(CDE use only)

Application #	

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

LEA Plan Information:

Name of Local Educational Agency (LEA): Burbank Unified School District

County/District Code: 19-64337

Dates of Plan Duration: July 1, 2017 to June 30, 2018 (updated annually)

Date of Local Governing Board Approval:

District Superintendent: Matt Hill

Address: 1900 W. Olive Avenue

City: Burbank   Zip code: 91506

Phone: 818-729-4400   Fax: 818-729-4550

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Matt Hill   June 15, 2017

Printed or typed name of Superintendent   Date   Signature of Superintendent

Steve Ferguson   June 15, 2017

Printed or typed name of Board President   Date   Signature of Board President

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Background

The Every Student Succeeds Act (ESSA) Act of 2016 embodies four key principles:

I.   **State Academic Standards** [Sec. 1111(b)(1)]
   • State assures adoption of academic content and achievement standards in math, reading or language arts, and science, and other subjects at the state's discretion.
   • Standards must include not less than 3 levels of achievement.
   • Same standards must apply to all public schools and public school students with same "knowledge, skills, and levels of achievement" expected of all students.
   • State must demonstrate standards are aligned with entrance requirements for public higher education institutions and relevant career and technical education standards.
   • States may adopt alternate achievement standards [Note: same language previously in NCLB regulations].
      o States prohibited from developing or implementing any other alternate or modified standards that don't meet the requirements for "alternate academic achievement standards" (Sec. 1111(b)(1)(E).
   • States also have to adopt English language proficiency standards addressing English learners' different proficiency levels and aligned with state academic standards.
   • States may revise current standards consistent with changes in the law to meet these requirements.

II. **Academic Assessments** [Sec. 1111(b)(2)]
   • Assessments in math and reading or language arts must be administered annually in grades 3- 8 and at least once in grades 9-12; science tests not less than once during grades 3-5, 6-9, and 10-12.
   • States must provide for "appropriate accommodations" (NCLB: "reasonable accommodations"), such as "interoperability with, and ability to use, assistive technology," including for students with disabilities receiving services under other Acts (e.g., Sec. 504?).
   • State may choose to use a single summative assessment or "multiple statewide interim assessments" through the year that result in a single summative score providing information of student achievement or growth.
   • Assessments must be developed, to the extent practicable, using principles of UDL.
   • States may adopt alternate assessments aligned with alternate standards.
      o The IEP team, as defined in the IDEA, determines when a child with a significant cognitive disability will participate in an alternate assessment aligned with alternate academic achievement standards. The total number of students in each grade assessed using alternate tests may not exceed 1 percent of the total number of all students in the State (NCLB: total number of students in the grade) assessed in that subject,
      o Parents must be clearly informed, "as part of the process for developing the IEP" that achievement will be measured based on alternate standards and "how participation in such assessments may delay or otherwise affect

the student from completing the requirements for a regular high school diploma.".

- o State must describe in the state plan steps taken to incorporate UDL in alternate assessments.
- o Students with significant cognitive disabilities are not precluded by taking alternate assessments based on alternate standards from trying to complete the requirements for a regular high school diploma. 2
- o States may not impose a cap on LEAs on the percentage of students administered an alternate assessment; LEAs exceeding the state cap must submit information to the state justifying the need to exceed the cap.

- LEAs may administer locally-selected assessments instead of the state-designed tests if the LEA picks a nationally-recognized high school academic assessment approved for use by the state.
    - o States must develop technical criteria to determine if local assessments meets the law's assessment requirements.
    - o State must approve use of particular assessment, an approval would apply automatically to other LEAs requesting use of the same test.
    - o Parental notification is required for use of these tests.

- States may develop and administer computer adaptive assessments, as long as they meet all the assessment requirements.
    - o Not all students must be administered the same test items. o Tests must measure proficiency based on state standards for student's grade level and growth toward standards.
    - o May measure level of academic growth and proficiency using items above or below student's grade level, including for use as part of the state accountability system.
    - o Computer adaptive tests may be used for students with significant cognitive disabilities, do not have to meet Bullets 2 and 3 above, and must assess academic achievement to measure whether students are performing at grade level.

- States may set a target limit on the aggregate amount of time spent on administering assessments for each grade, expressed as a percent of annual instructional hours.

- NOTE: There is also a pilot program for up to 7 states to carry out innovative assessments, such as competency-based, cumulative year-end, and performance-based assessments.

- NOTE: ESSA does not preempt state or local law regarding parental decisions on assessment participation. LEAs must, upon parental request, provide information on state or local policies, procedures and parents' rights on student participation for mandated assessments.

III. **State Accountability System** [Sec. 1111(c)] – This replaces the NCLB accountability system, including adequate yearly progress, "100% proficiency," and consequences for school failure.

- State describes, for any provision requiring disaggregation by the 4 subgroups*, the minimum number of students necessary to carry out the requirement and how

that number is statistically sound; minimum number must be the same for all students and for each subgroup.

*Note: The 4 subgroups are defined as they were in NCLB to include: Economically disadvantaged, major racial and ethnic groups, children with disabilities, and English learners

- State establishes long-term goals, which include measurements of interim progress, for all students and for each subgroup.
    - o For at a minimum, improved academic achievement measured on annual assessments and high school graduation rates, including,
        - 4-year adjusted cohort rate
        - at state's discretion, extended-year adjusted cohort rate, except that the state must set a more rigorous long-term goal for this rate as compared to the goal for the 4-year adjusted cohort rate.
    - o Term set for these goals must be the same for all students and for each subgroup.
    - o For subgroups behind on academic achievement and graduation rate, state must take into account improvement necessary on these measures to make significant progress in closing statewide proficiency and graduation gaps. 3
    - o For English learners, goals are established for increases in percentage of students making progress toward English proficiency as defined by the state and within state determined timeline.
- Students must be measured annually on the following indicators:
    - o For all public schools in the state, based on the long-term goals, academic achievement
        - measured by proficiency on annual assessments;
        - at state's discretion, for public high schools, students growth, as measured on annual assessments. [NOTE: States must measure achievement on annual assessments of not less than 95 percent of all students and 95 percent of all students in each subgroup and must explain how this will be factored into the academic achievement indicator; however, the "95%" is not an indicator on its own.]
    - o For elementary and middle schools,
        - a measure of student growth, if determined appropriate by the state; or,
        - another valid and reliable academic indicator allowing for "meaningful differentiation in school performance."
    - o For high schools, based on long-term goals,
        - Four-year adjusted cohort graduation rate; and,
        - At state's discretion, extended-year adjusted cohort graduation rate. [NOTE: This is defined in Title VIII, Sec. 8101 "Definitions."]
    - o Progress in achieving English language proficiency in each of grades 3-8 and the same high school grade in which state assesses for math/English language arts.

- Not less than one indicator of school quality or student success that allows for meaningful differentiation in school performance, is valid, reliable, and comparable and statewide (same indicator or indicators used for each grade span).
- Examples include: Student engagement, educator engagement, access to and completion of advanced coursework, postsecondary readiness, and school climate and safety.

• States must establish a system to annually meaningfully differentiate all public schools.

