

**Introduction:**

**LEA:** Buena Park Elementary School District **Contact (Name, Title, Email, Phone Number):** Ramon Miramontes, Assistant Superintendent, Educational Services, [rmiramontes@bpsd.k12.ca.us](mailto:rmiramontes@bpsd.k12.ca.us), (714) 736-4243 **LCAP Year:** 2016-17

### ***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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>In the development of the 2016-17 LCAP, 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 the Gifted and Talented Education (GATE) Advisory, School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC),</p>	<p>After discussions with parents, teachers, administrators, 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 related to prior years goals, proposed priorities, and action steps were reviewed through a town hall community meeting.                      Based on the input gathered from the various community meetings, major themes emerged: the need for more after school interventions for at-risk students, the need for more arts and music, the need for more in school</p>

<p>and District Advisory Council (DAC). In addition, Bilingual Instructional Assistants, Bilingual Service Providers, Title 3 leads, Administration, Governing Board, students, and both classified and certificated bargaining units were engaged in discussions and took a survey about district priorities. In addition, a town hall meetings occurred throughout the Spring and surveys were provided for additional input from the community during each school's Open House 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>supports for at-risk students, and the need for differentiation to meet the different needs of students (English learners, gifted). As a result of this input, the LCAP includes opportunities for focused extended year interventions, such as the summer English learners academy. Arts and music was also included as a focus in the LCAP and the district secured a small grant from Boeing to help start the Arts Committee.</p> <p>Based on input from classified staff, they wanted more professional development on technology integration, common core math strategies, and supporting English learners. As a result of their input, professional development has been planned to support classified aides in the requested areas. For instance, there will be a common core math training on November 21, 2016 for all instructional aides.</p> <p>Based on input from certificated staff, they wanted more professional development on technology integration, supporting English learners, and supporting at-risk students. As a result, a summer tech boost professional development is being planned for August 1-4, 2016. In addition, the summer professional development in June of 2016 is focused on supporting English learners and at-risk students (reading strategies, language acquisition, homeless education).</p> <p>The district will continue its efforts to focus on: early literacy and intervention, mathematics, response to intervention and positive behavioral intervention and supports, and instructional technology.</p>
<p><b>Annual Update:</b></p> <p>For the 2015/16 school year, Buena Park School District, not only continued to actively engage all stakeholders in the LCAP process, but significantly increased efforts. The Gifted and Talented Education (GATE) Advisory, School Site Council (SSC), English Learners Advisory Council (ELAC), District English Learners Advisory Council (DELAC), and District Advisory Council (DAC) and the ASES Parent Advisory met to provide input on school programs. Further, to expand efforts to engage all stakeholders, students and parents were surveyed, student focus groups were held and town hall meetings occurred at every school site. In addition, various staff members provided input from</p>	<p><b>Annual Update:</b></p> <p>This year, the District significantly increased its outreach regarding stakeholder input with regard to the four goals. There were more committee meetings with parents, and every school conducted an LCAP Town Hall meeting. Parents were given a survey that was professionally developed by Hanover Research, and data is currently being analyzed. A formal report will be provided to the district in the summer. Students participated in focus groups facilitated by our Assistant Principals. Teachers and staff also took a survey to provide the district with additional information about their needs.</p>

various committee meetings, such as the Title III English Learners Leads, Kid Connection Leads, Common Core Steering Committee, STEM Ecosystem, Bilingual Service Providers meetings, Librarian Aides meeting, and Technology Leads meeting.

LCAP Town Hall meetings

Beatty Elementary: March 2, 2016

Corey Elementary: March 2, 2016

Gilbert Elementary: March 2, 2016

Whitaker Elementary: March 4, 2016

Pendleton Elementary: March 4, 2016

Emery Elementary: March 8, 2016

Buena Park Junior High: March 9, 2016

District English Learners Advisory Council

September 17, 2015

October 22, 2015

November 19, 2015

January 21, 2016

February 18, 2016

March 24, 2016

April 14, 2016

May 12, 2016

GATE Parent Advisory

January 27, 2016

February 29, 2106

April 25, 2016

ASES Parent Advisory

December 18, 2015

January 17, 2016

March 16, 2016

April 20, 2016

District Advisory Council

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## 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?

<b>GOAL 1:</b>	Increase student achievement through state standards-based instruction and assessment	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input 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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<b>Identified Need :</b>	<ul style="list-style-type: none"> <li>To enhance curriculum and instructional delivery in English Language Arts and mathematics to improve results from the 2014-15 CAASPP (65% of students district-wide did not meet the standard and 87% of English learners did not meet the standard)</li> <li>To increase basic literacy skills in grades K-2 (approximately 30% K-2 students scored at-risk on the 2015-16 DIBELS assessment)</li> <li>To integrate innovative teaching practices including educational technology and project-based learning experiences into daily lessons in support of engaging students in greater depth and rigor</li> <li>To develop a shared accountability performance management system to monitor, evaluate, and facilitate system-wide student achievement using formative assessments, diagnostic assessments, district benchmarks, and summative assessments</li> </ul>
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<b>Goal Applies to:</b>	Schools: All schools Applicable Pupil Subgroups: All students
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**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>Increase % of students meeting or exceeding standards in both English Language Arts and mathematics on the CAASPP summative assessment</li> <li>Increase English learner reclassification rate</li> <li>Increase percentage of English learner pupils making progress towards proficiency, as measured by CELDT</li> <li>Increase student performance measured by district assessments including formative assessments, DIBELS, EasyCBM, and district benchmarks</li> </ul>
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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"> <li>Continue to use and revise district-created Common Core Curriculum Guides</li> </ul>	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)	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditures: Professional development, collaboration after hours Supplemental
<ul style="list-style-type: none"> <li>Continue the integration of STEM and project-based</li> </ul>	All	<input checked="" type="checkbox"/> All	Funding allocation of \$50,000 established in 2015-16 LCAP

<p>learning using the leadership team BPSD STEM Ecosystem Action Team to build awareness of NGSS and STEM opportunities throughout district</p> <ul style="list-style-type: none"> <li>• Continue to support and develop NGSS lessons and activities that integrate the use of technology and project-based learning experiences using the engineering cycle design model and inquiry-based instruction</li> <li>• Continue to include members from our early start and after-school program on the STEM Ecosystem Action Team to ensure our learning progression model continues providing links for students before formal schooling and after school</li> <li>• Identify professional development opportunities through the STEM Ecosystem Action Team to enhance teachers' understanding and practice through partnerships with local universities, businesses, and local educational providers</li> </ul>	<p>schools</p>	<p>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>Expenditures: Personnel, professional development, collaboration after hours                  Supplemental</p>
<ul style="list-style-type: none"> <li>• Continue to maintain best practices for early literacy</li> <li>• Continue focusing on K-2 foundational skills, ELA Frameworks and ELD Standards, and Curriculum Guides</li> <li>• Continue to use balanced literacy approaches, including Writing Workshop and Reading Workshop</li> <li>• Continue to support and maximize opportunities for transitional kindergarten including expansion, professional development, and parent outreach</li> </ul>	<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)  <u>Special Education and Homeless</u></p>	<p>Funding allocation of \$159,000 established in 2015-16 LCAP                  Expenditures: Personnel                  Supplemental</p> <hr/> <p>Funding Allocation of \$65,000 from Title I                  Expenditures: Personnel, staff development                  Federal Funds</p> <hr/> <p>Funding Allocation of \$55,257 from Educator Effectiveness Grant                  Expenditures: Contracts, professional development                  Supplemental</p>
<ul style="list-style-type: none"> <li>• Continue to provide professional learning in instructional practices for English learners through the 2015 ELA/ELD Frameworks</li> <li>• Continue to integrate the 2015 ELA/ELD Frameworks into the Curriculum Guides with a focus on academic vocabulary</li> </ul>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education and Homeless</u></p>	<p>Funding allocation of \$10,000 established in 2015-16 LCAP                  Expenditures: Personnel, summer staff development, collaboration after hours                  Supplemental</p> <hr/> <p>Funding Allocation of \$170,000 from Title III                  Expenditures: Personnel, summer staff development, collaboration after hours                  Federal Funds</p>
<ul style="list-style-type: none"> <li>• Continue to identify low-income, special education, English learner, homeless, and foster youth students</li> </ul>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:</p>	<p>Funding allocation of \$10,000 established in 2015-16 LCAP                  Expenditures: Professional development</p>

