

Local Control & Accountability Plan Summary 2019-2020



Savanna School District ♦ 1330 South Knott Avenue, Anaheim, CA 92804 ♦ www.savsd.org ♦ 714-236-3800

OUR DISTRICT STORY



2,272

TK-6
Students



4 Schools



4 Communities
Served



241 Employees



74%
Economically
Disadvantaged



40%
English
Learners

Student
Ethnicity

White — **12%**

Other — **14%**

Asian — **14%**

Hispanic — **60%**

LOCAL CONTROL FUNDING FORMULA

8 State Priorities

1. Basic Services
2. Academic Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes



California's Local Control Funding Formula (LCFF) provides Base, Supplemental and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students – especially for English Learner, Foster Youth, and Low-Income students.

The Local Control Accountability Plan (LCAP) shows how funds will improve outcomes and performance for all students.

BUDGET OVERVIEW

Supplemental &
Concentration Grants
\$4,699,233

LCFF Base Grant
\$17,693,543



LCAP HIGHLIGHTS

Student Achievement

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

Goal #1

Parent Involvement

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

Goal #2

School Climate

Provide all students with an engaging, secure learning environment.

Goal #3

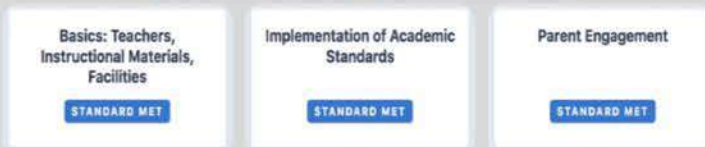
Attendance

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

Goal #4

GREATEST PROGRESS

- ◆ Met all local indicators
- ◆ Zero groups in red
- ◆ Low suspension rate 1.6%
- ◆ Increased English Language Arts Performance



Planned actions to maintain progress

- ◆ Ongoing professional development
- ◆ Continue to hire highly qualified staff
- ◆ Maintain Positive Behavior Intervention Supports (PBIS) System

GREATEST NEEDS

- ◆ Increased progress for English Learners
- ◆ Increased academic proficiency for all students in English Language Arts and Mathematics

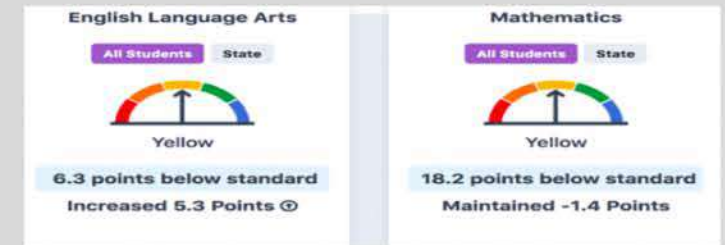


Planned actions to address needs

- ◆ Support for intervention
- ◆ Continue strategies for English Learners
- ◆ Focus on small group differentiation using data analysis and SMART goals

PERFORMANCE GAPS

- ◆ Overall score of yellow both in English Language Arts and Mathematics
- ◆ English Learners and Students With Disabilities scored in the orange range.



Planned actions to address performance gaps

- ◆ Focus on data analysis
- ◆ SMART goals
- ◆ iReady intervention
- ◆ Small group intervention

INCREASED OR IMPROVED SERVICES

Saturday & Summer Academy

To support:

- ◆ English Language Learners
- ◆ Students With Special Needs
- ◆ Foster Youth
- ◆ Low Income Students



Additional Professional Development & Coaching

To support:

- ◆ Technology
- ◆ Differentiation
- ◆ Strategies
- ◆ Social Emotional Learning



Cohesive Framework

To support:

- ◆ Academic
- ◆ Behavioral
- ◆ Social Emotional Needs



Intervention

To support:

- ◆ English Language Learners
- ◆ Students With Special Needs
- ◆ Foster Youth
- ◆ Low Income Students



Parent Engagement

To support parents of:

- ◆ English Language Learners
- ◆ Students With Special Needs
- ◆ Foster Youth
- ◆ Low Income Students