- Must be based on indicators for all students and for each subgroup.
- Substantial weight is given to the first 4 indicators above and, in the aggregate, much greater weight is given to the first 4 than to the state determined indicator(s) of school quality and student success.
- System must differentiate any school where a subgroup is underperforming.
  o Based on this system, state establishes a methodology to identify
- Beginning with school year 2017-18 and at least once every three year after, one statewide category of schools for comprehensive support and improvement, to include
  • Not less than the lowest 5 percent of all Title I schools; • High schools not graduating one third or more of students; and,
  • Schools where a subgroup is consistently underperforming in the same manner as a school under the lowest 5% category for a state determined number of years.
  IV. Fiscal Requirements

• Supplement, not supplant (Sec. 1118):
  o The general statement remains that SEAs and LEAs must use federal funds only to supplement funds that, in the absence of federal funds, would be made available from State and local sources, and not to supplant these funds. 4
  o The law adds:
    - To demonstrate compliance with the general statement, LEAs must demonstrate their methodology to allocate State and local funds to schools receiving Title I funds ensures schools receive all of the State and local funds they would otherwise receive if not receiving Title I funds.
    - LEAs are not required to identify that "an individual cost or service" supported these funds is supplemental, or provide services using a particular instructional method or in a particular setting to show compliance with the general "supplement, not supplant" requirement.
    - The Secretary of Education cannot prescribe the methodology an LEA uses.

- LEAs must meet the "compliance" requirement not later than 2 years after ESSA was enacted, and may show compliance with the general provision before the end of the 2-year period using the pre-ESSA method.
- Maintenance of Effort (Sec. 1125A)
    - The general language remains that a state maintains its effort if the state's fiscal effort per student or aggregate state expenditures for the preceding fiscal year was not less than 90 percent of effort or aggregate expenditures for the second preceding fiscal year.
    - The Secretary will reduce funding for any fiscal year in the exact proportion by which the state fails to meet MOE by falling below 90 percent of both fiscal effort per student and aggregate expenditures (using the measure most favorable to the state), if the state has also failed to meet this requirement (using the most favorable measure to the state) for 1 or more of the 5 immediately preceding fiscal years (new language italicized).
    - The Secretary may waive the MOE requirements based on
        - Exceptional or uncontrollable circumstances, such as natural disaster or change in the organizational structure of the state (new language); or,
        - A precipitous decline in the state's financial resources.

Title II

This Title of the Act includes teacher, principal, and school leader training and professional development. New to this Title is the "Literacy Education for All, Results for the Nation" (LEARN) program, a comprehensive birth through Grade 12 literacy program focused on improving student achievement in reading and writing, targeted particularly to LEAs serving a high percentage of high-need schools with higher numbers or percentages of children reading or writing below grade level.. All sections of the program address students with disabilities.

Title IV

Most of the small competitive grant programs, such as the Carol White Physical Education Program, the Elementary and Secondary School Counseling Program, and STEM education programs were eliminated. Some of the activities under those programs are now contained in the "Student Support and Academic Enrichment Grants." These formula grants have three components: (a) access to a well-rounded education; (b) improving school conditions for learning (safe and healthy environment); and (c) using technology to improve academic achievement and digital literacy.

• Formula grants are allocated to states in the same proportion as the Title I formula grants, including a small state minimum, awarded with submission of a state plan. Ninety-five percent of state grants must be allocated to LEAs. 5

- LEAs receiving at least $30,000 must conduct a comprehensive needs assessment once every 3 years to determine areas in need of improvement in each of the three components, with grant funds targeted to schools with the highest need.
- LEAs must use not less than 20 percent of grant funds to support activities for well-rounded education, not less than 20 percent for safe and healthy environment, and a "portion of funds" for technology.
- Activities to support well-rounded education may include:
  - college and career guidance and counseling programs o music and arts activities that promote student engagement, problem solving, and conflict resolution o STEM programming o Accelerated learning programs
  - Developing and strengthening history, civics, economics, geography, or government education o Foreign language instruction
  - Environmental education.
- Activities to support safe and healthy students may include:
  - Drug and violence prevention
  - School-based mental health services o Programs supporting a healthy, active lifestyle (e.g., nutrition, physical education, preventing bullying/harassment, mentoring and school counseling, dropout and reentry programs)
  - Training for school personnel on suicide prevention, trauma-informed classroom management, crisis management and conflict resolution, bullying and harassment prevention, and substance abuse and violence prevention
  - Child sexual abuse awareness and prevention
  - Design of programs to prevent exclusionary discipline policies o Implementing schoolwide PBIS.
- Activities to support effective use of technology may include:
  - Professional development
  - Building technological capacity and infrastructure
  - Using effective or innovative strategies for delivery of specialized or advance courses technology, including digital learning and assistive technologies
  - Blended learning projects
  - Providing students in rural, remote and underserved areas with resources to access digital learning experiences.

This title also includes the 21st Century Community Learning Centers program, and the charter schools and magnet schools programs. A new family engagement program has also been added, providing grants to statewide organizations to establish family engagement centers that will carry out parent education and family engagement in education programs and training and technical assistance to states, LEAs, schools, and organizations supporting family-school partnerships.

Title IX, Sec. 9214(d) – Use of the Term "Highly Qualified" in Other Laws, IDEA:

With the elimination of HQT from ESSA, they have also amended the IDEA to reflect the change.

• The definition of HQT in Sec. 602 is eliminated.

• In Sec. 612(a)(14) – Personnel Qualifications – references to HQT are replaced with language indicating the individual has obtained full state certification as a special education teacher, including through alternate routes to certification, or have passed the state special education teacher licensing exam, hold a license to teach special education, have at least a bachelor's 6 degree, and not have had certification or licensure waived on an emergency, temporary, or provisional basis. Teachers in charter schools must meet state public state charter school requirements.

References to Multi-Tier System of Support

The term is defined as "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making" (Title IX, Sec. 8002(33)).

The term appears three times in the law, with 2 additional references to a "schoolwide tiered model" focused on behavior (e.g., PBIS). Following are the references to both terms in the law:

• "Schoolwide tiered model"
   o Schoolwide Programs, Sec. 1114(7): Schoolwide program plans must include a description of how needs of at risk children will be met, which may include "implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services" under the IDEA.
   o Targeted Assistance Schools, Sec. 1115(b)(2)(B)(ii): Targeted assistance programs must serve eligible children using methods and instructional strategies to strengthen the academic program, which may include "a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services" under the IDEA.

• "Multi-tier System of Supports"
   o Subgrants to LEA, Title II, Sec. 2103(b)(3)(F): LEAs may use Title II funds for professional development to increase teachers' ability to effectively teach children with disabilities and English learners, which may include the use of multi-tier systems of supports and positive behavioral intervention and supports.
   o Subpart 2, Title II, Sec. 2224(e)(4): "Providing for a multi-tier system of supports for literacy services" is an allowable use of funds under the LEARN comprehensive literacy grants.
   o Title IX, Sec. 8002(42): In the definition of "professional development," among the possible activities are those designed give teachers of children with disabilities or developmental delays and

other teachers and instructional staff knowledge and skills to instruct and provide academic supports to those children, including PBIS, MTSS, and use of accommodations.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Federal Program Monitoring (FPM)

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

Programs for review include:

- Before and After School Program Office (BASP)
- Compensatory Education (CE)
- Early Education and Support (EES)
- Educational Equity (EE)
- English Learner (EL)
- Fiscal Monitoring (FM)
- Homeless Education (HE)
- Improving Teacher Quality (ITQ)
- Migrant Education (ME)
- Physical Education (PE)
- Uniform Compliant Procedures (UCP)

Development Process for the LEA Plan

This single, coordinated, and comprehensive LEA Plan describes the educational services for all students that are used to guide the implementation of federal and State-funded programs, the

allocation of resources, reporting requirements and most importantly the positive impact on student achievement. The development of this plan involves a continuous cycle of reflection on vision, communication, parent and community involvement, planning, implementation, assessment, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated at least once each year.