<p>and provide extended learning opportunities</p>		<p><input 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/Special Education</u></p>	<p>Supplemental  Funding Allocation of \$10,000 from Title I &amp; \$85,000 from Title III  Expenditures: Summer School, after school interventions, school readiness, preschool  Federal Funds  Funding Allocation of \$578,000 from ASES  Expenditures: After-school programs  After School Education and Safety (ASES)  Funding Allocation of \$95,000 from Special Education  Expenditures: Summer School  Special Education</p>
<ul style="list-style-type: none"> <li>Develop a computer-based system for staff to analyze and disaggregate student data using dashboard for reference points</li> <li>Continue to use multiple measures to guide instructional practices based on analysis of data</li> <li>Continue to refine and align district benchmarks with CCSS and SBAC</li> <li>Continue to implement and monitor the use of our Early Literacy Metrics district-wide</li> <li>Develop formative assessments for each grade level for English Language Arts and mathematics for each unit of study</li> </ul>	<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>Funding allocation of \$10,000 established in 2015-16 LCAP  Expenditures: Professional development, collaboration after hours  Supplemental</p>
<ul style="list-style-type: none"> <li>Continue to develop components of a balanced literacy program: guided reading, writing, vocabulary development, shared reading/interactive read aloud, and independent reading. (6 Literacy TOSAs)</li> </ul>	<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>Funding Allocation of \$880,273 established in 15-16 LCAP  Expenditures: Personnel  Supplemental</p>
<ul style="list-style-type: none"> <li>Continue to support implementation of Common Core State Standards</li> </ul>	<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</p>	<p>Funding Allocation of \$100,000 established in 14-15 LCAP  Expenditures, Contracts, professional development, materials  Supplemental</p>

		English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Increase % of students meeting exceeding standards in both English Language Arts and mathematics on the CAASPP summative assessment</li> <li>• Increase English learner reclassification rate</li> <li>• Increase percentage of English learner pupils making progress towards proficiency, as measured by CELDT</li> <li>• Increase student performance measured by district assessments including formative assessments, DIBELS, EasyCBM, and district benchmarks</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Continue to use and revise district-created Common Core 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)	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditures: Professional development, collaboration after hours Supplemental
<ul style="list-style-type: none"> <li>• Continue implementation of K-8 NGSS</li> <li>• Continue to refine instructional practices using technology and project-based learning to engage students in science</li> </ul>	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) <u>Special education and homeless</u>	Funding allocation of \$50,000 established in 2015-16 LCAP Expenditures: Personnel, professional development, collaboration after hours Supplemental
<ul style="list-style-type: none"> <li>• Continue to refine curriculum guides to include ELA/ELD Framework with a continue effort to strengthen foundational skills</li> <li>• Continue to maintain best practices for early literacy</li> <li>• Continue to refine and use the balanced literacy approaches, including Writing Workshop and</li> </ul>	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	Funding allocation of \$159,000 established in 2015-16 LCAP Expenditures: Personnel Supplemental <hr/> Funding Allocation of \$65,000 from Title I Expenditures: Personnel, staff development

<p>Reading Workshop</p> <ul style="list-style-type: none"> <li>Continue to support transitional kindergarten and pre-k teachers with additional professional development focused on foundational skills</li> </ul>		<p>English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Federal Funds                  Funding Allocation of \$159,000 from Educator Effectiveness Grant                  Expenditures: Contracts, professional development                  Supplemental</p>
<ul style="list-style-type: none"> <li>Continue to implement best instructional practices to integrate 2012 ELD standards through the 2015 ELA/ELD Frameworks</li> <li>Continue to strengthen designated and integrated ELD instruction, extended learning interventions, and summer programs</li> <li>Continue to integrate the 2015 ELA/ELD Frameworks into the Curriculum Guides with a focus on academic vocabulary</li> </ul>	<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>Funding allocation of \$10,000 established in 2015-16 LCAP                  Expenditures: Personnel, summer staff development, collaboration after hours                  Supplemental</p> <p>Funding Allocation of \$100,000 from Title III                  Expenditures: Personnel, summer staff development, collaboration after hours                  Federal Funds</p>
<ul style="list-style-type: none"> <li>Continue to identify low-income, special education, English learner, homeless, and foster youth students and provide extended learning opportunities</li> </ul>	<p>All schools</p>	<p><input type="checkbox"/> All                  OR:  <input 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)</p>	<p>Funding allocation of \$10,000 established in 2015-16 LCAP                  Expenditures: Professional development                  Supplemental</p> <p>Funding Allocation of \$10,000 from Title I &amp; \$85,000 from Title III                  Expenditures: Summer School, after school interventions, school readiness, preschool                  Federal Funds</p> <p>Funding Allocation of \$578,000 from ASES                  Expenditures: After school programs                  After School Education and Safety (ASES)</p> <p>Funding Allocation of \$95,000 from Special Education                  Expenditures: Summer School                  Special Education</p>
<ul style="list-style-type: none"> <li>Continue to implement data analysis system for staff to analyze and disaggregate student data focusing on district schools, grades, and staff results</li> <li>Continue to use multiple measures to lead instructional practices</li> <li>Continue to refine and align district benchmarks with CCSS and SBAC/Digital Library resources</li> <li>Continue to implement and monitor the use of our Early Literacy Metrics district-wide</li> </ul>	<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>Funding allocation of \$10,000 established in 2015-16 LCAP                  Expenditures: Professional development, collaboration after hours                  Supplemental</p>
<ul style="list-style-type: none"> <li>Continue to develop components of a balanced literacy program: guided reading, writing, vocabulary</li> </ul>		<p><input checked="" type="checkbox"/> All                  OR:</p>	<p>Funding Allocation of \$880,273 established in 15-16 LCAP                  Expenditures: Personnel</p>

development, shared reading/interactive read aloud, and independent reading. (6 Literacy TOSAs)		<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)	Supplemental
<ul style="list-style-type: none"> <li>Continue to support implementation of Common Core State Standards</li> </ul>		<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)	Funding Allocation of \$100,000 established in 14-15 LCAP Expenditures, Contracts, professional development, materials Supplemental

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increase % of students meet or exceeding standards in both mathematics and English Language Arts on the CAASPP summative assessment.</li> <li>Increase English learner reclassification rate</li> <li>Increase percentage of English learner pupils making progress towards proficiency as measured by CELDT</li> <li>Increase student performance measured by district assessments including; formative assessments, DIBELS, Easy CBM, and district Benchmarks.</li> </ul>
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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"> <li>Continue to use and revise district-created Common Core Curriculum Guides</li> </ul>	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)	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditures: Professional development, collaboration after hours Supplemental
<ul style="list-style-type: none"> <li>Continue to implement NGSS/STEM and showcase our efforts through Science Fairs, technology, and robotics events</li> </ul>	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Funding allocation of \$50,000 established in 2015-16 LCAP Expenditures: Personnel, professional development, collaboration after hours



