

Introduction:

LEA: Buena Park Elementary School District **Contact (Name, Title, Email, Phone Number):** Ramon Miramontes, Assistant Superintendent, Educational Services, rmiramontes@bpsd.k12.ca.us, (714) 736-4243 **LCAP Year:** 2015-16

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Last year, the following stakeholder activities occurred: Buena Park School District actively engaged parental stakeholders in the learning process. Development of the LCAP goals, actions and expenditures occurred as 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</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. Based on the March 2014 survey that was administered to our junior high students 83% stated that they wanted to increase access to 21st Century classrooms through technology integration. As a result, supplemental and concentration funds will be used to provide</p>

<p>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. In addition, a town hall meeting was held on April 7, 2014 to share the data and results in an effort to elicit further input from the community. The Superintendent responded to questions, both in person and in writing, to questions generated throughout this process.</p>	<p>professional development to teachers in instructional technology. Deferred maintenance and capital facility funds will be used 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 implemented Common Core State Standards and aligned instruction and assessment to the standards. The district will 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>
<p>Annual Update: For the 2014/2015 school year, Buena Park School District, not only continued to actively engage all stakeholders in the LCAP process, but significantly increased efforts. In addition to the activities listed last year, including 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, the ASES Parent Advisory, Bilingual Instructional Assistants, Bilingual Service Providers, Title 3 leads, Administration, Governing Board, students, and both classified and certificated bargaining units engaged in discussions and took a survey about district priorities. Further, to expand efforts to engage all stakeholders, students at all school sites were surveyed, student focus groups were held and town hall meetings occurred at every school site. The town hall meetings occurred as follows: Corey Elementary: January 29, 2015 Emery Elementary: February 5, 2015 Whitaker Elementary: February 13, 2015 Gilbert Elementary: February 20, 2015 Buena Park Junior High: March 5, 2015 Pendleton Elementary: March 13, 2015</p>	<p>Annual Update: This year, the District significantly increased its outreach regarding stakeholder input with regard to the four goals. A total of 5000 students were surveyed with approximately 400 students participating in focus groups facilitated by our school counselors. In addition, teachers, administrators and other staff were surveyed for their input. Based on the results of the surveys and focus groups, as well as the input provided through the town hall meeting at each site, the annual LCAP update was developed with the input from all stakeholders.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

<p>GOAL 1:</p>	<p>Increase student achievement through Common Core State Standards based instruction and assessment</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need 1.a: To improve curriculum, instructional delivery, and assessments in mathematics and English Language Arts . Need 1.b: To maintain or increase basic literacy in grades K-2. Need 1.c: To move English learners along the English language development continuum, so that they are re-designated within a 5 year window. Need 1.d: To integrate innovative teaching practices, including educational technology, into daily lessons in order to engage students in greater depth and rigor aligned to the Common Core standards. Need 1.e: Develop a shared accountability performance management system to monitor, evaluate, and facilitate system-wide student achievement.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Basic: Sufficient access to standards-aligned instructional materials • Implementation of State Standards: Programs and services which enable English learners to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency • Implementation of State Standards: Implementation of the academic content and performance standards adopted by SBE • Pupil Achievement: Statewide assessments • Pupil Achievement: Percentage of English learner pupils making progress towards proficiency as measured by CELDT • Pupil Achievement: English learner reclassification rate • A plan to develop, train, and share lesson plans that align to curriculum guides, that include innovative teaching practices. • Revised curriculum guides with ELA/ELD components. • Creation of district wide plan for an assessment and reporting system. • Add two TK teachers to ensure all sites have a TK program. <p>Annual growth in student achievement to meet or exceed proficiency as measured by:</p> <ul style="list-style-type: none"> • DIBELS reports • EasyCBM reports • CAASPP reports • CELDT-Reclassification
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • 1.a Use of district created curriculum guides by: <ul style="list-style-type: none"> o Training staff on components of lesson plans. o Indexing curriculum guides into daily lesson plans. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$300,000 Expenditures: Personnel, professional development Supplemental and Concentration
<ul style="list-style-type: none"> • 1.b Use of evidence-based early literacy best practices. • 1.b Provide a TK program at every site. • 1.b Focus on all components of a balanced literacy program: guided reading, writing, vocabulary development, shared reading/interactive read aloud, and independent reading. 	All schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education and	\$159,000 Transitional Kindergarten Expenditures: Personnel, curriculum, supplies, substitute release time, additional hours, professional development, technology Supplemental \$880,273 6 Literacy TOSAs Expenditures: Personnel Supplemental and Concentration