In developing the Plan, the LEA reviewed its demographics, student achievement results, teacher and administrator performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the California Assessment of Student Performance and Progress (CAASPP) achievement results, common assessments, and other data sources, the data is easily accessed by the District via the Internet.

The LEA Plan serves as a summary of all existing State and federal programs and establishes a focus for raising the academic performance of all student groups to achieve State academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are a means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. Federal law requires that school site administrators, teachers, and parents from the LEA are consulted in the planning, development, and revision of the LEA Plan.

This comprehensive Local Education Agency Plan (LEA Plan) is crafted to improve the academic performance of students and also meets the Burbank Unified School District requirements for school support and improvement. Its development requires collection and analysis of student performance data, setting priorities for categorical programs and program improvements, rigorous use of effective research-based strategies, and frequent monitoring of results. The resulting LEA plan provides a structured means to improve teaching and learning to meet or exceed State content and performance standards. To accomplish this purpose, the plan includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, the LEA plan meets content requirements for all programs for which the District and schools have an allocation using the Consolidated Application and Reporting System (CARS).

Additionally each Title I school operates as a Title I Schoolwide Program, the plan includes a description of the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. School plans are revised annually, reviewed for compliance, approved by School Site Councils and/or English Learner Advisory Councils and then approved by the Board of Education. School plans include planned expenditures and approval of personnel and associated costs. School plans are the road map to academic achievement for students. Plans include use of State standards, pacing charts, use of State adopted materials, supplemental materials, research-based strategies, monitoring, staff development, parent involvement, and parent communications. Transitional activities from preschool, elementary and middle school are included in plans.

Compliance also includes School Site Council approval of the Title I School Compact, School Title I Parent Involvement Policy and bylaws. Elections are held biannually (including ELAC

and DELAC elections). All schools have the required SSCs and ELACs and are legally constituted.

The LEA plan is revised annually to address changes and areas of continued growth. Each school and the District also involve parents and the community in the planning, implementation and monitoring of the District and school plans by reviewing California Assessment of Student Performance and Progress data in reading/language arts, mathematics, California Standards Test (CST) in social studies and science, California English Language Development Test (CELDT) data, common assessment data and benchmark data. The District English Learners Advisory Committee (DLAC), School Site Councils (SSCs) and English Learner Advisory Councils (ELACs) are used in this process too.

All schools meet Title I Comparability and staff is equally distributed across all schools.

Positions paid by categorical funds (some fully covered and some partially covered) include and are not limited to: Educational Services staff, teachers on special assignments and instructional assistants.

Burbank Unified School District is committed to providing educational equity for all. The School follows the uniform complaint procedures when addressing alleged unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code 200 and 220 and Government Code 11135 including actual or perceived sex, sexual orientation, ethnic group identification, religion, age, sexual orientation, gender, gender identity or expression, or genetic information; race, ancestry, national origin, color, or physical or mental disability, or on the basis of a person's association with a person or group with one or more actual or perceived characteristics in any District/School program or activity that receives or benefits from any State financial assistance.

In summary, all State and federal programs will be coordinated to meet the goals of the District.

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT

✓	LEA Plan – Comprehensive Planning Process Steps
√	1. Measure effectiveness of current improvement strategies
√	2. Seek input from staff, advisory committees, and community members.
√	3. Develop or revise performance goals
√	4. Revise improvement strategies and expenditures
√	5. Local governing board approval
√	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

	Federal Programs		State Programs
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology	√	Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
	Title III, Immigrants		
√	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
√	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
√	Career Technical Education		Tenth Grade Counseling
√	McKinney-Vento Homeless Education		Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers	√	Other (describe): LCFF Base
	Other (describe):	√	Other (describe): LCFF Supplemental

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$250,027	$1,860,679	$969,135	45.92%
Title I, Program Improvement	$0	$350,000	$16,607	4.74%
Title II Part A, Subpart 2, Improving Teacher Quality	$350	$421,497	$7,328	1.74%
Title III, Limited English Proficient	$60,069	$151,166	$76,969	36.44%
Title III, Immigrants	$0	$0	$0	0%
Adult Education	$4,607,639	$3,756,427	$1,278,602	15.29%
Career Technical Education: VEA PERKINS	$0	$82,310	$73,922	89.81%
IDEA, Special Education	$0	$2,961,181	$2,961,181	100%
Other (describe);				
TOTAL	$4,918,085	$9,583,260	$5,383,744	37.13%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
School and Library Improvement Block Grant 7421600	$0	$0	$0	0%
Child Development Programs	$0	$5,779,060	$3,653,537	63.22%
Educational Equity	$0	$0	$0	0%
7421300 Gifted and Talented Education	$0	$0	$22,154	100%
ASES				
Other (describe) ASES	$0	$510,113	$383,095	75.10%
ROP LOTTERY	$34,428	$0	$24,540	71.28%
CA Career Pathways Grant	$8,095	$214,763	$175,578	78.78%
Educator Effectiveness Grant	$1,011,096	$0	$0	0%
Lottery	$1,804,060	$841,793	$1,021,496	38.28%
CTE Incentive Grant	$1,066,916	$1,193,140	$865,068	40.84%
College Readiness Grant	$0	$257,576	$0	0%
TOTAL	$3,924,595	$8,796,445	$6,145,468	48.31%

Part II
The Plan

District Profile

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District Profile

The Burbank Unified School District provides a comprehensive, balanced educational program Child Development Programs, Transitional Kindergarten through Grade 12 as well as Adult Education, providing a standards-based curriculum attending to both basic skills development, concept development while addressing individual differences and needs. The District is governed by a five member Board of Education and served by a central administrative staff. A diverse and culturally enriched student population attends eleven K-5 elementary schools, 3 middle schools, 2 comprehensive high schools, and a continuation high school. In addition, the District offers child care programs, a community day school, several special education alternative programs, an independent learning academy, and an adult school.

Burbank Unified schools serve the community of Burbank, a separate municipality with its own government and services. The City is strategically located near downtown Los Angles, and surrounded by Hollywood, North Hollywood and Glendale.

