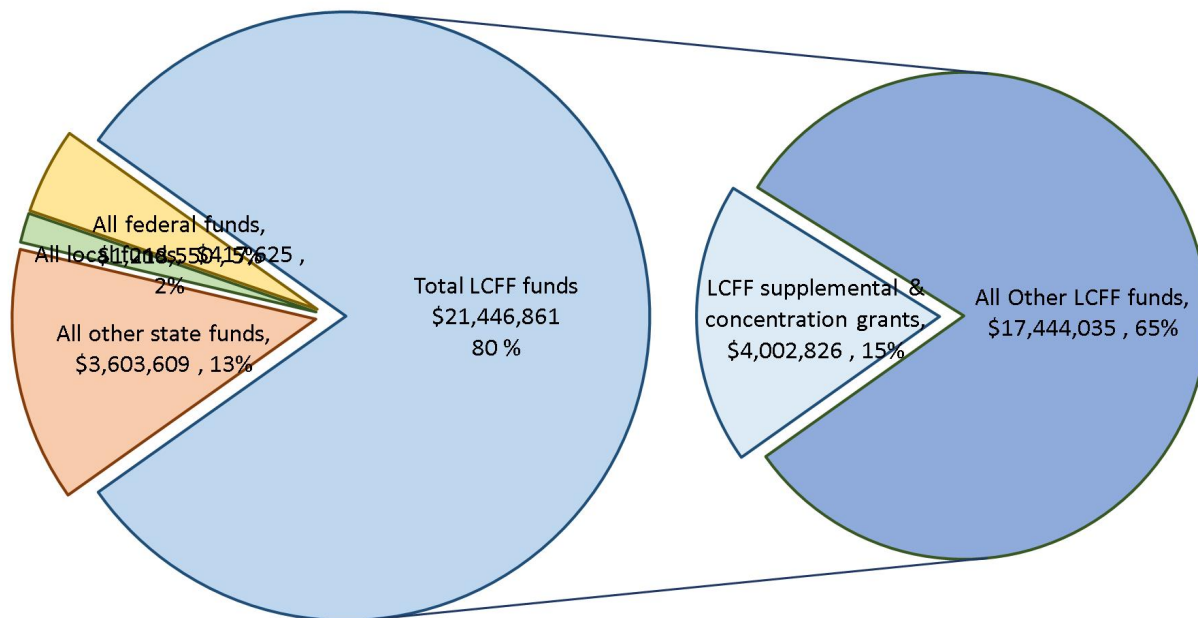
superintendent@savsd.org

(714) 236-3805

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



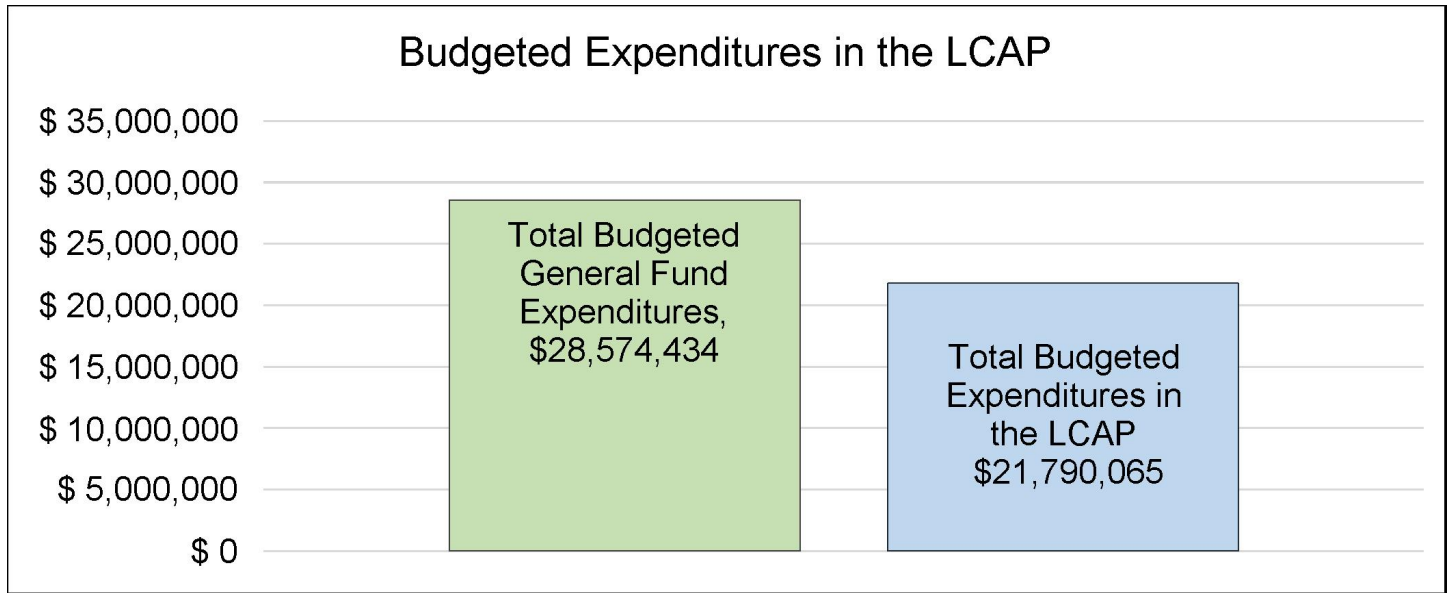
This chart shows the total general purpose revenue Savanna Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Savanna Elementary School District is \$26,686,645, of which \$21,446,861 is Local Control Funding Formula (LCFF), \$3,603,609 is other state funds, \$417,625 is local funds, and

\$1,218,550 is federal funds. Of the \$21,446,861 in LCFF Funds, \$4,002,826 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Savanna Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Savanna Elementary School District plans to spend \$28,574,434 for the 2021-22 school year. Of that amount, \$21,790,065 is tied to actions/services in the LCAP and \$6,784,369 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

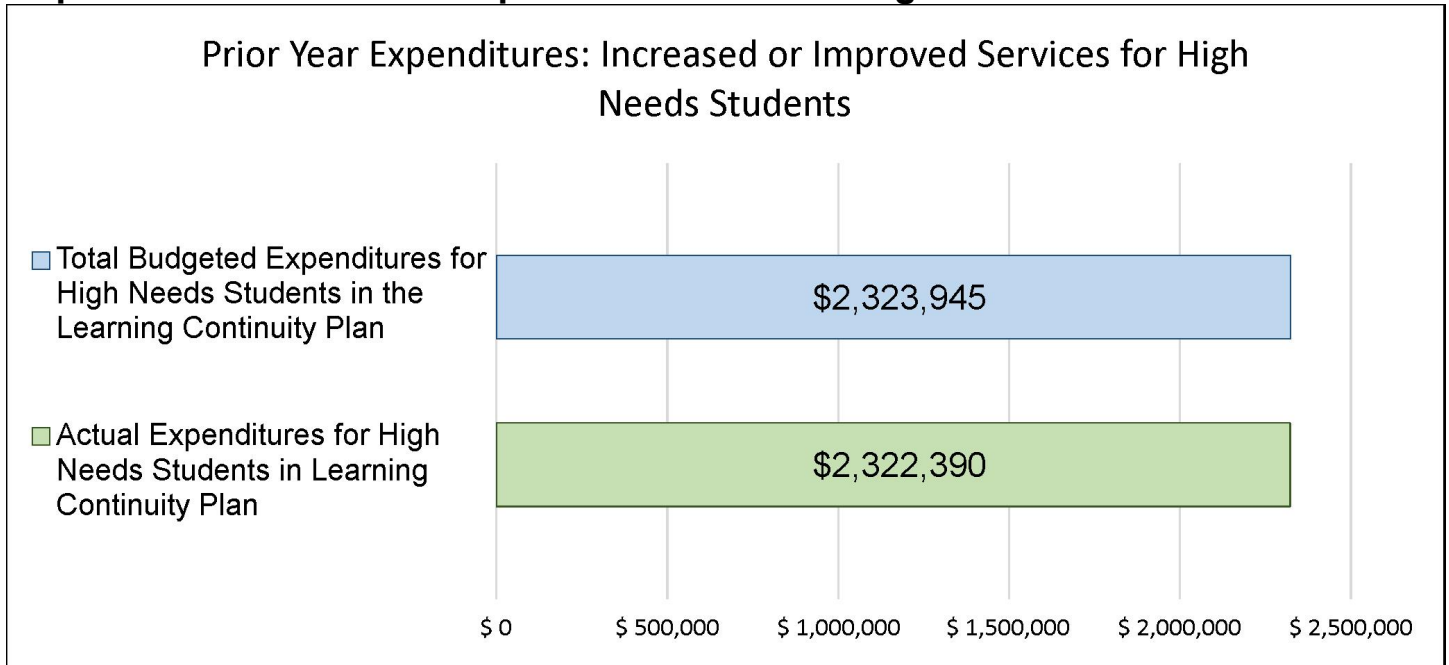
Operating Expenditures including some administrative and classified salaries, utilities, agreements, capital outlay, and other outgo.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Savanna Elementary School District is projecting it will receive \$4,002,826 based on the enrollment of foster youth, English learner, and low-income students. Savanna Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Savanna Elementary School District plans to spend \$5,274,643 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Savanna Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Savanna Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Savanna Elementary School District's Learning Continuity Plan budgeted \$2,323,945 for planned actions to increase or improve services for high needs students. Savanna Elementary School District actually spent \$2,322,390 for actions to increase or improve services for high needs students in 2020-21.

The difference of \$1,555 did not impact the actions and services for high needs students.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Savanna Elementary School District	Dr. Sue Johnson Superintendent	superintendent@savsd.org (714) 236-3805

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Goal 1: Increase student achievement, for all students, through a comprehensive, rigorous educational program, aligned to the Common Core State Standards

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 1            Highly Qualified Staff            Standards Aligned Materials</p> <p><b>19-20</b>            All staff members are highly qualified Williams/SARC            All students have access to core curriculum materials aligned to CCSS - Maintain</p> <p><b>Baseline</b>            All staff members are highly qualified Williams/SARC            All students have access to core curriculum materials aligned to CCSS.</p>	<p>We met this goal. Staff are highly qualified and students have access to core curriculum materials aligned to Common Core State Standards.</p>
<p><b>Metric/Indicator</b>            Priority 2            Implementation of State Standards</p>	<p>We met this goal. Analysis of the state reflection tool for the California School Dashboard shows that we provide professional development and materials aligned to the Common Core State</p>



Expected	Actual
<p>Implementation of board adopted academic content and performance standards for all students English learners will have access to CCSS and ELD</p> <p><b>19-20</b> All students are instructed in the state adopted standards - Maintain English learners receive instruction in ELD and academics using state adopted materials and state standards - Maintain</p> <p><b>Baseline</b> All students are instructed in the state adopted standards English learners receive instruction in ELD and academics using state adopted materials and state standards</p>	<p>Standards with English Learners receiving ELD and academics using state adopted materials.</p>
<p><b>Metric/Indicator</b> Priority 4 - Pupil Achievement Academic indicator in ELA &amp; Math EL Progress Indicator</p> <p><b>19-20</b> ELA Yellow (Medium) Overall Increase to green</p> <p>Blue (High) Filipino Maintain</p> <p>Green (High) Asian, White Increase to Blue</p>	<p>We partially met this goal.</p> <p>In ELA, the "All Students" group increased from yellow to green. Subgroups were mixed, with zero students in the red range. Filipino students decreased from blue to green. White students maintained green and our Asian subgroup increased to blue. Four subgroups maintained yellow this year: Socioeconomically Disadvantaged, Homeless, Hispanic and African American. English Learners maintained the orange status. Our Students with Disabilities increased from orange to yellow while our subgroup of Two or More races increased to green.</p> <p>In Mathematics, the "All Students" group also increased from yellow to green. Subgroups were mixed, however we had zero students in the red range. Filipino students decreased from blue to green. White students decreased to yellow, while our Asian subgroup increased from green to blue. Three subgroups all increased from yellow to to green: African American, English Learners, and Two or More Races. Further, four subgroups all</p>