<ul style="list-style-type: none"> <li>Continue to use best practices to enhance technology and project-based learning experiences that maximize student engagement in all content areas</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Supplemental</p>
<ul style="list-style-type: none"> <li>Continue to refine Curriculum Guides based on assessment results using multiple measures</li> <li>Continue to maintain best practices for early literacy</li> <li>Continue to enhance the balanced literacy approach, including Writing Workshop and Reading Workshop</li> <li>Continue to support and maximize opportunities for transitional kindergarten and pre-k teachers to build skills in students using best practices focused on the developmental stages of children to improve foundational skills</li> </ul>	<p>All schools</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Funding allocation of \$159,000 established in 2015-16 LCAP Expenditures: Personnel Supplemental</p> <hr/> <p>Funding Allocation of \$65,000 from Title I Expenditures: Personnel, staff development Federal Funds</p> <hr/> <p>Funding Allocation of \$123,000 from Educator Effectiveness Grant Expenditures: Contracts, professional development Supplemental</p>
<ul style="list-style-type: none"> <li>Continue to provide professional learning in instructional practices to integrate 2012 ELD standards through the 2015 ELA/ELD Frameworks</li> <li>Continue to provide designated and integrated ELD instruction, extended learning interventions, and summer programs</li> <li>Continue to integrate the 2015 ELA/ELD Frameworks into the Curriculum Guides with a focus on academic vocabulary</li> </ul>	<p>All school</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Funding allocation of \$10,000 established in 2015-16 LCAP Expenditures: Personnel, summer staff development, collaboration after hours Supplemental</p> <hr/> <p>Funding Allocation of \$50,000 from Title III Expenditures: Personnel, summer staff development, collaboration after hours Federal Funds</p>
<ul style="list-style-type: none"> <li>Continue to identify low-income, special education, English learner, homeless, and foster youth students and provide extended learning opportunities</li> </ul>	<p>All school</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input checked="" type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Funding allocation of \$10,000 established in 2015-16 LCAP Expenditures: Professional development Supplemental</p> <hr/> <p>Funding Allocation of \$10,000 from Title I &amp; \$85,000 from Title III Expenditures: Summer School, after school interventions, school readiness, preschool Federal Funds</p> <hr/> <p>Funding Allocation of \$578,000 from ASES Expenditures: After-school programs After School Education and Safety (ASES)</p> <hr/> <p>Funding Allocation of \$95,000 from Special Education Expenditures: Summer School</p>

			Special Education
<ul style="list-style-type: none"> <li>Continue to use data analysis system for staff to analyze and disaggregate student data to improve instructional practices</li> <li>Continue to use multiple measures to lead instructional practices</li> <li>Continue to refine and align district benchmarks with CCSS and SBAC/Digital Library Resources</li> <li>Continue to analyze the use of our Early Literacy Metrics district-wide and adjust accordingly to maximize student achievement</li> </ul>	All school	<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)	Funding allocation of \$10,000 established in 2015-16 LCAP Expenditures: Professional development, collaboration after hours Supplemental
<ul style="list-style-type: none"> <li>Continue to develop components of a balanced literacy program: guided reading, writing, vocabulary development, shared reading/interactive read aloud, and independent reading. (6 Literacy TOSAs)</li> </ul>		<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)	Funding Allocation of \$880,273 established in 15-16 LCAP Expenditures: Personnel Supplemental
<ul style="list-style-type: none"> <li>Continue to support implementation of Common Core State Standards</li> </ul>		<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)	Funding Allocation of \$100,000 established in 14-15 LCAP Expenditures, Contracts, professional development, materials Supplemental

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 :	<ul style="list-style-type: none"> <li>To strengthen greater positive school climate across Buena Park School District and improve upon the results of the district's yearly Student Climate Survey</li> <li>To maintain and enhance clean and safe learning environments at all schools to ensure high levels of parent and community support</li> </ul>
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Goal Applies to:	Schools: All schools
	Applicable Pupil Subgroups: All students

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All students will have access to standards-aligned instructional materials</li> <li>School facilities will be maintained and are in good repair, as reported on the Facilities Inspection Tool</li> <li>Attendance rate - maintain or increase</li> <li>Chronic absenteeism rate - maintain or decrease</li> <li>Middle school dropout rate - maintain at 0%</li> <li>Suspension rate - decrease or maintain</li> <li>Expulsion rate - maintain or decrease</li> <li>Referral rates - decrease referrals school-wide</li> <li>Student Climate Survey - increase number of students feeling safe at schools</li> </ul>
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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"> <li>Continue to strengthen and enhance core programs, including Multi-Tiered Systems of Support to include PBIS, CAST, and Restorative Practices</li> <li>Maintain and build capacity of administrative interns to provide support for school and district programs</li> </ul>	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)	Funding allocation of \$450,000 established in 2015-16 LCAP Expenditures: Personnel Supplemental
<ul style="list-style-type: none"> <li>Continue to increase access for all students, including foster students and English learners for</li> </ul>	All schools	<input checked="" type="checkbox"/> All OR:	Funding allocation of \$115,000 established in 2015-16 LCAP Expenditure: Personnel, contracts, supplies

<ul style="list-style-type: none"> <li>STEM, VAPA, Debate, PBIS, and BPJH electives</li> <li>Continue the integration of arts for all students</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Supplemental
<ul style="list-style-type: none"> <li>Reduce class sizes further for K-3 grades district-wide</li> </ul>	All schools	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Funding allocation of \$170,000 Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>Maintain custodial staff to sustain cleanliness of campuses</li> <li>Maintain maintenance funding to ensure functionality and adequate repair and replacement</li> </ul>	All schools	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	\$23,000 CPI (increase for utilities) \$206,000 Full years funding M&O staff Supplemental
<ul style="list-style-type: none"> <li>Establish permanent personnel for Library Services district-wide</li> </ul>	All schools	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	\$95,000 Personnel Librarians Supplemental
<ul style="list-style-type: none"> <li>Establish permanent personnel for Counseling Services at Buena Park Junior High School</li> </ul>	All schools	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> </ul>	\$36,000 Personnel Full Funded FTE Supplemental

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<ul style="list-style-type: none"> <li>Maintain funding support for class size reduction</li> </ul>	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)	Funding allocation of \$3,090,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>Maintain funding support for Information System Analyst and Computer Technicians</li> </ul>		<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)	Funding allocation of \$391.834 established in 2015-16 LCAP Expenditure: Personnel Base
<ul style="list-style-type: none"> <li>Maintain funding support for Music teacher at Buena Park Jr. High</li> </ul>		<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)	Funding allocation of \$120,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>Maintain funding support for Library Aides across the district</li> </ul>		<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)	Funding allocation of \$178,265 established in 2015-16 LCAP Expenditure: Personnel Supplemental

		(Specify)	
<ul style="list-style-type: none"> <li>Maintain funding support for custodial staff to maintain cleanliness of campuses. Custodians, maintenance worker, and grounds worker</li> <li>Maintain funding for deferred maintenance projects</li> </ul>		<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)	Funding allocation of \$898,000 established in 2015-16 LCAP Expenditure: Personnel Base Funding allocation of \$300,000 established in 2014-15 LCAP Expenditure: deferred maintenance projects Supplemental
<ul style="list-style-type: none"> <li>Maintain funding to enhance core programs, including Multi-Tiered Systems of Support to include PBIS, CAST, and Restorative Practices</li> </ul>		<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)	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditures: Additional hours, contracts, professional development Supplemental

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All students will have access to standards-aligned instructional materials</li> <li>School facilities will be maintained and are in good repair, as reported on the Facilities Inspection Tool.</li> <li>Attendance rate - maintain or increase</li> <li>Chronic absenteeism rate - maintain or decrease</li> <li>Middle school dropout rate - maintain at 0%</li> <li>Suspension rate - decrease or maintain</li> <li>Expulsion rate - maintain or decrease</li> <li>Referral rates - decrease referrals school-wide</li> <li>Student Climate Survey - increase number of students feeling safe at schools</li> </ul>
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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"> <li>Continue to maintain and enhance core programs, including Multi-Tiered Systems of Support to include PBIS, CAST, and Restorative Practices</li> </ul>	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	Funding allocation of \$450,000 established in 2015-16 LCAP Expenditures: Personnel Supplemental

