

**Local Education Agency Plan
Buena Park Elementary School District**

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Part I Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the California Assessment of Student Performance and Progress (CAASPP) results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, CAASPP, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development:

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps

- | | |
|---|---|
| X | 1. Measure effectiveness of current improvement strategies |
| X | 2. Seek input from staff, advisory committees, and community members. |
| X | 3. Develop or revise performance goals |
| X | 4. Revise improvement strategies and expenditures |
| X | 5. Local governing board approval |
| X | 6. Monitor Implementation |

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
	Career Technical Education
	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
X	After - School Education and Safety Programs
	School and Library Improvement Block Grant
X	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$82,985	\$1,209,515	\$1,209,515	95%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	\$8,449	\$229,617	\$229,617	100%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	\$237,755	\$197,961	\$197,961	100%
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education		\$846,671	\$846,671	100%
21st Century Community Learning Centers				
Other (describe)				
Total	\$329,189	\$2,483,764	\$2,483,764	99%

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program		\$578,275	\$578,275	100%
Child Development Programs				
Educational Equity				
Gifted and Talented Education		\$36,938	\$36,938	100%
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
LCFF-EIA		\$1,279,822	\$1,279,822	100%
Total:		\$1,895,035	\$1,895,035	100%

Part II The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

The Buena Park School District, established in 1890, encompasses five square miles in an urban, light industrial center of northern Orange County, California. Our small K-8 district presently consists of six elementary schools and one junior high school with a population of 5,296 students. Our class size in grades kindergarten through third averages 30 students per class. In grades 4- 8, there is an average of 30 students per class. Four elementary schools and the junior high have received the prestigious California Distinguished School Award.

In addition, the Title I Academic Achievement Award has been achieved by Beatty, Corey, Gilbert, Pendleton, and Whitaker Schools.

Sixty-six percent of the student population is Hispanic, fourteen percent Asian, nine percent Caucasian, and five percent African American. Approximately 42% of BPSD students are English learners, with Spanish (77% of English learners) and Korean (13% of English learners) being the predominant primary languages. According to the Language Census report, more than 27 different languages are spoken by our students.

Presently, there are 1,729 English learners. In 2015-2016, we reclassified 16.6% of our English learner students. Furthermore, during the 2015-2016 school year, 80% of BPSD students participated in the free or reduced price meal programs.

District Mission Statement, Beliefs, and Core Values:

We, the members of the Buena Park School District community, are dedicated to providing all children with the educational, social, and technological skills needed to successfully experience and contribute to the world around them. We will engage parents and community members as full partners in helping our children develop the abilities to work with others, make responsible decisions, and continue to learn and grow throughout their lives. Building on our children's talents, our small, diverse community will celebrate each child in a safe, healthy, and information-rich environment.

The District's Beliefs and Core Values include:

- o We believe that all children can learn.
- o We believe that parents are a vital part of a child's educational success.
- o We believe that regular, punctual attendance at school is essential for a child's success.
- o We believe that a safe and orderly learning environment is fostered by consistent discipline that is based upon acceptance, encouragement, and reward.
- o We believe that the Buena Park School District needs to create partnerships with such entities as the Buena Park Senior Center, the Buena Park Library District, the Buena Park Chamber of Commerce, and the Buena Park Police Department to engage the community and its citizens in educating our children.
- o We believe that ongoing high-quality staff development and training for all personnel is essential.

Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

District benchmark assessments aligned to the Common Core State Standards have been developed at grades K-8 for reading, writing, and mathematics. Additionally, 7th-8th grade students are assessed in the content areas of science and social studies. Each assessment is scored against the Smarter Balanced Assessment (SBA) claims that match the Common Core State Standards (CCSS). Individual student scores are reported to parents. Prior year scores are reviewed at parent conferences in November. Teachers use assessment results to set educational goals for students in conjunction with parents at conference time. In addition, three times per year, teachers and administrators examine aggregate and disaggregated data to plan interventions for students who are not mastering grade level standards taught to date. Each fall the Governing Board reviews the prior year's assessment data. They also review multi-year comparisons to determine trends over time.

In addition to student data, administrators and staff members annually review school safety data from the California Healthy Kids Survey, expulsion and suspension data, as well as attendance data.

All of these results are shared with School Site Councils, school staffs, the English Language Advisory Council, and the District English Language Advisory Council. Assessment results and program evaluation information are used to review school plans, plan staff development, plan curriculum revision, and plan the daily classroom instruction of students.

Performance Goal 1:

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Continue to modify and improve a tiered structure and implement key operational procedures that support Multi-Tiered System of Supports (MTSS). This belief and structure will ensure that all students have the allocated time and opportunities for equal access to increase student achievement.</p> <p>Hire Teachers on Special Assignments to support literacy in the district, through professional development, monitoring student progress, parent involvement, and supporting teachers.</p> <p>Provide English Learner Professional Development for teachers and strategies to assist English learners with mastering core content and language development.</p> <p>Continue to administer district formative, interim, and summative assessments in English language arts and use results to guide instruction and student placement in interventions.</p> <p>Teachers and administrators aligned district curriculum guides and benchmark assessments to CCSS.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>July 2016 Assistant Superintendent Educational Services</p> <p>July 2016 Assistant Superintendent Educational Services, TOSAs</p> <p>August 2016 Directory of Student Programs and Staff Development, Principals, EL Leads, English Learner Teacher on Special Assignment</p> <p>Assistant Superintendent Educational Services 3 times per year, annually</p> <p>Assistant Superintendent Educational Services 3 times per year, annually</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>Personnel, professional development</p> <p>Professional development</p> <p>Professional development, personnel</p> <p>Training, data analysis collaboration time</p> <p>Collaboration time, substitute release time, contract services</p>	<p>\$5,000</p> <p>\$96,023</p> <p>\$5,000</p> <p>\$10,000</p> <p>Total Site Allocation \$455,224. See SPSA</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide professional development in the areas of technology integration, STEM, best practices in language arts, and interventions aligned to the CCSS.	July 2016 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development	Professional development, substitute costs, registration, resources	\$5,000	Title 1
Provide summer professional development to teachers in the areas of technology, literacy, and English learners, aligned to the CCSS.	June 2017 Director of Student Programs and Staff Development	Professional Development	\$20,000	Title 1
Provide supplemental instructional materials that are aligned to the CCSS.	July 2016 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development	Instructional materials	\$10,000	Title 1
Provide Footsteps2Brilliance to all children ages 0-5 living in the city of Buena Park. Provide training to staff, parents, and community partners.	July 2016 Assistant Superintendent Educational Services	Professional development, trainings.	\$5,000	Title 1
Single School Plan for Student Achievement goals and activities	Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff		See SPSA	Title 1
3. Extended learning time: Continue to modify and improve a tiered structure and implement key operational procedures that support Multi-Tiered System of Supports (MTSS): This belief and structure will ensure that all students have the allocated time and opportunities for equal access to increase student achievement.	July 2016 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development	Professional development		
Supplemental Educational Services/Alternative Supports: Provide extended learning opportunities to students reading and writing below grade level, based on state and local assessments. Extended learning includes before and after school programs, weekend programs, and summer and	July 2016 Assistant Superintendent Educational Services, Director of Student Programs and Staff	Personnel, contract services, instructional supplemental materials	\$125,000	Title 1