Expected	Actual
<p>Yellow (Medium) African American, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged</p> <p>Orange (Low) English Learners, SWD Increase to Yellow</p> <p>Math Yellow (Medium) Overall Increase to Green</p> <p>Blue (High) Filipino Maintain</p> <p>Green (Medium) Asian, White</p> <p>Yellow (Low) African American, EL, Two+ Races Increase to green or higher</p> <p>Orange (Low) Hispanic, Homeless, SD, SWD Increase to yellow or higher</p> <p>EL-Increase the percentage of English learners towards proficiency as measured by a level 4 on the ELPAC, as well as an increase in the reclassification rate</p> <p><b>Baseline</b> ELA Green (Medium) Overall</p>	<p>increased from orange to yellow: Students with Disabilities, Socioeconomically Disadvantaged, Homeless, and Hispanic.</p> <p>48.2% of our English learners are making progress towards English Language proficiency. 34.8% of our English learners progressed at least one ELPI level. 13.4% maintained ELPI level 4 and 26.5% maintained levels 1, 2L, 2H, 3L, and 3H. 25.2% of our EL students decreased at least one ELPI level. Our reclassification rate decreased from 5.0% to 3.2%.</p>

**Expected**

Blue (High)- Asian

Green - Filipino (High), White (Medium)

Yellow (Low) - EL, SD, SWD, African American, Hispanic

Orange (Low) - Two+ Races

Math  
Green (Medium) Overall

Blue (Very High) - Asian

Green (Medium) - EL, White

Yellow (Low) - SD, SWD, African American, Filipino (High), Hispanic

Orange (Low) - Two+ Races

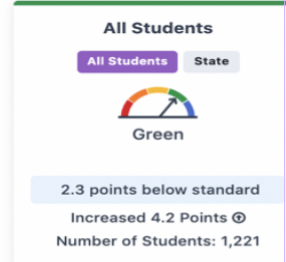
EL Progress Indicator - (High) Green

**Actual**

**English Language Arts**

**All Students**

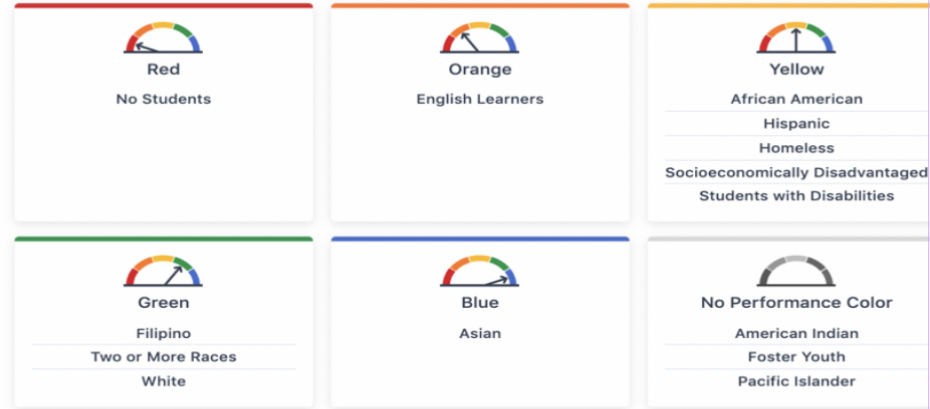
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**Student Group Details**

**All Student Groups by Performance Level**

10 Total Student Groups



Expected	Actual
<p><b>Metric/Indicator</b> Priority 7,8 Course Access</p> <p><b>19-20</b> All students (including English Learners, Foster Youth, and economically deprived students) have access to the approved course of study as described under Sections 51210 and 51220(a)-(i) - Maintain</p> <p><b>Baseline</b> All students (including English Learners, Foster Youth, and economically deprived students) have access to the approved course of study as described under Sections 51210 and 51220(a)-(i)</p>	<p>We met this goal. All English Learners, Foster Youth, and Economically deprived students have access to the approved course of study.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Every student will have CCSS aligned instructional materials in ELA, Math, ELD, and Science as appropriate with intervention materials provided as needed. Materials will be available through a digital format when available:</p> <p>1. Pilot Science Programs to determine the most effective program for all Savanna students. Adopt Science Program for use in the 2020-2021 school year.</p>	<p>1. Pilot Science Programs to determine the most effective program for all Savanna students. Adopt Science Program for use in the 2020-2021 school year. 4000-4999: Books And Supplies Base \$418,586</p>	<p>Science curriculum was analyzed this year, but not piloted. Savanna was scheduled to pilot materials in the fall of 2020. 4000-4999: Books And Supplies Base \$7,187</p>
<p>Continue to provide instructional support to meet the needs of all learners including English Learners and students in need of intervention:</p>	<p>1. Continue to maintain lower class sizes across the grade levels and enable teachers to focus on EL students, students</p>	<p>Teachers provided intervention for students including English learners, Special Education students and students in need of</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1. Continue to maintain lower class sizes across grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention</p>	<p>with special needs and students in need of intervention. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$564,498</p>	<p>intervention across the curriculum. On-going class size reduction was implemented. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$587,789</p>
<p>Provide supplemental intervention programs and materials to meet the needs of all learners including English Learners and students in need of intervention:</p> <p>1. Utilize ELA/ELD and Math intervention programs designed to meet the needs of students in need of assistance and English Language Learners.</p>	<p>1. Utilize ELA/ELD and Math supplemental intervention programs to meet the needs of students in need of assistance and English learners. 4000-4999: Books And Supplies Supplemental and Concentration \$100,000</p>	<p>The iReady program was provided for all students in need of intervention, K-6. 4000-4999: Books And Supplies Supplemental and Concentration \$59,870</p>
<p>Continue to provide technology infrastructure and support:</p> <p>1. Maintain Data Management System, 2. Maintain Information Management System.</p>	<p>1. Maintain Data Management System 5000-5999: Services And Other Operating Expenditures Base \$15,000</p> <p>2. Maintain Information Management System 5000-5999: Services And Other Operating Expenditures Base \$25,000</p>	<p>The Illuminate Data Management System was provided to analyze data to determine the instructional needs of all students. 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>We continue to maintain our Information Management System (AERIES) to keep updated records for all of our students. 5000-5999: Services And Other Operating Expenditures Base \$24,221</p>
<p>Continue to provide technology infrastructure support for intervention:</p> <p>Maintain, investigate, pilot and add technology (hardware and software) to</p> <p>1. address the achievement gap: 2. support English learners</p>	<p>1. Maintain, investigate, pilot and add technology (hardware and software) to address the achievement gap 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>New hardware was investigated, but not piloted or purchased. 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1. Maintain, investigate, pilot and add technology (hardware and software) to support English learners 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>Some software was purchased. 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>
<p>Provide professional development focused on job requirements and the ongoing needs of students:</p> <p>1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs,</p> <p>2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District</p>	<p>1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs 2000-2999: Classified Personnel Salaries Base \$5,064</p> <p>2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>	<p>Professional development was provided for classified personnel. 2000-2999: Classified Personnel Salaries Base \$0</p> <p>A variety of professional development was provided to increase understanding of job requirements related to student needs. 5000-5999: Services And Other Operating Expenditures Base \$775</p>
<p>Provide professional development focused on 21st century teaching and learning, CCSS, ELD Standards, NGSS , and the ongoing needs of students:</p> <p>1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs,</p> <p>2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students,</p> <p>3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards,</p> <p>4. Provide professional development and peer coaching on differentiated instruction and intervention support</p>	<p>1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$153,162</p> <p>2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,973</p>	<p>Professional development days were provided for all certificated staff on three non-student days. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$149,400</p> <p>Professional development in differentiation strategies and programs were provided for certificated staff members to enable them to meet the needs of high needs and/or struggling students. 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> <p>4. Provide professional development and peer coaching on differentiated instruction and intervention support 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>Personnel Salaries Supplemental and Concentration \$0</p> <p>Professional development in ELD strategies, techniques and materials was provided for certificated staff members to enable them to support English learners. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,700</p> <p>Peer coaching, demonstration lessons, and classroom support was provided for certificated staff members to enable them to provide intervention for students in need of support. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,700</p>
<p>Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff:</p> <ol style="list-style-type: none"> <li>1. Maintain general education classes with highly qualified personnel,</li> <li>2. Continue to analyze District certificated and classified personnel needs,</li> <li>3. Maintain technology infrastructure and support,</li> <li>4. Maintain professional development to support technology integration across the curriculum,</li> <li>5. Support BTSA Induction Program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain general education classes with highly qualified personnel 1000-1999: Certificated Personnel Salaries Base \$9,604,671</li> <li>2. Continue to analyze District certificated and classified personnel needs \$0</li> <li>3. Maintain technology infrastructure and support 1000-1999: Certificated Personnel Salaries Base \$209,687</li> <li>4. Maintain professional development to support</li> </ol>	<p>General education classrooms were staffed with highly qualified personnel. 1000-1999: Certificated Personnel Salaries Base \$9,338,052</p> <p>Personnel needs were analyzed on an ongoing basis. \$0</p> <p>Technology infrastructure and support were maintained by classified staff members. 1000-1999: Certificated Personnel Salaries Base \$220,497</p> <p>Professional development to support technology integration</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>technology integration across the curriculum 1000-1999: Certificated Personnel Salaries Base \$204,347</p> <p>5. Support BTSA Induction Program 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>	<p>across the curriculum was provided throughout the year. 1000-1999: Certificated Personnel Salaries Base \$221,210</p> <p>One teacher was supported through the BTSA Induction program. 5000-5999: Services And Other Operating Expenditures Base \$110</p>
<p>Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff for high needs students:</p> <ol style="list-style-type: none"> <li>1. Maintain certificated student services/special education support,</li> <li>2. Maintain classified student services/special education support,</li> <li>3. Maintain Title 1 teacher support at Title 1 funded sites,</li> <li>4. Provide professional development and support in the effective use of technology across the curriculum,</li> <li>5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain certificated student services/special education support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,579,055</li> <li>2. Maintain classified student services/special education support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$344,960</li> <li>3. Maintain Title 1 teacher support at Title 1 funded sites 1000-1999: Certificated Personnel Salaries Title I \$476,879</li> <li>4. Provide professional development and support in the effective use of technology across the curriculum 1000-1999: Certificated Personnel Salaries Title II \$107,726</li> <li>5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners 1000-1999:</li> </ol>	<p>Certificated staff members supported high needs students across the District. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,583,790</p> <p>Classified personnel supported high needs students across the District. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$347,190</p> <p>Title 1 teachers supported the needs of students at two Title 1 sites. 1000-1999: Certificated Personnel Salaries Title I \$487,848</p> <p>A STEM/Technology TOSA provided professional development for teachers across the District. 1000-1999: Certificated Personnel Salaries Title II \$120,599</p> <p>A District TOSA provided support to certificated staff in meeting the needs of English learners. 1000-1999: Certificated Personnel Salaries Title III \$91,122</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide student programs to allow for real world experiences to assist students in the understanding of Common Core State Standards:</p> <ol style="list-style-type: none"> <li>1. Provide study trips,</li> <li>2. Provide Music Masters Program,</li> <li>3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap.</li> </ol>	<p>Certificated Personnel Salaries Title III \$89,538</p> <ol style="list-style-type: none"> <li>1. Provide study trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$37,420</li> <li>2. Provide Music Masters Program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,178</li> <li>3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$70,938</li> </ol>	<p>Study trips were provided for all students. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$36,169</p> <p>Music Masters was provided at all sites. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$27,075</p> <p>Summer Academy with a STEM emphasis was provided with approximately 350 students in attendance. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$48,351</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The budgeted funds of \$418,586 for adoption of Science curriculum was not used due to the impact of COVID-19. These funds have been earmarked for the adoption in the 2021-2022 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A huge success is that we were able to provide for our students through our actions and services despite COVID-19. We were able to provide the study trips before the pandemic hit and maintained our music program virtually through the end of the year. Our district TOSAs were able to provide support throughout the year, even virtually. The biggest hurdle we faced was not being able to pilot science materials after a lot of work went into our task force analyzing the materials available.

