

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

LEA: Buena Park School District Contact (Name, Title, Email, Phone Number): Dr. Deanna Glenn; Asst. Supt., [dglenn@bpsd.k12.ca.us](mailto:dglenn@bpsd.k12.ca.us); 714-736-4243  
LCAP Year: 2014-15

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### A. Conditions of Learning:

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### B. Pupil Outcomes:

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Parents in the Buena Park School District have been active and engaged stakeholders in the learning process. Prior to development of the LCAP goals, actions and expenditures, district and school staff members met with various stakeholder groups to gather input. These groups included Gifted and Talented Education (GATE) advisory, School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and District Advisory Council (DAC). In addition, Bilingual Instructional Assistants, Bilingual Service Providers, Title 3 leads, Administration, Governing Board, students, and both classified and certificated bargaining units were engaged in discussions and took a survey about district priorities. These meetings were held on;</p>	<p>After discussions with parent, teacher, administrator, students, bargaining units, and community stakeholders, input was evaluated, helping to guide the proposed priorities in section two. Once the priorities were developed in draft form, district data, proposed priorities, and action steps were reviewed through a town hall community meeting. Examples of the ways that this information was utilized to formulate the LCAP are: based on the March 2014 survey that was administered to our junior high students 83% stated that they wanted to increase access to 21<sup>st</sup> Century classrooms through technology integration. And as a result we are focusing our supplemental and concentration funds to provide professional development to teachers in instructional technology and using our deferred maintenance and capital facility funds to upgrade classroom network and infrastructure. Teachers (96%) and classified staff (100%) surveys showed the need for access to rigorous course access. To address this need the district has incorporated Common Core State Standards based instruction and assessment. With a focus on; early literacy and intervention, mathematics, response to intervention and positive behavioral intervention and supports and instructional technology. Additional questions, concerns, and comments were taken into consideration and incorporated into the writing of the plan. The plan was presented to the Governing Board at an open hearing session. After the hearing at the subsequent meeting the Governing Board formally adopted the LCAP.</p>