		English proficient _ Other Subgroups: (Specify)	
<ul style="list-style-type: none"> <li>Continue access for all students, including foster students and English learners for STEM, VAPA, Debate, PBIS, and BPJH electives</li> <li>Continue to support arts integration</li> </ul>	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)	Funding allocation of \$115,000 established in 2015-16 LCAP Expenditure: Personnel, contracts, supplies Supplemental
<ul style="list-style-type: none"> <li>Maintain or reduce class sizes district-wide</li> </ul>	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)	Funding allocation of \$170,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>Maintain maintenance funding to ensure functionality and adequate repair and replacement</li> </ul>	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)	Funding established in 2016-17 LCAP \$23,000 CPI (increase for utilities) \$206,000 Full years funding M&O staff Supplemental
<ul style="list-style-type: none"> <li>Establish permanent personnel for Library Services district-wide</li> <li>Establish permanent personnel for Counseling Services at Buena Park Junior High School</li> </ul>		<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:	\$95,000 Personnel Librarians \$36,000 Personnel Full Funded FTE Supplemental

		(Specify)	
<ul style="list-style-type: none"> <li>Maintain funding for class size reduction</li> </ul>		<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)	Funding allocation of \$3,090,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>Maintain funding support for Information System Analyst and Computer Technicians</li> </ul>		<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)	Funding allocation of \$391.834 established in 2015-16 LCAP Expenditure: Personnel Base
<ul style="list-style-type: none"> <li>Maintain funding support for Music teacher at Buena Park Jr. High</li> </ul>		<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)	Funding allocation of \$120,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>Maintain funding support for Library Aides across the district</li> </ul>		<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)	Funding allocation of \$178,265 established in 2015-16 LCAP Expenditure: Personnel Supplemental



<ul style="list-style-type: none"> <li>Maintain funding support for custodial staff to maintain cleanliness of campuses. Custodians, maintenance worker, and grounds worker</li> <li>Maintain funding for deferred maintenance projects</li> </ul>		<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)	Funding allocation of \$898,000 established in 2015-16 LCAP Expenditure: Personnel Base Funding allocation of \$300,000 established in 2014-15 LCAP Expenditure: deferred maintenance projects Supplemental
<ul style="list-style-type: none"> <li>Maintain funding to enhance core programs, including Multi-Tiered Systems of Support to include PBIS, CAST, and Restorative Practices</li> </ul>		<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)	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditures: Additional hours, contracts, professional development Supplemental

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All students will have access to standards-aligned instructional materials</li> <li>School facilities will be maintained and are in good repair, as reported on the Facilities Inspection Tool.</li> <li>Attendance rate - maintain or increase</li> <li>Chronic absenteeism rate - maintain or decrease</li> <li>Middle school dropout rate - maintain at 0%</li> <li>Suspension rate - decrease or maintain</li> <li>Expulsion rate - maintain or decrease</li> <li>Referral rates - decrease referrals school-wide</li> <li>Student Climate Survey - increase number of students feeling safe at schools</li> </ul>
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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"> <li>Continue to maintain and sustain core programs, including Multi Tiered Systems of Support to include PBIS, CAST, and Restorative Practices</li> </ul>	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:	Funding allocation of \$115,000 established in 2015-16 LCAP Expenditure: Personnel, contracts, supplies Supplemental

		(Specify)	
<ul style="list-style-type: none"> <li>Continue to increase access for all students, including foster students and English learners for STEM, VAPA, Debate, PBIS, and BPJH electives</li> <li>Continue to implement integration of arts for all students</li> </ul>	All school	<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)	Funding allocation of \$115,000 established in 2015-16 LCAP Expenditure: Personnel, contracts, supplies Supplemental
<ul style="list-style-type: none"> <li>Maintain or reduce class sizes district-wide</li> <li>Maintain maintenance funding to ensure functionality and adequate repair and replacement</li> </ul>	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)	Funding allocation of \$170,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental <hr/> Funding established in 2016-17 LCAP \$23,000 CPI (increase for utilities) \$206,000 Full years funding M&O staff Supplemental
<ul style="list-style-type: none"> <li>Establish permanent personnel for Library Services district-wide</li> <li>Establish permanent personnel for Counseling Services at Buena Junior High School</li> </ul>		<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)	\$95,000 Personnel Librarians \$36,000 Personnel Full Funded FTE Supplemental
<ul style="list-style-type: none"> <li>Maintain funding for class size reduction</li> </ul>		<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)	Funding allocation of \$3,090,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental

<ul style="list-style-type: none"> <li>Maintain funding support for Information System Analyst and Computer Technicians</li> </ul>		<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)	Funding allocation of \$391.834 established in 2015-16 LCAP Expenditure: Personnel Base
<ul style="list-style-type: none"> <li>Maintain funding support for Music teacher at Buena Park Jr. High</li> </ul>		<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)	Funding allocation of \$120,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>Maintain funding support for Library Aides across the district</li> </ul>		<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)	Funding allocation of \$178,265 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>Maintain funding support for custodial staff to maintain cleanliness of campuses. Custodians, maintenance worker, and grounds worker</li> <li>Maintain funding for deferred maintenance projects</li> </ul>		<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)	Funding allocation of \$898,000 established in 2015-16 LCAP Expenditure: Personnel Base Funding allocation of \$300,000 established in 2014-15 LCAP Expenditure: deferred maintenance projects Supplemental
<ul style="list-style-type: none"> <li>Maintain funding to enhance core programs, including Multi-Tiered Systems of Support to include PBIS, CAST, and Restorative Practices</li> </ul>		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditures: Additional hours, contracts, professional

		<ul style="list-style-type: none"><li>_ English Learners</li><li>_ Foster Youth</li><li>_ Redesignated fluent English proficient</li><li>_ Other Subgroups: (Specify)</li></ul>	development Supplemental
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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 :	<ul style="list-style-type: none"> <li>• Provide professional development opportunities outside of instructional workday to ensure continuity and quality in classrooms</li> <li>• Hire highly qualified employees to support Common Core/21st Century learning programs and practices</li> <li>• Maintain competitive compensation package for all certificated and classified classifications</li> <li>• Provide broad range of professional learning opportunities to expand instructional practices for certificated and classified staff</li> </ul>
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Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All students
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Increase or maintain opportunities for professional development occurring outside of the instructional workday</li> <li>• All students will have teachers that are highly qualified</li> <li>• Increase % of students meet or exceeding standards in both English Language Arts and mathematics on the CAASPP summative assessment</li> <li>• Reduce the number of days teachers are pulled from their classrooms for professional development</li> </ul>
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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"> <li>• Continue to provide professional development during off-work hours to maximize student achievement for certificated a staff with focus on implementation of Common Core State Standards and best practices for school-wide/classroom management</li> <li>• Continue to utilize professional development management system to maintain and track professional development needs to support both classified and certificated staff</li> <li>• Continue to standardize classified employees academies based on needs and priorities, including software and network technology training and common core support</li> </ul>	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)	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditure: Collaboration after hours Supplemental