		Homeless	
<ul style="list-style-type: none"> 1.c Provide professional learning on instructional practices to integrate 2012 ELD standards through the 2015 ELA/ELD frameworks. 1.c Provide designated and integrated ELD instruction, extended learning interventions, and summer programs. 1.c Integrate the 2015 ELA/ELD frameworks into the curriculum guides with a focus on academic writing. 		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$10,000 Expenditures: Personnel, expenditures Supplemental
<ul style="list-style-type: none"> 1.d Integration of STEM, project based learning, and performing and fine arts to enhance communication, collaboration, critical thinking, and creativity. 1.d Identify low income, special education, English learner, homeless, and foster youth students and provide extended learning opportunities. 1.d Use digital content to increase academic language (e.g. digital libraries, Footsteps2Brilliance). 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$50,000 Extended Learning Opportunity Expenditures: Personnel, professional development Supplemental <hr/> \$50,000 Coding Expenditures: Personnel, professional development Supplemental <hr/> \$100,000 Student Programs: AVID, STEM, Debate GATE Expenditures: Personnel, professional development, instructional materials, curriculum Supplemental and Concentration
<ul style="list-style-type: none"> 1.e Design an assessment system: <ul style="list-style-type: none"> o Instructional assessment and reporting system for use at all levels in the district o Establishing a committee to create a systemic plan of organizing, analyzing, and disseminating assessment data to all stakeholders. o Establish a performance management system that measures student achievement. o Train staff on how to use the assessment system. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$10,000 Expenditures: Personnel, personnel Supplemental

LCAP Year 2: 2016-17

- Expected Annual Measurable Outcomes:
- 100% of teachers will be using lesson plans.
 - Revise curriculum guides and include performance tasks.
 - 100% of teachers will be trained in assessment and reporting system.
- Annual growth in student achievement to meet or exceed proficiency as measured by:
- DIBELS reports
 - EasyCBM reports
 - CAASPP reports
 - CELDT-Reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • 1.a Continue the use of district created curriculum guides. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$60,000 Expenditures: Personnel, professional development Supplemental
<ul style="list-style-type: none"> • 1.b Enhance the use of evidence-based early literacy best practices. • 1.b Introduce use of performance tasks aligned to CCSS and curriculum guides. 	All schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special education and homeless</u>	\$159,000 Transitional Kindergarten Expenditures: Personnel, professional development, CCSS curriculum, substitute release time, additional hours, professional development. Supplemental
<ul style="list-style-type: none"> • 1.c Continue to provide professional learning on instructional practices to integrate 2012 ELD standards through the 2015 ELA/ELD frameworks. • 1.c Continue to provide designated and integrated ELD instruction, extended learning interventions, and summer programs. • 1.c Continue to integrate the 2015 ELA/ELD 		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	\$10,000 Expenditures: Personnel, professional development Supplemental

<p>frameworks into the curriculum guides with a focus on academic vocabulary.</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> 1.d Continue the integration of STEM, project based learning, and performing and fine arts to enhance communication, collaboration, critical thinking, and creativity. 1.d Continue to identify low income, special education, English learner, homeless, and foster youth students and provide extended learning opportunities. 1.d Continue to use digital content to increase academic language (e.g. digital libraries, Footsteps2Brilliance). 		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u></p>	<p>\$50,000 Extended Learning Opportunity Expenditures: Personnel, professional development</p> <hr/> <p>Supplemental \$50,000 Coding Expenditures: Personnel, professional development Supplemental</p>
<ul style="list-style-type: none"> 1.e Continue to use an assessment system to lead instructional practices. 		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$10,000 Expenditures: Personnel, professional development Supplemental</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Develop a bank of vetted lesson plans that are aligned to curriculum guides for teachers to access. Develop curriculum guides aligned to NGSS. 100% of teachers will implement assessment and reporting system by inputting and analyzing data and using data to guide instruction. <p>Annual growth in student achievement to meet or exceed proficiency as measured by:</p> <ul style="list-style-type: none"> DIBELS reports EasyCBM reports CAASPP reports CELDT-Reclassification
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> 1.a Identify quality lesson plans at each grade level in mathematics. (English-language arts lesson plans to be 	<p>All schools</p>	<p><input checked="" type="checkbox"/> All ----- OR:</p>	<p>\$10,000 Expenditures: Personnel, professional development</p>

<p>identified following year.)</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental</p>
<ul style="list-style-type: none"> 1.b Enhance the use of evidence-based early literacy best practices. 1.b Build a catalog of performance tasks aligned to CCSS, curriculum guides, and SBAC. 1.b Create curriculum guides aligned to NGSS grades K-8. 		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special education and homeless</u></p>	<p>\$20,000 Expenditures: Personnel, professional development, training Supplemental</p>
<ul style="list-style-type: none"> 1.c Enhance professional learning on instructional practices to integrate 2012 ELD standards through the 2015 ELA/ELD frameworks. 1.c Enhance designated and integrated ELD instruction, extended learning interventions, and summer programs. 1.c Enhance the integration of the 2015 ELA/ELD frameworks into the curriculum guides with a focus on speaking and listening skills. 		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$10,000 Expenditures: Personnel, professional development Supplemental</p>
<ul style="list-style-type: none"> 1.d Increase access for all students in innovative teaching practices, including STEM and VAPA. 1.d Continue to identify low income, special education, English learner, homeless, and foster youth students and provide extended learning opportunities. 1.d Increase access to the use of digital content to increase academic language (e.g. digital libraries, Footsteps2Brilliance). 		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$50,000 Extended Learning Opportunity Expenditures: Personnel, professional development Supplemental</p> <hr/> <p>\$50,000 Coding Expenditures: Personnel, professional development Supplemental</p>
<ul style="list-style-type: none"> 1.e Maintain the assessment system to lead instructional practices. 		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>\$5,000 Expenditures: Personnel, professional development Supplemental</p>