Involvement Process	Impact on LCAP																																
<p style="text-align: center;">Parent-Group-Meeting-Dates-2013-14</p> <table border="1" data-bbox="283 300 892 625"> <thead> <tr> <th></th> <th>SSC</th> <th>ELAC</th> </tr> </thead> <tbody> <tr> <td>Batty (combined)</td> <td>Jan-23,-Mar-20,-May-15</td> <td>Jan-23,-Mar-20,-May-15</td> </tr> <tr> <td>Corey</td> <td>Jan-28,-Feb-25,-Mar-25,-Apr-29</td> <td>Jan-28,-Feb-25,-Mar-25,-Apr-29</td> </tr> <tr> <td>Emery (combined)</td> <td>Sept-24,-Oct-29,-Feb-25,-Apr-15</td> <td>Sept-24,-Oct-29,-Feb-25,-Apr-15</td> </tr> <tr> <td>Gilbert (combined)</td> <td>Jan-22,-Feb-19,-April-29</td> <td>Jan-22,-Feb-19,-April-29</td> </tr> <tr> <td>Pendleton (combined)</td> <td>Jan-21,-March-3,-May-5</td> <td>Jan-21,-March-3,-May-5</td> </tr> <tr> <td>Whitaker</td> <td>Jan-28,-Feb-25,-Mar-25,-Apr-29</td> <td>Jan-23,-Mar-6,-Apr-10</td> </tr> <tr> <td>BPJH</td> <td>Jan-28,-Feb-25,-Mar-24,-Apr-29,-May-20</td> <td>Jan-9,-Feb-13,-Mar-13,-Apr-10,-May-8</td> </tr> </tbody> </table> <table border="1" data-bbox="283 690 892 755"> <thead> <tr> <th></th> <th>DELAC</th> <th>DAC</th> <th>GATE Advisory</th> </tr> </thead> <tbody> <tr> <td>Districts</td> <td>Jan-24,-Feb-13,-Mar-20,-May-8</td> <td>Jan-27,-Mar-13</td> <td>Jan-21,-March-13,-May-8</td> </tr> </tbody> </table> <p>In addition, after all discussions and surveys were administered a town hall meeting was held on April 7, 2014 to share the data results and to illicit further input from the community. The Superintendent responded in person to the questions generated and followed up with answers in writing, which were posted on the District website. After revision the plan was presented to the Governing Board and a hearing for public hearing was held. After the public comment period the plan was formally adopted by the Governing Board.</p>		SSC	ELAC	Batty (combined)	Jan-23,-Mar-20,-May-15	Jan-23,-Mar-20,-May-15	Corey	Jan-28,-Feb-25,-Mar-25,-Apr-29	Jan-28,-Feb-25,-Mar-25,-Apr-29	Emery (combined)	Sept-24,-Oct-29,-Feb-25,-Apr-15	Sept-24,-Oct-29,-Feb-25,-Apr-15	Gilbert (combined)	Jan-22,-Feb-19,-April-29	Jan-22,-Feb-19,-April-29	Pendleton (combined)	Jan-21,-March-3,-May-5	Jan-21,-March-3,-May-5	Whitaker	Jan-28,-Feb-25,-Mar-25,-Apr-29	Jan-23,-Mar-6,-Apr-10	BPJH	Jan-28,-Feb-25,-Mar-24,-Apr-29,-May-20	Jan-9,-Feb-13,-Mar-13,-Apr-10,-May-8		DELAC	DAC	GATE Advisory	Districts	Jan-24,-Feb-13,-Mar-20,-May-8	Jan-27,-Mar-13	Jan-21,-March-13,-May-8	
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**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Need:</b> All students need to demonstrate grade level proficiency and require highly qualified staff that will implement the Common Core State Standards. Currently not all students are	Goal #1: Increase student achievement through Common Core State Standards based instruction and assessment. With a focus on; early	All student groups, including but not limited to English learners, low socioeconomic, and foster youth.	All school site plans will align to ensure that this goal is met.		All students will learn in a Common Core classroom that focuses on greater depth of knowledge and higher level of Blooms taxonomy and the use of instructional	All students will experience improved teaching and learning in a Common Core classroom. This means that all classrooms will focus on greater depth of knowledge	All students will experience improved teaching and learning in a Common Core classroom. This means that all classrooms will focus on greater depth of knowledge	State priorities: #1 #2 #4 #7 #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>proficient and an achievement gap exists within subgroups, such as English learners, socioeconomically disadvantaged, and foster youth. <b>Metric:</b> The required state assessment, SBAC, will be collected in 2014-15 to establish a baseline with growth expected each year. When available we will utilize the SBAC formative</p>	<p>literacy and intervention, mathematics, response to intervention and positive behavioral intervention and supports , and instructional technology.</p>				<p>technology. Continue to hire RtI and PBIS teachers on special assignment to support this initiative. Year 2 of mathematics coaching will continue. Outreach of students ages 0-5 to attend our preschool programs will be pursued. <b>Metric:</b> Baseline data will be</p>	<p>and higher level of Blooms taxonomy and the use of instructional technology. Continue to hire RtI and PBIS teachers on special assignment to support this initiative. RtI TOSAs will be working on developing district-wide RtI and PBIS structures and professional development.</p>	<p>and higher level of Blooms taxonomy and the use of instructional technology. Continue to hire RtI and PBIS teachers on special assignment to support this initiative RtI TOSAs will be working on developing district-wide RtI and PBIS structures and professional development.</p>	