<ul style="list-style-type: none"> <li>Continue to cultivate positive partnerships with local universities to develop opportunities for hiring future employees and providing staff development</li> <li>Continue to build on and develop staff with skill sets that include technology, supporting our network infrastructure and educational technology needs</li> </ul>	<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>Funding allocation of \$150,000 established in 2015-16 LCAP  Expenditure: Personnel  Supplemental</p>
<ul style="list-style-type: none"> <li>Maintain a competitive salary schedule with Orange County peer districts</li> <li>Continue to provide for contractual and statutory non-salary benefits</li> <li>Continue to provide for contractual step and column salary schedule advancement</li> </ul>	<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>\$290,000 (HW)  \$72,000 (PERS)  \$374,000 (STRS)  Statutory Benefits Increase  Expenditures: Salary increases, statutory benefits, health benefits, STRS, PERS, sick leave  Supplemental</p> <hr/> <p>\$318,000 (STEP/COL)  \$143,000 (Salary Increase COLA)  Step and Column  Expenditures: Salary increases, COLA  Supplemental</p> <hr/> <p>Funding allocation of \$933,000 established in 2015-16 LCAP  Expenditure: Personnel, Contractual &amp; Statutory Benefits Increase; Non - Statutory Benefits Increase  Base</p>
<ul style="list-style-type: none"> <li>Maintain funding support for Human Resource Specialist</li> </ul>	<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>Funding allocation of \$84,000 established in 2015-16 LCAP  Expenditure: Personnel  Supplemental</p>
<ul style="list-style-type: none"> <li>Maintain funding support for supporting teachers' capacity in productive collaboration through professional development. Increase ongoing professional development for classified staff.</li> </ul>		<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</p>	<p>Funding allocation of \$20,000 established in 2015-16 LCAP  Expenditure: Collaboration after hours  Supplemental</p>

		English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Increase or maintain opportunities for professional development occurring outside of the instructional workday</li> <li>• All students will have teachers that are highly qualified</li> <li>• Increase % of students meeting or exceeding standards in both English Language Arts and mathematics on the CAASPP summative assessment</li> <li>• Reduce the number of days teachers are pulled from their classrooms for professional development</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• Continue to provide professional development during off-work hours to maximize student achievement for certificated and classified staff with focus on implementation of Common Core State Standards and best practices for school-wide/classroom management</li> <li>• Continue to utilize professional development management system to maintain and track professional development needs to support both classified and certificated staff</li> <li>• Continue to support classified employees academies based on needs and priorities including software and network technology training and common core support.</li> </ul>	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)	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditure: Collaboration after hours Supplemental
<ul style="list-style-type: none"> <li>• Continue to cultivate positive partnerships with local universities to develop opportunities for hiring future employees and providing staff development</li> </ul>	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)	Funding allocation of \$150,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>• Maintain a competitive salary schedule with Orange County peer districts</li> </ul>	All schools	<input checked="" type="checkbox"/> All OR:	\$290,000 (HW) \$215,000 (PERS)

<ul style="list-style-type: none"> <li>• Continue to provide for contractual and statutory non-salary benefits</li> <li>• Continue to provide for contractual step and column salary schedule advancement</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>\$370,000 (STRS) Statutory Benefits Increase Expenditures: Salary increases, statutory benefits, health benefits, STRS, PERS, sick leave</p> <p>\$318,000 (STEP/COL) \$648,000 (Salary Increase COLA) Step and Column Expenditures: Salary increases, COLA Supplemental</p> <p>Funding allocation of \$933,000 established in 2015-16 LCAP Expenditure: Personnel, contractual &amp; statutory benefits increase; non - statutory benefits increase Supplemental</p>
<ul style="list-style-type: none"> <li>• Maintain funding support for Human Resource Specialist</li> </ul>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: -----</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Funding allocation of \$84,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental</p>
<ul style="list-style-type: none"> <li>• Maintain funding support for supporting teachers' capacity in productive collaboration through professional development. Increase ongoing professional development for classified staff.</li> </ul>		<p><input checked="" type="checkbox"/> All OR: -----</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Funding allocation of \$20,000 established in 2015-16 LCAP Expenditure: Collaboration after hours Supplemental</p>



**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Increase or maintain opportunities for professional development occurring outside of the instructional work day.</li> <li>• All students will have teachers that are highly qualified.</li> <li>• Increase % of students meet or exceeding standards in both mathematics and English Language Arts on the CAASPP summative assessment.</li> <li>• Reduce the number of days teachers are pulled from their classrooms for professional development.</li> </ul>
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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"> <li>• Continue to maximize professional development during off-work hours to maximize student achievement for certificated and classified staff offered by district office</li> <li>• Continue to utilize professional development management system to maintain and track professional development needs to support both classified and certificated staff</li> <li>• Continue to support classified employees' academies based on needs and priorities, including software and network technology training and common core support</li> </ul>	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)	Funding allocation of \$60,000 established in 2015-16 LCAP Expenditure: Collaboration after hours Supplemental
<ul style="list-style-type: none"> <li>• Maintain positive partnerships with local universities to develop opportunities for hiring future employees and providing staff development</li> </ul>	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)	Funding allocation of \$150,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental
<ul style="list-style-type: none"> <li>• Maintain a competitive salary schedule with Orange County peer districts</li> <li>• Continue to provide for contractual and statutory non-salary benefits</li> <li>• Continue to provide for contractual step and column salary schedule advancement</li> </ul>	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)	\$290,000 (HW) \$101,2000 (PERS) \$386,000 (STRS) Statutory benefits Increase Expenditures: Salary increases, statutory benefits, health benefits, STRS, PERS, sick leave  \$318,000 (STEP/COL) \$806,000 (Salary Increase COLA)

			<p>Step and column Expenditures: Salary increases, COLA Supplemental</p> <p>Funding allocation of \$933,000 established in 2015-16 LCAP Expenditure: Personnel, contractual &amp; statutory benefits increase; non - statutory benefits increase Supplemental</p>
<p>• Maintain funding support for Human Resource Specialist</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>Funding allocation of \$84,000 established in 2015-16 LCAP Expenditure: Personnel Supplemental</p>
<p>• Maintain funding support for supporting teachers' capacity in productive collaboration through professional development. Increase ongoing professional development for classified staff.</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>Funding allocation of \$20,000 established in 2015-16 LCAP Expenditure: Collaboration after hours Supplemental</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 :	<ul style="list-style-type: none"> <li>To increase positive response rate of parents knowledge of district initiatives and resources to support student achievement and development; approximately 88% of parents said they were satisfied</li> <li>To expand and strengthen community partnerships to provide greater resources for student and family supports</li> </ul>
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Goal Applies to:	Schools: All schools
	Applicable Pupil Subgroups: All students

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Parental Involvement: Increase parent satisfaction</li> <li>Course Access: Student access and enrollment in all required areas of study</li> <li>Other Pupil Outcomes: Other indicators of student performance</li> </ul>
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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"> <li>Continue to maintain district-wide parent symposium (Cradle to College)</li> <li>Continue to refine existing parent outreach and supports including parents of students with exceptional needs, parents of English learners, and foster youth parents</li> <li>Continue to lead, guide, and support Buena Park's Literacy Collaborative to strengthen the Model Innovative City program with partners from Buena Park City and Buena Park Library District</li> </ul>	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)	Funding allocation of \$15,000 established in 2015-16 LCAP Expenditure: Translations, contracts, personnel additional hours Supplemental  Funding allocation of \$20,000 from Title III Expenditure: Translations, contracts, personnel additional hours for Parent Summit Federal Funds  Funding allocation of \$5,000 established in 2015-16 LCAP Expenditure: Personnel, Footsteps2Brilliance Outreach Supplemental
<ul style="list-style-type: none"> <li>Continue to enhance wellness programs; Move More, Eat Healthy campaign and Fit Centers</li> <li>Continue to maintain and support a teacher leader from each school to coordinate, train, and lead the use of Fit Centers and community Spring Wellness Fair</li> </ul>	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	Funding allocation of \$15,000 from St. Jude Medical Center's Move More Eat Healthy Grant Expenditure: Collaboration after hours Other