## Goal 2

Goal 2: Provide parent involvement and input opportunities through home, school, and community partnerships that support student success and school engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 3 Parental Input/Decision Making Participation on Committees, surveys</p> <p>Parent Education Opportunities Surveys, School and Site Events</p> <p>Outreach Programs</p>	<p>We met this goal. Analysis of parental involvement and decision making on the local indicators of the California Dashboard shows that our parents are involved in decision making through participation in site and District level committees and surveys. Surveys and sign-in sheets show that parents have an opportunity to attend a variety of parent education offerings at the site and District level.</p>

Expected	Actual
<p><b>19-20</b></p> <p>Parental Input/Decision Making  All sites have parent representation on committees including SSC, ELAC, PTA  District Committees (District Advisory Committee, DELAC) include representatives from all sites  All parents and community members had the opportunity to respond to the LCAP Survey - Maintain</p> <p>Parent Education Opportunities  Parent education classes (ESL, Reach the Reader), and events are highly attended  Maintain</p> <p>Outreach Programs  Parent Link Services are in place for all parents  The District and site website provides information about district and site programs/events  Community Liaison works with sites to assist parents  Maintain</p>	

Expected	Actual
<p><b>Baseline</b></p> <p>Parental Input/Decision Making All sites have parent representation on committees including SSC, ELAC, PTA District Committees (District Advisory Committee, DELAC) include representatives from all sites All parents and community members had the opportunity to respond to the LCAP Survey</p> <p>Parent Education Opportunities Parent education classes (ESL, Reach the Reader), and events are highly attended</p> <p>Outreach Programs Parent Link Services are in place for all parents The District and site website provides information about district and site programs/events Community Liaison works with sites to assist parents</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide parent training, learning opportunities, workshops and parent-school communication tools:</p> <p>1. Continue ESL classes for parents desiring to learn the English language.</p>	<p>1. Continue to provide ESL classes for parents desiring to learn the English language 2000-2999: Classified Personnel Salaries Supplemental \$6,276</p>	<p>ESL classes were offered at Hansen Elementary School for parent and community members. Unfortunately, due to low enrollment, these classes needed</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		to be cancelled, hence the expenditure change. 2000-2999: Classified Personnel Salaries Supplemental \$0
<p>Continue to provide involvement opportunities for parents and community members:</p> <ol style="list-style-type: none"> <li>1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs,</li> <li>2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences),</li> <li>3. Continue participation in District/Site/Community events,</li> <li>4. Maintain District Website,</li> <li>5. Continue to provide phone messaging services/email to communicate effectively with parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs 4000-4999: Books And Supplies Base \$500</li> <li>2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences) 4000-4999: Books And Supplies Base \$200</li> <li>3. Continue participation in District/Site/Community events 4000-4999: Books And Supplies Base \$500</li> <li>4. Maintain District Website \$0</li> <li>5. Continue to provide phone messaging services/email to communicate effectively with parents 5000-5999: Services And Other Operating Expenditures Base \$10,000</li> </ol>	<p>SSC, ELAC, PTA, DAC, and DELAC committees are ongoing with parents working collaboratively with educators to plan, execute and evaluate District and site programs. 4000-4999: Books And Supplies Base \$0</p> <p>Parents attend a variety of meetings and programs to learn about site programs and the progress of their students. 4000-4999: Books And Supplies Base \$0</p> <p>District level events such as Reach the Reader are ongoing. 4000-4999: Books And Supplies Base \$0</p> <p>Our website is a source of information for our parents, staff members, and community members. The website was updated last year and now has on-going fees to maintain. Base \$4,200</p> <p>Phone messaging is provided by Blackboard. 5000-5999: Services And Other Operating Expenditures Base \$6,332</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide involvement opportunities for parents and community members including parents of English Learners, students with special needs, Foster Youth and low income students:</p> <ol style="list-style-type: none"> <li>Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site,</li> <li>Continue to provide a Foster Youth/Homeless Liaison to identify needs and meet the unique needs of these student populations.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site 2000-2999: Classified Personnel Salaries Supplemental \$51,084</li> <li>Continue to provide a Foster Youth/Homeless Liaison (Director) to identify needs and meet the unique needs of these student populations 1000-1999: Certificated Personnel Salaries Supplemental \$14,471</li> </ol>	<p>Our Community Liaison provides language support at the site and District level for the parents of our English learners. 2000-2999: Classified Personnel Salaries Supplemental \$59,131</p> <p>Our Foster Youth/Homeless Liaison continues to provide support for Foster Youth and Homeless students. 1000-1999: Certificated Personnel Salaries Supplemental \$14,222</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services were exceeded.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest success from Goal 2 is that despite the challenges that came in mid March, we were able to maintain our parent involvement in person through mid March and virtually after March. Parent involvement opportunities were offered via Zoom for the remainder of the school year. The biggest challenge we faced was that although we offered ESL classes for free to our community, the response was minimal and we could not offer the class due to low enrollment.

# Goal 3

Goal 3: Provide all students with an engaging, secure learning environment (school climate)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 1            Basic Services            School Facilities are maintained in good repair</p> <p><b>19-20</b></p> <p>Basic Services            All schools rank at 90% or above on the FIT Tool            Maintain</p> <p><b>Baseline</b></p> <p>Basic Services            All schools rank at 90% or above on the FIT Tool</p>	<p>We met this goal. All school facilities are maintained in good repair as indicated on the SARC and the FIT Tool (above 90%).</p>
<p><b>Metric/Indicator</b>            Priority 6            School Climate            Survey Results            Pupil Expulsion Rates</p>	<p>We partially met this goal. When surveyed, 95% of students reported feeling safe at school. 0% of students have been expelled. Our suspension rate decreased with a rate of 0.7%.</p>

Expected	Actual
<p>Pupil Suspension Rates</p> <p><b>19-20</b></p> <p>School Climate  100% of students surveyed feel safe at school  0% of students have been expelled  Maintain</p> <p>Suspension Rates  Yellow overall  Decrease percentage rate and increase color to green</p> <p>Blue  Asian  Maintain</p> <p>Green  English learners  Filipino  Hispanic  Homeless  Two + Races  SWD  Maintain or increase color band to blue</p> <p>Yellow  Foster Youth  Socioeconomically Disadvantaged  Increase color band to green</p> <p>Orange  African American  White  Increase color band to yellow or green</p>	



Expected	Actual
<p>Red Zero Students Maintain zero students in the red range</p> <p><b>Baseline</b></p> <p>School Climate 100% of students surveyed feel safe at school 0% of students have been expelled</p> <p>Suspension Rates Yellow (Low) -overall 1%</p> <p>Blue (Very Low) Asian, Filipino</p> <p>Green (Low) Two + Races</p> <p>Yellow EL (Low), SD (Medium), Hispanic (Low)</p> <p>Orange (Medium) SWD, African American, White</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide safe, clean facilities through ongoing preventative maintenance, repairs, purchase and installation of equipment:</p> <ol style="list-style-type: none"> <li>1. Ongoing preventative maintenance, repair, purchase and installation of equipment,</li> <li>2. Analyze District personnel needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing preventative maintenance, repair, purchase and installation of equipment 4000-4999: Books And Supplies Base \$350,000</li> <li>2. Analyze District personnel needs \$0</li> </ol>	<p>We continue to provide ongoing preventative maintenance. 4000-4999: Books And Supplies Base \$397,210</p> <p>We continue to analyze District personnel needs. \$0</p>
<p>Technology infrastructure and site support will meet the needs of 21st Century learners:</p> <ol style="list-style-type: none"> <li>1. Continue to maintain Technology Learning Centers/STEM Centers,</li> <li>2. Maintain Information Management System,</li> <li>3. Director of 21st Century Learning will continue to maintain and update technology across the District</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to maintain Technology Learning Centers/STEM Centers 4000-4999: Books And Supplies Base \$100,000</li> <li>2. Maintain Information Management System 5000-5999: Services And Other Operating Expenditures Base \$70,000</li> <li>3. Director of 21st Century Learning will continue to maintain and update technology across the District 4000-4999: Books And Supplies Base \$50,000</li> </ol>	<p>TLC/STEM centers were maintained on a regular basis. 4000-4999: Books And Supplies Base \$172,697</p> <p>We continue to maintain our Management Information System/IT Service Contracts 5000-5999: Services And Other Operating Expenditures Base \$63,113</p> <p>Our District Director of 21st Century Teaching and Learning continues to maintain and update technology across the District. 4000-4999: Books And Supplies Base \$47,436</p>
<p>Provide student support programs to enable all students to develop socially and achieve academic success:</p> <ol style="list-style-type: none"> <li>1. Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program as part of the MTSS Framework.</li> <li>2. Continue counseling programs to provide resources for students in need of intervention.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program 4000-4999: Books And Supplies Supplemental \$10,000</li> <li>2. Continue counseling programs to provide resources for students in need of intervention 1000-1999:</li> </ol>	<p>PBIS/MTSS was implemented at each of our sites. 4000-4999: Books And Supplies Supplemental \$9,325</p> <p>Counseling programs continued at each site. The District level counselor meets ongoing needs of students. 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Supplemental \$176,056	Personnel Salaries Supplemental \$235,764

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services were exceeded.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest success from Goal 3 is that we added an additional STEM Center and increased counseling programs to provide for our students. We did not face any challenges to meeting Goal 3 with the exception to moving to distance learning in mid March.