		<ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Create and maintain positive, safe, and productive 21st century learning environments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	2.a Need: To build greater positive school climate across Buena Park School District. 2.b Need: To ensure and enhance clean and safe learning environments at all schools.
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Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Basic: School facilities are maintained in good repair • Pupil Engagement: Attendance rates and chronic absenteeism rates • Pupil Engagement: Middle school drop out rates • School Climate: Pupil suspension rates, pupil expulsion rates, and climate surveys • Increase students participation rates in student programs specifically STEM, VAPA, and Debate • An increase in positive results from District Climate Survey and CHEKS Survey • A rating of GOOD as measured by the SARC School Facility Good Repair Status • Increased student, parent, and staff as measured by survey results regarding facilities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen the Core and Student Programs: <ul style="list-style-type: none"> • 2.a Hire administrative interns to provide support for teachers and programs. • 2.a Add academic programs to foster student engagement (STEM, VAPA, Debate, DBQ). • 2.a Add social-behavioral programs to increase student engagement (PBIS, Parent Education). • 2.a Maintain reduced class sizes district wide. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$450,000 Administrative Interns Expenditures: Personnel Supplemental <hr/> \$85,000 BPJH Music Teacher Expenditures: Personnel Supplemental <hr/> \$20,000 Instruments Expenditures: Musical instruments Supplemental

			<p>\$8,000 Culinary Arts Expenditures: Supplies Supplemental</p> <hr/> <p>\$2,350,000 Class size reduction Expenditures: Personnel Supplemental</p> <hr/> <p>\$440,000 4 Teachers Expenditures: Personnel Supplemental</p> <hr/> <p>\$43,000 21st Century Move Expenditures: Additional hours, movers, materials Base</p> <hr/> <p>\$120,937 Music Teacher Expenditures: Personnel Supplemental and Concentration</p> <hr/> <p>\$178,265 Library Aides at each site Supplemental and Concentration</p>
<ul style="list-style-type: none"> • 2.b Increase custodial staff to maintain cleanliness of campuses. • 2.b Increase maintenance funding to ensure functionality and adequate repair and replacement. • 2.b Evaluate options and develop a plan to increase staffs' and students' feelings of positive school climate district-wide. 	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$711,793 Custodians Expenditures: Personnel Base</p> <hr/> <p>\$26,000 Custodial Equipment Expenditures: Equipment Base</p> <hr/> <p>\$82,000 Maintenance Worker Expenditures: Personnel Base</p> <hr/> <p>\$66,000 Grounds Worker Expenditures: Personnel Base</p> <hr/> <p>\$40,000</p>

			Vans Expenditures: Vans Supplemental and Concentration \$300,000 Deferred Maintenance Expenditures: Repairs, upgrades, maintenance Base \$391,834 Information System Analyst and Computer Technicians Expenditures: Personnel Supplemental and Concentration
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase student programs and students participation rates • Increase positive results from District Climate Survey from CHEKS Survey • A rating of GOOD as measured by the SARC School Facility Good Repair Status • Professionally maintain 21st century learning environments.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen the Core and Student Programs: <ul style="list-style-type: none"> • 2.a Maintain and build capacity of administrative interns to provide support for school and district programs. • 2.b. Increase access for all students to programs to foster student engagement (STEM, VAPA, Debate, PBIS). • 2.a Maintain or reduce class sizes district wide. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$450,000 Administrative Interns Expenditures: Personnel Supplemental \$85,000 BPJH Music Teacher Expenditures: Personnel Supplemental \$10,000 Instruments Expenditures: Musical instruments Supplemental \$8,000 Culinary Arts Expenditures: Supplies Supplemental \$349,000 Class size reduction Expenditure: Personnel Supplemental