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>intercession programs. Focus on at risk students, English learners, homeless students, Foster youth.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>Development, Director of Special Services, Coordinator of Special Education, Principals</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>		See SPSA	Title 1
<p>4. Increased access to technology: Implement student data management system: Use a district data tool program that will provide adequate information and support to monitor students' academic progress.</p> <p>Continue to modify and improve the district data system for monitoring the academic and behavioral progress of students: Provide a process for collection. Provide a process for analyzing data to make decisions, modify instruction, and notify parents of progress.</p> <p>Provide additional tablets and computers to students to work on digital literacy, project based learning, and critical thinking skills.</p> <p>Provide additional educational software to help students acquire skills in reading and writing.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>July 2016 Assistant Superintendent Educational Services</p> <p>July 2016 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development</p> <p>July 2016 Assistant Superintendent, Educational Services, Principals</p> <p>July 2016 Assistant Superintendent, Educational Services, Principals</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>Hardware</p> <p>Software</p>	<p>\$10,000</p> <p>\$10,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Continue literacy training for all teachers, with a primary focus on writing (CCSS aligned). Writing strategies include mini lessons, conferencing, and metacognition.</p> <p>Provide English Learner Professional Development for identified teachers: This training will be essential for implementation of ELD standards, ELA/ELD Framework, and strategies to assist English learners with mastering core content and English Language Development standards.</p> <p>Provide training, assistance, and coaching for administrative action walks through all content-areas. Criteria will be established to determine the instructional indicators that will be part of the tools used to hold educators accountable to their professional growth.</p> <p>Provide professional learning opportunities to teachers (with a focus during non-contract hours to limit the amount of substitute teachers used to cover classrooms) in the areas of technology integration, CCSS, literacy, and classroom management.</p> <p>Provide training on student data management system: Train administration and teachers in the use of the district data tool program. Provide training in Data Analysis Protocol: Train administrators and teachers in Data Analysis Protocol.</p> <p>Teachers on Special Assignment to co-plan, co-teach, model lessons, and provide coaching for teachers.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>August 2016 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals</p> <p>August 2016 Director of Student Programs and Staff Development</p> <p>August 2016</p> <p>2015-2020 Director of Student Programs and Staff Development, Principals</p> <p>August 2016</p> <p>2016-17 Assistant Superintendent Educational Services, TOSAs</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>Professional development, curriculum, instructional materials, contract services</p> <p>Professional development</p>	<p>\$10,000</p> <p>\$10,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p>
<p>6. Involvement of staff, parents, and community (including</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>notification procedures, parent outreach, and interpretation of student assessment results to parents): Provide additional interventions, instructional materials, counseling, and other coordinated services for homeless students and families.</p> <p>Each school will maintain a School Site Council with staff, parent, community, and student representation (junior high) annually</p> <p>The District will send required federal notices to parents regarding Title 1 programs.</p> <p>Provide parent education programs, training, and child care for parents to build their capacity to help their children and to increase parental involvement in schools. Coordinate outreach programs.</p> <p>Each school will develop parent education activities. All schools will hold an annual Title 1 meeting</p>	<p>2015-2020 Director of Student Programs and Staff Development</p> <p>2015-2020 Director of Student Programs and Staff Development</p> <p>2015-2020 Director of Student Programs and Staff Development, Principals</p> <p>2015-2020 Director of Student Programs and Staff Development</p> <p>2015-2020 Principals</p>	<p>Professional development, resources, services, transportation.</p> <p>Postage, mailing labels, copies</p> <p>Training, child care, resources, translation services</p> <p>Contract services, child care, translation services</p>	<p>\$5,902</p> <p>\$2,000</p> <p>\$5,902</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Instructional assistants Continue to implement Positive Behavioral Intervention Support (PBIS)</p> <p>Kindergarten Round-Ups/Orientation</p> <p>District preschool programs: School Readiness, Learning Link</p>	<p>2015-2020 July 2016 Coordinator of Special Education, Assistant Superintendent of Educational Services</p> <p>2015-2020 Director of Student Programs and Staff Development, Principals, Nurse</p> <p>July 2016 Director of Student Programs and Staff</p>	<p>Professional learning</p> <p>Personnel, instructional materials</p> <p>Contract services, personnel, instructional materials, professional</p>	<p>\$5,000</p> <p>\$2,000</p> <p>\$25,000</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Research-based supplemental programs to support core curriculum</p> <p>Provide program support to coordinate, administer, and support services for at-risk students.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>Development</p> <p>2015-2020 Director of Student Programs and Staff Development</p> <p>2015-2020 Director of Student Programs and Staff Development</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>development</p> <p>Personnel</p>	<p>\$20,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p>
<p>8. Monitoring program effectiveness:</p> <p>Monitor the effective use of CCSS curriculum guides: Ensure that teachers are appropriately implementing the guides via implementation data, student achievement data, and student work.</p> <p>All staff members are held accountable to the implementation of the district curriculum guides and assessments. This accountability needs to include the expectation of implementation of state board approved curriculum, district identified pedagogy, along with ensuring that all adults are held accountable for the increase of student academic progress. Monitoring will occur no less than two times per year.</p> <p>Administrative walk-throughs.</p> <p>Minimum days will be utilized to analyze District benchmark data and develop interventions for students who have not mastered standards taught to date.</p> <p>Monitor the IEP process to ensure that Students with Disabilities show growth in meeting grade-level standards: IEP goals and objectives must be measurable and achievable standards-based, aligned with core subject grade-level areas based on assessed need. Professional development must be provided on developing standards based goals.</p> <p>Revise the Single Plan for Student Achievement (SPSA) for all</p>	<p>Annually Assistant Superintendent Educational Services</p> <p>July 2016 Assistant Superintendent Educational Services</p> <p>Monthly 3 times per year, annually</p> <p>2015-2020</p> <p>Annually</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>school sites: The schools will implement a single school plan that is aligned to the LEA Plan. Data protocols will guide the development of the SPSA. Ensure that the Parent Involvement component is monitored for effectiveness.</p> <p>Provide data to Professional Learning Communities (PLC) to inform and modify instruction and to systematically align interventions for students not meeting grade-level standards.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>3 times per year, annually</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>		See SPSA	Title 1
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Continue to modify and improve a tiered structure and implement key operational procedures that support Multi-Tiered System of Supports (MTSS): This belief and structure will ensure that all students have the allocated time and opportunities for equal access to increase student achievement.</p> <p>Provide appropriate service to English learners: English learners must have access to core content standards and ELD, or core replacement (state-adopted Intensive Intervention) if the student is reading two or more years below grade level.</p> <p>Ensure that Long-Term English Learners (LTELs) are provided with appropriate language and content support in all classes to increase their language acquisition level: Teachers must promote productive communication by asking appropriately leveled questions, providing multiple opportunities to use academic vocabulary, and expecting students to produce academic language in speaking and writing.</p> <p>Ensure homeless students have access to appropriate core content standards and educational opportunities. Provide resources and services to support homeless students and families. Train teachers and staff on homeless education laws and policies.</p> <p>Ensure that Students with Disabilities have access to appropriate core content standards in ELA within the general education setting with appropriate supports and accommodations, based on assessed need: Administration must ensure Students with Disabilities are provided with standards-based grade-level curriculum (benchmark and</p>	<p>July 2016 Assistant Superintendent Educational Services</p> <p>Annually Director of Student Programs and Staff Development , Principals</p> <p>July 2016 Director of Student Programs and Staff Development, Principals</p> <p>2015-2020</p> <p>2015-2020</p>	Trainings		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>strategic) or academic-level core standards curriculum (2 or more grade levels below/Intensive diploma bound) or Alternate Assessment aligned curriculum (Intensive certificate bound). Ensure that teachers are using research-based instructional strategies.</p> <p>CAST and SST meetings to review and analyze data to recommend interventions for students.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>2015-2020 Assistant Superintendent Educational Services, Coordinator of Special Education, Principals</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>Personnel</p>	<p>\$5,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p>
<p>10. Any additional services tied to student academic needs: Teachers on special assignment. Transportation for extended learning programs. AVID program at the junior high school.</p>	<p>2016-17 Annually Annually</p>			

Performance Goal 1 (continued):

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Develop and implement a tiered structure and implement key operational procedures that support Multi-Tiered System of Supports (MTSS): This belief and structure will ensure that all students have the allocated time and opportunities for equal access to increase student achievement.</p> <p>Implement and refine CCSS aligned curriculum guides and benchmark assessments.</p> <p>Hire Teachers on Special Assignments to support math in the district, through professional development, monitoring student progress, parent involvement, and supporting teachers.</p> <p>Ensure the Special Education Department is in complete alignment with the Curriculum, Instruction, and Assessment Department: The unification of Special Education within the framework of Curriculum, Instruction, and Assessment will strengthen the coherence of the district focus.</p> <p>Provide conceptual math instruction professional development to assist K-8 teachers with a delivery strategy to enhance the implementation of state adopted curriculum and CCSS and standards for mathematical practices.</p> <p>Continue to provide administrator professional learning to ensure the accountability of fidelity to programs and pedagogy. Continue to administer CCSS aligned benchmark assessments in Mathematics, English-Language Arts, ELD, Science, and History/Social Science to measure student academic progress toward mastery of the CCSS.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>July 2016 Assistant Superintendent Educational Services, Coordinator of Special Education</p> <p>August 2016 Assistant Superintendent Educational Services</p> <p>July 2016 Assistant Superintendent Educational Services</p> <p>August 2016 Assistant Superintendent Educational Services</p> <p>August 2016 Assistant Superintendent Educational Services, Principals</p> <p>3 times per year, annually</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals,</p>	<p>Personnel, professional development</p> <p>Professional development</p> <p>Contract services, professional development</p>	<p>\$5,000</p> <p>\$96,022</p> <p>\$5,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Parents, Teachers, and Staff			
<p>2. Use of standards-aligned instructional materials and strategies: Provide professional development in the areas of technology integration, STEM, best practices in mathematics, and interventions aligned to the CCSS.</p> <p>Provide summer professional development to teachers in the areas of technology, literacy, and English learners, aligned to the CCSS.</p> <p>Provide supplemental instructional materials that are aligned to the CCSS.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>August 2016 Assistant Superintendent Educational Services</p> <p>June 2017 Director of Student Programs and Staff Development</p> <p>July 2016 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>Professional development, substitute costs, registration, resources</p> <p>Professional Development</p> <p>Instructional materials</p>	<p>\$5,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p>
<p>3. Extended learning time: Continue to modify and improve a tiered structure and implement key operational procedures that support Multi-Tiered System of Supports (MTSS): This belief and structure will ensure that all students have the allocated time and opportunities for equal access to increase student achievement.</p> <p>Supplemental Educational Services/Alternative Supports: Provide extended learning opportunities to students reading and writing below grade level, based on state and local assessments. Extended learning includes before and after school programs, weekend programs, and summer and intercession programs. Focus on at risk students, English learners, homeless students, Foster youth.</p>	<p>July 2016 Assistant Superintendent Educational Services, Coordinator of Special Education</p> <p>July 2016 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Director of Special Services, Coordinator of Special</p>	<p>Professional development</p> <p>Personnel, contract services, instructional supplemental materials</p>	<p>\$100,000</p>	<p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Single School Plan for Student Achievement goals and activities	Education, Principals Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff		See SPSA	Title 1
<p>4. Increased access to technology: Implement student data management system: Use a district data tool program that will provide adequate information and support to monitor students' academic progress.</p> <p>Continue to modify and improve the district data system for monitoring the academic and behavioral progress of students: Provide a process for collection. Provide a process for analyzing data to make decisions, modify instruction, and notify parents of progress.</p> <p>Provide additional tablets and computers to students to work on digital literacy, project based learning, and critical thinking skills.</p> <p>Provide additional educational software to help students acquire skills in reading and writing.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>August 2016 Assistant Superintendent Educational Services</p> <p>July 2016 Assistant Superintendent Educational Services</p> <p>July 2016 Assistant Superintendent, Educational Services, Principals</p> <p>July 2016 Assistant Superintendent, Educational Services, Principals</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>Contract services, professional development</p> <p>Hardware</p> <p>Software</p>	<p>\$10,000</p> <p>\$10,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p>
5. Staff development and professional collaboration aligned with standards-based instructional materials: Continue formative assessment training in math.	August 2016	Professional	\$10,000	Title 1