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assessments to guide instruction.					collected following the 2014-15 SBAC assessment.	Year 3 of mathematics coaching will continue. Increase preschool opportunities for students. <b>Metric:</b> Growth on SBAC is expected.	Year 4 of mathematics coaching will continue. Continue to increase preschool opportunities for students. <b>Metric:</b> Growth on SBAC is expected.	
<b>Need:</b> All students require a safe and positive learning environment. <b>Metric:</b> The Williams report, the Title 1 parent	Goal #2: Develop options, plans, agreements and technology to provide positive, safe, and clean	All student groups	All school sites		Students will learn in safe and clean school site facilities. <b>Metric:</b> Continue implementation	Students will learn in safe and clean school site facilities. <b>Metric:</b> Continue implementation	Students will learn in safe and clean school site facilities. <b>Metric:</b> Continue implementation	State priorities: #1 #5 #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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survey, and suspension and expulsion rates will be monitored annually and used to measure progress.	learning environments to meet the needs of 21 <sup>st</sup> century learners and educators.				of year 3 and 4 of PBIS program to enhance a positive learning environment and decrease the number of suspensions and expulsions. Prior to suspension and expulsion restorative justice will be used to provide an alternative means of correction. Continue	of year 4 and 5 of PBIS program to enhance a positive learning and decrease the number of suspensions and expulsions environment. Continue to use restorative justice prior to suspension and expulsion to provide an alternative means of correction. Continue	of year 5 and 6 of PBIS program to enhance a positive learning environment and decrease the number of suspensions and expulsions. Continue to use restorative justice prior to suspension and expulsion to provide an alternative means of correction. Continue	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					annual school facility inspection tool to monitor, maintain, and improve school facilities. Baseline data will be collected following the 2014-15 Williams report.	annual school facility inspection tool to monitor, maintain, and improve school facilities. The 2015-16 Williams report findings will not exceed the 2014-15 report findings.	annual school facility inspection tool to monitor, maintain, and improve school facilities. The 2016-17 Williams report findings will not exceed the 2015-16 report findings.	
<b>Need:</b> All staff will be highly qualified, appropriately placed, and will strive to develop more effective	Goal #3: Recruit, retain, and develop certificated and classified staff to implement the Common	All student groups	All school sites		Teachers will teach Common Core State Standard aligned lessons, with the support of	Teachers will teach Common Core State Standard aligned lessons, with the support of	Teachers will teach Common Core State Standard aligned lessons, with the support of	State priorities: #1 #2 #4 #5 #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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instructional practices through professional development, coaching, and professional learning communities. <b>Metric:</b> SARC data and district and site level participation data on professional development, coaching, professional learning communities will be used to measure progress.	Core State Standards, improve teaching methods, and deepen content knowledge to improve student achievement.				classified staff. All staff will participate in professional development opportunities in implementing the Common Core State Standards. <b>Metric:</b> 100% of the teachers in the Buena Park School District will be appropriately assigned.	classified staff. All staff will participate in professional development opportunities in implementing the Common Core State Standards. <b>Metric:</b> 100% of the teachers in the Buena Park School District will be appropriately assigned.	classified staff. All staff will participate in professional development opportunities in implementing the Common Core State Standards. <b>Metric:</b> 100% of the teachers in the Buena Park School District will be appropriately assigned.	

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<p><b>Need:</b> All students need active parental involvement and strong community/school partnerships in order to ensure student success. <b>Metric:</b> This will be measured by student and parent surveys, attendance at school site and district events, volunteer participation, and retention rates of students.</p>	<p>Goal #4: Enhance the home, school, and community partnership through increased communication, participation in parent groups and community outreach to maximize student achievement.</p>	<p>All student groups</p>	<p>All school sites</p>	<p>Families will have improved access to school and district information (website, translations, social media, and community events) to support and enhance student learning in and outside of the school day. <b>Metric:</b> A new parent survey will be developed.</p>	<p>Families will have improved access to school and district information (website, translations, social media, and community events) to support and enhance student learning in and outside of the school day. <b>Metric:</b> Parent survey will be administered. Baseline data</p>	<p>Families will have improved access to school and district information (website, translations, social media, and community events) to support and enhance student learning in and outside of the school day. <b>Metric:</b> Parent survey is expected to show growth in</p>	<p>State priorities: #3 #5 #6</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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						will be established at that time.	school availability of resources, and overall satisfaction with the school and district.	