			\$30,000 Expenditures: Personnel, professional development, materials Supplemental and Concentration
<ul style="list-style-type: none"> 2.b Maintain custodial staff to sustain cleanliness of campuses. 2.b Maintain maintenance funding to ensure functionality and adequate repair and replacement. 2.b Implement plan to increase staffs' and students' feelings of positive school climate district-wide. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$750,000 Maintenance and Operations Expenditures: Personnel, equipment Base
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase student programs and students participation rates Increase positive results from District Climate Survey from CHEKS Survey A rating of GOOD as measured by the SARC School Facility Good Repair Status Professionally maintain 21st century learning environments. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen the Core and Student Programs: <ul style="list-style-type: none"> 2.a Administrative interns will co-lead with principals to build capacity at the school sites. 2.b. Increase access and add new programs to foster student engagement (STEM, VAPA, Debate, PBIS). 2.a Maintain or reduce class sizes district wide. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$450,000 Administrative Interns Expenditures: Personnel Supplemental <hr/> \$85,000 BPJH Music Teacher Expenditures: Personnel Supplemental <hr/> \$5,000 Instruments Expenditures: Musical instruments Supplemental <hr/> \$8,000 Culinary Arts Expenditures: Supplies Supplemental
<ul style="list-style-type: none"> 2.b Maintain custodial staff to maintain cleanliness of campuses. 2.b Maintain maintenance funding to ensure 	All schools	<input checked="" type="checkbox"/> All OR:	\$750,000 Maintenance and Operations

<p>functionality and adequate repair and replacement.</p> <ul style="list-style-type: none"> 2.b Continue to implement plan to increase staffs' and students' feelings of positive school climate district-wide. 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Expenditures: Personnel, equipment Base</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Recruit, retain, and support all staff to increase student achievement.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	3.a Need: Ensure day to day instructional continuity and quality in classrooms. 3.b Need: Full complement of staff with skillsets that include high level knowledge and experience with Common Core/21st Century learning programs and practices. 3.c Need: Ensure competitive compensation package for all certificated and classified classifications. 3.d Need: To provide professional learning opportunities that deepen content knowledge and expand instructional practices for certificated and classified staff.
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Goal Applies to:	Schools: All school Applicable Pupil Subgroups: All students
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Basic Services: School Accountability Report Cards – Staffing • Implementation of State Standards: Implementation of the academic content and performance standards adopted by SBE • Course Access: California Educational Code Sections and (a)-(i) • Create professional development management system • Increase of off hours professional development to maximize student achievement for certificated and classified staff • Develop a standardized lesson plan template for all teachers to be used when they are absent • Establish of yearly consortium with local universities • Maintain a competitive salary schedule with Orange County peer districts • Increase leadership team capacity at all site
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • 3.a Maximize employee attendance realization rates. • 3.a Professional development during off working hours. • 3.a Ensure transitional lesson plan protocol for permanent and substitute teachers. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$60,000 Expenditure: Personnel, professional development Supplemental <hr/> \$84,000 Human Resources Specialist Supplemental and Concentration

<ul style="list-style-type: none"> • 3.b Add and develop staff with skillsets that include: CCSS, STEM, literacy. • 3.b Increase collaboration with local universities to attract and retain highly qualified staff. • 3.b Develop a student teaching and induction program in the district 	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$150,000 Administrator, Technology Expenditures include: Personnel Supplemental</p>
<ul style="list-style-type: none"> • 3.c Provide for contractual step and column salary schedule advancement. • 3.c Provide for contractual and statutory non-salary benefits. 	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$933,000 Contractual & Statutory Benefits Increase LCFF Base: \$380,924 Base <hr/> \$933,000 Step and Column & Non-Statutory Benefits Increase LCFF Supplemental: \$552,076 Supplemental</p>
<ul style="list-style-type: none"> • 3.d Build teachers' capacity in productive collaboration through professional development. o Leadership Team development. o Performance management. • 3.d Increase ongoing professional development for classified staff. 	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$20,000 Build teachers capacity Expenditures: Personnel, professional development, substitute release hours Supplemental and Concentration</p>

LCAP Year 2: 2016-17

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> All teachers will be trained in the professional development management system. Continue to provide off hours professional development to maximize student achievement for certificated and classified staff. Implement the standardized lesson plan template for all teachers to be used when they are absent. Continue to cultivate positive partnerships with local universities. Maintain a competitive salary schedule with Orange County peer districts. Increase leadership team capacity at all sites. |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> 3.a Continue maximizing employee attendance realization rates. 3.a Continue to provide professional development during off working hours. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$40,000 Expenditure: Personnel, professional development Supplemental and Concentration
<ul style="list-style-type: none"> 3.b Continue to build on and develop staff with skillsets that include: CCSS, STEM, literacy. 3.b Continue collaboration with local universities to attract and retain highly qualified staff. 3.b Use of induction program in the district for newly hired and student teachers 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$150,000 Administrator, Technology Expenditures include: Personnel Supplemental
<ul style="list-style-type: none"> 3.c Continue to provide for contractual step and column salary schedule advancement. 3.c Continue to provide for contractual and statutory non-salary benefits. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$380,924 + potential increase Step and Column & Statutory Benefits Increase Expenditures: Salary increases, statutory benefits, health benefits, STRS, PERS, sick leave Base <hr/> \$552,076 + potential increase Step and Column & Statutory Benefits Increase Expenditures: Salary increases, statutory benefits, health benefits, STRS, PERS, sick leave