## Goal 4

Continue to maintain 96% attendance rate while decreasing truancy and chronic absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Pupil Engagement            School Attendance Rates            Truancy Rates            Chronic Absenteeism</p> <p><b>19-20</b>            Maintain Attendance Rate of 96% or higher            Decrease Truancy Rate (18%) by 1%            Maintain/decrease Chronic Absenteeism Rate (4.5%) below the county average.</p> <p><b>Baseline</b>            Attendance Rate 96.8%            Truancy Rate 16%            Chronic Absenteeism Rate 8%</p>	<p>We did not meet this goal. Our attendance rate was 95.3%. Our Chronic Absenteeism rate was 5.4%.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to implement student programs to provide intervention for students in need of assistance:</p> <ol style="list-style-type: none"> <li>Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA,</li> <li>Continue to provide health services for all students who are in need of intervention,</li> <li>Maintain attendance incentives.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA 1000-1999: Certificated Personnel Salaries Supplemental \$20,921</li> <li>Continue to provide health services for all students who are in need of intervention 1000-1999: Certificated Personnel Salaries Supplemental \$32,221</li> <li>Maintain attendance incentives 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</li> </ol>	<p>Saturday Academy was held on an ongoing basis throughout the year with certificated personnel providing reinforcement for students in attendance. As of March 1, 2020, we have had 1,419 students attend Saturday Academy. 1000-1999: Certificated Personnel Salaries Supplemental \$19,778</p> <p>Health services are provided for all students with additional services for those students in need of intervention. 1000-1999: Certificated Personnel Salaries Supplemental \$34,494</p> <p>We have continued to provide a variety of incentives for attendance. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p>
<p>Provide parent involvement/communication to increase awareness about the importance of school attendance:</p> <ol style="list-style-type: none"> <li>Maintain Attendance Letters,</li> <li>Maintain SART/SARB/D.A. Meetings,</li> <li>Maintain home visits.</li> </ol>	<ol style="list-style-type: none"> <li>Maintain Attendance Letters 4000-4999: Books And Supplies Base \$200</li> <li>Maintain SART/SARB/D.A. Meetings 4000-4999: Books And Supplies Base \$200</li> <li>Maintain home visits \$0</li> </ol>	<p>Attendance letters were sent home on an ongoing basis. 4000-4999: Books And Supplies Base \$200</p> <p>SART meetings, SARB meetings, and DA meetings were held on a regular basis. 4000-4999: Books And Supplies Base \$200</p> <p>Our site and District administrators have maintained home visits where needed to</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		assure students attend school on a regular basis. \$0
Provide transportation for students to ensure their ability to get to school each day in a timely manner:  1. Maintain staff to operate and maintain busses. 2. Maintain and purchase busses as needed.	1. Maintain staff to operate and maintain busses 2000-2999: Classified Personnel Salaries Supplemental \$454,445  2. Maintain and purchase busses as needed 2000-2999: Classified Personnel Salaries Supplemental \$90,725	We have continued to maintain staff to operate buses. 2000-2999: Classified Personnel Salaries Supplemental \$451,736  We continue to maintain personnel to assure that our buses are in good repair. 2000-2999: Classified Personnel Salaries Supplemental \$104,066

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services were exceeded.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our biggest success was the continuation of Saturday Academy up through the month of February. We also maintained home visits for those students who were not attending virtually in the spring. We did not face any challenges to meeting Goal 4 with the exception to moving to distance learning in mid March.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment- masks, gaiters, face shields, sneeze guards, panels, partitions purchased to ensure safety for students and staff.	180,422.88	180,442.88	No
Health Screening Tools-Thermometers and Body Camera Systems for temperature screening	144,859.75	144,859.75	No
Health Screening Staff	200,660.00	200,660.00	No
Increased outdoor seating needs for social distancing during lunch	484,143.00	562,098.45	No
Additional cleaning necessities-Electrostatic cleaner and air scrubbers	56,012.79	56,012.79	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The only substantial difference between the planned actions and the budgeted expenditures for in-person instruction was the increase of funds necessary to purchase the amount of lunch tables needed.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Using local data and feedback from stakeholders, including parents, students, teachers and staff members, it was evident that there were both successes and challenges related to in-person instruction. Teachers and staff members reported that the safety measures in place with increased cleaning, electrostatic cleaners and air scrubbers, etc. was a huge success and made them feel more at ease with teaching in-person. PPE was provided for every staff member and student and students had plexiglass around every student desk as well as the teacher desk. Every staff member and student had their temperature taken daily using the body screening

cameras. We employed additional health screening staff members to help alleviate any health-related concerns each day. Another great success gathered from survey data was that 77% of our teachers felt that building positive relationships with in-person students was fantastic. A great success reported from parents was them feeling very grateful for the safety protocols in place in addition to their child's teacher. There were many parents reporting how wonderful Savanna teachers are. The parents that had their children return to an in-person hybrid model were thankful for the opportunity for their children to be taught in-person. Teachers reported that the biggest challenges were teaching at a 6-foot distance, as well as a shortened teaching day due to the hybrid schedule. The largest challenge parents had with in-person instructional offerings was the limited time it was offered. We were able to offer in-person instruction for a five-week time frame before we needed to go back to distance learning. As of 3-8-21, we now have students back for a hybrid in-person model again and parents, students and teachers are thrilled!



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Devices and Connectivity	619,092.50	618,221.59	Yes
Technology Gear/Supplies-headphones, keyboards, cases, carrying bag, etc.	77,883.62	77,883.62	Yes
Seesaw Learning Management System for online learning	6,709.60	6,709.60	Yes
Online Curriculum Components-Zaner-Bloser, Boardmaker, Second Step, Learning Without Tears, Starfall, Typing Agent, etc.	15,682.76	15,682.76	Yes
Professional Development	2,800.00	2,800.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantial differences between the planned actions and/or budgeted expenditures.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Various successes and challenges were discovered through this journey of COVID impacting our students. Feedback from various stakeholders and data gathered showed many successes and challenges both. At the start of the 2020-2021 school year, 100% of our students were distance learning. As we were able to open back up, Savanna had approximately 50% of students return in a hybrid format, but only for five weeks. Due to the high positivity rate, we returned to distance learning for nine weeks before we were able to open back up again in a hybrid format for those students who wished to return which was again, 50% of our students. The continuity of instruction has been difficult given the struggle students have had to endure. The greatest success with continuity of instruction has been keeping the same curriculum consistently throughout distance and in-person learning as well as our incredible teachers that have been the constant foundation for our students. Utilizing the regular board adopted curriculum paved the way for students and teachers alike to maintain their continuity of instruction. The online accessibility proved to be invaluable with the continuity of instruction for our students. The greatest challenge was that students have been back in forth with in-person vs. distance

learning and neither instructional day is typical of the instruction in which they would normally receive in a traditional school year. ELD has remained a focus area with integrated and designated ELD still taking place. The success from having access to EL Resources weekly posted on our website have been positively received by teachers, students and parents. The integration of Zoom, Seesaw, Google Classroom and Class Dojo had proved to make a huge impact on the learning for our students. Overall, the lack of typical instruction for an entire school year now is proving to show massive learning loss based on assessment data.

Reflecting on the successes we had in regards to implementing access to devices and connectivity there is much to be celebrated. Prior to school starting we were able to successfully deploy devices to all students who had requested them. We were able to partner with Cypress College and hire technology interns for each school site who were able to provide daily support for parents and students who needed technology assistance with devices and connectivity. In addition to our technology interns, we provided families with “how-to” guides and videos that were accessible in both English and Spanish for on demand support. Once we received our hotspots, we were able to successfully fulfill our hotspot requests from families. Our turnaround time for device and hotspot requests throughout the 2020-2021 school year was less than 24 hours. We took pride in making sure our students had the tools they needed to connect virtually to their classrooms. We could not have had such great success without overcoming some challenges along the way. Our first challenge we faced early on was receiving the hotspots we ordered prior to the start of the school year. The hotspots purchased were on backorder and were not able to be distributed until approximately 4 weeks after the start of the school year. Another challenge we faced early on was that far more people wanted devices and hotspots than had requested them originally. The third challenge was internet connectivity. Although we deployed hotspots, certain areas still had spotty internet service that was not able to be resolved with issuing a hotspot. This seems to be an ongoing challenge as there are many factors that impact cell tower connectivity which are out of our control. While there have been many challenges along the way, we continue to adapt and overcome in order to provide our students with the tools needed to continue with their education whether it be in person or virtually.

Overall, we have seen a slight decline in pupil participation and progress. Attendance data has shown that our attendance percentage has dropped slightly. Our attendance percentage to date is 95.3% which is a slight decline from a previous rate of 97.1% last year at this time. Teachers continue to utilize the daily participation and weekly engagement forms as well as evaluate student progress. Distance Learning Professional Development was a huge success based on staff feedback and surveys. Savanna provided six days of PD up front at the start of the school year to prepare teachers with new learning management systems. Another success was TOSA support was available all year long which teachers utilized as a resource on a regular basis. Classified professional development was also implemented so that they could provide support for our students. Overall, professional development has been a success for the 2020-2021 school year.

Staff Roles and Responsibilities has also been a success in the fact that we were able to keep every staff member employed. Some roles were temporarily adjusted such as noon duty staff switching to cleaning staff to help implement cleaning protocols and save jobs at the same time.

Although supporting pupils with unique needs has been challenging, we have also encountered some successes. Savanna has been committed to continue to provide supports for our students during distance learning. There were learning curves with technology at the start of the year, but most students and parents embraced technologies utilized during distance learning to meet individual needs of the students. Most parents have utilized the technologies to be able to keep up with their child’s progress, but also to communicate with their child’s teachers. IEPs have continued to take place virtually via Zoom and the flexibility has allowed more parents to be able to participate from a flexible setting. Special education assessments to determine eligibility or to continue eligibility for special education by service providers began early in the school year and have continued with much success. The Counselor, Counseling