The District's Mission Statement reflects the purposes for which the District exists: *The Burbank Unified School District, in partnership with parents, families, students and community, guarantees the effective use of all available resources to create, provide, and support quality instructional programs, services and environments. Every student will develop the skills, knowledge, attitudes, and behaviors in order to be a responsible, productive citizen, and lifelong learner in a diverse and changing global society.*

The 2016-2017 total school enrollment is approximately 16,104 students, grades K-12. Additionally, an Adult Education Program serves over 5,377 students at five sites and locations within Burbank, and there are numerous District child care centers serving preschool or school age children. The District employs approximately 981 certificated employees and 726 classified employees for a total of 1707 employees. Presently, there are forty-seven languages spoken by students in the District. In addition to English, the five primary languages spoken in the District are Spanish (37%), Armenian (38%), Filipino (Tagalog) (3%), Arabic (7%), Russian (4%) and Korean (1%). Of the 6,280 students who speak an additional languages other than English spoken at home, 1,709 are limited English proficient.

The ethnic/racial distribution of students in the District is White (7,375 – 45.8%), Hispanic (5,892 – 38.436.6%), Asian/Pacific Islanders (489 – 3.0%), Filipino American (627 - 3.9%) and African American (418 - 2.6%), American Indian (57 – 0.04%), Two or More Races (554 – 3.4%), Not Reported (332 – 2.1%). Several factors indicate the socioeconomic status of the District's student population. Approximately, thirty-five percent of Burbank students, 5,229, qualify to participate in the Federal Lunch program. Also, five elementary schools receive Federal funds from the Title 1 program. Three middle school receive Federal funds from Title I program.

California's highest educational honor is the California Gold Ribbon and Distinguished Schools Recognition. The Burbank Unified School District is proud to have had all seven of its elementary schools as 2016 Gold Ribbon recognition as well as all three of its middle schools and both of its comprehensive high school recognized in 2017. Furthermore, five of the District's elementary schools have earned the distinction of being named 2016 Academic Achievement Award winning schools and four are designated as Exemplary Arts programs. In addition, the District's continuation high school, Monterey High, has been selected as a State model school, and the Burbank Adult School has been honored as a Program of Excellence by the State of California. In addition, the District has a strong Business partnership program with many partners.

District programs include a comprehensive standards-based curriculum, a Gifted and Talented program, Advanced Placement programs, guidance and counseling, visual and performing arts, comprehensive Special Education, multiple alternative education settings, Title 1, computer science, Regional Occupational Program, Career/Vocational Education, adult and continuing education, and a complete spectrum of sports and athletic programs.

The district is currently working towards the goal of 24 students to 1 teacher for the grade span average (GSA) for grades TK-3. Title I funding supports assistance for Title I students in classrooms with supplementary materials, technology, staff development, and staff support. The targeted assistance funds allocated through the Local Control Accountability Plan (LCAP) are used at all K-8 school sites for supplementary programs, materials, technology, staff development, and staff support. The Arts for All initiative also provides a process to support the arts at school both financially and programmatically.

Approximately ten percent of the District population, 1,780 students, are English Learners and eight percent (1,204) of District students participate in the Gifted and Talented Education (GATE) Program. District-wide, there are 53 sections of Advanced Placement classes at the two comprehensive high schools with an enrollment of 1,274 students.

A wide range of Designated Instructional Services (DIS) including speech therapy, occupational therapy, counseling, itinerant services for deaf or hard of hearing students (DHH), autistic, and multiple disabilities are made available to the 1,927 (12.0%) students enrolled in regular education classes, the Resource Specialist Program (RSP), or in District operated Special Day classes (SDC). The Deaf and Hard of Hearing Program begins with pre-school classes, and students are mainstreamed from pre-school through high school.

The District's Priorities

The District's Priorities includes goals, strategies, and action steps that address:
- IMPROVE STUDENT LEARNING AND ACHIEVEMENT FOR TARGETED SUBGROUPS OF STUDENTS.

- *IMPROVE STUDENT LEARNING AND ACHIEVEMENT FOR ALL STUDENTS.*

- *CONTINUE TO ALIGN ALL INSTRUCTION AND LEARNING TO CALIFORNIA STATE STANDARDS.*

- *CONTINUE TO INCREASE TO IMPLEMENT THE BUSD ARTS FOR ALL PLAN.*

- *EXPAND PROGRAMS TO PREPARE STUDENTS FOR COLLEGE, POST SECONDARY EDUCATION, TRAINING, AND/OR THE WORKPLACE FROM PRESCHOOL THROUGH ADULT EDUCATION.*

- *DEVELOP AND IMPLEMENT A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN FOR ALL EMPLOYEES.*

- *CREATE A POSITIVE SCHOOL CLIMATE BY MAINTAINING A SAFE ENVIRONMENT AND DEVELOPING A SENSE OF BELONGING FOR ALL STUDENTS AND STAFF.*

- *PROVIDE ALL STUDENTS WITH ACCESS TO TECHNOLOGY IN THE CLASSROOM.*

- *DEVELOP NEW COMMUNICATION AND COLLABRATION STRATEGIES WITH PARENTS, STUDENTS, EMPLOYEES, AND THE COMMUNITY.*

District-Wide Goals for 2017-18

Adopted May 18, 2017

1. IMPROVE LEARNING AND ACHIEVEMENT FOR TARGETED SUBGROUPS OF STUDENTS.

    1.1   Increase the percentage of English learner (EL) students who are reclassified as proficient in English and continue to monitor progress of students in all academic areas

    1.2   Continue developing and assessing intervention programs specifically for students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.

    1.3   Continue to provide high-quality staff development in effective instructional and engagement strategies for teachers of students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.

    1.4   Develop new strategies and enhance existing engagement supports and activities for parents of students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.

    1.5   Finalize and implement a Special Education Master Plan.

    1.6   Develop new and strengthen existing relationships with community partners to support our students.

2. IMPROVE LEARNING AND ACHIEVEMENT FOR ALL STUDENTS.

    2.1   Sustain a systematic writing program in grades K-8 and begin to integrate a cross-discipline writing program for grades 9-12.

    2.2   Sustain and improve the quality of teacher collaboration time to implement curriculum aligned to the California State Standards and best practices in instruction.

    2.3   Sustain and improve the Power Hour model in grades K-5 in Reading Language Arts and the Response to Intervention (RtI) approach in elementary mathematics for students.

    2.4   Finalize and implement a Gifted and Talented Education (GATE) Master Plan.

    2.5   Develop new strategies and enhance existing engagement supports.

3. CONTINUE TO ALIGN ALL INSTRUCTION AND LEARNING TO CALIFORNIA STATE STANDARDS.

    3.1   Continue to collaboratively develop, revise, and administer District common assessments, grading policies, and report cards aligned with California State Standards.

    3.2   Continue to develop and implement comprehensive instructional pacing guides that meet the needs of all learners.

    3.3   Continue to promote and support the involvement of teachers in the piloting and adoption of California State Standards instructional materials / textbooks and provide supplemental materials for Special Education students and English learners.

    3.4   Continue to address California State Standards during parent meetings at school sites during the year.

4. CONTINUE TO IMPLEMENT THE BUSD ARTS FOR ALL PLAN

    4.1   Maintain the number of elementary music teachers to sustain the elementary music program.

    4.2   Ensure a sequential curriculum for the music program in grades Preschool-5.

    4.3   Maintain an inventory and a budget for maintenance and repair / replacement of instrumental music equipment.

    4.4   Work with partners to develop fundraising strategies to address 10% of the instrument repair plan.

District-Wide Goals for 2017-18

Adopted May 18, 2017

5. EXPAND PROGRAMS TO PREPARE STUDENTS FOR COLLEGE, POST SECONDARY EDUCATION, TRAINING, AND/OR THE WORKPLACE FROM PRESCHOOL THROUGH ADULT EDUCATION.