			Supplemental
<ul style="list-style-type: none"> 3.d Continue to build teachers' capacity in productive collaboration through professional development for classified and certificated employees. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000 Build teacher capacity Expenditures: Personnel, professional development Supplemental and Concentration
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All teachers will be implementing the professional development management system. Continue to provide off hours professional development to maximize student achievement for certificated and classified staff. 100% of all teachers will use standardized lesson plan template when they are absent Continue to build relationships and publicly recognize partnerships. Maintain a competitive salary schedule with Orange County peer districts Increase leadership team capacity at all site 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> 3.a Continue to maximize employee attendance realization rates. 3.a Continue professional development during off working hours. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$30,000 Expenditure: Personnel, professional development Supplemental
<ul style="list-style-type: none"> 3.b Identify all staff with skill sets in NGSS, CCSS, STEM, and literacy, and build their leadership capacity. 3.b Maintain collaboration with local universities to attract and retain highly qualified staff. 3.b Strengthen induction program in the district for newly hired and student teachers that includes skill sets in NGSS, CCSS, STEM, and literacy. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$150,000 Administrator, Technology Expenditures include: Personnel Supplemental

<ul style="list-style-type: none"> • 3.c Continue to provide for contractual step and column salary schedule advancement. • 3.c Continue to provide for contractual and statutory non-salary benefits. 	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$380,924 + potential increase Step and Column & Statutory Benefits Increase Expenditures include: Salary increases, statutory benefits, health benefits, STRS, PERS, sick leave Base</p> <hr/> <p>\$552,076 + potential increase Step and Column & Statutory Benefits Increase Expenditures include: Salary increases, statutory benefits, health benefits, STRS, PERS, sick leave Supplemental</p>
	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Enhance communication, participation, and outreach for parents and community members.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	4.a Need: To inform parents of district initiatives and resources to support student achievement and development. 4.b Need: To expand and strengthen community partnerships to provide greater resources for student and family supports.
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Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Parent Involvement: Efforts to promote parent participation in programs for unduplicated pupils and students with exceptional needs. • Other Pupil Outcomes: Pupil outcomes in subject areas described in Sections 51210 and 51220(a)-(i). • Enhance parent outreach and supports • Build capacity at site levels to maintain, train, and lead implementation of Fit Centers. • Create an articulation plan that provides access for STEM opportunities at the junior high for 5th and 6th grade students. • Establish a district wide arts committee to focus on developing an ARTs Initiative for BPSD. • Develop a Literacy Action Team to develop a deployment plan for the Innovative City program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • 4.a Refine existing parent outreach and supports and create an integrated program that includes: <ul style="list-style-type: none"> o Direct parent supports. (St. Jude and OCDE, GRIP) o Communications. o Indirect services and supports. 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$15,000 Expenditure: Communication Supplemental
<ul style="list-style-type: none"> • 4.b Build district capacity to implement the Move More, Eat Healthy campaign and maintain the Kid Fit Centers. • 4.b Strengthen programs through Nutrilite and Science@OC to provide community STEM nights 	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$150,000 Principal On Special Assignment (POSA) Supplemental

<ul style="list-style-type: none"> for parents and students. 4.b Build relationship for BPSD-Boeing and Yamaha to support VAPA education. 4.b Increase student participation in the annual Buena Park City Art Show. 4.b Establish the Leadership Action Team for the Innovative City (Footsteps2Brilliance) program with the City of Buena Park and the Buena Park Library. 		<ul style="list-style-type: none"> <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Create a team to develop a plan for a district wide parent symposium (Cradle to College). Identify a teacher leader from each school to maintain, train, and lead implementation of Fit Centers. Implement STEM 6th through 8th grades articulation plan to help elementary students prepare for the STEM program at the junior high. Create a district-wide plan to integrate arts for all students in BPSD. Literacy Action Team will implement deployment plan for the Innovative City program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> 4.a Continue to refine existing parent outreach and supports and create an integrated program that includes 	<p>All schools</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>\$10,000 Parent Outreach Expenditures: Parent workshops, child care, translations, parent symposium, parent resources. Supplemental</p>
<ul style="list-style-type: none"> 4.b Assume full responsibility Lead of the Move More, Eat Healthy campaign and Kid Fit Centers. 4.b Expand programs to 6th grade students through Nutrilite and Science@OC to provide community STEM nights for parents and students. 4.b Include Boeing and Yamaha in the district ARTs initiative committee. 4.b Ensure all student participation in the annual Buena Park City Art Show. 4.b Implement the Innovative City (Footsteps2Brilliance) program plan with the City of Buena Park and the Buena Park Library. 	<p>All schools</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>\$25,000 Arts Expenditures: Personnel. Supplemental</p> <hr/> <p>\$5,000 Kid Fit Centers Expenditures: Instructional materials and supplies, regular maintenance, professional development, additional hours, substitute release time.</p> <hr/> <p>Supplemental</p> <hr/> <p>\$5,000 STEM</p>