Interns, and Community Liaisons have continued to support the needs of the foster youth and homeless students in the community including but not limited to technology, counseling services, community referrals, and weekly food distribution from We've Got Your Back. Our special education teams have provided on-going services for our students with exceptional needs. The online learning for our special education students has been a true challenge. Although there have been many successes with distance learning, there are students who do not have the ideal setting at home to support meeting their educational needs especially their special education needs. Some students have more complicated needs such as behavioral or mental health needs that would best be met through an in person setting. In addition, some parents have not embraced the technology changes of distance learning and have become more frustrated with and disengaged from their child's education. Savanna Student Support Services has received less referrals this school year and it is attributed to the students being on distance learning and staff not being able to see and communicate with their students and families and to make those referrals. All service minutes have been provided via Zoom along with Seesaw, Google Classroom, and Boardmaker Online. Our district foster youth liaison, in addition to our two community liaisons have been a success this year. Resources and outreach have been maintained all year to help support our foster youth and homeless students. Although teachers have been creative with scheduling and breakout rooms, a challenge has been to maintain the 30 minutes of designated ELD time daily. Our teachers have done a great job with this, but it certainly has been a challenge to say the least.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Assistants to support student learning	424,201.00	424,201.00	Yes
School Counselor and increased Psychologist services	717,529.00	717,529.00	Yes
Counselor Intern Supervisor	65,880.00	67,056.00	Yes
Upgrade to Zoom Premium Service	1,860.00	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantial differences between the planned actions and/or budgeted expenditures.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff on learning loss has been very telling. Our local iReady data has shown that a comparison of our iReady ELA data from this time last year to this time this year has remained the same at 52% on or above grade level with 48% below grade level. Our iReady Math data has shown only a 1% decline from last year to this year with 55% and 56% of students testing below grade level. However, teacher assessments have shown a decline in learning when analyzing classroom formative and summative test results and report card data. This data is telling in the sense that we will not know the true learning loss until students are back on campus and are given assessments in person to gather accurate data. Various strategies have been very successful in implementation such as the continuation of SMART goals, additional instructional assistants to support student learning, increased psychologist services, a counseling intern supervisor, and Title I teacher support. When surveyed, teachers reported that 32% felt they have been able to address learning loss, 25% felt they have not been able to address learning loss and 43% were neutral. The challenge is that the data we have is not reliable due to students taking assessments in a home environment that is not always secure.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Savanna has encountered both successes and challenges in regards to the mental health and social emotional well-being during the 2020-2021 school year. A success is that the Savanna Student Support Services Team continues to be available to meet the mental health and social-emotional needs of the students and their families. School Psychologist, Intern School Psychologists, Counselor, Counseling Interns, and Title 1 teachers continue to be available to provide individual and group counseling as well to support with the implementation of the Second Step curriculum. A challenge we have experienced is that Savanna Student Support Services has received less referrals this school year than before in years past. We believe this is attributed to the students being on distance learning and staff not being able to see and communicate with their students and families and to make those referrals. Remote crisis calls have been difficult for school staff as it is difficult to complete a crisis assessment when the child is not physically at the school. Although technology (Zoom or phone) is available to communicate with the student, there are barriers such as the possibility of not having confidentiality due to being able to be heard by others in their home.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Most of Savanna's attendance concerns have been addressed in Tiers 1 and 2 with very few moving to Tier 3. We see this as a success to have so few needing further tiers. Additionally, the Director of Student Services along with our community liaison have conducted home visits throughout the 2020-2021 school year. The success is that despite the pandemic, our home visits have continued. The challenge has been that even with the home visits in place, we have students/families that continue to not attend school virtually. We also have the challenge of students logging on with their teacher, but they do not participate. This has been frustrating for teachers to not be able to "reach" some students.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to Federal guidelines permitting school districts to provide weekend Grab & Go meals, as of September 7, 2020 we have been providing Grab & Go meals with 7 breakfast and lunch meals per student. Our families greatly appreciate having weekend meals included in the Grab & Go meals. Grab & Go meals are distributed every Monday for the full week. We have received only positive feedback regarding our one day a week meal distribution; parents appreciate this schedule. Parents have mentioned that this is extremely helpful because they have different grade/aged students with virtual classes and it is difficult to pick up meals more than one day a week.

For our Thanksgiving and Spring Breaks we provided 2 full weeks of Grab & Go meals for our students. For our Winter Break we provided 3 full weeks of Grab & Go meals. Along with our regular meal bags and fresh fruit and vegetables, we were able to provide

families with 5 lb. bags of potatoes, canned corn, canned garbanzos, and canned fruit. At the Thanksgiving and Winter Break periods, we also provided 15-20 pound turkeys for each family.

Our Grab and Go meals consist of one frozen food bag, one refrigerated food bag, one dry food bag, and 1 ½ gallon of 1% white milk & 1 ½ gallon nonfat chocolate milk. When we first started providing Grab & Go meals, we were packing 1 8oz milk carton per meal. Once we started providing meals for 7 days, we found it best to convert to larger containers of milk. We've received feedback from parents that the half gallon milk cartons are much easier to store in their refrigerators. In addition, this change better suited our meal production; this has eliminated waste due to expiration dates. The half gallon containers have longer expiration dates and can be used for the following week's Grab & Go distribution. Our Grab & Go meal bags vary each week in order to give our students a variety of different breakfast and lunch entrées. Usually the bags consist of:

- o 7 frozen lunch entrées
- o 3 frozen breakfast entrées
- o 4 dry breakfast entrées
- o 7 days of fresh fruit and vegetables
- o Variety of dry fruits (raisins, applesauce cups, dried fruit, etc.)
- o ½ gallon 1% white milk
- o ½ gallon nonfat chocolate milk

We've received positive feedback from parents regarding our frozen and dry breakfast and lunch entrées. They like being able to have their children choose which entrée they would like for breakfast and lunch each day and being able to heat the food when students are done with their online lessons or when they are picked up from in-person classes.

We've also received positive feedback regarding the fresh produce that our packed in our refrigerated Grab & Go bags. We provide a 1-2 fresh fruits for each day of the week along with a variety of fresh vegetables, i.e. a head of romaine lettuce, fresh carrots, fresh potatoes, avocados, etc.

We also serve breakfast and lunch or lunch only to our students attending full day programs on campus and those attending our before or after school daycare programs. These students receive hot lunches with fruits, veggies, and milk. These students are offered the option to receive breakfast and weekend Grab & Go meals or weekend meals if they receive breakfast on campus.

We also accommodate an earlier or later Grab & Go pick up time for parents who work. Parents are very grateful that we do our best to accommodate all our students.

We have a walk-up station for parents who do not have a vehicle or prefer to walk. We provide rolling ice chests for our families so that they may transport their Grab & Go bags.

Our greatest challenge is estimating how many Grab & Go meals to prepare as we do not require preregistration. Fortunately, we haven't had a lot of food waste since our produce is usually fresh enough to use for the following week's Grab & Go distribution; however, this can be time consuming when we have to check leftover bags for freshness.

Another challenge is the number of staff it takes to run the Grab & Go distribution. It takes not only Food Services staff participation, but also the help of staff from various District departments. We have staff helping with traffic control, staff scanning meal cards, staff assisting at our walk-up station, staff placing numbers on vehicle windshields with the amount of meals that need to be placed in the trunk, staff opening car trunks, staff placing meal bags and milk in the vehicles, staff restocking meal stations, and staff to set up and breakdown all stations.

As of the beginning of school closures due to COVID-19, we have provided a little over 340,000 Grab & Go meals, including meals served on campus.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Food Services Supplies for the purpose of storage for large amount of food	353,159.59	353,159.59	Yes
Pupil Engagement and Outreach	Community Liaisons to assist with family outreach	39,147.00	39,147.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantial differences between the planned actions and/or budgeted expenditures.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Much was learned from implementing in-person and distance learning programs in the 2020-2021 school year. Upon analysis of local data and receiving stakeholder feedback, we realized that monitoring and supporting the mental health and social emotional wellness of our students in response to a full year that students have not had a typical learning environment is crucial. Stakeholder feedback showed that engagement of students and families is very important which led to the development of Goal 1. Further analysis of the data we currently have substantiates the need for increased student achievement (see Goal 2). Based upon stakeholder feedback, we concluded that maintaining highly qualified teachers and the health and safety of our facilities were paramount (see Goal 3).

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss is something we know we must address, especially given the past year. Savanna is dedicated to monitoring the needs of all of our students, including our students with special needs. Students will be assessed in a cyclical manner using our iReady intervention program. SMART goals will be written, small group differentiation will be mandated, lower class sizes, and an increase in instructional assistants will help above and beyond what our classroom teachers already provide. For special education students in general, the case carrier and providers monitor the student’s progress towards their annual goals. If the student has academic goals, then the case carrier, monitors the IEP goals.



For RSP students, the case carrier assesses the student's progress towards goals (and grade level standards) through informal assessments and through district approved programs (iReady and others) and in some cases the students have received more minutes of services than is on their IEP due to the fact that the hybrid format allows for more flexibility of the instructional format. Also, if the case carrier sees a need, then they can allow for a student to receive services in a smaller group or even individual format. For SDC students, the case carrier continually assesses the student's progress towards goals (and grade level standards) through informal assessments and through district approved programs (iReady and others) and in some cases the students have smaller group and individual instruction. Just like RSP Students, if the case carrier sees a need, then they can allow for a student to receive services in a smaller group or even individual formats.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantial differences between the planned actions and/or budgeted expenditures.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in both the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan, showed information important to the development of the 2021-2022 through the 2023-2024 LCAP. The areas in which we met our previous goals showed us that those are areas that we must maintain. However, we had some goals that were not met or partially met and those goals must be revisited. The biggest change based on the analysis was that of meeting the needs of our students through health and mental health supports. An additional need discovered was that technology and connectivity for the future must be in place. Therefore, the health needs and technology needs were increased in the 2021-2022 LCAP.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	16,540,981.00	15,995,059.00
	0.00	0.00
Base	11,083,955.00	10,503,440.00
Supplemental	863,699.00	936,016.00
Supplemental and Concentration	3,919,184.00	3,856,034.00
Title I	476,879.00	487,848.00
Title II	107,726.00	120,599.00
Title III	89,538.00	91,122.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	16,540,981.00	15,995,059.00
	0.00	4,200.00
1000-1999: Certificated Personnel Salaries	14,343,321.00	14,179,991.00
2000-2999: Classified Personnel Salaries	952,554.00	962,123.00
4000-4999: Books And Supplies	1,050,186.00	697,125.00
5000-5999: Services And Other Operating Expenditures	194,920.00	151,620.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	16,540,981.00	15,995,059.00
		0.00	0.00
	Base	0.00	4,200.00
1000-1999: Certificated Personnel Salaries	Base	10,018,705.00	9,779,759.00
1000-1999: Certificated Personnel Salaries	Supplemental	243,669.00	304,258.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	3,406,804.00	3,396,405.00
1000-1999: Certificated Personnel Salaries	Title I	476,879.00	487,848.00
1000-1999: Certificated Personnel Salaries	Title II	107,726.00	120,599.00
1000-1999: Certificated Personnel Salaries	Title III	89,538.00	91,122.00
2000-2999: Classified Personnel Salaries	Base	5,064.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	602,530.00	614,933.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	344,960.00	347,190.00
4000-4999: Books And Supplies	Base	920,186.00	624,930.00
4000-4999: Books And Supplies	Supplemental	10,000.00	9,325.00
4000-4999: Books And Supplies	Supplemental and Concentration	120,000.00	62,870.00
5000-5999: Services And Other Operating Expenditures	Base	140,000.00	94,551.00
5000-5999: Services And Other Operating Expenditures	Supplemental	7,500.00	7,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	47,420.00	49,569.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	15,095,682.00	14,367,655.00
<b>Goal 2</b>	83,031.00	83,885.00
<b>Goal 3</b>	756,056.00	925,545.00
<b>Goal 4</b>	606,212.00	617,974.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,066,098.42	\$1,144,073.87
Distance Learning Program	\$722,168.48	\$721,297.57
Pupil Learning Loss	\$1,209,470.00	\$1,208,786.00
Additional Actions and Plan Requirements	\$392,306.59	\$392,306.59
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$3,390,043.49</b>	<b>\$3,466,464.03</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,066,098.42	\$1,144,073.87
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,066,098.42</b>	<b>\$1,144,073.87</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$722,168.48	\$721,297.57
Pupil Learning Loss	\$1,209,470.00	\$1,208,786.00
Additional Actions and Plan Requirements	\$392,306.59	\$392,306.59
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,323,945.07</b>	<b>\$2,322,390.16</b>

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Savanna Elementary School District	Dr. Sue Johnson Superintendent	superintendent@savsd.org (714) 236-3805