5.1 Ensure 100% of BUSD students receive their diplomas or certificates of completion.
5.2 Monitor the implementation of the comprehensive guidance plan.
5.3 Continue to promote a culture of academic success in order to decrease the number of D and F grades in secondary schools and the number of 1 and 2 grades in elementary schools.
5.4 Increase the number of high school students who have completed a-g requirements for college eligibility.
5.5 Increase student opportunities for achievement and success in Career Technical Education (CTE) classes / programs.
5.6 Continue to partner with the City of Burbank, Burbank Chamber of Commerce, and local businesses to develop more academic / career readiness programs, internships, and certifications for our students.
5.7 Increase the number of dual enrollment classes with our community college partners.

6. DEVELOP AND IMPLEMENT A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN FOR ALL EMPLOYEES.

6.1 Continue to provide professional development opportunities for all certificated and classified employees.
6.2 Continue to provide classified and certificated employees with anti-bullying training and awareness strategies.
6.3 Continue to provide training opportunities for teachers on differentiated instruction for GATE (Gifted and Talented Education) students.
6.4 Continue to develop and implement a comprehensive professional development plan for all staff on providing support and instruction to students with special needs in a least restrictive environment.
6.5 Ensure all staff are trained on suicide prevention practices and procedures.
6.6 Continue to develop and implement an instructional technology professional development plan.

7. CREATE A POSITIVE SCHOOL CLIMATE BY MAINTAINING A SAFE ENVIRONMENT AND DEVELOPING A SENSE OF BELONGING FOR ALL STUDENTS AND STAFF.

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.
7.2 Continue to implement curriculum for use in grade 10 World History classes that addresses the Armenian Genocide.
7.3 Continue to implement and further develop curriculum for use in grade 11 U.S. History classes that addresses the contribution the LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) community has made in California and American history.
7.4 Continue to ensure that all school safety plans are compliant as per California Department of Education Safety Plan mandates and implement professional development for all employees before school starts.
7.5 Continue to develop safe and supportive school environments for transgender students.
7.6 Monitor, update, and communicate changes to District policies to ensure compliance.
7.7 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.
7.8 Ensure students receive instruction in health, nutrition, and fitness that promotes the development of physical and emotional well-being and healthy lifestyles.
7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.
7.10 Develop a plan to recruit, hire, and retain highly qualified, talented, and productive employees.

8. PROVIDE ALL STUDENTS WITH ACCESS TO TECHNOLOGY IN THE CLASSROOM.

8.1 Maintain the District Technology Committee to research and recommend 21st Century instructional resources.
8.2 Identify funding resources to implement an ongoing District-wide computer refresh plan.
8.3 Complete upgrading the infrastructure at all sites to provide access to Wi-Fi services and 21st Century classrooms and identify funding resources for future refresh.

8.4   Develop a three-year plan for the expansion of online high school classes and the expansion of the Independent Learning Academy (ILA).

8.5   Evaluate and expand partnership with the City of Burbank library system to provide greater access to students by using their student BUSD-issued BConnectED identification cards.

9. DEVELOP NEW COMMUNICATION AND COLLABORATIVE STRATEGIES WITH PARENTS, STUDENTS, EMPLOYEES, AND THE COMMUNITY.

9.1   Convene a Communications Task Force to develop recommendations to improve communication, transparency, and collaboration.

9.2   Begin conversation on a parcel tax.

Needs Assessment

Smarter Balanced Results

English Language Arts/Literacy – ALL Students (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	26%	32%	%	28%	35%	%	24%	34%	%	13%	21%	%	15%	16%	%	14%	18%	%	28%	33%	35%	21%	26%	%
Standards Met	27%	26%	%	30%	29%	%	35%	35%	%	36%	34%	%	41%	39%	%	39%	41%	%	34%	37%	34%	35%	35%	%
Standards Nearly Met	26%	24%	%	22%	18%	%	21%	18%	%	29%	26%	%	24%	25%	%	28%	25%	%	21%	17%	21%	25%	22%	%
Standards Not Met	21%	18%	%	21%	18%	%	21%	13%	%	23%	19%	%	20%	20%	%	19%	16%	%	17%	13%	11%	20%	17%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards (5% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (0% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level (3% reduction).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level (3% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Reading subtest shows that overall 30% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Writing subtest shows that 32% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Listening subtest shows that 22% of students are above standard.
9.) From the CDE Dataquest website, the 2016 Research/Inquiry subtest shows that 35% of students are above standard.

English Language Arts/Literacy – Students with Disability (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	10%	14%	%	6%	14%	%	4%	5%	%	3%	2%	%	4%	3%	%	2%	3%	%	2%	4%	%	4%	6%	%
Standards Met	14%	15%	%	10%	13%	%	13%	16%	%	4%	10%	%	10%	7%	%	10%	12%	%	11%	17%	%	10%	13%	%
Standards Nearly Met	22%	28%	%	13%	18%	%	12%	27%	%	20%	25%	%	20%	22%	%	33%	33%	%	34%	36%	%	22%	26%	%
Standards Not Met	54%	42%	%	71%	55%	%	71%	53%	%	73%	62%	%	67%	68%	%	56%	52%	%	53%	43%	%	63%	55%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards (2% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (3% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level (4% gain).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level (8% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Reading subtest shows that overall 8% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Writing subtest shows that 7% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Listening subtest shows that 7% of students are above standard.
9.) From the CDE Dataquest website, the 2016 Research/Inquiry subtest shows that 8% of students are above standard.

English Language Arts/Literacy – Economically Disadvantaged (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	13%	20%	%	14%	22%	%	11%	21%	%	6%	9%	%	5%	6%	%	7%	7%	%	20%	22%	%	10%	15%	%
Standards Met	23%	25%	%	29%	27%	%	34%	38%	%	30%	31%	%	32%	33%	%	31%	34%	%	33%	36%	%	30%	32%	%
Standards Nearly Met	32%	28%	%	24%	22%	%	25%	19%	%	32%	34%	%	29%	32%	%	32%	32%	%	26%	23%	%	29%	28%	%
Standards Not Met	32%	27%	%	33%	28%	%	30%	22%	%	32%	26%	%	34%	30%	%	30%	28%	%	21%	19%	%	30%	26%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards from 2015 to 2016 (5% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (2% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level from 2015 to 2016 (1% reduction).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level from 2015 to 2016 (4% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Reading subtest shows that overall 19% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Writing subtest shows that 21% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Listening subtest shows that 15% of students are above standard.

9.) From the CDE Dataquest website, the 2016 Research/Inquiry subtest shows that 23% of students are above standard.