			Expenditures: Instructional materials, additional hours, professional development, substitute release time. Supplemental
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Implementation of Parent Symposium plan. • Schools will maintain, train, and lead implementation of their Fit Centers. • Implement STEM 5th through 8th grades articulation plan to help elementary students prepare for the STEM program at the junior high. • Implementation of ARTs initiative at all schools. • The district will use data from the Innovative City to help guide instruction for incoming kindergarten students. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• 4.a Create an annual parent symposium that focuses on the Cradle to College pipeline.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$10,000 Parent Outreach Expenditures: Parent workshops, child care, translations, parent symposium, parent resources. Supplemental
<ul style="list-style-type: none"> • 4.b Measure progress from Move More, Eat Healthy campaign and the Kid Fit Centers through the Fitness Gram assessment. • 4.b Work with Nutrilite and Science@OC to provide STEM programs for 5th grade students and parents. • 4.b Create an Arts Fair and invite partners Boeing and Yamaha to be guest speakers. • 4.b Ensure all student participate in the annual Buena Park City Art Show. • 4.b Maintain and refine The Innovative City (Footsteps2Brilliance) program with the City of Buena Park and the Buena Park Library. 	All students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$25,000 Arts Expenditures: Personnel. Supplemental <hr/> \$5,000 Kid Fit Centers Expenditures: Instructional materials and supplies, regular maintenance, professional development, additional hours, substitute release time. Supplemental <hr/> \$5,000 STEM Expenditures: Instructional materials, additional hours, professional development, substitute release time. Supplemental

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Increase 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 technology.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	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 summative assessments to guide instruction.	Actual Annual Measurable Outcomes: 99% of all students completed the SBAC. Baseline to be established. English learners met AMAO targets 1-2. 221 students reclassified (199 students in 2013). Increased counseling services and improved implementation of Second Step program for special needs population.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Reduce the overall class size in grades K-2 to 27:1 and 3-8 to 29.5:1.	\$300,000	Class size reduction Parent advisories and town hall meetings support CSR.	\$3,400,000
Scope of Service	All schools	Scope of Service	All schools
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Purchase and create current instructional materials and resources aligned to the Common Core State Standards.</p>	<p>\$300,000</p>	<p>Purchased DBQ materials, non-fiction books, periodicals, digital curriculum, Math Links, and release time and additional hours to support the creation of curriculum guides aligned to CCSS and new resources.</p> <p>The entire junior high school history department was trained in DBQ and reported positive feedback about it.</p> <p>The 6-8 grade teachers reported that the Math Links supplemental program support their transition to the Common Core.</p>	<p>\$300,000</p>
<p>Scope of Service: All schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire 8 additional certificated teachers.</p>	<p>\$713,000</p>	<p>6 Literacy TOSAs were hired to support the Early Literacy initiative (TK-2) and support in reading.</p> <p>Based on town hall meetings, parents appreciated and supported focus on early grade and providing additional supports for struggling students.</p>	<p>\$500,000</p>
<p>Scope of Service: All schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service: All schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
		<p>Expand student access programs: Debate, GATE, STEM, AVID.</p> <p>Parent Town Hall meetings indicated parents want students to have increased access to student programs that will prepare them for high school and college/career readiness.</p>	<p>\$100,000</p>
<ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service All students</p> <hr/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
		<p>Additional professional development: Technology and CCSS</p> <p>Based on input from teacher groups, additional professional development in technology was requested to support teachers transition to the CCSS and 1:1 device the following year.</p>	<p>\$100,000</p>
<ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 		<p>Scope of Service All students</p> <hr/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 	

_ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			
		Hire one music teacher to provide music appreciation, instrumental, and band lessons to students in grades K-8. Based on parent and teacher input from meetings, both groups requested additional arts/music for students.	\$119,213		
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<table border="1"> <tr> <td data-bbox="1039 511 1178 581">Scope of Service</td> <td data-bbox="1178 511 1505 581">All students</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	All students	
Scope of Service	All students				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The changes in actions as a result of reviewing past progress include additional follow up training on DBQ, training the second half of sixth grade teachers in DBQ, and possibly extending the training to 4th and 5th grade teachers. Based on teachers' self reporting and end of workshop evaluations, teachers shared that they learned new strategies to help students access content and CCSS standards. They saw the connection between practice and students' abilities to solve performance tasks because of the focus on critical thinking and evidence based reading and writing.</p> <p>In the area of math, the supplemental program Math Links provided teachers in grades 6-8 with a transitional plan to the common core. However, more professional development was needed on using the program. Trainings are currently being scheduled for August 10 and will be ongoing as well to support teachers' implementation of CCSS math.</p> <p>Due to initial year of SBAC and the transition to the Common Core State Standards, input from parents and school staff indicated that more professional development was needed. Parents wanted workshops on how to help their children in math. Classified staff also wanted trainings on math. Teachers wanted additional trainings on instructional strategies and technology integration. As a result, additional trainings are planned for the 2015-16 school year for teachers, staff, and parents to build capacity in teaching the Common Core State Standards.</p> <p>Another change is transitioning to the 2012 ELD standards, and to guide teachers and staff through that change. This year, all teachers received training on unpacking the standards. In the 2015-16 school year, teachers will focus on instructional strategies to help English learners access the CCSS and acquire the English language. Teachers will also learn about the new ELA/ELD Frameworks.</p>				