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The Savanna School District is comprised of four Elementary schools who serve Transitional Kindergarten through Sixth Grade students with an enrollment of just under 2,000 children who reside in the cities of Anaheim, Cypress, Stanton, and Buena Park. Our students come from a variety of ethnic backgrounds including Hispanic, Asian, Caucasian, Filipino, and African American. Approximately 33% of our students are English learners, 72% of our students are economically disadvantaged, 12% Homeless, and 14% are Students with special needs. Our Foster Youth (.03%) students do not comprise a significant subgroup. We have high expectations for all students and teach the California standards utilizing a variety of highly effective teaching strategies. We also utilize highly effective strategies to assure that our English learners have access to the core curriculum as they learn the ELD standards and become proficient in the English language. Because of the diversity of our student population, our instructional focus has centered on differentiating the curriculum to meet our students' diverse needs. We will continue our focus with MTSS to meet the needs of every child. We involve our staff members in a variety of curricular task forces to assess needs and make recommendations for curricular changes and supports. Technology has also been a focus area in Savanna. Through the support of our community with the passage of two bonds, we have had the wonderful opportunity to renovate each of our four elementary schools. Our renovation included technology infrastructure to serve our students with 21st century learning. Each of our sites contain three Technology Learning Centers and a STEM Center and each of our classrooms house six desktop computers, along with a presentation system. In addition, every student in Savanna has access to devices/iPads. We believe in serving the whole child and work to assure that our students attend school each day in a secure, engaging environment. Safety is a top priority for Savanna and our parent community alike. Our district provides closed campuses at every site with one entrance on and off. To ensure the safety of our students and staff members, volunteers are required to be fingerprinted and run through the Raptor database. Parents are valued as partners and we provide opportunities to collaborate with all stakeholders to develop the LCAP goals and actions.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Savanna is a multi-cultural community with diverse student needs. Over 72% of our students are economically disadvantaged, 12% are homeless, and 33% are English learners. We are proud of their progress in their academic performance in the area of English Language Arts based on review of the California School Dashboard from the most recent data at hand. Our students with disabilities group moved from orange to yellow with an increase of 12.5 points on the academic indicator. Out of our 10 sub groups, nine of them increased and one maintained. We are most proud that Savanna has zero subgroups in the red range and we met all local indicators in the 2019 Dashboard. 48.2% of our English Learner student group are making progress towards English language proficiency. We were able to administer the ELPAC Summative test in the spring of 2020 before school closures and data showed that 18% scored at a level 4 and 39% scored at a level 3. We believe that the professional development provided for staff members, a focus on differentiated instruction, an English learner differentiation TOSA, MTSS services and efforts to increase parental involvement may have contributed to our success for our student groups and plan to continue these efforts through the LCAP actions and services in 2021-22. We will continue to seek input from all stakeholders to meet the needs of our students. (See Goal 1). In addition, we are proud of the level of technology use across our district. In TK-6 classes, students are using technology to learn. Our computer-based intervention program, iReady, is in place in all K-6 classrooms, and students can be seen utilizing a variety of technology on a daily basis. Our iPad program has grown where every student has access to an iPad daily in class. Three Technology Learning Centers and a STEM Center are in place at all District sites. A curriculum guide developed by our Technology Task Force is in place and students throughout the district are learning keyboarding, word processing, and power point presentations. Our STEM TOSA provides professional development and STEM lessons for K-6 students across the District. These services will continue in the 2021-22 school year (See Goal 2 and Goal 3).

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although “All Students” in Savanna scored in the green range in both English Language Arts and Mathematics and zero subgroups scored in the red range as indicated on the Dashboard, we have a need for continuous improvement. Despite the fact there were zero subgroups scoring in the red range, we did see our English learners score in the orange range in English Language Arts. In Mathematics, our African American, Hispanic, Homeless, Socioeconomically Disadvantaged and Students with Disabilities scored in the yellow range, which was growth from the previous year scoring in the orange range. Although there was great improvement, we must continue to build on this progress. In addition to analyzing the Dashboard data on hand, we also referred to data collected to inform the local indicator self-reflection tool for 2020-2021. After analysis, the feedback showed that we met our local performance indicators in all areas scoring 5-full implementation/sustainability in ELA, ELD, and Mathematics, however we know there is continuous work to be done. Since the 2016-2017 school year, we have provided professional development in English Language Development with programs such as Project GLAD and Benchmark Advance and continued a focus on our English learners and small group differentiation this year. We will continue to provide professional development in the use of our ELD textbooks, data analysis, differentiated instruction, SMART goals and English Language Development. In addition, we implemented the Edmark reading program for our Students with Disabilities. Further, we have implemented a District-wide intervention system, iReady, addressing both English Language Arts and Mathematics, that is in place in all K-6 classrooms. We plan to continue these services in the 2021-22 school year and are confident that these steps, along with continued professional

development and smaller overall class sizes, will provide needed support to increase student achievement (See Goal 2). We increased our supports through PBIS/MTSS and counseling programs in the 2020-2021 school year and plan to continue to do so. The Second Step Social Emotional Learning program is used district wide and an increase in counseling services serves students districtwide. Our Title I Behavior support staff serves students at our Title I schools. This focus will also continue in the 2021-22 school year (See Goals 1 & 3).

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Savanna LCAP was developed in collaboration with staff members, parents, community members, and students. The LCAP articulates programs and services to meet the needs of all of our students, including our English learners, Foster Youth, economically deprived and students with special needs. Our three goals include strategies and programs to increase services for our unduplicated students as we meet the needs of our entire community. Supporting pupil success and engagement while providing parent involvement is one of our most important mandates as evidenced in Goal 1 (Provide parent involvement opportunities and input through home, school, and community partnerships that support pupil success and engagement academically and socially through a safe and secure learning environment). It is essential that we continue to work together with the parents of our students to assure that each student is successful, while continuing and building on the MTSS supports in place. Unmistakably, increasing student achievement is a significant goal for Savanna. This objective is encompassed in Goal 2 which is to increase student achievement through a comprehensive, rigorous educational program. Savanna is proud that there are no students or subgroups that scored in the red range in any academic performance areas in the California Dashboard. Analysis of assessment results shows that there is a continued need to provide intervention and support as we differentiate the curriculum to meet the needs of all students. Goal 3 is to ensure optimal conditions for learning for all students by providing a broad course of study with standards aligned materials, maintaining highly qualified teachers and preserving excellent facilities. We must maintain our facilities, the safety practices we have in place and technology infrastructure while providing engaging classrooms and school culture to stimulate learning.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Savanna has zero schools that are eligible for comprehensive support and improvement.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Savanna has zero schools that are eligible for comprehensive support and improvement.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Savanna has zero schools that are eligible for comprehensive support and improvement.



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Significant and purposeful engagement of all stakeholders of the Savanna School District in the educational process of our students continues to be an ongoing priority for the District. Our stakeholders have traditionally been a part of the development of District and site level priorities, including the LCAP. During the 2019-2020 and the 2020-2021 school year, we offered a variety of options for all stakeholders to become involved in the LCAP process. Meetings were held in person before the pandemic and via Zoom after the pandemic where all stakeholders (including the parents of English Language Learners, Foster Youth, Low Income and Students with Special Needs) were given an opportunity to attend presentations regarding District programs and services, review data related to identified LCAP metrics and provide input and feedback about programs and services as part of our needs assessment.

Meetings for all stakeholders began in October of 2019 and were held in a consistent manner with the exception of a couple months due to the initial impact of COVID and schools shutting down for distance learning. Meetings were held at both the District office as well as at school sites to ensure the opportunity for all stakeholder input. District level meetings included the District Advisory Committee (DAC), District English Language Learner Advisory Committee (DELAC), and Administrative Staff meetings. Site level meetings included Back to School Night (August 2019 and 2020, Parent Conferences (November 2019, March 2020, October 2020, March 2021), School Site Council Meetings, PTA Meetings, and Certificated and Classified Staff meetings. Meetings were offered in person when possible and via Zoom when necessary. Additionally, the California School Parent Survey, the Healthy Kids Survey, and the HKS Social Emotional Survey were all administered to gather valuable input. Furthermore, in an effort to increase participation from all stakeholders, the District sent out a Google Survey to all community members, students, parents, teachers, local bargaining unit members, principals, and administrators in order to obtain input. The survey warranted the highest turnout of any survey issued by the Savanna School District in recent years. Consultations were done with both bargaining units as well as the GASELPA. All stakeholder engagement was considered before finalizing the LCAP.

A summary of the feedback provided by specific stakeholder groups.

A summary of feedback provided by specific stakeholder groups is as follows;

## Teachers

- Feel as though they work in a safe environment and wish to continue to do so
- Enjoy the updated facilities
- Feel cleanliness and safety are extremely important
- Technology support is instrumental for staff, students and parents
- Class size reduction is imperative
- Mental health support for students is necessary
- Academic success is important

## Principals & Administrators

- Feel cleanliness and safety are extremely important
- Technology support is instrumental for staff, students and parents

- Mental health support for students is necessary
- Academic achievement is crucial
- Mental health support for students is necessary

#### Other School Personnel

- Ongoing cleaning and PPE are important
- Communication is valued through Blackboard calls and emails/website
- Student nurses important, especially now
- TOSA support is imperative

#### Local Bargaining Units

- Ongoing cleaning and PPE are important
- Class size reduction is important

#### Parents and Community Members

- Feel strongly about the need to have involvement and input opportunities
- Want a safe and secure learning environment for their children
- Wish for academic success for their children

#### Students

- Want to feel safe at school
- Want to feel safe going to and from school
- Want to succeed

#### DAC and DELAC

- Both committees were in agreement with efforts made and suggestions by other groups

#### GASELPA

- SELPA was in agreement with efforts made and suggestions by other groups

The aspects of the LCAP that were influenced by specific stakeholder input are apparent in all three of our broad goals. Our goals and actions were developed in response to stakeholder feedback. A common thread important to stakeholders is the academic success and achievement for students, which is clearly defined in Goals 1, 2 and 3. Goal 2 specifically addresses student achievement and actions related to helping our students (including English Language Learners, Foster Youth, Low Income and Students with Special Needs) to be successful learners. Specific actions include Professional Development, Professional Development directly related to English Learners, a District wide intervention program and lower class sizes. Class size reduction was feedback as an important factor to helping students succeed by teachers as well as the local bargaining unit. Goal 1 addresses not only the parental involvement and input opportunities that parents feel so strongly about, but that it is an indication of helping students succeed. Actions within Goal 1 include parent input opportunities and programs so that parents can support their child's education, attendance incentives and continuation of PBIS supports. Goal 3 addresses student achievement support with actions including to continue to hire highly qualified staff who are fully credentialed, and to appropriately assign certificated and classified staff for high needs students. Action 9 is specifically related to student achievement as we are committed to providing Summer Academy to help reinforce skills and to help close the achievement gap.

Analysis also showed that safety for students and staff members was eminently important. Savanna is committed to providing free transportation to and from school as indicated in Goal 1, Action 4. We are devoted to maintaining safe and clean facilities at all sites as evidenced by Action 8.