English Language Arts/Literacy – English Learners (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	5%	11%	%	6%	9%	%	2%	8%	%	0%	5%	%	0%	0%	%	2%	0%	%	3%	3%	%	3%	7%	%
Standards Met	17%	22%	%	19%	22%	%	17%	27%	%	4%	10%	%	2%	9%	%	2%	6%	%	10%	3%	%	13%	18%	%
Standards Nearly Met	35%	37%	%	31%	22%	%	25%	26%	%	33%	37%	%	16%	34%	%	22%	33%	%	48%	38%	%	30%	31%	%
Standards Not Met	43%	30%	%	44%	46%	%	56%	38%	%	63%	48%	%	83%	57%	%	73%	60%	%	39%	56%	%	54%	43%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards from 2015 to 2016 (4% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (5% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level from 2015 to 2016 (1% gain).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level from 2015 to 2016(11% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Reading subtest shows that overall 8% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Writing subtest shows that 10% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Listening subtest shows that 7% of students are above standard.
9.) From the CDE Dataquest website, the 2016 Research/Inquiry subtest shows that 12% of students are above standard.

English Language Arts/Literacy – Hispanic or Latino (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	16%	22%	%	13%	24%	%	14%	21%	%	7%	12%	%	7%	10%	%	8%	10%	%	17%	26%	21%	12%	18%	%
Standards Met	25%	27%	%	28%	28%	%	31%	35%	%	29%	30%	%	34%	32%	%	33%	37%	%	32%	38%	38%	30%	33%	%
Standards Nearly Met	28%	28%	%	28%	21%	%	26%	23%	%	33%	31%	%	31%	31%	%	33%	32%	%	39%	20%	27%	30%	27%	%
Standards Not Met	31%	23%	%	31%	28%	%	29%	21%	%	32%	26%	%	28%	37%	%	27%	22%	%	23%	16%	14%	28%	23%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards from 2015 to 2016 (6% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (3% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level from 2015 to 2016 (3% gain).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level from 2015 to 2016(5% reduction).

5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Reading subtest shows that overall 21% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Writing subtest shows that 23% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Listening subtest shows that 16% of students are above standard.
9.) From the CDE Dataquest website, the 2016 Research/Inquiry subtest shows that 26% of students are above standard.

Mathematics – ALL Students (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	13%	20%	%	17%	22%	%	18%	22%	%	14%	20%	%	15%	20%	%	21%	22%	%	11%	13%	%	16%	20%	%
Standards Met	32%	38%	%	32%	32%	%	20%	25%	%	23%	21%	%	25%	25%	%	20%	22%	%	19%	25%	%	24%	27%	%
Standards Nearly Met	33%	25%	%	35%	32%	%	%33	31%	%	37%	33%	%	33%	32%	%	25%	32%	%	25%	26%	%	31%	30%	%
Standards Not Met	22%	17%	%	16%	15%	%	29%	23%	%	26%	26%	%	27%	23%	%	35%	25%	%	46%	36%	%	29%	24%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards from 2015 to 2016 (4% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (3% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level from 2015 to 2016 (1% gain).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level from 2015 to 2016(5% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Concepts and Procedures subtest shows that overall 30% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Problem Solving and Modeling & Data Analysis subtest shows that 22% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Communicating Reasoning subtest shows that 24% of students are above standard.

Mathematics – Students with Disability (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	7%	9%	%	7%	10%	%	3%	6%	%	3%	2%	%	0%	4%	%	3%	2%	%	2%	1%	%	4%	5%	%
Standards Met	13%	19%	%	9%	16%	%	5%	6%	%	2%	2%	%	7%	4%	%	4%	6%	%	2%	5%	%	6%	8%	%
Standards Nearly Met	27%	29%	%	19%	27%	%	15%	25%	%	13%	22%	%	19%	24%	%	16%	20%	%	7%	12%	%	16%	23%	%
Standards Not Met	53%	43%	%	65%	47%	%	76%	63%	%	82%	73%	%	74%	68%	%	74%	72%	%	89%	82%	%	74%	64%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards from 2015 to 2016 (1% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (2% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level from 2015 to 2016 (7% gain).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level from 2015 to 2016(10% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Concepts and Procedures subtest shows that overall 7% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Problem Solving and Modeling & Data Analysis subtest shows that 6% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Communicating Reasoning subtest shows that 7% of students are above standard.

Mathematics – Economically Disadvantaged (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	5%	13%	%	7%	12%	%	10%	12%	%	7%	8%	%	6%	9%	%	12%	8%	%	7%	7%	%	8%	10%	%
Standards Met	21%	23%	%	28%	24%	%	15%	18%	%	17%	16%	%	17%	18%	%	18%	19%	%	17%	18%	%	19%	20%	%
Standards Nearly Met	40%	32%	%	37%	37%	%	37%	34%	%	43%	39%	%	37%	38%	%	26%	39%	%	24%	28%	%	35%	36%	%
Standards Not Met	34%	32%	%	28%	27%	%	39%	37%	%	34%	36%	%	40%	34%	%	44%	35%	%	52%	47%	%	39%	34%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards from 2015 to 2016 (2% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (1% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level from 2015 to 2016 (1% gain).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level from 2015 to 2016(5% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Concepts and Procedures subtest shows that overall 18% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Problem Solving and Modeling & Data Analysis subtest shows that 12% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Communicating Reasoning subtest shows that 13% of students are above standard.

Mathematics – English Learners (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	2%	8%	%	3%	6%	%	4%	4%	%	3%	4%	%	0%	4%	%	4%	4%	%	6%	6%	%	3%	6%	%
Standards Met	17%	29%	%	16%	19%	%	7%	15%	%	9%	7%	%	8%	18%	%	11%	9%	%	18%	3%	%	13%	18%	%
Standards Nearly Met	40%	33%	%	47%	38%	%	29%	31%	%	28%	30%	%	20%	18%	%	16%	30%	%	15%	23%	%	33%	31%	%
Standards Not Met	41%	30%	%	34%	37%	%	60%	50%	%	61%	58%	%	72%	61%	%	69%	57%	%	62%	69%	%	51%	46%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards from 2015 to 2016 (3% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (5% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level from 2015 to 2016 (2% reduction).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level from 2015 to 2016(5% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Concepts and Procedures subtest shows that overall 13% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Problem Solving and Modeling & Data Analysis subtest shows that 7% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Communicating Reasoning subtest shows that 10% of students are above standard.

Mathematics – Hispanic (2017 data is DRAFT data)

	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11			Average		
	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17	'15	'16	'17
Standards Exceeded	7%	10%	%	8%	12%	%	9%	11%	%	7%	11%	%	6%	10%	%	11%	10%	%	5%	6%	%	7%	10%	%
Standards Met	24%	34%	%	25%	27%	%	15%	18%	%	19%	16%	%	19%	21%	%	13%	17%	%	12%	21%	%	18%	22%	%
Standards Nearly Met	38%	31%	%	40%	35%	%	37%	35%	%	40%	34%	%	39%	36%	%	27%	36%	%	23%	28%	%	34%	34%	%
Standards Not Met	31%	25%	%	27%	26%	%	39%	36%	%	34%	38%	%	37%	33%	%	49%	36%	%	59%	45%	%	40%	34%	%

1.) The data shows that there is an increase in the percent of students who are exceeding standards from 2015 to 2016 (3% gain).
2.) The data shows that the percent of students meeting standards was the same in comparing 2015 to 2016 (4% gain).
3.) There was a decrease in the percent of students in the Standards Nearly Met proficiency level from 2015 to 2016 (0% reduction).
4.) There was a decrease in the percent of students in the Standards Not Met proficiency level from 2015 to 2016(6% reduction).
5.) Significant gains were made in grades 3, 4, and 5.
6.) From the CDE Dataquest website, the 2016 Concepts and Procedures subtest shows that overall 18% of students are above standard.
7.) From the CDE Dataquest website, the 2016 Problem Solving and Modeling & Data Analysis subtest shows that 13% of students are above standard.
8.) From the CDE Dataquest website, the 2016 Communicating Reasoning subtest shows that 14% of students are above standard.