		English proficient _ Other Subgroups: (Specify)	
<ul style="list-style-type: none"> <li>• Maintain partnership with Nutrilite and Science@OC to provide community STEM nights at Buena Park Junior High School for parents</li> <li>• Continue to seek partnerships with business professionals to be part of Buena Park School District's Arts Initiative committee</li> <li>• Continue to increase student participation in the annual Buena Park City Art Show and other art/music festivals and showcases</li> </ul>	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding allocation of \$3,000 from Boeing Arts Grant Expenditure: Collaboration after hours Other
	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	All schools	<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Parental Involvement: Increase parent satisfaction</li> <li>• Course Access: Student access and enrollment in all required areas of study</li> <li>• Other Pupil Outcomes: Other indicators of student performance</li> </ul> |
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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"> <li>• Continue to enhance district-wide parent symposium (Cradle to College)</li> <li>• Continue to strengthen existing parent outreach and supports</li> <li>• Continue to lead, guide, and support Buena Park's Literacy Collaborative to strengthen the Model Innovative City program with partners from Buena Park City and Buena Park Library District</li> </ul>	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)	Funding allocation of \$15,000 established in 2015-16 LCAP Expenditure: Translations, contracts, personnel additional hours Supplemental Funding allocation of \$20,000 from Title III Expenditure: Translations, contracts, personnel additional hours for Parent Summit Federal Funds Funding allocation of \$5,000 established in 2015-16 LCAP Expenditure: Personnel Footsteps2Brilliance Outreach Supplemental
<ul style="list-style-type: none"> <li>• Enhance wellness programs; Move More, Eat Healthy campaign and Fit Centers</li> <li>• Maintain and support a teacher leader from each school to coordinate, train, and lead the use of Fit Centers and community Spring Wellness Fair</li> </ul>	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)	Funding allocation of \$15,000 from St. Jude Medical Center's Move More Eat Healthy Grant Expenditure: Collaboration after hours Other
<ul style="list-style-type: none"> <li>• Maintain partnership with Nutralite and Science@OC to provide community STEM nights at Buena Park Junior High School for parents</li> <li>• Continue to seek partnerships with business professionals to be part of Buena Park School District's Arts Initiative committee</li> <li>• Continue to increase student participation in the annual Buena Park City Art Show and other art/music festivals and showcases</li> </ul>	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)	No Cost
	All	<input checked="" type="checkbox"/> All	

	schools	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)	
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Parental Involvement: Increase Parent Survey</li> <li>• Course Access: Student access and enrollment in all required areas of study</li> <li>• Other Pupil Outcomes: Other indicators of student performance</li> </ul>
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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"> <li>• Continue district-wide parent symposium (Cradle to College) and seek parents to be active leaders with organizing event.I</li> <li>• Continue to strengthen existing parent outreach and supports</li> <li>• Continue to lead, guide, and support Buena Park's Literacy Collaborative to strengthen the Model Innovative City program with partners from Buena Park City and Buena Park Library District</li> </ul>	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)	Funding allocation of \$15,000 established in 2015-16 LCAP Expenditure: Translations, contracts, personnel additional hours Supplemental Funding allocation of \$20,000 from Title III Expenditure: Translations, contracts, personnel additional hours for Parent Summit Federal Funds Funding allocation of \$5,000 established in 2015-16 LCAP Expenditure: Personnel Footsteps2Brilliance Outreach Supplemental
<ul style="list-style-type: none"> <li>• Continue to maintain and support wellness programs; Move More, Eat Healthy campaign and Fit Centers</li> <li>• Continue to maintain and support a teacher leader from each school to coordinate, train, and lead the use of Fit Centers and community Spring Wellness Fair</li> </ul>	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)	Funding allocation of \$15,000 from St. Jude Medical Center's Move More Eat Healthy Grant Expenditure: Collaboration after hours Other
<ul style="list-style-type: none"> <li>• Maintain partnership with Nutrilite and Science@OC to provide community STEM nights at Buena Park Junior High School for parents</li> </ul>	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No Cost

<ul style="list-style-type: none"> <li>Continue to seek partnerships with business professionals to be part of Buena Park School District's Arts Initiative committee</li> <li>Continue to increase student participation in the annual Buena Park City Art Show and other art/music festivals and showcases</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
	<p>All schools</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	

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	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input 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:	<ul style="list-style-type: none"> <li>Basic: Sufficient access to standards-aligned instructional materials</li> <li>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</li> <li>Implementation of State Standards: Implementation of the academic content and performance standards adopted by SBE</li> <li>Pupil Achievement: Statewide assessments</li> <li>Pupil Achievement: Percentage of English learner pupils making progress towards proficiency, as measured by CELDT</li> <li>Pupil Achievement: English learner reclassification rate</li> <li>A plan to develop, train, and share lesson plans that align to curriculum guides that include innovative teaching practices</li> <li>Revised Curriculum Guides with ELA/ELD components</li> <li>Creation of district-wide plan for an assessment and reporting system</li> <li>Two additional transitional kindergarten teachers to ensure all sites have a transitional kindergarten program</li> </ul> <p>Annual growth in student achievement to meet or exceed proficiency as measured by:</p> <ul style="list-style-type: none"> <li>DIBELS reports</li> <li>EasyCBM reports</li> <li>CAASPP reports</li> <li>CELDT-Reclassification</li> </ul>	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> <li>Williams compliant: No findings for instructional materials</li> <li>CCSS-aligned Curriculum Guides implementation</li> <li>Students took SBAC data served as baseline</li> <li>Title III AMAO 1: 61.6% (met target)</li> <li>Title III AMAO 2 (less than 5 years): 27.2% (met target)</li> <li>Title III AMAO 2 (greater than 5 years): 56.5% (met target)</li> <li>Title III AMAO 3: 99% (met target)</li> <li>English learners reclassified: 344</li> <li>SBAC ELA Proficiency: 3rd grade (30%), 4th grade (36%), 5th grade (40%), 6th grade (40%), 7th grade (31%), 8th grade (33%)</li> <li>SBAC Math Proficiency: 3rd grade (40%), 4th grade (34%), 5th grade (27%), 6th grade (33%), 7th grade (23%), 8th grade (27%)</li> <li>Two transitional kindergarten teachers hired</li> <li>DIBELS Likely to Need Core Support Benchmark 3: K (65%), 1st grade (62%), 2nd grade (57%), 3rd grade (62%)</li> <li>EasyCBM Low Risk Spring: 1st grade Math (100%), 2nd grade ELA (51%) and Math (78%), 3rd grade ELA (62%) and Math (71%), 4th grade ELA (62%) and Math (74%), 5th grade ELA (57%) and Math (62%), 6th grade ELA (53%) and Math (76%)</li> <li>Easy CBM Low Risk Winter: 7th grade ELA (56%) and Math (62%), 8th grade ELA (41%) and Math (0%)</li> </ul>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> <li>1.a Use of district-created Curriculum Guides by:                             <ul style="list-style-type: none"> <li>o Training staff on components of lesson plans</li> <li>o Indexing Curriculum Guides into daily lesson plans</li> </ul> </li> </ul>	\$600,000 Expenditures: Personnel, professional development Supplemental and Concentration	Implemented and trained teachers in the writing workshop model Monthly grade level collaboration to index Curriculum Guides	\$100,000 Supplemental and Concentration \$20,000 Title I
Scope of Service: All schools <hr/> <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)		Scope of Service: All schools <hr/> <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)	
<ul style="list-style-type: none"> <li>1.b Use of evidence-based early literacy best practices</li> <li>1.b Provide a transitional kindergarten program at every site</li> <li>1.b Focus on all components of a balanced literacy program: guided reading, writing, vocabulary development, shared reading/interactive read aloud, and independent reading</li> </ul>	\$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	Hired two transitional kindergarten teachers so that every site has TK program	\$159,000 Supplemental and Concentration
Scope of Service: All schools <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		Scope of Service: All schools <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<ul style="list-style-type: none"> <li>• 1.c Provide professional learning on instructional practices to integrate 2012 ELD standards through the 2015 ELA/ELD frameworks</li> <li>• 1.c Provide designated and integrated ELD instruction, extended learning interventions, and summer programs</li> <li>• 1.c Integrate the 2015 ELA/ELD frameworks into the Curriculum Guides with a focus on academic writing</li> </ul>	<p>\$10,000 Expenditures: Personnel, expenditures Supplemental</p>	<p>Focus on ELA / ELD Framework Professional development in English learners strategies Monthly English learners lead teachers meetings</p>	<p>\$10,000 Supplemental and Concentration</p> <hr/> <p>\$100,000 Title III</p> <hr/> <p>\$10,000 Title III</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All schools</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	All schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All schools</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	All schools	
Scope of Service	All schools						
Scope of Service	All schools						
<ul style="list-style-type: none"> <li>• 1.d Integration of STEM, project-based learning, and performing and fine arts to enhance communication, collaboration, critical thinking, and creativity</li> <li>• 1.d Identify low-income, special education, English learner, homeless, and foster youth students and provide extended learning opportunities</li> </ul>	<p>\$50,000 Extended Learning Opportunity Expenditures: Personnel, professional development Supplemental</p> <hr/> <p>\$50,000 Coding Expenditures: Personnel, professional development</p>	<p>Summer School: English learners academy and special education</p> <p>Contract with coding; to provide coding at BPJH and after school programs, GATE, Footsteps2Brilliance (F2B)</p>	<p>\$100,000 Supplemental</p> <hr/> <p>\$50,000 Supplemental</p> <hr/> <p>\$250,000 Supplemental</p>				