The mental and social emotional health was valued by teachers, principals and administrators which is embedded in Goal 1. Specifically, Actions 6 and 8 will address the need for health and counseling resources for social emotional support. Technology support continues to be important to ensure optimal conditions for learning as stated in Goal 3. Title II support (Action 6), in which professional development and support in effective use of technology across the curriculum, will continue to help meet the needs for our students. Savanna clearly prioritized stakeholder feedback as evidenced in our Goals and Actions.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The aspects of the LCAP that were influenced by specific stakeholder input are apparent in all three of our broad goals. Our goals and actions were developed in response to stakeholder feedback. A common thread important to stakeholders is the academic success and achievement for students, which is clearly defined in Goals 1, 2 and 3. Goal 2 specifically addresses student achievement and actions related to helping our students (including English Language Learners, Foster Youth, Low Income and Students with Special Needs) to be successful learners. Specific actions include Professional Development, Professional Development directly related to English Learners, a District wide intervention program and lower class sizes. Class size reduction was feedback as an important factor to helping students succeed by teachers as well as the local bargaining unit. Goal 1 addresses not only the parental involvement and input opportunities that parents feel so strongly about, but that it is an indication of helping students succeed. Actions within Goal 1 include parent input opportunities and programs so that parents can support their child's education, attendance incentives and continuation of PBIS supports. Goal 3 addresses student achievement support with actions including to continue to hire highly qualified staff who are fully credentialed, and to appropriately assign certificated and classified staff for high needs students. Action 9 is specifically related to student achievement as we are committed to providing Summer Academy to help reinforce skills and to help close the achievement gap. Analysis also showed that safety for students and staff members was eminently important. Savanna is committed to providing free transportation to and from school as indicated in Goal 1, Action 4. We are devoted to maintaining safe and clean facilities at all sites as evidenced by Action 8.

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# Goals and Actions

## Goal

Goal #	Description
1	Provide parent involvement and input opportunities through home, school, and community partnerships that support pupil success and engagement academically and socially through a safe and secure learning environment.

An explanation of why the LEA has developed this goal.

Analysis of the California School Parent Survey shows that parent involvement and input opportunities are important. The data shows that 100% of parents feel the school encourages them to be an active partner therefore it is imperative that parent involvement opportunities stay at the forefront of our minds in fostering student success. With 73% of parents feeling the school actively seeks input of parents before making important decisions, there is clearly room for improvement. Input received from stakeholders through the LCAP process indicates a desire to improve parent involvement and input opportunities. We plan to improve parent involvement and input opportunities to further support student growth using ongoing data as identified in the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parent input in decision making Parental participation in programs for Unduplicated Pupils and Students with Exceptional Needs Parent Survey Results	All sites have parent representation on committees including SSC, ELAC, PTA. District committees (District Advisory Committee, DELAC) include representatives from all sites. (sign in sheets)  94% of parents feel their child’s school allows input and welcomes parental contributions.				Continue to have parent representation on all site and district committees.  98% of parents feel their child’s school allows input and welcomes parental contributions.  Maintain 100% of parents feel the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Education Programs	<p>(CA School Parent Survey-CSPS 19-20)</p> <p>100% of parents feel the school encourages them to be an active partner with the school educating their child. (CA School Parent Survey-CSPS 19-20)</p> <p>73% of parents feel the school actively seeks the input of parents before making important decisions. (CA School Parent Survey-CSPS 19-20)</p> <p>0% of parents attend ESL classes (sign in sheets)</p> <p>20% of parents attended Reach the Reader (sign in sheets)</p> <p>An average of 3 parents attend the Saturday Academy Parent classes (sign in sheets)</p>				<p>school encourages them to be an active partner with the school educating their child.</p> <p>80% of parents feel the school actively seeks the input of parents before making important decisions.</p> <p>10% of parents attend ESL classes</p> <p>30% of parents attended Reach the Reader</p> <p>An average of 7 parents attend the Saturday Academy Parent classes</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement	<p>School Attendance rate 97.2% (YTD Month 7 District Report 2020-2021)</p> <p>District Chronic Absenteeism rate 5.4% (orange) (CA Dashboard) 5.4% (Dataquest 18-19)</p>				<p>School Attendance rate 97.5% (YTD Month 7 District Report)</p> <p>District Chronic Absenteeism rate below 5% (green)</p>
Priority 6 School Climate	<p>Pupil Suspension Rate 1.2% (green) 0.7% (Dataquest 19-20)</p> <p>Red= Zero students Orange=FY, Two or More Races Yellow= African American, Asian, SWD</p>				<p>Pupil Suspension Rate below 1% (blue)</p> <p>Red=Zero students Orange=Zero Students Yellow=Zero Students Green/Blue=all subgroups</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Green=EL, Filipino, Hispanic, Homeless, Socioeconomically Disadvantaged Blue= White (CA Dashboard)</p> <p>Pupil Expulsion Rate 0% (CA Dashboard) 0% (Dataquest 19-20)</p> <p>School is a safe place for students Parents- 100% Staff-99% Students K-5- 94% Grade 6- 96% (CHKS, CSPA, CSSS 19-20)</p> <p>School has adults who really care about students Parents- 90% Staff-97% Students- K-5- 97% Grade 6- 98% (CHKS, CSPA, CSSS 19-20)</p> <p>Students who feel positive that good</p>				<p>Pupil Expulsion Rate 0%</p> <p>School is a safe place for students Parents- 100% Staff-100% Students K-5- 98% Grade 6- 98%</p> <p>School has adults who really care about students Parents- 95% Staff-100% Students- K-5- 100% Grade 6- 100%</p> <p>Students who feel positive that good things will happen to them at school K-5=96% Grade 6-8=92%</p> <p>Students who try to work out their problems by talking or writing about them K-5=75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>things will happen to them at school K-5=93% Grade 6-8=89% (SE HKS 2020)</p> <p>Students who try to work out their problems by talking or writing about them K-5=72% 6-8=76% (SE HKS 2020)</p>				6-8=79%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Input Opportunities	Provide parents the opportunity for involvement and input through site level and district committees that support parent engagement and student success.	\$0.00	No
2	ESL Classes	Provide free ESL classes for parents desiring to learn the English language in order to better support their child's learning.	\$4,828.00	Yes



Action #	Title	Description	Total Funds	Contributing
3	Community Liaisons	Provide community liaisons to assist parents of unduplicated students to help their children succeed in school, including language translation and to support identifying unique needs of students.	\$41,806.00	Yes
4	Transportation	Provide free transportation for students to ensure their ability to get to and from school each day in a safe and secure manner.	\$571,166.00	Yes
5	Saturday Academy and Attendance Incentives	Provide Saturday Academy to include reinforcement for at risk students and maintain attendance incentives with additional outreach for low-income, English learners and foster youth.	\$16,958.00	Yes
6	Health Services	Provide health services for all students who are in need of intervention.	\$174,892.00	Yes
7	PBIS	Continue to implement PBIS-Positive Behavior Interventions and Supports as part of the MTSS Framework to provide tiered supports for unduplicated students.	\$3,325.00	Yes
8	Counseling Services	Provide counseling programs to provide resources for students in need of intervention and social emotional support to ensure students receive services during their regular school day.	\$193,365.00	Yes
9	Parental and Community Communication	Provide communication resources (Website, Blackboard messaging, etc) to communicate effectively with parents.	\$9,525.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Increase student achievement for all students through a comprehensive, rigorous educational program.

An explanation of why the LEA has developed this goal.

Analysis of the 2019 CAASPP data results as well as the 19-20 iReady local data results shows that approximately half of our students are meeting or exceeding the standards in ELA. More concerning is that only 12.81% of our English Learners are meeting or exceeding the standards based on CASSPP ELA data. Mathematics data is similar with 40% of students meeting or exceeding standards based on CAASPP data and 45% based on iReady mathematics data. Input received from stakeholders through the LCAP process indicates a strong need for improvement in student achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Pupil Achievement  CAASPP Data Percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts	(2019-2020)  All Students=51.50% English Learners=12.81% Homeless=32.86% Socioeconomically Disadvantaged=39.19% Students with Disabilities=16.35%				(2021-2022) CAASPP Data All Students=50% English Learners=19% Homeless=38% Socioeconomically Disadvantaged=45% Students with Disabilities=22%
CAASPP Data Percent of students meeting or exceeding	All Students=39.73% English Learners=12.58% Homeless=22.69%				All Students=50% English Learners=19% Homeless=29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards on the Smarter Balanced Summative Assessments for Mathematics	Socioeconomically Disadvantaged=27.48 % Students with Disabilities=12.61%				Socioeconomically Disadvantaged=33% Students with Disabilities=18%
CAA	CAA ELA=15.91% CAA Math=9.90%				CAA ELA=25% CAA Math=20%
CAST	CAST=29.93%				CAST=33%
ELPAC	ELPAC Level 4 Overall=18%				ELPAC Level 4 Overall=25%
EL Reclassification Rate	EL Reclassification Rate 3.2% (2018-2019)				EL Reclassification Rate 7%
Priority 8 Other Student Outcomes	2019-2020 iReady ELA Mid year data Overall=52%				iReady ELA Overall data=60%
Percentage of students who are at or above standard on the mid-year iReady for English Language Arts	2020-2021 iReady ELA Mid year data Overall=52% 2020-2021 ELA English Learners				iReady ELA English Learners=38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who are at or above standard on the mid-year iReady for Mathematics	32% 2019-2020 iReady Math Mid year data Overall= 45% 2020-2021 iReady Math Mid year data Overall= 44%				iReady Math Overall data=51%
Lower Class Sizes	Average class sizes (2019-2020) K-3=24.71 4-6=27.01				iReady Math English Learners=50%  Average class sizes (2022-2023) K-3=Average below 26 4-6=Average below 28

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide non-student days for certificated staff members with resources to meet student needs.	\$145,496.00	No
2	Professional Development ELD	Provide professional development for teachers to continue to implement SMART goals and small group differentiation instruction for English learners to assure English learners receive support in accessing standards.	\$8,400.00	Yes
3	NGSS Implementation	Pilot, implement, and provide professional development in the area of NGSS.	\$394,600.00	No

Action #	Title	Description	Total Funds	Contributing
4	Intervention	Provide supplemental intervention programs and materials to meet the needs of all learners including English learners and students in need of intervention.	\$75,325.00	Yes
5	Lower Class Sizes	Maintain lower class sizes across grade levels and enable teachers to focus on English language learners and students in need of intervention.	\$1,178,892.00	Yes
6	Technology	Continue to provide technology infrastructure (hardware and software) support for intervention to address the achievement gap to support unduplicated students.	\$153,250.00	Yes
7	ASES	Provide after school care and academic support for students.	\$369,323.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Ensure optimal conditions for learning for all students by providing a broad course of study with standards aligned materials, maintaining highly qualified teachers and preserving excellent facilities.

An explanation of why the LEA has developed this goal.