Local Measures of Student Performance

The following is a description of high-quality student academic assessments in addition to the academic assessments described in the State Plan. The District plan includes all required components of NCLB:

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
   - three standards-based assessments in reading/language arts and mathematics for grades K-12 for all schools
   - District diagnostic assessments are available for students scoring at the intensive and strategic levels

b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
   - Eagle *Aeries* student information system assessment data storage and analysis reports
   - the *Aeries* system for test scoring, assessment data storage and analysis reports
   - standards-based curriculum alignment through the use of curriculum committees and site teachers which have set the pacing, use standards-based curriculum , lesson plan, create assessments
   - trimester standards-based report cards for grades K-5 and District performance writing rubrics for grades K-5

c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
   - annual analysis of State and District assessment results using Eagle *Aeries*, *School City* and District-generated reports
   - annual School Accountability Report Cards
   - annual school plan revision cycle
   - annual school and district evaluations based on plan goals and targets

d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.
   - quarterly analysis of district assessment results using Eagle *Aeries* and District generated reports
   - annual process to identify students at-risk of retention
   - site-based use of assessment results to identify students for intervention programs during and after school

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2017-2018.*

Planned Improvement in Student Performance in Reading

Objective(s):

• All students will have equal access to highly qualified teachers with subject appropriate credentials, and have access to skilled administrators.

• All students will have equal access to appropriate instructional materials in English Language Arts, and have equal access to the core curriculum for English Language Arts.

•All students will make progress toward District goals on the California Assessment (CAASPP), California English Language Development Test (CELDT), and District trimester assessments.

Targets for Progress:

  • Increase in the percent of students scoring proficient and advanced – 6% from May 2015
  • Increase in the percent of Hispanic students scoring proficient and advanced – 6% from May 2015
  • Increase in the percent of economically disadvantaged (ED) students scoring proficient and advanced – 6% from May 2015
  • Increase in the percent of special education students scoring proficient and advanced - 6% from May 2015
  • Increase in the percent of English Learners scoring proficient and advanced – 6% from May 2015

Increase of 6% in overall CAASPP proficiency rates for English/Language Arts and Mathematics (from 2014/2015 baseline data) for District students in grades 3-5, 6-8, and 11.

  • The CAASPP proficiency rates for grade 3 E/LA 53%; Math 45%
  • The CAASPP proficiency rates for grade 4 E/LA 58%; Math 49%
  • The CAASPP proficiency rates for grade 5 E/LA 59%; Math 38%
  • The CAASPP proficiency rates for grade 6 E/LA 49%; Math 37%
  • The CAASPP proficiency rates for grade 7 E/LA 56%; Math 40%
  • The CAASPP proficiency rates for grade 8 E/LA 53%; Math 41%
  • The CAASPP proficiency rates for grade 11E/LA 62%; Math 30%

Description of Specific Actions to Improve Education Practice in **Reading/Language Arts**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

1. Monitoring Student Progress Towards Meeting Challenging State Academic Standards
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by –
   (A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
   (B) Identifying students who may be at-risk for academic failure;
   (C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;
   (D) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.				

• Continue to implement adopted California State Standards for Reading/Language Arts K-12. • Continue to implement new English Language Arts series for grades K-12. • Continue to annually purchase supplemental materials for English Language Arts. • Deliver a consistent academic program with a focus on California State standards-based curriculum by grade level. • Identify standards-based strategies that address differentiated instruction for Special Education, GATE and EL populations • Continue to implement and improve the standards-based report card in the elementary schools. • All teachers utilize student data to drive their instructional program. • Implement District assessments, use teacher developed assessments and analyze assessment data to improve student achievement and teacher instruction. • Provide Specially Designed Academic Instruction in English (SDAIE) strategies as an English language learner instructional support. • Use standards-aligned "genre specific" writing rubrics.	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• Instructional Materials • Extra Duty/Hourly Summer and During the School Year • Instructional Assistants • Instructional Materials • Three Middle School Teachers on Special Assignment salaries and benefits • Substitute and hourly salaries	$19,480 $188,596 $249,917 $273,133 $294,359	Title 1 Title I Title I Title I Title I

• Continue the implementation and use of IEP's for Special Education students and goal-setting plans for all students. • Use of explicit instruction (model lessons) to support student learning. • Strategic reading across the curriculum to support student learning. • Use of intervention programs to support acceleration of student learning before, after and summer sessions. • Provide differentiation of instruction, materials and extended time to low socio-economic status students and English learners as well as students whose data indicates a learning gap. • Deliver Multi-Tiers Support System (MTSS) (reading and math intervention aka Power Hour and RtI). • Offer summer school program to students who are underperforming on the CAASPP/district assessments. • Implement Pre- and post-tests • Observe and monitor classroom instruction • Implement school-based GATE strategies and monitor • Use assessment data that measures mastery of standards-based content instruction and knowledge including standards-based functional curriculum. • Continue analysis of diagnostic and achievement test scores to gain multiple perspectives on student progress and use the data to make instructional decisions. • Utilize student grouping strategies, instructional assistants and before/after school and summer programming to prepare students to learn State standards and attain proficiency on State tests. • Provide intervention programs: Grades TK-5 Power Hour; Accelerated Reader; Grades 6-8 Accelerated Reader; PLATO and other programs to be identified through school plans • Design and deliver targeted instruction for students in need of academic support to participate in during the day, after school and summer programming. • Follow District master technology plan as outlined in (Current plan expired 06/30/2015; a new plan is in process of being updated). •Three middle schools will employ three TOSAs for professional development, coordination of intervention services, and parent involvement. • All schools develop and conduct, site-based professional development based on analysis of student data and identified needs with District support. • Develop a PD Plan based on the analysis of student data at both the		• Duplication of assessments • Intervention Programs	$305,000	Title I

District level and the site level which includes student engagement strategies, use of data, differentiation, attention to subgroups, and support of supplemental instructional technology. • Articulate/collaborate Pre-K –12 and with community college providing services to high school students. • Train site-based technology leaders, librarians, and library coordinators to support instructional software at the schools. • Support Internet access through classroom computers, laptops, computer labs and wireless systems. • Provide training to all principal and teachers on curricular software products. • Train teachers and principals on supplemental software programs. • Back to School Night and Open House • Middle School and High School Handbooks • Family Literacy Nights • Read Across America • Early Childhood Education for 3 to 5 year olds • Kindergarten Readiness •Transition to Middle School and High School • Reading Strategies for Parents • Project TRIP college work study tutors • Family Reading with students • Weekly Story-time Readers • Read-Aloud Instruction • Library Tour • Special Education Transition Events/Planning • IEP, SST, 504 Team meetings • GATE parent education presentations • Reading is Fundamental • Cyber Safety Presentations			