<ul style="list-style-type: none"> <li>1.d Use digital content to increase academic language (e.g. digital libraries, Footsteps2Brilliance)</li> </ul>	<p>Supplemental                  \$100,000                  Student Programs: AVID, STEM, Debate GATE                  Expenditures: Personnel, professional development, instructional materials, curriculum Supplemental and Concentration</p>		
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> <li>1.e Design an assessment system:                         <ul style="list-style-type: none"> <li>o Instructional assessment and reporting system for use at all levels in the district</li> <li>o Establishing a committee to create a systemic plan of organizing, analyzing, and disseminating assessment data to all stakeholders</li> <li>o Establish a performance management system that measures student achievement</li> <li>o Train staff on how to use the assessment system</li> </ul> </li> </ul>	<p>\$10,000                  Expenditures: Personnel Supplemental</p>	<p>Formative Assessment Team (FAST)                  Professional development for CAASPP site coordinators</p>	<p>\$40,000                  \$5,000                  Supplemental</p>
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<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>Following the receipt of baseline scores for the SBAC and the addition of new CCSS-aligned local assessments, additional data was available for reclassification of students. Instead of narrowing the criteria, the district widened the net by looking at multiple data points in the English learner subgroup. As a result, more students became eligible for reclassification. Due to the addition of literacy TOSAs, we were able to provide small group intervention to primary grade students in the area of reading. As a result, primary students made significant gains in reading based on the DIBELS assessment, as well as the Fountas &amp; Pinnell assessments. Literacy TOSAs will continue to be funded through supplemental and concentration funds and additional emphasis will be placed on English learners. For Curriculum Guides, next steps include aligning them to the SBAC blueprints. District reviewed data analysis with staff and staff reported the need to align the Curriculum Guides to SBAC.</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 2 from prior year LCAP:	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	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Basic: School facilities are maintained in good repair</li> <li>Pupil Engagement: Attendance rates and chronic absenteeism rates</li> <li>Pupil Engagement: Middle school dropout rates</li> <li>School Climate: Pupil suspension rates, pupil expulsion rates, and climate surveys</li> <li>Increase students participation rates in student programs, specifically STEM, VAPA, and Debate</li> <li>An increase in positive results from District Climate Survey and CHKS Survey</li> <li>A rating of GOOD, as measured by the SARC School Facility Good Repair Status</li> </ul>	Actual Annual Measurable Outcomes: Williams Report: No findings in facilities. Rating of Good on SARC for facilities. Rating of Good on Facilities Inspection Tool. Attendance rate: 96.92% Junior high school dropout rate: 0 Suspension rate: 154 suspensions as of March 2015 Expulsion rate: 2 students Chronic Absenteeism Rate: 3%	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Strengthen the Core and Student Programs: <ul style="list-style-type: none"> <li>2.a Hire administrative interns to provide support for teachers and programs</li> <li>2.a Add academic programs to foster student engagement (STEM, VAPA, Debate, DBQ)</li> <li>2.a Add social-behavioral programs to increase student engagement (PBIS, Parent Education)</li> </ul>	\$450,000 Administrative Interns Expenditures: Personnel Supplemental	Hired Administrative Interns	\$450,000
	\$85,000 BPJH Music Teacher Expenditures: Personnel Supplemental	Hired Music Teacher	Supplemental
	\$20,000 Instruments Expenditures: Musical instruments Supplemental	Purchase new music equipment	\$85,000 Supplemental
		Class size reduction	\$20,000 Supplemental
		Teachers moved classrooms	\$2,350,000 Supplemental
		Full-Time Library Media Clerks	\$43,000 Base
			\$178,265 Supplemental

<ul style="list-style-type: none"> <li>2.a Maintain reduced class sizes district-wide</li> </ul>	<p>\$8,000 Culinary Arts Expenditures: Supplies Supplemental</p> <p>\$2,350,000 Class Size Reduction Expenditures: Personnel Supplemental</p> <p>\$440,000 4 Teachers Expenditures: Personnel Supplemental</p> <p>\$43,000 21st Century Move Expenditures: Additional hours, movers, materials Base</p> <p>\$120,937 Music Teacher Expenditures: Personnel Supplemental and Concentration</p> <p>\$178,265 Library Media Clerks at each site Supplemental and Concentration</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>	
<ul style="list-style-type: none"> <li>2.b Increase custodial staff to maintain cleanliness of campuses</li> <li>2.b Increase maintenance funding to ensure functionality and adequate repair and replacement</li> </ul>	<p>\$711,793 Custodians Expenditures: Personnel Base</p>	<p>Hired 10 Custodians  Hired 1 Maintenance; 1 Supervisor  Hired 1 Groundskeeper</p>	<p>\$711,793 Supplemental \$82,000 Supplemental \$40,000 Supplemental \$110,000 Supplemental</p>

<ul style="list-style-type: none"> <li>2.b Evaluate options and develop a plan to increase staffs' and students' feelings of positive school climate district-wide</li> </ul>	<p>\$26,000 Custodial Equipment Expenditures: Equipment Base</p> <p>\$82,000 Maintenance Worker Expenditures: Personnel Base</p> <p>\$66,000 Grounds Worker Expenditures: Personnel Base</p> <p>\$40,000 Vans Expenditures: Vans Supplemental and Concentration</p> <p>\$300,000 Deferred Maintenance Expenditures: Repairs, upgrades, maintenance Base</p> <p>\$391,834 Information System Analyst and Computer Technicians Expenditures: Personnel Supplemental and Concentration</p>	<p>Purchased 1 Van and 1 Truck</p> <p>Hired 2 Computer Technicians</p>	<p>\$100,000 Supplemental</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>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>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>Williams and Facilities reports indicate buildings are in Good condition. However, due to a recent bond measure that passed, two schools have already been modernized and five will undergo modernization. As a result of the modernization, schools will need to be maintained, which is why funds were put into personnel and equipment to clean and maintain campuses. The</p>		