**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the*

*goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: Maximize student achievement through Common Core State Standards based instruction and assessment. With a focus on; early literacy and intervention, mathematics, response to intervention and positive behavioral intervention and supports and instructional	State priorities: #1 #2 #4 #7 #8	District will reduce the overall class size in grades K-2 to 27:1 and 3 – 8 to 29.5:1.	LEA		Grades K-2 class size will be reduced to 27:1 and in 3 – 8 class size will be reduced to 29.5:1.	Grades K-2 class size will be reduced to 27:1 and in 3 – 8 class size will be reduced to 29.5:1. The district anticipates further lowering of class sizes, plan is in development.	Grades K-2 class size will be reduced to 27:1 and in 3 – 8 class size will be reduced to 29.5:1. The district anticipates further lowering of class sizes, plan is in development.
	State priorities: #1 #2 #4	All students will have current instructional materials and resources for implementation of the Common Core State	LEA  EL subgroup  Special education subgroup  Hispanic subgroup		Estimated cost \$300K salaries and benefits supplemental and concentration grants.	Estimated cost \$309K salaries and benefits supplemental and concentration grants.	Estimated cost \$318K salaries and benefits supplemental and concentration grants.



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
technology.	State priorities: #1 #2 #4 #8	Standards in ELA, mathematics, and ELD.  The District will hire 8 additional certificated teachers to support CSR, early intervention, RtI, and Common Core State Standards.	Socio-economically disadvantaged subgroup  Foster youth subgroup  LEA		<p>Purchase supplemental ELA and mathematics materials K-8.</p> <p>Estimated cost for all 5 subgroups is \$100,000 Common Core funding.</p> <p>8 teachers will be hired to provide support in the areas of CSR, early literacy, RtI, and Common Core State Standards.</p> <p>Estimated cost: \$713,000 including salaries and benefits</p>	<p>Purchase supplemental ELD materials K-8.</p> <p>Estimated cost for all 5 subgroups is \$100,000 IMFRP funding.</p> <p>8 teachers will continue to support CSR, early literacy, RtI, and Common Core State Standards.</p> <p>Estimated cost: \$727,000 including salaries and benefits</p>	<p>Adopt new ELA and mathematics materials K-8.</p> <p>Estimated cost for all 5 subgroups is \$1.25M IMFRP funding.</p> <p>8 teachers will continue to support CSR, early literacy, RtI, and Common Core State Standards.</p> <p>Estimated cost: \$742,000 including salaries and benefits</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					supplemental and concentration funding.	supplemental and concentration funding.	supplemental and concentration funding.
Goal #2: Develop options, plans, agreements and technology to provide positive, safe, and clean learning environments to meet the needs of 21 <sup>st</sup> century learners and educators.	State priorities: #1 #5 #6	The District will upgrade computers in computer labs at all school sites.	LEA		The District will purchase and replace existing computers within all computer labs at all school sites.  Estimated cost: \$200,000 funds 25 and 40 funding	Upgrade switches throughout the District.  Estimated cost: \$25,000 supplemental funding.  Upkeep of new computer hardware and software  Estimated cost: \$10,000	Maintain computer hardware and software  Estimated cost: \$10,000 supplemental funding.  Upkeep of computer hardware and software  Estimated cost: \$10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State priority #1	<p>Maintain safe and clean school site facilities through the use of deferred maintenance plans and funding to ensure a safe and positive learning environment.</p> <p>Increase the number of library media clerks by 3 in order to provide daily access to assist students and staff in learning to use the library, computers, other digital devices and content.</p>	<p>LEA</p> <p>All school sites.</p>		<p>Estimated cost \$1.4M in deferred maintenance and routine restricted maintenance are expected to be expended.</p> <p>Estimated cost \$185,000 supplemental and concentration grants.</p>	<p>supplemental funding.</p> <p>Estimated cost \$1.45M deferred maintenance and routine restricted maintenance are expected to be expended.</p> <p>Estimated cost \$191,000 supplemental and concentration grants.</p>	<p>supplemental funding.</p> <p>Estimated cost \$1.5M deferred maintenance and routine restricted maintenance are expected to be expended.</p> <p>Estimated cost \$197,000 supplemental and concentration grants.</p>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State priorities: #1 #2 #4	Provide curriculum and instruction support staff to coach and train teachers in the content knowledge and best instructional practices.	subgroup  Foster youth subgroup  LEA  EL subgroup  Special education subgroup  Hispanic subgroup  Socio-economically disadvantaged subgroup  Foster youth subgroup		Estimated cost for all 5 subgroups is \$100,000 supplemental and concentration grants.  Provide during and after school professional development learning opportunities and provide curriculum support staff at the district office to include special education, RtI, CCSS, ELD, and technology support.  Estimated cost for all 5	Estimated cost for all 5 subgroups is \$103,000 supplemental and concentration grants.  Provide during and after school professional development learning opportunities and provide curriculum support staff at the district office to include special education, RtI, CCSS, ELD, and technology support.  Estimated cost for all 5	Estimated cost for all 5 subgroups is \$106,000 supplemental and concentration grants.  Provide during and after school professional development learning opportunities and provide curriculum support staff at the district office to include special education, RtI, CCSS, ELD, and technology support.  Estimated cost for all 5