Optimal learning conditions are imperative for children to thrive and succeed. Through analysis of standards aligned materials, teaching staff and facilities, we found that these are foundational supports to helping children succeed. Input received from stakeholders through the LCAP process indicates a desire to focus on the following foundational supports in order to lay the groundwork for student success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services	(2019-2020) Misassignments of English learners =0				(2022-2023) Misassignments of English learners =0
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.	Total teacher misassignments=0 Vacant teacher positions=0				Total teacher misassignments=0 Vacant teacher positions=0
Number of students without access to their own copies of standard aligned instructional materials for use at school and home.	(2019-2020) 0				(2022-2023) 0
	(2019-2020) 0				(2022-2023) 0



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)					
<p>Priority 2 Implementation of State Standards</p> <p>Percentage of responses on the CA School Dashboard Implementation of State Standard Self-Reflection Tool rated at least 3 (initial implementation) or above.</p> <p>Number of students enrolled in our Summer Academy Program</p> <p>Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standards on the Smarter Balanced Summative</p>	<p>(2019-2020) 74%</p> <p>(Summer 2019) 291</p> <p>(2019-2020) ELA=60.07%</p>				<p>(2022-2023) 87%</p> <p>(Summer 2022) 325</p> <p>(2022-2023) Greater than 62%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments for English Language Arts.					
<p>Priority 7 Course Access</p> <p>Percentage of students who have access to a broad course of study, including Unduplicated student groups and Students with Exceptional Needs.</p> <p>Percentage of students and teachers who have access to standards and materials in the following areas: ELA/ELD, Mathematics, History/SS, Science, Health, Physical Education, Visual and Performing Arts, and Technology.</p>	<p>(2019-2020) 100%</p> <p>(2019-2020) 100%</p>				<p>(2022-2023) 100%</p> <p>(2022-2023) 100%</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Staff	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff.	\$11,990,153.00	No
2	Fully Credentialed and Appropriately Assigned Staff	Continue to hire appropriately assign, and compensate highly qualified certificated and classified staff for high needs students.	\$2,743,472.00	Yes
3	Classified Personnel Student Services/Special Education Support	Maintain classified student services/special education support.	\$762,672.00	No
4	Title I Support	Provide Title I teacher support at Title I funded sites.	\$488,307.00	No
5	Title II Support	Provide professional development and support in the effective use of technology across the curriculum.	\$120,936.00	No
6	Title III Support	Provide professional development to support certificated staff in meeting the designated and integrated needs of English learners.	\$117,215.00	No
7	Materials Provided	Every student will have CCSS aligned instructional materials.	\$10,283.00	No
8	Facilities in Good Repair	Provide safe, clean facilities through ongoing preventative maintenance, repairs, purchase and installation of equipment.	\$2,106,912.00	No
9	Summer Academy	Provide Summer Academy with a STEM emphasis, capture learning loss, and an extension of academic support to reinforce skills and close the achievement gap, preserving the needs of our unduplicated students.	\$83,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Music Program	Continue to provide a music program to ensure enrichment opportunities for unduplicated students who may not otherwise have the opportunity outside of the regular school day.	\$25,153.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.29%	4,002,826

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In order to meet the needs of all students, Savanna School District provides a variety of services that are meaningful to support student success. Our unduplicated count of students represents 71% of our total enrollment. In this first of our three-year plan to meet the needs of all of our students, the district is expending supplemental and concentration funds on a district-wide basis keeping in mind the needs of our unduplicated students first. All three goals contain actions and services that are principally directed and are effective in meeting the needs of our English Language learners, Foster Youth, and low-income students addressing State Priorities.

The following district wide services have been carried over from the prior LCAP and will continue to be utilized for Goal 1 (Provide parent involvement and input opportunities through home, school, and community partnerships that support pupil success and engagement academically and socially through a safe and secure learning environment).

**ESL Classes-** This free service provides parents the ability to learn the English language to better understand and support their child's learning.

**Community Liaisons-**This service has provided assistance to parents of unduplicated students by providing support in language assistance and community resources.

**Transportation-**Providing free transportation for our students to get to and from school in a safe manner assures students are given the opportunity to attend and engage academically and socially.

**Saturday Academy and Attendance Incentives-**This program includes reinforcement for at risk students, specifically low income, English learners and foster youth.

**Health Services-**Our health services program provides services and resources for students who are in need of intervention and may not otherwise have resources for health services.

PBIS-The PBIS program, as part of the MTSS framework, supports attendance and social emotional support which directly affects the success and engagement for students.

Counseling Services-Counseling services have proven to be a crucial component to the well-being, both academically and socially to help support students who may not receive services outside of the school day.

These actions have been determined to be effective through analysis of survey data, attendance records, school site records and stakeholder input throughout the LCAP process. These were high priority services desired by parent groups.

The following district wide services have been carried over from the prior LCAP and will continue to be utilized for Goal 2 (Increase student achievement for all students through a comprehensive, rigorous educational program).

Professional Development ELD-Targeted professional development for teachers in differentiated teaching has proven effective for support of our unduplicated student groups, specifically our English learners.

Intervention-Savanna utilizes the iReady intervention program and has seen great success with the academic achievement growth. This program is intended to support adaptable learning and instruction principally directed for low income, English learners, and foster youth.

Lower Class Sizes-The support of students through lower class sizes is vital in capturing learning loss and maintaining differentiated teaching and learning.

Technology-Student and staff devices, infrastructure, and bandwidth are essential for student learning, monitoring, and assessment of achievement of academic standards.

These actions have proven effective through analysis of student performance and assessment data. Surveys analyzed through the LCAP process validated the high importance of all three actions.

The following district wide services have been carried over from the prior LCAP and will continue to be utilized for Goal 3 (Ensure optimal conditions for learning for all students by providing a broad course of study with standards aligned materials, maintaining highly qualified teachers and preserving excellent facilities).

Fully Credentialed and Appropriately Assigned Staff-Hiring fully credentialed and appropriately assigning staff members ensures high quality support for high needs students.

Summer Academy-The Summer Academy program provides intervention to capture learning loss, enrichment and extension of academic support to help close the achievement gap preserving the needs of our unduplicated students.

Music Program-The music program will provide enrichment opportunities for our unduplicated student groups who may not have the opportunities provided for them outside of the regular school day.

These actions have been determined to be effective through analysis of survey data, student performance and assessment data. Stakeholder feedback was a determining factor in the importance of these actions. These services will continue to provide principal benefit to unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Per California Ed Code, increased or improved services for unduplicated students in proportion to increased supplemental funding is required. The proportionality percentage of 23.29% in Savanna School District is met by increasing the level of services for English Language learners, Foster Youth, and low-income students on a district-wide basis. The services and programs defined in the Local Control and Accountability Plan provide substantial support above and beyond the regular core program and have proven effective in meeting the needs of our English Language Learners, Foster Youth and low-income students.

Savanna School District's actions are principally directed to increase and improve services to our unduplicated student groups by providing parent engagement programs, high quality educational programs and services, including superior instruction and robust educational opportunities aligned to standards and frameworks.

To increase parent involvement opportunities to support student success academically and socially, the following actions are in place:  
Community Liaisons-provide assistance to parents of unduplicated students, including providing resources for health and mental health assistance, language translations, and to help identify unique student needs, including a Foster Youth/Homeless Liaison to meet the unique needs of these student populations.  
ESL and Parent Classes-provide classes to help families learn the English language and to provide targeted additional learning opportunities for the parents of English Language learners, Foster Youth and low-income students.

To further support student success and engagement through a safe and secure learning environment, the following actions are in place:  
Transportation-provide free transportation to and from school to ensure student safety.  
PBIS- through our PBIS/MTSS program, we will continue to increase our efforts to establish a cohesive framework to support the academic, behavioral and social emotional needs of our unduplicated students.  
Saturday Academy- additional days of instruction offered beyond the 180-day school year through Saturday Academy with support for English Language learners, Foster Youth, and low-income students.  
Counseling services-provide health services for students who are in need of intervention.

To increase students achievement through a comprehensive rigorous educational program, the following actions are in place:  
Professional Development ELD-professional development specifically targeted toward differentiated instruction for English learners and coaching to help teachers learn techniques and strategies to meet the needs of our English Language learners, Foster Youth, and low-income students.  
Intervention-provide supplemental intervention programs and materials to meet the needs of students with the highest need.  
Lower Class Sizes-provide lower class sizes to allow teachers to focus on English language learners and other students in need.  
Technology-provide technology infrastructure to support intervention, including technology support for families.

To ensure optimal conditions for learning, the following actions are in place:  
Fully Credentialed and Appropriately Assigned Staff-continue to appropriately assign, compensate highly qualified staff for our high needs students.

Summer Academy-provide additional days of instruction offered beyond the 180-day school year through Summer Academy, with support for English Language learners, Foster Youth, and low-income students.

Music Program-provide a music program to ensure enrichment opportunities for unduplicated students who may not otherwise have the opportunities.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$19,044,539.00	\$2,019,068.00		\$726,458.00	\$21,790,065.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$19,932,257.00	\$1,857,808.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Parent Input Opportunities					\$0.00
1	2	English Learners	ESL Classes	\$4,828.00				\$4,828.00
1	3	English Learners Foster Youth Low Income	Community Liaisons	\$41,806.00				\$41,806.00
1	4	English Learners Foster Youth Low Income	Transportation	\$571,166.00				\$571,166.00
1	5	English Learners Foster Youth	Saturday Academy and Attendance Incentives	\$16,958.00				\$16,958.00
1	6	English Learners Foster Youth Low Income	Health Services	\$174,892.00				\$174,892.00
1	7	English Learners Foster Youth Low Income	PBIS	\$3,325.00				\$3,325.00
1	8	English Learners Foster Youth Low Income	Counseling Services	\$193,365.00				\$193,365.00
1	9	All	Parental and Community Communication	\$9,525.00				\$9,525.00
2	1	All	Professional Development		\$145,496.00			\$145,496.00
2	2	English Learners	Professional Development ELD	\$8,400.00				\$8,400.00
2	3	All	NGSS Implementation	\$394,600.00				\$394,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Intervention	\$29,345.00	\$45,980.00			\$75,325.00
2	5	English Learners Foster Youth Low Income	Lower Class Sizes	\$314,436.00	\$864,456.00			\$1,178,892.00
2	6	English Learners Foster Youth Low Income	Technology	\$153,250.00				\$153,250.00
2	7	All	ASES		\$369,323.00			\$369,323.00
3	1	All	Highly Qualified Staff	\$11,990,153.00				\$11,990,153.00
3	2	English Learners Foster Youth Low Income	Fully Credentialed and Appropriately Assigned Staff	\$2,743,472.00				\$2,743,472.00
3	3	Students with Disabilities	Classified Personnel Student Services/Special Education Support	\$244,600.00	\$518,072.00			\$762,672.00
3	4	All	Title I Support				\$488,307.00	\$488,307.00
3	5	All	Title II Support				\$120,936.00	\$120,936.00
3	6	All	Title III Support				\$117,215.00	\$117,215.00
3	7	All	Materials Provided	\$10,283.00				\$10,283.00
3	8	All	Facilities in Good Repair	\$2,106,912.00				\$2,106,912.00
3	9	English Learners Foster Youth Low Income	Summer Academy	\$8,070.00	\$75,741.00			\$83,811.00
3	10	English Learners Foster Youth Low Income	Music Program	\$25,153.00				\$25,153.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$4,288,466.00	\$5,274,643.00
<b>LEA-wide Total:</b>	\$4,288,466.00	\$5,274,643.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	ESL Classes	LEA-wide	English Learners	All Schools	\$4,828.00	\$4,828.00
1	3	Community Liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,806.00	\$41,806.00
1	4	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$571,166.00	\$571,166.00
1	5	Saturday Academy and Attendance Incentives	LEA-wide	English Learners Foster Youth	All Schools	\$16,958.00	\$16,958.00
1	6	Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$174,892.00	\$174,892.00
1	7	PBIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,325.00	\$3,325.00
1	8	Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,365.00	\$193,365.00
2	2	Professional Development ELD	LEA-wide	English Learners	All Schools	\$8,400.00	\$8,400.00
2	4	Intervention	LEA-wide	English Learners	All Schools	\$29,345.00	\$75,325.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	5	Lower Class Sizes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,436.00	\$1,178,892.00
2	6	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,250.00	\$153,250.00
3	2	Fully Credentialed and Appropriately Assigned Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,743,472.00	\$2,743,472.00
3	9	Summer Academy	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,070.00	\$83,811.00
3	10	Music Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,153.00	\$25,153.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school



climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.