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Provide professional development for identified teachers that have not been trained: Provide support to assist K-8 teachers with a delivery strategy to enhance the implementation of CCSS and meet the needs of all learners.</p> <p>Provide professional development in conceptual understanding in math instruction, coaching, and classroom walk through.</p> <p>Continue to provide administrator professional learning to ensure the accountability of fidelity of programs and pedagogy.</p> <p>Provide training, assistance, and coaching for administrative action walks through all content-areas. Criteria will be established to determine the instructional indicators that will be part of the tools used to hold educators accountable to their professional growth.</p> <p>Provide training in Data Analysis Protocol: Train administrators and teachers in Data Analysis Protocol.</p> <p>Provide training on student data management system: Train administration and teachers in the use of the district data tool program.</p> <p>Teachers on Special Assignment to co-plan, co-teach, model lessons, and provide coaching for teachers.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals</p> <p>August 2016 Director of Student Programs and Staff Development</p> <p>August 2016</p> <p>2016-2017</p> <p>2016-2017 Principals</p> <p>August 2016</p> <p>August 2016</p> <p>2016-17 Assistant Superintendent Educational Services, TOSAs</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>development, curriculum, instructional materials, contract services</p> <p>Contract services, professional development</p>	<p>\$10,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p>
<p>6. Involvement of staff, parents, and community (including</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>notification procedures, parent outreach, and interpretation of student assessment results to parents): Provide additional interventions, instructional materials, counseling, and other coordinated services for homeless students and families.</p> <p>Each school will maintain a School Site Council with staff, parent, community, and student representation (junior high) annually</p> <p>The District will send required federal notices to parents regarding Title 1 programs.</p> <p>Each school will develop parent education activities. All schools will hold an annual Title 1 meeting</p> <p>Provide parent education programs, training, and child care for parents to build their capacity to help their children and to increase parental involvement in schools. Coordinate outreach programs.</p>	<p>2015-2020 Director of Student Programs and Staff Development</p> <p>2015-2020 Principals, Director of Student Programs and Staff Development</p> <p>2015-2020 Director of Student Programs and Staff Development</p> <p>2015-2020 Principals</p> <p>2015-2020 Director of Student Programs and Staff Development</p>	<p>Professional development, resources, services, transportation.</p> <p>Postage, mailing labels, copies</p> <p>Contract services, child care, translation services</p> <p>Training, child care, resources, translation services</p>	<p>\$5,901</p> <p>\$2,000</p> <p>See SPSA</p> <p>\$5,901</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p> <p>Title 1</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Instructional assistants</p> <p>Continue to implement Positive Behavioral Intervention Support (PBIS)</p> <p>Kindergarten Round-Ups/Orientation</p> <p>District preschool programs: School Readiness and Learning</p>	<p>2015-2020</p> <p>July 2016 Coordinator of Special Education, Assistant Superintendent of Educational Services</p> <p>2015-2020 Director of Student Programs and Staff Development, Principals, Nurse</p> <p>July 2016</p>	<p>Professional learning</p> <p>Personnel, instructional materials</p> <p>Contract services,</p>	<p>\$5,000</p> <p>\$2,000</p> <p>\$12,500</p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Link</p> <p>Research-based supplemental programs to support core curriculum</p> <p>Provide program support to coordinate, administer, and support services for at-risk students.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>Director of Student Programs and Staff Development</p> <p>2015-2020 Director of Student Programs and Staff Development</p> <p>2015-2020 Director of Student Programs and Staff Development</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>	<p>personnel, instructional materials, professional development</p> <p>Personnel</p>	<p>\$20,000</p> <p>See SPSA</p>	<p>Title 1</p> <p>Title 1</p>
<p>8. Monitoring program effectiveness:</p> <p>Monitor the effective use of CCSS curriculum guides: Ensure that teachers are appropriately implementing the guides via implementation data, student achievement data, and student work.</p> <p>All staff members are held accountable to the implementation of the district curriculum guides and assessments: This accountability needs to include the expectation of implementation of state board approved curriculum, district identified pedagogy, along with ensuring that all adults are held accountable for the increase of student academic progress. Monitoring will occur no less than two times per year.</p> <p>Monitor the IEP process to ensure that Students with Disabilities show growth in meeting grade-level standards: IEP goals and objectives must be measurable and achievable standards-based, aligned with core subject grade-level areas based on assessed need. Professional development must be provided on developing standards based goals.</p> <p>Minimum days will be utilized to analyze District benchmark data and develop interventions for students who have not mastered standards taught to date.</p>	<p>Annually Assistant Superintendent Educational Services</p> <p>July 2016 Assistant Superintendent Educational Services</p> <p>Annually</p> <p>3 times per year, annually</p>			

<p>interventions for students not meeting grade-level standards. Administrative walk-throughs. Revise the Single Plan for Student Achievement (SPSA) for all school sites: The schools will implement a single school plan that is aligned to the LEA Plan. Data protocols will guide the development of the SPSA. Ensure that the Parent Involvement component is monitored for effectiveness. Single School Plan for Student Achievement goals and activities</p>	<p>Annually Annually Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>		<p>See SPSA</p>	<p>Title 1</p>
<p>9. Targeting services and programs to lowest-performing student groups: Continue to modify and improve a tiered structure and implement key operational procedures that support Multi-Tiered System of Supports (MTSS): This belief and structure will ensure that all students have the allocated time and opportunities for equal access to increase student achievement. Ensure that Students with Disabilities have access to appropriate core content standards in Mathematics within the general education setting with appropriate supports and accommodations, based on assessed need: Administration must ensure Students with Disabilities are provided with standards-based grade-level curriculum (benchmark and strategic) or academic-level core standards curriculum (2 or more grade levels below/Intensive diploma bound) or Alternate Assessment aligned curriculum (Intensive certificate bound). Ensure that teachers are using research-based instructional strategies. Ensure all IEPs are written to provide services to support Students with Disabilities within a tiered system of academic and behavioral interventions (MTSS): Special education must be a service to help Students with Disabilities access core content standards in the general education setting to the maximum extent possible. Teachers must provide research based strategies, and use district assessments to provide equal access. CAST and SST meetings to review and analyze data to</p>	<p>July 2016 Assistant Superintendent Educational Services, Coordinator of Special Education Annually Director of Special Services, Coordinator of Special Education July 2016 2015-2020</p>	<p>Personnel</p>	<p>\$5,000</p>	<p>Title 1</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>recommend interventions for students.</p> <p>Single School Plan for Student Achievement goals and activities</p>	<p>Assistant Superintendent Educational Services, Coordinator of Special Education, Principals</p> <p>Annually, 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Parents, Teachers, and Staff</p>		See SPSA	Title 1
<p>10. Any additional services tied to student academic needs: Teachers on special assignment.</p> <p>Transportation for extended learning programs.</p> <p>AVID program at the junior high.</p>	<p>2016-17</p> <p>Annually</p> <p>Annually</p>			

Performance Goal 2:

All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<ul style="list-style-type: none"> • Structured English Immersion: provides instruction primarily in English and includes a sequential ELD program and sheltered content with primary language. This program is offered to students with overall CELDT scores indicating beginning and early intermediate fluency. • English Language Mainstream: provides instruction overwhelmingly in English and includes a sequential ELD program and sheltered content with primary language. This program is typically offered to students with overall CELDT scores of early intermediate and above. <p>- Alternative Program: Offers instruction to K-8th students whose parents have signed and been granted parental waivers and provides an opportunity to enroll in a bilingual program which offers daily ELD as well as core content instruction in the student's primary language.</p> <p>2. Funds are used:</p> <ul style="list-style-type: none"> • To provide supplemental instructional materials for English Learners and to research programs designed to help ELs access the core curriculum and master CCSS and ELD standards • To provide training for teachers in research-based strategies to accelerate the achievement of English learners • For instructional personnel to assist with the implementation of programs and materials • To support intervention activities beyond the regular school day • Provide additional staff to support language development in core and non-core subjects <p>3.</p> <ul style="list-style-type: none"> • All students participate in State-wide assessment programs to measure progress towards proficiency • State-wide targets in reading and math will be applied to significant subgroups of EL students to determine whether they have made adequate yearly progress • Data will be disaggregated to ensure that our average EL students are performing with parity to our average native English speaking students, ensuring that achievement gaps between students are identified and remedied • Results are reported to School Site Councils, ELACs, DELAC and the Governing Board • The CELDT test is used for initial assessment and administered annually to measure EL student progress towards English proficiency • An annual evaluation is conducted to show progress towards AMAOs, redesignation rates, and CELDT progressions

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

	<ul style="list-style-type: none"> • Interim benchmarks will be administered to students to determine rate of progress <p>4.</p> <ul style="list-style-type: none"> • The District recruits parents of EL students to serve on advisory committees such as SSC, HSA, HSO, PTA, and ASES advisory councils • Parents are recruited to participate in DELAC and ELAC to discuss and evaluate program and services • Parents of EL students participate annually in evaluating the effectiveness of parent involvement policies and compacts as well as serve on school site ELACs • The District requires that each school site submits a parental involvement plan and actions through the SPSA • Schools are monitored to assure that the parent involvement actions as written in the SPSA are implemented. • Throughout the year on a bi-monthly basis provides workshops that are curriculum embedded and based on parent needs. • The District will annually send each English learner parent their child's individual CELDT assessment results
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<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> • The District has adopted Reading/Language Arts/English language development programs in grades K-6 to provide high quality language instruction based on scientifically-based research and aligned with student academic content standards • State adopted intervention programs and supplemental EL materials complement core curricula provided during the school day • Extended school day and school year options ensure EL students receive increased opportunities to learn • Administrators obtain extensive training in EL program, data analysis, observation protocol, programs, and instructional strategies • Teachers in core content areas and those who serve EL students in the elementary setting have been trained to use SDAIE and EL strategies to support EL students' academic achievement • New trainings are planned for the next few years to ensure full implementation of the District Master Plan for English Learner Success, ELD standards, and ELA/ELD Framework • Local formative assessments, summative assessments, and annual CELDT data are compared with the proficiency gains projected in our expected benchmarks for English learners to ensure that students make timely progress based on their proficiency level and length of time of enrollment in our District • Group data are analyzed and compared to benchmarks to evaluate program effectiveness • Local formative assessments and the annual Smarter Balanced Assessments in reading and math are used to measure the increase in student academic achievement • Program effectiveness is measured annually. Principals receive the following data from the Educational Services office for each of the schools: <ul style="list-style-type: none"> • EL CAASPP subgroup performance for math and ELA • Student lists with CELDT scores for the current and previous
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Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>instruction in all academic areas, possess a wide repertoire of strategies of literacy instruction, interpret and use assessments to guide their instruction and close achievement gaps, and have the classroom management and interpersonal skills to address the needs of an economically, socially, culturally, and linguistically diverse student population.</p> <ul style="list-style-type: none"> • In addition, EL Leads at each school site were identified to facilitate the implementation of the Master Plan for English Learner Success. It is a goal to continue with this cohort of experts to support the monitoring and implementation of programs for English learners and provide onsite, ongoing coaching in the instructional strategies presented in trainings.
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: X</p> <p>If yes, describe: The District annually:</p> <ul style="list-style-type: none"> • Analyzes District data for English learners • Evaluates student progress and programs • Develops goals and action plans for improvement • Reports findings/goals and action plans to the School Board • Continues training in ELD and SDAIE • Administrators collaborate and share effective practices. • Upgrade technology to assist instruction