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					subgroups is \$100,000 supplemental and concentration grants.	subgroups is \$103,000 supplemental and concentration grants.	subgroups is \$106,000 supplemental and concentration grants.
Goal #4: Enhance the home, school, and community partnership through increased communication, participation in parent groups and community outreach to maximize student achievement.	State priorities: #3 #5 #6	In order to enhance student social and emotional well-being and increase academic achievement the district will provide one additional school counselor so that there is a 1 to 2 ratio for counselors in the elementary schools and a 1 to 1 ratio at the junior high. This will maximize the effectiveness of the home, school and community partnership.	LEA  EL subgroup Special education subgroup  Hispanic subgroup  Socio-economically disadvantaged subgroup  Foster youth subgroup		District will provide one additional full time counselor.  Estimated cost for all 5 subgroups is \$100,000 mental health funding.	District will continue to provide one additional full time counselor.  Estimated cost for all 5 subgroups is \$103,000 mental health funding.	District will continue to provide one additional full time counselor.  Estimated cost for all 5 subgroups is \$106,000 mental health funding.



B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: Maximize student achievement through Common Core State Standards based instruction and assessment. With a focus on; early literacy and intervention, mathematics, response to intervention and positive behavioral intervention and supports ,	State priorities: #1 #2 #4 #7 #8	The District will provide summer school to English learners, students achieving below grade level, and special education students.	EL subgroup  Special education subgroup  Hispanic subgroup  Socio-economically disadvantaged subgroup  Foster youth subgroup.		Hire certificated and classified staff as well as instructional materials and provide professional development to maximize intervention outcomes.  Estimated cost \$269,000 supplemental, concentration, and special education funding.	Continue to hire certificated and classified staff as well as instructional materials and provide professional development to maximize intervention outcomes.  Estimated cost \$277,000 supplemental, concentration, and special education funding.	Continue to hire certificated and classified staff as well as instructional materials and provide professional development to maximize intervention outcomes.  Estimated cost \$285,000 supplemental, concentration, and special education funding.