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Develop options, plans, agreements and technology to provide positive, safe, and clean learning environments to meet the needs of 21st century learners and educators.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	The Williams Report, the Title 1 Parent survey and suspension and expulsion rates will be monitored annually and used to measure progress.	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 2014 attendance rates have remained consistently over 96.49%. (SP5) • 36 average monthly office referrals for 2013-14 school year. (SP6) • Decreased number of suspensions to 175 for 2013-14 school year. (SP6) • Maintained zero expulsions for the 2013-14. (SP6) • Buena Park School District student survey results showed students felt safe at school (SP6) • Facilities and textbooks in good condition and available to all students based on SARC report. (SP1) • Williams Report indicated students had sufficient access to standards aligned instructional materials (SP1)
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Upgrade computers in computer labs at all school sites.	\$200,000	Replaced all computers in computer labs at all sites. This helped provide students with new technology to take SBAC, as well as basic computing skills. Parents reported from town hall meetings they were pleased to see upgraded computers in the computer labs.	\$250,000

<p>Scope of Service All schools</p>		<p>Scope of Service All schools</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<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>\$1,400,000</p>	<p>Maintained safe and clean school sites. Williams and SARC reports showed Good and compliant status for all facilities.</p>	<p>\$300,000</p>
<p>Scope of Service All schools</p>		<p>Scope of Service All schools</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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>\$185,000</p>	<p>Hired 3 additional library/media clerks. Parents had positive comments to report from the town hall meetings. They were appreciative that the school library is now open every day.</p>	<p>\$185,000</p>
<p>Scope of Service All schools</p>		<p>Scope of Service All students</p>	
<p><input checked="" type="checkbox"/> All OR:</p>		<p><input checked="" type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
		<p>Informational Systems Analyst</p> <p>To support the increase in technology and 1:1 student devices, additional technology personnel was needed to increase access to the internet, apps, hardware, and software for students and teachers.</p>	<p>\$117,338</p>
<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service All students</p> <hr/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
		<p>Hire a Human Resource Analyst.</p> <p>To keep up with the additional funding that is available through LCFF, and to support the addition of staff, a Human Resource Analyst was hired mid-year.</p>	<p>\$37,753</p>
<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service All students</p> <hr/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		Additional custodial staff Based on classified group and parent meetings, input was given on the need to increase custodial staff to maintain 21st century classrooms.	\$61,755
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ----- OR: _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>One of the changes as a result of reviewing past progress include the need to train library aides in technology so they can support students as students receive tablets. The library aides will help check in/check out the tablets, and will serve as the first point of contact for their schools. As a result, they need additional training on how to trouble shoot basis issues and support students and teachers in the use of technology. The district provide an introductory workshop to library aides on June 11 and will continue to provide ongoing support so they can help students at schools.</p> <p>The metric for middle school dropout rate was not used in the 2013-14 LCAP. However, a new metric on middle school dropout rate was added to the 2015-16 LCAP.</p> <p>Based on parent input from Town Hall meetings and various advisory group meetings, parents were concerned about iPad safety in the 2015-16 school year, as all 4th through 6th grade students will receive iPads. As a result, the district will be revising its board policies and responsible use policies for students and staff to comply with state and federal regulations about internet and device use at school. The district will also provide safeguards in the internet filters to block out inappropriate sites. Trainings will be scheduled to teach parents and students about proper usage of the device and digital citizenship. There will also be protocols and processes on how students check out the devices, what to do it the devices are lost or damaged, and how to check in the devices.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Recruit, retain, and develop certificated and classified staff to implement the Common Core State Standards, improving teaching methods, and deepen content knowledge to improve student achievement.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	SARC data and District and site level participation data on professional development, coaching, and professional learning communities will be used to measure progress.	Actual Annual Measurable Outcomes: District provided release time and training for teachers to receive training on implementation of the Common Core (SP 2) SARC report for Highly Qualified Staff (SP1)	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development opportunities for teachers surrounding the implementation of CCSS and NGSS. Provide release time and additional hours outside of the school day.	\$100,000	Professional development was provided in the areas of: ELA, ELD, mathematics, technology integration, debate, DBQ, Writer's Workshop, OCDE Foundations for Literacy Development, MTSS, and NGSS. In addition, Buena Park was selected as one of 9 Districts to participate in the STEM ecosystem training. The summer learning academies received positive results from end of course surveys. Teachers reported that they learned new strategies, felt revitalized, and was more prepared for the upcoming school year.	\$100,000
Scope of Service	All students	Scope of Service	All students