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Hire additional personnel to assist with language acquisition in core classes • Purchase research-based intervention materials, such as computer software EL programs • Provide an intensive intervention curriculum that will focus on specific needs of identified EL students • Purchase supplementary EL materials • Provide additional learning opportunities for EL students to develop English language and academic proficiency • Assist in developing English language proficiency, high levels of academic proficiency • Summer EL Academic Academy • Literacy teachers (elementary schools) • Provide counseling services at all school sites
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Check if Yes: X</p> <p>If yes, describe: EL programs are coordinated and integrated with other categorical programs such as Title I, Title II, Title III, LCFF, and ASES funds to provide comprehensive services to English learners such as:</p> <ul style="list-style-type: none"> • Access to after-school programs funded through the ASES grant • Participation in grant funded programs such as School Readiness and State Preschool • Child care and homework help • Access to support structures such as Student Success Teams, IEPs, and 504 plans. • When financially feasible Summer Academic Academies • Access to in-school interventions (Literacy Teachers)
7. Improve the English proficiency and academic achievement of LEP children.	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Conduct an annual needs assessment to identify program weaknesses and strengths • Analyze CELDT, CAASPP, local data and annual progress of students • Conduct an annual needs assessment to identify staff development needs • Conduct ongoing staff development • Monitor progress of EL students on an ongoing basis • Provide extra support to teachers and para-educators • Collaboration and coordination with District programs and related services

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • DELAC/ELAC • School site parent meetings and workshops • Community resources referrals • District parent workshops on educational system, college awareness, and standards • Translation services • Parents of English learners summit
<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Correlate current grade-level technology standards with grade level ELD/ELA standards • Purchase technology hardware and software to assist students with English language skills • Multilingual communications to parents is available via oral and written communications, as well as the technology-based TeleParent program at all sites • ABI program at the Jr. High
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes: X</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Paraprofessional trainings • Attendance of conferences related to EL issues and compliance

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>a-b</p> <ul style="list-style-type: none"> • CELDT administered within 30 days of enrollment to students whose answers on the Home Language Survey indicate a native language other than English. • Parents are notified of test results and recommended program placements in writing in a language they can understand. • English learners who score in the beginning and some who score in the early intermediate levels are placed in a Structured English Immersion (SEI) program. • English learners with reasonable fluency scoring in the intermediate to advanced levels are placed in an English Language Mainstream (ELM) class. • Parents are also informed of their right to request an alternative program or different placement.
<p>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</p>	
<p>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</p>	<p>c.</p> <ul style="list-style-type: none"> • Written notification of results and recommended placement are given to all parents. • Notification includes: a description of the SEI and ELM programs and includes the content, instructional goals, and extent of use of English and native language instruction in each program.
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	<p>d.</p> <ul style="list-style-type: none"> • CELDT results include levels for reading, writing, and listening and speaking, as well as overall proficiency in order to identify strengths and needs for each child.
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	<p>e.</p> <ul style="list-style-type: none"> • The descriptions of the SEI and ELM program explain how these programs use English Language Development (ELD) to help each child learn English and Specially Designed Academic Instruction in English (SDAIE) to help students meet ageappropriate standards.
<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p>	<p>f.</p> <ul style="list-style-type: none"> • Parents are provided written criteria for reclassification and exit of the program and a written summary of performance expectancies.
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education</p>	<p>g.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>program of the child;</p>	<ul style="list-style-type: none"> • CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the individualized educational program (IEP). • IEP objectives include English language proficiency objectives and core content objectives. • Parents are consulted in the development of IEP objectives. • Alternative reclassification criteria are also considered as appropriate to the IEP. • Alternative assessment for language proficiency (ALPI).
<p>h. information pertaining to parental rights that includes written guidance detailing -</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</p> <p>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>h.</p> <ul style="list-style-type: none"> • All parents of EL and FEP students are notified in writing of their student's English and primary language assessment results. In addition to the parent notification of placement, upon receipt of the student's official CELDT results, the Buena Park School District sends home the official report, a cover letter of explanation, and a list of CELDT Proficiency Levels. Parent Notification of Students Identified Initially Fluent English Proficient - IFEP/Parent Notification of CELDT Results of English Learners/CELDT Proficiency Levels. • Parents will be notified annually of their student's assessment results, recommended placement, placement options, and parental exception waivers.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

- Parents can request a waiver from the school principal. Waivers will be granted when 20 or more students in a given grade level at the same school request such a waiver. If fewer than 20 students in a given grade level request a waiver, students have the option of transferring to a public school where an alternative program is offered. (Refer to appendix xi-xiii: Parental Exception Waivers.)
- Within seven working days the principal will provide a written justification to the parent/guardian describing the reason for approval or denial.
- For EL students with identified disabilities requiring special education services, CELDT performance levels are considered in the development of IEP objectives.
- Written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request and encourages parents to seek additional information and assistance from the District and site staff regarding programs.
- Parents of all students who continue in SDAIE and ELM programs are provided all of the above information again at the beginning of the school year (within the first 30 days).
- Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

- If the District or school site does not make adequate yearly progress (AYP) on the annual measurable objectives, the District will notify parents of the failure to make progress and the reasons for failure.

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes:</p> <p>If yes, describe:</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes:</p> <p>If yes, describe:</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes:</p> <p>If yes, describe:</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes:</p> <p>If yes, describe:</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p>Check if Yes:</p> <p>If yes, describe:</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p>Check if Yes:</p> <p>If yes, describe:</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p>Check if Yes:</p> <p>If yes, describe:</p>

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

Strengths	Needs
<ul style="list-style-type: none">• 100% of all elementary teachers meet the federal definition of highly qualified• 62% of teachers in the BPSD have advanced degrees• Six teachers have achieved National Board Certification• 99% of teachers are currently certified to teach English learners• Peer Assistance Review (PAR) committee is available for principal referrals and any veteran teacher who requests assistance• District conducts a needs assessment and develops a Professional Development Plan annually• District utilizes classroom coaching model to improve teacher practice• All teachers participate in structured teacher planning time several times a month to review formative assessment data and plan interventions• A Professional Development Needs Assessment is conducted once every three years• Professional development includes support staff (paraprofessionals)	<ul style="list-style-type: none">• Based on administrative and District observations and current survey results, professional development activities are needed in the following identified areas:• Effective teaching strategies for English learners• Technology integration• Differentiated instruction for GATE students• Special Education: classroom management• Special Education: instructional strategies• Assessment and data analysis• Professional Learning Communities• Multi-Tiered System of Supports• Staff training on parental involvement

Performance Goal 3:

By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> • All professional development activities are aligned to CCSS • Presenters are selected based on the information they provide about their presentation in the following areas: • Specific information as to how the presentation will address the CCSS • Ways the California Standards for the Teaching Profession will be modeled/addressed • How the presentation material is founded on research • How the information provided is designed to improve student academic achievement • Instructional methodology used to address English learners and special needs students • How technology can be integrated • Types of assessment that would be appropriate to monitor the effectiveness of the instruction to meet the needs of all students • Ways the presentation supports the District-adopted curriculum guides • Information from the presenter is considered by the Educational Services Department to determine if this presentation meets the District professional development goals and if there is alignment between one or more of the following: CCSS, District adopted curriculum guides, assessment results. 	<p>Annually 2015-2020 Assistant Superintendent Educational Services Director of Student Programs & Staff Development Coordinator of Special Education</p>			
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> • The District’s Educational Service Department and Principals Professional Learning Community will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed CCSS and academic achievement standards. These groups pay special attention to those topics and formats that have the 	<p>Annually 2015-2020</p>	<p>Class size reduction Assistant Superintendent Educational Services Director of Student Programs & Staff Development</p>	<p>\$200,000</p>	<p>Title II</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. Specifically, the groups focus on topics and formats that include:</p> <ul style="list-style-type: none"> • Class Size Reduction • Structured teacher planning time • Professional Learning Communities • Classroom Coaching and Mentoring • ELA/ELD Framework training • Academic language • CCSS alignment • Assessment alignment • Research based Instructional Strategies • Multi-Tiered System of Supports • Positive Behavioral Intervention Support • Direct Interactive Instruction • English Language Development • This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers, administrators, and outside consultants will serve as demonstrators and coaches. 		<p>Coordinator of Special Education Principals</p>		
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> • As part of professional development, teachers are provided with tools and training to analyze student work and demonstrate a link between assessment, instructional planning, and student achievement, such as: • Formative and summative assessments • California Assessment of Student Performance and Progress (CAASPP) • Progress Monitoring • Writing rubrics • District created curriculum benchmark assessments • Reading Fluency • English Learners • Voyager • Illuminate 	<p>Annually 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals</p>	<p>Professional development</p>	<p>\$5,000</p>	<p>Title II</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • DIBELS • Gateways • Professional development provides teachers with specific strategies for analyzing student assessments to document student achievement and monitor and adjust instruction accordingly. The following represents some, but not all, of the areas teachers will focus on: <ul style="list-style-type: none"> • English learners • Social, cultural, and linguistic differences • Teacher expectations • Curriculum calibration • Student engagement • Lesson design • Instructional methodologies • Differentiation • Environmental impacts • Direct Interactive Instruction • Needs of students with disabilities, English learners, GATE, and at-risk students 	<p>Annually 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals</p>	<p>Professional development</p>	<p>\$5,000</p>	<p>Title II</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The Educational Services Department reviews information derived from the professional development Needs Survey, Single School Plans for Student Achievement (SPSAs), and District goals to determine appropriate staff development activities and coordinate funding sources. Through the collaboration and coordination of Title II funds, Title I, Title III, BTSA, PAR, LCFF, and other appropriate funding sources, professional development is provided meet the identified needs of the Buena Park School District staff and is aligned to the CCSS and the student academic achievement standards. This coordination ensures the most effective use of State and federal funding.</p> <p>The following professional activities support Title II, Part A, Subpart 2:</p> <ol style="list-style-type: none"> 1. Improve the knowledge and skill of teachers concerning: <ul style="list-style-type: none"> o Language Arts o Mathematics 	<p>Annually 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> o Science o Social Science o Physical Education o Drug and Violence Prevention Effective instructional strategies • Specially Designed Academic Instruction in English (SDAIE) • Differentiated Instruction • PBIS • Direct Interactive Instruction • Document Based Questions • Technology Integration • CCSS/NGSS • English learners • Literacy • STEM • VAPA Standards • Curriculum alignment • CCSS • NGSS Assessment and Data Analysis • Assessment alignment • Summative and formative tests • Analyze student assessments and work samples • Identify strengths and areas of focus • Develop assessments to ensure alignment between intended, taught, and tested curriculum • Disaggregating results • Design interventions based on data 2. Improve the knowledge of teachers and principals in practices that involve collaborative groups: • Structured teacher planning time • Professional Learning Communities • Student Success Teams/CAST • PBIS 				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Grade level teams 3. Provide training on how to meet the needs of students with different learning styles and students with disabilities/special needs (including GATE) and English learners: <ul style="list-style-type: none"> • Meeting the needs of English learners • Meeting the needs of students with disabilities • Differentiating instruction • Specially Designed Academic Instruction in English (SDAIE) • English Learner Strategies • Multi-Tiered System of Supports • Parent involvement 4. Provide training on methods of improving student behavior and identifying early and appropriate intervention: <ul style="list-style-type: none"> • Positive Behavior Intervention Systems (PBIS) • Classroom management • Bullying/Cyber Bullying • Conflict resolution • Youth development • Drug free schools 5. Private Schools <ul style="list-style-type: none"> • Professional development activities 	<p>Annually 2015-2020</p>	<p>Director of Student Programs and Staff Development</p>	<p>\$15,000</p>	<p>Title II</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Professional development activities that will be made available for teachers during school year (dependent on funding) include:</p> <p>English Learners</p> <ul style="list-style-type: none"> • English Learner Observations • English Learner Instructional Aide Training • English Learner Coaching • English Learner Lead Teacher Training • ELD Scope and Sequence • Building Learning Capacity 	<p>Annually 2015-2020</p>	<p>Assistant Superintendent Educational Services Director of Student Programs & Staff Development</p>		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Special Education</p> <ul style="list-style-type: none"> • Special Education Instructional Assistant Training • Special Education Professional Dialogues • Inclusive Strategies • Autism Certification • Discrete Trial • Social Stories • Gateways and Voyager training • SEACO • Basic 2 <p>Assessment and Data Analysis</p> <ul style="list-style-type: none"> • Minimum Day Data Analysis and Intervention Design • Illuminate training • CAASPP Training <p>Content Areas</p> <ul style="list-style-type: none"> • CCSS Curriculum Guides for Math and ELA • Tier III Gateways training • Tier II Voyager training <p>Other</p> <ul style="list-style-type: none"> • Professional Learning Communities • Student Success Teams/ CAST • Structured Teacher Planning Time • Positive Behavior Interventions Systems • Educational Technology • Beginning Teacher Support and Assessment (BTSA) • Peer Assistance Review (PAR) • Multi-Tiered System of Supports • Direct Interactive Instruction <p>The Educational Services Department will ensure that the professional development needs of teachers and principals are met by:</p> <ul style="list-style-type: none"> • Reviewing results of CAASPP results and District assessments • Completing a professional development needs survey every three years 		<p>Coordinator of Special Education Principals</p>		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Reviewing teacher feedback forms from provided trainings • Developing the Professional Development Plan • Presenting the plan to principals for additional input • Presenting the plan to parent advisory groups for additional input • Implementing professional development activities • Monitoring and evaluating the effectiveness of staff development 				
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The Buena Park Educational Technology Plan is constructed with five specific goals. Goal #1 States: District schools will use technology to improve teaching and learning in order to reach the goal of ALL students attaining proficiency or better with ELA and Math content standards. Actions to accomplish this goal include:</p> <ul style="list-style-type: none"> • Utilize technology-based curriculum to support intervention programs • Explore online or application software options and assistive technology to ensure that all students have access to the core curriculum • Implement Technology scope and sequence in K-6th • Online courses at the Jr. High • Technology to enhance collaboration, critical thinking, communication, and creativity 	<p>Annually 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Chief Technology Officer, Coordinator of Special Education, Principals, Tech Leads, Tech TOSAs</p>	<p>Professional development</p>	<p>\$5,000</p>	<p>Title II</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The Buena Park Educational Technology Plan is constructed with five specific goals. Goal #3 States: All students will have appropriate access to technology to support achievement of the academic standards in the classroom, District curricular goals, and ultimately for lifelong learning and success in our digital society. Actions to accomplish this goal include:</p>	<p>Annually 2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Review and update the District scope and sequence of technology standards for each grade level Utilize benchmark assessments to support the acquisition of grade level technology standards Increase student to device ratio Ensure every teacher has a computer workstation that has internet and intranet capabilities Devise a District-wide replacement plan for technology that is obsolete Develop District standards for hardware purchases <p>Technology leads model instructional strategies to integrate technology into the curriculum</p>	<p>Development, Director of Technology, Principals, Tech Leads</p>			
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The Buena Park School District requests and values staff input regarding professional development needs. The following actions are conducted to include all stakeholders in the planning of professional development activities:</p> <ul style="list-style-type: none"> Every three years, the Buena Park School District conducts a staff development survey with all teachers regarding: content areas, instructional strategies, special populations, paraprofessionals, technology etc. Annually, parents and staff take a survey on climate, professional development needs, and common core state standards A draft of the updated LEA Plan is shared with principals, parent advisory councils, and School Site Councils for their input LEA plan is shared annually with the Governing Board Para-educators are provided professional development on a regular basis throughout the school year based on identified needs 	<p>2015-2020 Assistant Superintendent Educational Services, Director of Student Programs and Staff Development, Principals, Teachers, Parents</p>			
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; 				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>During the 2015-2016 school year, the Buena Park School District will provide training to teach and address the needs of students with different learning styles through:</p> <ul style="list-style-type: none"> • Direct Interactive Instruction training • English learners training • PAR Consulting Teachers support teachers in understanding various cultural and academic proficiencies 	<p>2015-2020 Principals Directors Coordinators Teachers Parents</p>			
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: All teachers and paraprofessionals currently meet the HQT qualifications.</p>				

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
<p>1) There is an established District-wide safety team that monitors facilities and ensures emergency procedures are known to staff members. Membership in this group is broad-based and includes representatives from all school sites, as well as certificated and classified representatives. Two members of the Governing Board also participate on this advisory panel.</p> <p>2) The District has a strongly enforced and well publicized discipline policy.</p> <p>3) A District-wide outside counseling agency and crisis hotline offers opportunities for parents and students to access community resources.</p> <p>4) The District has implemented and supports the Project Alert (Drug Prevention Program) in 7th and 8th grades and Too Good for Drugs (Drug Prevention Program) in grades 4-6.</p> <p>5) Safe School Plans at every school are revised and adopted by the Board annually.</p> <p>6) School site SPSAs include evaluations of strengths and needs and actions for improvement in supporting Safe and Drug Free school environments.</p> <p>7) Health clerks are funded at every site for six hours per day.</p> <p>8) Schools actively participate in celebrations of student positive behavior.</p> <p>9) Conflict resolution activities and peer leadership efforts are in place at Buena Park Junior High School.</p> <p>10) The Positive Behavior Intervention Strategies (PBiS) program is implemented at all schools.</p> <p>11) School sites have a clear set of emergency procedures and opportunities for practice drills.</p> <p>12) Physical environments are well maintained and classrooms have been modernized to facilitate learning.</p> <p>13) Some schools offer after school and Saturday interventions and events.</p> <p>14) Kid Connection, after school child care, is provided by the Buena Park School District at four elementary school sites to provide safe and supportive care from 6:00 a.m. to 6:00 p.m. daily and during school breaks.</p> <p>15) The After School Safety and Education (ASES) Grant program provides a safe haven for students after school while providing academic support, homework help, and enrichment activities.</p> <p>16) A full-time counselor is provided at the junior high.</p> <p>17) The School Attendance Review Board provides a strong support system for students/families.</p> <p>18) Student Success Teams (SST) at every site provide individual academic and emotional support to students and their families.</p> <p>19) School Resource Officer provides the liaison between</p>	<p>1) The preschool collaborative could be expanded to involve other city and local agencies to build a coordinated service model for the purposes of case management and referral to outside agencies.</p> <p>2) Increase monitoring of the Safe School Plans.</p> <p>3) Review options for other contractors for counseling services.</p> <p>4) Monitor the implementation of the Safe and Drug Free Curricular programs at regular intervals.</p> <p>5) Expand Masonic Trainings so that all SST committees have been trained.</p> <p>6) Continue to attend follow-up Masonic Trainings for sites that have been previously trained.</p> <p>7) Research ingress and egress procedures, as well as supervision at school sites both before and after school.</p> <p>8) Communicate lock-down procedures with community.</p> <p>9) Add discipline policies to school websites.</p> <p>10) Ensure dress code is enforced at BPJH.</p> <p>11) Research possible expansion of extracurricular programs both during and after school.</p> <p>12) Continue funding SRO at junior high</p> <p>13) Continue funding of School Counselor at junior high</p> <p>14) Hire staff to work with homeless population and CWA office</p>