past progress and/or changes to goals?	bond also provides iPads for all students, which is why there is a need to increase information technology personnel to support teacher and student devices. In addition, based on parent input from the 2014-15 LCAP input sessions, parents expressed the need to have full-time library media clerks at each school. Prior to 2014, due to the economic recession, library media clerks were decreased to part-time at each school. School libraries were only opened 2-3 times a week and student access to books was extremely limited. With LCFF funding, the district was able to restore hours for library media clerks, providing daily access to the library for students.
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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 3 from prior year LCAP:	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 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All school Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Basic Services: School Accountability Report Cards – Staffing</li> <li>Implementation of State Standards: Implementation of the academic content and performance standards adopted by SBE</li> <li>Course Access: California Educational Code Sections and (a)-(i)</li> <li>Create professional development management system</li> <li>Increase professional development provided during off-work hours for certificated and classified staff to maximize student achievement</li> <li>Develop a standardized lesson plan template for all teachers to be used when they are absent</li> <li>Establish yearly consortium with local universities</li> <li>Maintain a competitive salary schedule with Orange County peer districts</li> <li>Increase leadership team capacity at all sites</li> </ul>	Actual Annual Measurable Outcomes: Basic: Williams Report, all staffing fully compliant and credentialed. FPM audit - fully compliant and credentialed. Implementation of State Standards: Teachers used district-created CCSS-aligned Curriculum Guides. At every trimester or quarter, teachers administer district benchmark assessments to monitor implementation of CCSS and progress. Course Access: All students have access to core classes. Per FPM audit, English learners have the same access to supports and programs as English-only students. Student schedules from the junior high demonstrate equal access to courses.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>3.a Maximize employee attendance realization rates</li> <li>3.a Professional development during off-work hours</li> <li>3.a Ensure transitional lesson plan protocol for permanent and substitute teachers</li> </ul>	\$60,000 Expenditure: Personnel, professional development Supplemental	Writing Training  STEM	\$60,000 Supplemental
	\$84,000 Human Resources Specialist		\$10,000 Title I

		Supplemental and Concentration			
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)		
<ul style="list-style-type: none"> <li>3.b Add and develop staff with skill sets that include: CCSS, STEM, literacy</li> <li>3.b Increase collaboration with local universities to attract and retain highly qualified staff</li> <li>3.b Develop a student teaching and induction program in the district</li> </ul>		\$150,000 Administrator, Technology Expenditures include: Personnel Supplemental	Not Hired: Technology Administrator as of yet		\$0.00
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)		
<ul style="list-style-type: none"> <li>3.c Provide for contractual step and column salary schedule advancement</li> <li>3.c Provide for contractual and statutory non-salary benefits</li> </ul>		\$933,000 Contractual & Statutory Benefits Increase LCFF Base: \$380,924 Base	Provided Salary Steps and Column Increase; Statutory Benefits Increase		\$933,000 Base

	<p>\$933,000 Step and Column &amp; Non-Statutory Benefits Increase LCFF Supplemental: \$552,076 Supplemental</p>		
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> <li>• 3.d Build teacher capacity in productive collaboration through professional development             <ul style="list-style-type: none"> <li>o Leadership Team development</li> <li>o Performance management</li> </ul> </li> <li>• 3.d Increase ongoing professional development for classified staff</li> </ul>	<p>\$20,000 Build teacher capacity Expenditures: Personnel, professional development, substitute release hours Supplemental and Concentration</p>	<p>Provided a Classified Professional Development Day that focused on EL, CCSS Math, and technology</p>	<p>\$10,000 Title I \$5,000 Title III</p>
<p>Scope of Service   All schools</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   All schools</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> 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</p>	<p>With the authorization of Measure "B", all classrooms will have new technology. All students will have iPads, as well. Based on teacher feedback, there is a need for additional support in the area of instructional technology. A Chief Technology Officer position has been created, posted, and is pending interviews. Since there will be approximately 3,500 iPads in the district, technology needs its own specialized leadership to manage the equipment, provide training to staff, communicate with</p>		

goals?	parents, and instruct students. The writing training was received very well by teachers and has led to the request for training in reading, which is being planned. Based on input from classified staff, the one day of professional development that was provided was positively received. The end of course survey indicated that staff would like additional training. As a result, two days are being planned for next school year, one on crisis prevention and one on Common Core Math.
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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 4 from prior year LCAP:	Enhance communication, participation, and outreach for parents and community members	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Parent Involvement: Efforts to promote parent participation in programs for unduplicated pupils and students with exceptional needs</li> <li>Other Pupil Outcomes: Pupil outcomes in subject areas described in Sections 51210 and 51220(a)-(i).</li> <li>Enhance parent outreach and supports</li> <li>Build capacity at site levels to maintain, train, and lead implementation of Fit Centers</li> <li>Create an articulation plan that provides access for STEM opportunities at the junior high for 5th and 6th grade students</li> <li>Establish a district-wide arts committee to focus on developing an Arts Initiative for BPSD</li> <li>Develop a Literacy Action Team to develop a deployment plan for the Innovative City program</li> </ul>	Actual Annual Measurable Outcomes: Parent Involvement: District provided monthly parent workshops. Parents had opportunities to attend various district advisories and committees. Sites also provided parent involvement opportunities. The district provided its first Parents of English Learners Summit. Other Pupil Outcomes: All students received instruction in core academic programs, a minimum of 100 minutes of physical education each week, and music and arts. Buena Park School District partnered with St. Jude Medical Center to provide each school with Fit Centers to promote physical education.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>4.a Refine existing parent outreach and supports and create an integrated program that includes:                             <ul style="list-style-type: none"> <li>o Direct parent supports. (St. Jude Medical Center, OCDE, GRIP)</li> <li>o Communications</li> <li>o Indirect services and supports</li> </ul> </li> </ul>	\$15,000 Expenditure: Communication Supplemental	Provide translations for communication	\$20,000 Base

<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>	
<ul style="list-style-type: none"> <li>• 4.b Build district capacity to implement the Move More, Eat Healthy campaign and maintain the Fit Centers</li> <li>• 4.b Strengthen programs through Nutrilite and Science@OC to provide community STEM nights for parents and students</li> <li>• 4.b Build relationship for BPSD-Boeing and Yamaha to support VAPA education</li> <li>• 4.b Increase student participation in the annual Buena Park City Art Show</li> <li>• 4.b Establish the Leadership Action Team for the Innovative City (Footsteps2Brilliance) program with the City of Buena Park and Buena Park Library District</li> </ul>	<p>\$150,000                  Principal On Special Assignment (POSA)                  Supplemental</p>	<p>Subcontracted with retired principal</p>	<p>\$5,000 Supplemental</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</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>	

_ 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>Based on input from parents of English learners, an opportunity for parents to gain a better understanding of the school system was requested, along with strategies to support children at home. As a result, a Parents of English Learners Summit was created. Approximately 70 parents attended the event and learned about the importance of good attendance, anti-bullying, and social media safety. Based on surveys, parents responded with positive remarks and are looking forward to another Summit next year. Another change in expenditure has to do with translations. The district has translators at each campus, however, they are part-time employees. The district also uses a private company to provide translation for languages other than Spanish and Korean, however, this cost has increased. As a result, the district has minimized the use of private translators, except in emergencies or for languages that the district is unable to translate. The district worked with staff to have all district translators perform the work first, even paying for additional hours and overtime, as that is less expensive than contracting out. By doing so, this has saved approximately \$30,000. The district also did not hire a Principal On Special Assignment. Instead, the district subcontracted a retired principal to perform the early literacy work.</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:	\$ 8,708,373
<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.

25.0	%
6	

In order to increase or improve services, the Buena Park School District will use supplemental and concentration LCFF funds (current year 2016-17 proportionality) to provide district-wide support for low income, foster youth, and English learners. The following actions and services are planned for 2016-17. Funds will be used to provide:

- a. Certificated professional development in the areas of English learners (summer English Learner academy).
- b. Classified professional development in the areas of mathematics to support at risk students.
- c. Instructional materials that are aligned to the Common Core State Standards and support English learners and at-risk students.
- d. Teachers on Special Assignments to support at-risk primary grade students in early literacy and English learners
- e. Professional development on supporting homeless and foster youth.
- f. Extended learning opportunities for low income, foster youth, and English learner students (ASES, summer school, after school interventions).
- g. Parent engagement activities (workshops, guest speakers, child care, translations, refreshments), with a focus on parents of English learners.
- h. Assessments (formative, interim, summative) to guide instruction and provide additional supports for students who are below grade level and language learners.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources						

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources						

**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).