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Input from teachers, administrators, parents, and board members indicated that teachers were pulled out of their classes too much during the 2014-15 school year for trainings. As a result, the district developed a summer professional learning academy, that took place right after school ended. Close to 60 sessions of workshops were available to all teachers. Topics included instructional technology, Common Core State Standards, special needs instruction, and literacy. Teachers were paid at their hourly rate to attend as many of these trainings as they could.</p> <p>The changes in actions as a result of reviewing participants' end of workshop evaluations include lengthening the time for some of the workshops offered, as some teachers reported that they wanted more time to plan and discuss how to implement strategies in classrooms. Another change is to offer some of the learning opportunities throughout the year, instead of in a concentrated two week session in the summer. That way, the training becomes ongoing.</p> <p>The district plans to continue to offer professional development during non-contract hours (after school, weekends, summer) to provide teachers with high quality professional development, yet keep them in their classrooms.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Enhance the home, school, and community partnership through increased communication, participation in parent groups and community outreach to maximize student achievement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Measured by student and parent surveys, attendance at school sites and district events, volunteer participation, and retention rates of students.	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> Based on parent survey results, provided parent workshops in the areas of Common Core State Standards, community resources, and literacy. DELAC and DAC members increased from year before. Parents of exceptional needs participate in a county wide advisory committee. Coordinated school, district, and community resources for parents of varying needs: homeless, English learners, at-risk, gangs and drug awareness, mental health, and health and wellness. 	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District will hire one additional counselor at the elementary level for a 1:2 ratio of counselor to school site.	\$100,000	District hired one additional counselor to maximize the effectiveness of the home, school and community partnership. Increased and improved services to support at-risk and exceptional needs students.	\$75,000
Scope of Service	All schools	Scope of Service	All schools
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The changes in actions made as a result of reviewing past progress include making more personal invitations to parents of unduplicated and exceptional needs (personal phone calls). The district usually sends out letters or flyers to parents. However, our parent populations may sometimes not understand the purpose of the meetings or may not see the flyer. From prior successful practice, when the district calls parents and informs them in a timely manner, parents were more likely to attend meetings. The district also needs to communicate available resources to parents so they know how to advocate for their children.</p> <p>Based on parent input from Town Hall meetings and various advisory group meetings, they indicated the need for more training on Common Core Math. They did not know how to help their children build conceptual understanding in math. Parents reported that the way they learned math was different than what is expected of children today. As a result, additional math trainings and workshops will be scheduled of parents.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$8,317,927</u>
<p>The Buena Park School District is committed to providing students with an effective, high quality core instruction program. It is our belief that effective first quality instruction is a priority that supports all students, including English learners, foster youth, and special needs students. The unduplicated pupil rate for Buena Park School District is approximately 80%. As a result, the district feels it is best to provide services district wide in addition to targeted services by school and subgroups.</p> <p>The supplemental and concentration funds will be principally directed towards unduplicated pupils in the state priority areas. Buena Park School District will achieve this by focusing in the following areas:</p> <p>Professional Development – Provide professional development for certificated and classified staff on the implementation of the Common Core State Standards (CCSS), instructional strategies for early literacy, technology integration, ELA/ELD frameworks, and the use of assessments and data analysis.</p> <p>Learning Environments – Increase personnel and equipment to maintain 21st century classrooms. Increase student engagement through programs, such as STEM and VAPA to foster positive school climate and student connectedness. Maintain reduced class sizes to maximize student learning.</p> <p>Highly Qualified Staff – To increase student achievement, the district will employ a Highly Qualified staff in all schools. The district will develop and support a pipeline in recruiting teachers from local universities. At the same time, the district will retain staff by providing a competitive salary and benefits comparable to like schools in the county, as well as providing trainings, resources, and supports to all staff.</p> <p>Parent Engagement and Involvement – Parents will be provided numerous opportunities to engage in their students’ learning through district and school sponsored workshops, events, and advisory groups.</p>	

B. In the box below, 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).

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). 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.

24.8	%
4	

In order to increase or improve services, the Buena Park School District will use supplemental and concentration LCFF funds (current year 2015-16 proportionality) to provide district-wide support for low income, foster youth, and English learners. The following actions and services are planned for 2015-16. Funds will be used to provide:

- a. Personnel to support students in identified subgroups: response to intervention and positive behavior interventions and supports.
- b. Instructional technology and supplemental materials to support student achievement and access to technology.
- c. Provide additional health services.
- d. Provide professional development in the areas of identified needs and goals.
- e. Instructional materials to support the implementation of Common Core State Standards and Next Generation Science Standards.
- f. Extended learning opportunities for low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).