Strengths	Needs
<p>school needs and law enforcement at the junior high.</p> <p>20) Nurses are trained to provide tobacco cessation classes to employees and students.</p> <p>21) Parents are provided with discipline information through the "Parent Handbook" distributed in the fall and to any newly enrolled student throughout the school year.</p> <p>22) The School Effectiveness/Title I and LCAP annual survey includes items about the environment and safety issues.</p> <p>23) Materials are routinely translated that inform parents about rules, responsibilities, and procedures for discipline.</p> <p>24) Sexual Education and HIV/AIDS instruction for junior high students.</p> <p>25) PAL program at the junior high school.</p> <p>26) A mobile dental service is available to students at all elementary school sites</p> <p>27) A preschool collaborative assists in coordinating services with outside agencies.</p> <p>28) A homeless liaison supports students and family.</p> <p>29) An active Safe and Drug Free Committee supports the implementation of Project Alert (Drug Prevention Program) and Peace Makers in 7th and 8th grades and Too Good for Drugs (Drug Prevention Program) in grades 4-6, as well as other site-based Safe and Drug Free activities.</p> <p>30) Active School Intervention Teams (SIT) are available at all schools.</p> <p>31) Most SST teams have attended the Masonic Training for behavioral, academic, attendance, and social-emotional supports.</p> <p>32) Conflict Managers at Corey School.</p> <p>33) "Just Around the Corner" human growth and development curriculum for 5th and 6th grade students</p>	

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities
<ol style="list-style-type: none"> 1. Student Councils provide meaningful experiences for student participation in the decisionmaking at each site. 2. Peer Counselors provide a conduit for student concerns and issues to be addressed. 3. District-wide support for site involvement in Red Ribbon Week, including a variety of activities and assemblies. 4. The junior high counselor provides direct services to students, families, and staff throughout the District. 5. Both nurses provide case management for students and families in need including Operation School Bell, Assistance League Dental Clinic, Lions Eyeglass Program, and Buena Park Cares (private funding for social needs). 6. Annual training conducted for all new teachers on the comprehensive drug abuse education curriculum. 7. A District-wide outside counseling agency and crisis hotline offer opportunities for parents and students to access community resources. 8. A School Resource Officer provides the liaison between school needs and law enforcement at the junior high. 9. The School Effectiveness/Title I/LCAP annual survey includes items about the environment and safety issues. 10. PAL program at the junior high school. 11. An active Safe and Drug Free Committee supports the implementation of the Project Alert (Drug Prevention Program) and Peace Makers in 7th and 8th grades and Too Good for Drugs (Drug Prevention Program) in grades 4-6, as well as other site-based Safe and Drug Free activities. 12. After school interventions are available 13. Ongoing community partnerships with the Lions, Boy Scouts, Rotary Club, etc. address needs of our SED students. 14. All new teachers are encouraged to participate in the North Orange County BTSA program which identifies positive

Activities

- discipline strategies and explains how to implement positive discipline systems in classrooms.
15. There is an adopted Board Policy (BP 5144) regarding student behavior expectations.
 16. ASES provides a safe-haven for students after-school
 17. Kid Connection provides a safe-haven for students after-school
 18. Conduct district self-assessment on drug use and violence
 19. Gang Prevention Intervention Program (GRIP) at Whitaker and Gilbert schools

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

Strengths	Needs
<p>1) There is ongoing data collection on Alcohol and Other Drugs (AOD) and violence through the California Healthy Kids Survey (CHKS). Other data, including suspension and expulsion data and the Title I annual parent survey, are analyzed. Other data collected from the after school program, law enforcement, and State and federal surveys are also analyzed. Use of this data to determine areas of focus and policy development. Data is shared publicly.</p> <p>2) Each site has an annually updated Safe School Plan. Annual administrative training is offered.</p> <p>3) Character education programs designed for each school have been implemented.</p> <p>4) Project Alert and Peace Makers (grades 7-8) and Too Good for Drugs (grades 4-6) research-based Drug Prevention curriculum have been fully implemented at all grade levels.</p> <p>Based on the 2015-16 California Healthy Kids Survey (CHKS), 7th grade students self reported:</p> <ul style="list-style-type: none"> • 92% never had a full drink of alcohol • 95% never used marijuana • 94% never used inhalents • 87% never been in a physical fight • 87% never been threatened with harm or injury 	<p>7th grade students self reported on the California Healthy Kids Survey (CHKS):</p> <p>School Development Supports</p> <ul style="list-style-type: none"> • 72% felt they do not help decide things like class activities or rules • 63% felt they did not do things that make a difference • 49% felt they did not do interesting activities <p>More than half of the students did not feel they had a voice or input into school activities that make a difference, so additional work in promoting involving students in school committees and outlets for student voice needs to be done.</p> <p>68% of students felt safe at school. While this number increased from last year , more work still needs to be done in this area.</p>

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B))

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2015-16 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: % 7th: 2%	5th: % 7th: 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 2% 9th: % 11th: %	7th: 1% 9th: % 11th: %
The percentage of students that have used marijuana will decrease biennially by:	5th: % 7th: 5%	5th: % 7th: 4%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 4% 9th: % 11th: %	7th: 3% 9th: % 11th: %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 4% 9th: % 11th: %	7th: 3% 9th: % 11th: %
The percentage of students that feel very safe at school will increase biennially by:	5th: % 7th: 21% 9th: % 11th: %	5th: % 7th: 30% 9th: % 11th: %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 19% 9th: % 11th: %	7th: 15% 9th: % 11th: %

Truancy Performance Indicator	Most recent date: 05/2016 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by 1 from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 and</p>	3%	2%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2015-16 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	5th: % 7th: 33% 9th: % 11th: %	5th: % 7th: 38% 9th: % 11th: %
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	5th: % 7th: 54% 9th: % 11th: %	5th: % 7th: 59% 9th: % 11th: %
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	5th: % 7th: 14% 9th: % 11th: %	5th: % 7th: 19% 9th: % 11th: %
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	5th: % 7th: 55% 9th: % 11th: %	5th: % 7th: 60% 9th: % 11th: %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a)(1)(C))

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Science Based Program Name:	Project ALERT
Program ATODV Focus:	X
Target Grade Levels:	8
Target Population Size:	540
Purchase Date:	2005
Staff Training Date:	Spring 2005
Start Date:	Fall 2005
Program 2	
Science Based Program Name:	Project ALERT
Program ATODV Focus:	X
Target Grade Levels:	7
Target Population Size:	540
Purchase Date:	2006
Staff Training Date:	Spring 2006
Start Date:	Fall 2006
Program 3	
Science Based Program Name:	Peace Makers
Program ATODV Focus:	Violence Prevention
Target Grade Levels:	8
Target Population Size:	540
Purchase Date:	2008
Staff Training Date:	
Start Date:	Fall 2008

Research-based Activities (4115 (a)(1)(C))

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	A, T, OD, V	K-8
X Conflict Mediation/Resolution	V	K-8
X Early Intervention and Counseling	A, T, OD, V	K-8
Environmental Strategies		
X Family and Community Collaboration	A, T, OD, V	K-8
Media Literacy and Advocacy		
Mentoring		
X Peer - Helping and Peer Leaders	V	K-8
Positive Alternatives		
X School Policies	A, T, OD, V	K-8
Service - Learning/Community Service		
Student Assistance Programs		
Tobacco - Use Cessation		
Youth Development Caring Schools Caring Classrooms		
Other Activities		

Promising or Favorable Programs (4115 (a)(3))

The LEA may - but is not required to - designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 2
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 3
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case - by - case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Based on the data from Healthy Kids Survey, the Health Education Advisory Committee and the Health Education Steering Committee have adopted and implemented the following research-based programs:

- 1) Project Alert was implemented in grades 7 and 8.
- 2) Peace Makers was implanted in grades 7 and 8
- 3) Too Good for Drugs was implemented in grades K-6.

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

- The District will continue to conduct the annual School Effectiveness/Title I/LCAP Parent Survey
- Results of both the CHKS and School Effectiveness/Title I parent survey will be aggregated for District and school levels by the Educational Services Department to guide program improvement and make necessary revisions
- The District will continue to support a Safe and Drug Free Education Committee to provide input and guidance for ATODV activities
- SSCs and ELACs will consider data in assessing needs and developing safe learning environment goals as part of each school's SPSA
- Data will be used for annually updating the LEA plan and setting yearly goals
- Administer a self-assessment regarding drug use and violence prevention biannually

Use of Results and Public Reporting (4115 (a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

- Baseline CHKS data was collected in 2001
- Annual CHKS progress data was collected in 2015-16
- An annual School Effectiveness/Title I/LCAP parent survey will be collected each Spring

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

The school District defines the highest need students as students who are identified as academically at-risk and receive Title I services, are homeless, English learners, have emotional or mental challenges, and/or have been suspended.

The following services will be funded for students with the greatest needs:

1. Early identification and intervention services with counselors from Outreach Concern or the junior high academic counselor
2. Participation in conflict resolution training and peer mediation strategies
3. A referral system for family counseling and support services
4. Other youth development activities identified in our community, through our AVID program, and by our Associated Student Body at the Buena Park Junior High School

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The size of the Buena Park School District (4,900 K-8 students in seven schools) lends itself well to the coordination of services as all programs come under the immediate responsibility of the Assistant Superintendent, Educational Services.