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and instructional technology,							
Goal #2: Develop options, plans, agreements and technology to provide positive, safe, and clean learning environments to meet the needs of 21 <sup>st</sup> century learners and educators.	State priorities: #2 #4	Maintain one full time TOSA support position to provide curriculum support to assist teachers in the development of content knowledge, integration of technology and increase student engagement.	LEA		Fund one full time technology TOSA.  Estimated cost: \$100,000 including salaries and benefits supplemental and concentration funding.	Continue to fund one full time technology TOSA.  Estimated cost: \$102,000 including salaries and benefits supplemental and concentration funding.	Continue to fund one full time technology TOSA.  Estimated cost: \$105,000 including salaries and benefits supplemental and concentration funding.
Goal #3: Recruit, retain, and develop certificated and classified staff to implement the Common Core State Standards, improve teaching	State priorities: #1 #2 #4	Targeted professional development around the EL Common Core will be provided to all teachers through the support of school site EL leads.	EL subgroup		Provide curriculum support at the school sites through the EL leads.  Estimated cost \$10,000 supplemental	Continue to provide curriculum support at the school sites through the EL leads.  Estimated cost \$10,000 supplemental	Continue to provide curriculum support at the school sites through the EL leads.  Estimated cost \$10,000 supplemental

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
methods, and deepen content knowledge to improve student achievement.					and concentration grants.	and concentration grants.	and concentration grants.
Goal #4: Enhance the home, school, and community partnership through increased communication, participation in parent groups and community outreach to maximize student achievement.	State priorities: #3 #6 #8	Provide one additional child nutrition support staff to assist with nutritional and wellness programs throughout the district and community.  Provide 7 – 2 hour child nutrition positions to support student supervision and safety.	LEA with a focus on socio-economically disadvantaged subgroup and Foster youth subgroup.		Provide one additional child nutrition support staff  Estimated cost \$75,000 child nutrition funding.  Estimated cost \$56,000 child nutrition funding.	Continue to provide one additional child nutrition support staff.  Estimated cost \$77,000 child nutrition funding.  Estimated cost \$58,000 child nutrition funding.	Continue to provide one additional child nutrition support staff.  Estimated cost \$79,000 child nutrition funding.  Estimated cost \$60,000 child nutrition funding.

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Buena Park School District (BPSD) believes that outstanding first instruction is the most important determinant of student academic success. The Buena Park School District has chosen to use our proportionate share of the total LCFF increase currently estimated at \$4,043,929 in supplemental and concentration funding to enhance exemplary first instruction. The district is committed to reducing class size so that teachers can maximize their time with each and every student. Class size reduction enables teachers to meet all of the diverse educational and behavioral needs of the students within their classrooms. Class size reduction benefits at risk-students, English learners, and foster youth, as well as the general student population. In addition to an exemplary first instruction program BPSD strives to provide students and families with outside services that meet all of their academic, social, and emotional needs. These expenditures will primarily benefit the most at risk students, including English learners and foster youth, but will also be available to all students within the district.

BPSD has chosen to utilize additional LCFF funding in the following ways:

1. Decrease class size
2. Restoration of 5 furlough days for the 2014-15 school year
3. Purchasing Common Core aligned materials
4. Support technology instruction and infrastructure
5. Complete deferred maintenance priorities
6. Professional development in CCSS, ELD, conceptual mathematics, and NGSS
7. Increase social, emotional, and health services for all students through school counselor services

8. Provide access to school site libraries to assist students and staff in learning to use the library, computers, and other digital devices and content

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Buena Park School District (BPSD) recognizes the need to improve achievement outcomes for our most at-risk students which include low income students, foster youth, and English learners. The proportionality requirement for BPSD is 12.16%. The following actions meet and exceed that requirement.

1. Provide counseling staff ratio of 1 to 2 in the elementary schools and a 1 to 1 ratio at the junior high to maximize the effectiveness of the home, school and community partnership (Increase 1 FTE counselor)
2. Hire additional certificated teachers to support early intervention, Response to Intervention, and Common Core State Standards (Increase 8 FTE teachers)
3. Provide training in the areas of CCSS, ELD, conceptual mathematics, and NGSS (100%)
4. Purchase Common Core supplemental instructional resources (100%)
5. Summer school intervention classes for ELs, at-risk, and foster youth (Increased over 2012/2013 school year)
6. Provide additional child nutrition support to assist with nutritional and wellness programs throughout the schools and community (Increase 1 FTE)

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.