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Parents are involved in our District at many levels:

1. Planning, designing, and reviewing programs
 2. Implementing strategies as volunteers in the classroom and after school
 3. Volunteering on such committees as SSCs, ELACs, DELAC, HSOs, ASES, and GATE Advisory
 4. Parents are actively involved in our Red Ribbon Week activities
- Additionally, a multitude of parent education and activities are conducted at each school and on a District-wide level that include: monthly parent workshops, School Readiness, Kindergarten Round-ups, etc.
 - Regular communications through the beginning of the year welcome package and our parent newsletter will continue to inform parents of a variety of issues.
 - Other notification procedures on such issues as “Parent Waiver Options” and Safe School Status are in place to meet the required timelines indicated by NCLB.
 - Parents are recruited from all ethnic and socioeconomic backgrounds to be representatives on the above committees.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full Time Equivalent

**Performance Goal 5:
All students will graduate from high school.**

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

5.1 (High School Graduates)	
Activities/Actions	
Students Served	
Timeline/ Person(s) Involved	
Benchmarks/ Evaluation	
Funding Source	
5.2 (Dropouts)	
Activities/Actions	
Students Served	
Timeline/ Person(s) Involved	
Benchmarks/ Evaluation	
Funding Source	
5.3 (Advanced Placement)	
Activities/Actions	
Students Served	
Timeline/ Person(s) Involved	
Benchmarks/ Evaluation	
Funding Source	

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

Description of How the LEA is Meeting or Plans to Meet this Requirement	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Number of children eligible for Free/Reduced Price Lunch programs</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>All schools with a 75% or above poverty level are funded All other schools are funded by poverty ranking district wide or by grade span.</p>

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.
For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

The schools conduct a comprehensive needs assessment. Using the Common Core State Standards, state assessments, California English Language Development Test, Title I Needs Assessment Survey, and local benchmark assessment data (Results of data analysis are listed in the schools SPSA plans). The school leadership team and the school site council review the progress of all students on an ongoing basis, in order to determine if their academic needs are being met. Using the District Data Management System, teachers have access to student results in both formative and cumulative assessments.

School Wide reform strategies that are currently in place provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Teachers use scientific research based methods and instructional strategies that strengthen the core academic program.

The District provides a Multi-Tiered System of Supports to provide interventions during the day based on students academic needs. Additionally, students received quality extended learning time that both enrich and accelerate the curriculum. Students of poverty and English learners receive extra support in order to close the educational gap for these students. Specific services are provided to students who are low achieving and/or those most at risk of not meeting the Common Core State Standards.

Students are instructed by highly qualified teachers. All teachers are highly qualified as specified by NCLB. The District provides high quality ongoing professional development for both teachers and paraeducators. The professional development activities for the schools include District wide goals, school specific areas for improvement as well as individual professional growth plans.

Buena Park School District continues to provide a variety of incentives to attract the highest quality teachers. Buena Park School District offers a competitive salary schedule with generous stipends for teachers who have attained a Master Degree or higher. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individually through the North Orange County BTSA Consortium. Finally, four colleges and universities annually place over 95 student teachers in the District, so that the most competent new teachers are observed and offered employment. All Buena Park School District teachers are NCLB compliant.

Parental Involvement is a priority at our schools. As specified in NCLB, Section 1118, parental involvement with an emphasis on family literacy is a strong component in the school.

Preschool transition is an important component at all schools. Entering Kindergarten students are provided transitional support through a variety of activities. These include kindergarten preparatory activities provided at our Kindergarten Round-up and an annual Kindergarten orientation. Additionally, the District operates a School Readiness preschool program as a means of supportive transition to the K-6 school setting as well as summer kindergarten readiness academies.

Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards is provided, as required by Section 1111(b)(1). Students' academic difficulties are identified in a timely way and teachers are able to provide information on which to base effective assistance.

Targeted Assistance Programs (TAS) - Student Identification

Targeted Assistance Programs (TAS) - Student Identification	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The Parents of the Buena Park school district are notified by mail regarding the identification of the school, school choice and supplemental services information. In addition to the enrollment period, information is posted on the district website regarding supplemental educational services.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>Since there is only one junior high school within the Buena Park School District, children at this identified Program Improvement School have no other school of choice within the District. The District has reached an agreement with the Anaheim Union High School District to provide a school of choice. A letter is sent to all parents at the Program Improvement School notifying them of the PI status and their choice to have paid transportation to a non-PI school outside of the Buena Park School District.</p> <p>Supplemental Educational Services (SES) were provided to students for the past two years. Parents were contacted through the mail and invited to a Provider's Fair during the enrollment period. Students were selected based on greatest need. Student assessment scores were used to rank students and to determine which students had the greatest academic needs.</p>

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Ten percent of Title I funds are set aside in a sub account (Title IA) within the BiTech accounting systems for the purposes of utilizing these funds for staff development. Coordination of the Title IA and Title II-Teacher Quality funds are coordinated by the Assistant Superintendent of Educational Services to meet the needs of the Professional Development Activities outlined in Goal 3. Funds are used for classified, certificated and management staff development to build skills that align with the annual goals of the District.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	In addition, each school and the District plans parent education and involvement activities. These activities are coordinated under the Director of Student Programs and Staff Development and an annual Report to the Governing Board are conducted to describe these coordinated efforts.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increased Program Effectiveness

Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

Buena Park School District pupils benefit from a coordinated and integrated program of instruction that is consistent throughout the seven schools. All students are taught the core curriculum using the Common Core State Standards. The IEP goals written for Special Education students are based on the Common Core State Standards as well as District grade level standards. All EL students are taught the grade level standards. All support services are designed and delivered to help every student meet proficiency standards in the core curriculum. After-school, during school, and Saturday intensive intervention, as well as Summer Academic Academies target State standards which have not yet been mastered.

Support services personnel coordinate delivery of instruction. Planning is done with the regular classroom teacher to ensure that every student is receiving targeted instruction. The daily instruction is based on frequent assessment which informs the regular teacher and support personnel identify what the next learning should be. Student Success Teams collaborate to support students who are not succeeding in the regular program. EL students are instructed in both SEI and ELM classrooms and have support instruction in English language development. GATE students are placed with specially trained instructors to ensure that their learning opportunities are differentiated. The district provides a Multi-Tiered System of Supports during the school day based on academic needs. In addition interventions are provided after school for students who have yet to master proficiency of the State standards.

The Buena Park School District staff has regularly scheduled meetings to ensure that the programs provided for multi-funded students are coordinated. The list of students receiving services is constantly updated to ensure that coordination of services is monitored. Communication between staff members (both District-funded and categorically-funded) is ongoing. The Promotion/Retention policy implementation has added another layer of program services and coordination of pupil needs to be constantly assessed and revised.

Multiple measures of assessment are conducted at every grade level for every student. Consistent standards of proficiency have been established for all students. Individual student achievement is monitored through data analysis and structured teacher planning time. Disaggregated data for significant subgroups is reviewed at quarterly meetings by all teachers District-wide.

There are several efforts to integrate and support the transition of preschool students participating in the District preschool program. The preschool curriculum is aligned with the Kindergarten curriculum, in that the focus is on kindergarten readiness, early literacy, and early numeracy. Articulation meetings are being held with preschool and kindergarten teaching staffs periodically to assist students to transition with the necessary skills to be successful in kindergarten. Support services, such as Kindergarten readiness workshops, are also offered to parents of preschoolers in the community. Joint curriculum development training with preschool and Kindergarten teachers is provided and ongoing sessions are planned to increase the quality and effectiveness of the curriculum being offered. In addition, Kindergarten Round-Up events are held at each elementary school in the Spring in an effort to provide parents with as much information as possible to assist them in helping their child to experience a positive transition into Kindergarten. Kindergarten Readiness workshops are also offered to preschool classes and centers in the local area. When funds are available, the district will offer summer kindergarten readiness academies for incoming kindergarten students.

Transition meetings for students from the Regional Center to the Buena Park School District Special Education program are routine. All of these services increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Part III

Assurances and Attachments

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

Greg Magnuson

July 11, 2016

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Local Educational Agency Plan
Buena Park Elementary School District**

Appendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

2.1 Performance indicator: The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Local Educational Agency Plan
Buena Park Elementary School District**

Appendix B

Links to Data Websites

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

**Local Educational Agency Plan
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**Appendix C
(School-Based Programs)**

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: California Healthy Kids Resource Center: Research - Validated Programs: <http://www.californiahealthykids.org>

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>

E: Getting Results: <http://www.gettingresults.org/>

School-Based Programs

**Intended program outcomes and target grade levels.
See research for proven effectiveness**

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid)	9 to 12	X		X			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X			X		C,
Child Development Project/Caring School	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERSuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

**Appendix C
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

**Appendix C
(Community and Family-Based Programs)**

Community and Family-Based Programs							
Name	Target Population	Intended program outcomes and target grade levels. See research for proven effectiveness					Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

**Local Educational Agency Plan
Buena Park Elementary School District**

Appendix D

Research-based Activities (4115 (a)(1)(C))

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

**Local Educational Agency Plan
Buena Park Elementary School District**

**Appendix E
(Promising or Favorable Programs)**

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>

E: Getting Results: <http://www.gettingresults.org/>

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	600	585	97.5	583	2391.0	13	17	31	39
Grade 4	572	565	98.8	562	2437.9	16	20	23	40
Grade 5	543	527	97.1	527	2476.8	14	26	21	39
Grade 6	561	553	98.6	552	2512.5	12	28	33	26
Grade 7	507	502	99.0	501	2504.5	6	25	27	42
Grade 8	519	501	96.5	498	2527.8	9	24	30	37
All Grades	3302	3233	97.9	3223		12	23	28	37

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	12	45	42	13	43	44	9	64	27	14	46	40
Grade 4	18	43	39	14	48	37	10	63	27	15	46	34
Grade 5	16	43	41	21	40	39	13	61	26	19	55	26
Grade 6	17	47	37	21	49	30	13	68	19	20	61	19
Grade 7	10	44	46	15	46	39	7	60	33	13	54	33
Grade 8	17	41	42	17	43	40	5	67	28	16	52	32
All Grades	15	44	41	17	45	38	10	64	27	16	52	31

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	600	588	98.0	587	2416.3	13	27	27	33
Grade 4	572	565	98.8	565	2453.8	12	22	38	28
Grade 5	543	531	97.8	530	2478.2	15	12	31	42
Grade 6	561	553	98.6	552	2511.1	16	17	33	34
Grade 7	507	506	99.8	504	2502.9	8	15	38	39
Grade 8	519	506	97.5	501	2519.0	13	13	25	48
All Grades	3302	3249	98.4	3239		13	18	32	37

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	23	39	38	17	45	38	22	50	27
Grade 4	20	32	48	14	45	41	18	43	39
Grade 5	20	31	49	14	34	52	12	45	43
Grade 6	20	34	46	14	47	39	17	51	32
Grade 7	13	37	50	10	46	44	10	71	19
Grade 8	17	30	53	15	49	36	16	46	39
All Grades	19	34	47	14	44	42	16	51	33

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,922	1867	1,844
Percent with Prior Year Data	99.5	98.0	99.9
Number in Cohort	1,913	1830	1,843
Number Met	1,142	1139	1,135
Percent Met	59.7	62.2	61.6
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,567	763	1582	677	1,538	641
Number Met	386	419	401	418	418	362
Percent Met	24.6	54.9	25.3	61.7	27.2	56.5
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	Yes

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	2	9	20	22	48	6	13	8	17	46
1	17	6	70	23	127	43	60	20	24	8	298
2	21	8	70	25	127	46	49	18	9	3	276
3	29	10	77	26	112	38	54	18	21	7	293
4	32	12	81	29	113	41	31	11	19	7	276
5	46	21	92	42	65	30	8	4	8	4	219
6	21	14	57	37	59	38	11	7	7	5	155
7	29	19	73	48	33	22	9	6	7	5	151
8	25	20	54	44	30	24	11	9	4	3	124
Total	221	12	583	32	688	37	239	13	107	6	1838

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	4	1	27	8	87	25	100	29	126	37	344
1	19	6	73	23	138	43	62	19	31	10	323
2	23	8	72	24	138	46	55	18	13	4	301
3	30	10	81	26	114	37	55	18	27	9	307
4	34	12	85	29	115	39	32	11	27	9	293
5	47	20	96	41	70	30	11	5	13	5	237
6	23	14	60	36	59	36	12	7	11	7	165
7	33	20	74	45	36	22	10	6	12	7	165
8	25	20	54	43	31	25	11	9	5	4	126
Total	238	11	622	28	788	35	348	15	265	12	2261

Title III LEA Plan Performance Goal 2

All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 30-66456 LEA Name: Buena Park School District Title III Improvement Status: Year 4

Fiscal Year: 2016-2017 LEP Amount Eligibility: \$195,237 Immigrant Amount Eligibility: 0

Plan to Provide Services for Limited English Proficient Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	<p>Implement programs and activities in accordance with Title III</p> <p>Purchase supplementary instructional materials, technologies, and curricula to support language acquisition and development.</p> <p>Provide additional language supports for all English learners through instructional strategies, differentiated instruction, technology, additional staffing, and parent engagement opportunities. Students will be placed and receive instruction according to language needs, based on annual language assessment and other state and local assessments. Professional development will be provided to teachers and instructional aides. Topics will include scaffolds for English learners, technology to support language development, using formative assessments to guide instruction in language development, and culturally responsive instruction.</p>
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	<p>Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs)</p> <p>The district will provide a Summer Academy for English learners. The Summer Academy will provide supplemental targeted English language instruction to English Learners (many at the Intermediate Levels) to help students acquire the English language and make yearly progress on the annual language assessment.</p> <p>The district will provide supplemental after school interventions for English learners. After school interventions will be coordinated with other state and federal programs. The After School Education and Safety Program will provide priority enrollment to at-risk English learners (ASES funds). Priority enrollment will be give to at-risk English learners for Supplemental Educational Services/Alternative Supports (Title I funds). District certificated staff will have the opportunity to provide supplemental after school interventions for at-risk English learners (Title III).</p> <p>The district will monitor student progress by analyzing state and district assessments, provide additional interventions and supports, and purchase supplemental curriculum and materials as needed.</p>
	<p>Hold the school sites accountable</p> <p>Schools will have all new students complete a home language survey. Based on the results from the home language survey, schools will annually administer the language assessment with students. Schools will meet Annual Measurable Objectives based on students making annual progress in learning English, increasing reclassification rates, and making progress on state assessments. Schools will be required to have an advisory group composed of parents of English learners, where parents can provide input on English learner programs. Schools will also monitor their reclassified students for two years and provide supports to students not making progress.</p> <p>School sites will turn in agendas, minutes, and sign in sheets for their parent advisory meetings to the District office. District office will randomly conduct audits to ensure students are assessed in a timely manner, monitored, and provided with language supports. Each school will also have a teacher on the Title III English Learner Lead Teacher Committee to provide input on state and federal updates, curriculum and instruction, professional development, parent engagement, and programs for English learners.</p>
	<p>Promote parental and community participation in programs for ELs</p> <p>The district will host a Parents of English Learners Symposium, in which parents will learn about strategies to support their children at home. Strategies include, language acquisition, attendance, technology, navigating the school system, and interventions. Child care will also be provided so parents can attend the Symposium. The district will also host quarterly district sponsored workshops for parents in the areas of supporting children at home, community resources, literacy, and technology. Annual Title III Parent Notification Letters will also be sent to parents to inform them of their children’s language levels and program placement. Spanish and Korean (if needed) interpreters will be available at parent trainings and meetings, and school to home correspondences will be translated.</p>

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction Purchase research based supplemental programs that meet the language needs of students. Include professional development and coaching to support teachers in implementing supplemental programs.</p>	Assistant Superintendent of Educational Services	Supplemental Curriculum and training.	\$20,000	LEP
	<p>Provide Teacher on Special Assignment to co-plan, demonstrate lessons, coach, and provide professional development for staff. Teacher on Special Assignment will also facilitate meetings with Title III Lead Teachers to review data, review literature on English learner best practices, and periodically audit schools for compliance.</p>		Personnel	\$100,000	LEP
	<p>Provide additional high quality professional development During non-instructional days (after school, weekends, summer), the district will provide professional development for certificated and classified staff focused on supporting English Learners. Topics will include language acquisition strategies, culturally responsive instruction, using technology to support language development, using formative assessments to inform language development, and providing additional trainings on the ELA/ELD Framework.</p>	Director of Student Programs and Staff Development, Assistant Superintendent of Educational Services	Additional hours for trainings, contract services for trainers, resources for training.	\$13,737	LEP
C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B: Currently in year 4. See section D.</p> <p>Please describe the factors contributing to failure to meet AMAO target(s).</p>				

D. Required for Year 4	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet AMAO target(s).</p> <p>The district met AMAOs 1 and 2, but failed to meet AMAO 3 for “Met Percent Proficient of Above for English Learner student group in both English-Language Arts and Mathematics. Program Improvement began the 2009-2010 school year. Factors that contributed to failure to meet AMAO 3 targets include:</p> <ul style="list-style-type: none"> • When the district went into Program Improvement, the district used a District Assistance and Intervention Team to provide training and data analysis with staff. The DAIT improvement process was highly rigid and structured. However, as years went by, the programs and structures put in place by DAIT have slowly loosened and some are no longer in place due to the implementation of the Common Core State Standards, new English Language Development Standards, and shifts in instructional practices. • With the implementation of the CCSS, ELD standards, and ELA/ELD Framework, the district’s adopted textbooks are not aligned to these updated standards and framework. • Due to the economic recession, professional development opportunities were reduced, instructional days were furloughed, and programs were cut. • The Annual Yearly Progress required percentage of proficiency for English learners on the state assessment, through the years, accelerated faster than actual achievement of students.
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	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>The district will not adopt a new curriculum at this moment. However, teacher leaders have created curriculum guides that are aligned to the Common Core State Standards. The next step is to incorporate additional English learner strategies and explicitly connect the English Language Development standards to the curriculum guides.</p>	<p>Assistant Superintendent of Educational Services, Common Core Steering Committee Members, Teachers on Special Assignment</p>	<p>Substitute costs for planning, additional hours for work, supplemental materials</p>	<p>\$20,000</p>	<p>LEP</p>
	<p>Provide additional professional development on providing teachers with literacy strategies for English learners, with a focus on academic vocabulary, collaborative conversations, formative assessments, technology, and interventions. Professional development will be followed by coaching opportunities, peer observations, and team planning.</p>	<p>Director of Student Programs, Teacher on Special Assignment</p>	<p>Registration for trainings, contract services, substitute costs, additional hours</p>	<p>\$13,737</p>	<p>LEP</p>
	<p>Provide extended learning opportunities in the summer and after school times to at-risk English learners. Ensure at-risk English learners receive priority enrollment to ASES, Alternative Supports, and Interventions. Priorities will be based on state and local assessments.</p>		<p>Hourly rate for teachers and staff,</p>	<p>\$40,000</p>	<p>LEP</p>

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III LEP funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to:</p> <p>Supplementary services as part of the language instruction program for LEP students</p>	Director of Student Programs	Supplemental curricula, supplemental materials, supplemental technologies	\$20,000	LEP
	Purchase supplementary instructional materials, technologies, and curricula to support language acquisition for English learners.	Assistant Superintendent of Educational Services	Registrations and related costs for trainings, hourly rate for teachers and staff, substitute release time	\$40,000	LEP
	Provide targeted supplemental interventions to English learners, such as Summer Academy and After School Interventions.			\$13,737	LEP
	Provide additional high quality ongoing professional development in the areas of instructional technology, literacy, language acquisition, cultural responsiveness, and parent engagement to build teachers' capacities to support teaching and learning for English learners.			\$20,000	LEP
	Provide additional parent education opportunities in the areas of literacy, language acquisition, technology, and math.			\$100,000	LEP
	Provide an English learner Teacher on Special Assignment to provide and coordinate additional supports and services for teachers, parents, and students. Supports include professional development, trainings, small group interventions, coaching, modeling lessons, co-planning.			\$1,500	LEP
	Provide Annual Title III Parent Notification Letter to Parents informing them of their children's language levels and program placement.				
	*Please see http://www.cde.ca.gov/sp/el/t3/lepview.asp for a list of allowable LEP activities				

F. LEP Overall Budget	LEP 2% for Administrative/Indirect Costs:	\$3,904.74
	LEP Estimated Costs Total:	\$195,237

Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>N/A</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	N/A	N/A	N/A	N/A
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$0	
		Immigrant Estimated Costs Total:		\$0	