Description of Specific Actions to Improve Education Practice in **Reading/Language Arts**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2.Educator Equity Describe how the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students in ineffective, inexperienced, or out-of-field teachers. (Select N/A if the LEA does not demonstrate disparities on the district's educator equity data.)	NA	NA	NA	NA
3.Parent and Family Engagement Describe how the LEA will carry out its responsibility under section 1111(d). Describe the strategy the LEA will use to implement effective parent and family engagement under section 1113. • Provide parents information on the State's Standards for English Language Arts as well as curriculum, assessments and use of test results. • Record elementary grades in Aeries for report cards with an explanation of the scores and marks. • Maintain a School Site Council at each school with staff, parent, and community representatives. Each council receives reports on overall assessment results in CAASPP English language arts. • Provide each parent individual CAASPP results with an explanation on how to interpret them. • Invite each parent to two parent conferences at which teachers discuss the reading program and student assessment results. • Provide parents with information on effective parent-teacher conferencing materials. Information on conferencing is shared with teachers setting expectations for conferences. • Provide parents CAASPP training and related student data. • Translate materials for parents as required.	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• Extra Duty/Hourly Summer and During the School Year • Instructional Assistants • Instructional Materials • Parent Outreach • Materials for trainings to provide parents	$7,000 See above See above $2,000 $8,811	Title I Title I Title I Title I Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4.Poverty Criteria Describe the poverty criteria that will be used to select school attendance areas under section 1113. • Schools greater than or equal to 35% poverty rate will be eligible for Title I funds	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	NA	NA	NA

5.Schoolwide Programs, Targeted Support Programs and Neglected & Delinquent
    Describe, in general, the nature of the programs to be conducted by the LEA's schools under section 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent, and for neglected and delinquent children in community day school programs.
 	
    Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.
•
	NA	NA	NA	NA

6. Homeless Children and Youth Services Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under section 1113©(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under McKinney-Vento Homeless Assistance Act. • Homeless Services		• Homeless Services	$50,000	Title I

7.Student Transitions Describe how the LEA will support, coordinate and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school to postsecondary education including, (A) Through coordination with institutions of higher education, employers, and other local partners; and (B) Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; •Transition to Preschool School to Elementary School •Transition from Elementary School to Middle School •Transition to Middle School and High School				
8.Overuse in Discipline Practices that Remove Students from the Classroom Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section.	As part of the BUSD Mental Health/Wellness Plan, BUSD adopted a Positive Behavioral Intervention and Support ({PBIS) model for the elementary and secondary levels based on behavioral expectations for the entire school community. PBIS is a proactive system-wide framework for creati9ng and maintaining safe and effective learning environments in schools. The premise of PBIS is that continual teaching, modeling, and rewarding of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. Training for the high school campuses began in the 2016-2917 school year and PBIS will be implemented during the 2017-2018 school year. Training for the middle school campuses will occur in the			

	2017-2018 school year and be implemented in the 2018-2019 school year. Elementary staff will be trained in the 2018-2019 school year and be implemented in the 2020-2021 school year. Funding: LEA Medical Reimbursement			
9.Career Technical and Work-based Opportunities If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate – (a) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and (b) Work-based learning opportunities that provide students in-depth interaction with industry professional and, if appropriate, academic credit.		NA	NA	NA

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

10.Additional Information Regarding Use of Funds Under this Part Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:
    (A) Assist schools in identifying and serving gifted and talented students; and
    (B) Assist schools in developing effective school library programs to provide students an opportunity to develop digital library skills and improve academic achievement.
 	
In/After school Program
• "Power Hour" at all Title I sites with all Title I students.
 	
Possible services:
• College Work Study Tutor
• Community Tutors
• Weekly Story-time Readers
• Read Aloud Instruction
• Library Tour
 	
GATE
• GATE Teachers provide differentiated instruction tailored to the learning needs of GATE identified and other students in each classroom.
• All teachers are offered professional development sessions on characteristics of gifted students, the BUSD GATE identification process, and differentiating instruction for gifted learners.
	• Instructional Services Division
	• Principals
	• Curriculum Specialists
	• Teachers on Special Assignment
	• Teachers
		Indirect	$90,247	Title I

Performance Goal 1:	*All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2017-2018.*

Planned Improvement in Student Performance in Mathematics

Objective(s):

• All students will have equal access to highly qualified teachers with subject appropriate credentials, and have access to skilled administrators.

• All students will have equal access to appropriate instructional materials in Mathematics, and have equal access to the core curriculum for Mathematics.

• All students will make progress toward District goals on the California Assessment (CAASPP), California English Language Development Test (CELDT), and District quarterly assessments.

Targets for Progress:

- Increase in the percent of students scoring proficient and advanced – 6% from May 2013
- Increase in the percent of Hispanic students scoring proficient and advanced – 6% from May 2013
- Increase in the percent of economically disadvantaged (ED) students scoring proficient and advanced – 6% from May 2013
- Increase in the percent of special education students scoring proficient and advanced - 6% from May 2013
- Increase in the percent of English learners scoring proficient and advanced – 6% from May 2013

Increase of 6% in overall CAASPP proficiency rates for E/LA and Math (from 2014/2015 baseline data) for District students in grades 3-5, 6-8, and 11.

- The CAASPP proficiency rates for grade 3 E/LA 53%; Math 45%
- The CAASPP proficiency rates for grade 4 E/LA 58%; Math 49%
- The CAASPP proficiency rates for grade 5 E/LA 59%; Math 38%
- The CAASPP proficiency rates for grade 6 E/LA 49%; Math 37%
- The CAASPP proficiency rates for grade 7 E/LA 56%; Math 40%
- The CAASPP proficiency rates for grade 8 E/LA 53%; Math 41%
- The CAASPP proficiency rates for grade 11E/LA 62%; Math 30%

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

1. Monitoring Student Progress Towards Meeting Challenging State Academic Standards
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by –
    (A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
    (B) Identifying students who may be at-risk for academic failure;
    (C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;
    (D) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
 	
1. Alignment of instruction with content standards:
• Continue to implement California State Standards for Mathematics in grades K-12.
• Implement the new mathematics series for grades K-5 (Go Math!) and 6-12 (CPM).
• All textbooks and supplementary materials align with the standards.
• Teachers are supplied with pacing guides that are aligned with the State standards in both elementary and secondary schools. The pacing guides are aligned with the trimester assessments administered in all classrooms across the district.
• Teachers receive training in the use of the pacing guides to support student achievement.
• Students in both elementary and secondary settings are assessed each trimester.
• The monitoring of assessments is done at the local level (principals) and at the district level. At the district level the results are analyzed to determine the content of staff development offered district-wide.
• Local evaluations stress mastery of standards-based content and/or mastery of subgroup targets.
• Teachers effectively organize instruction around goals that are tied
	• Instructional Services Division
	• Principals
	• Curriculum Specialists
	• Teachers on Special Assignment
	• Teachers
		• Professional Development staff time and materials, supplemental hours
		• District/Site Personnel salaries and benefits
		• Training Materials
		• Consultants
			See above	Title I

to the standards and direct students' mathematical learning. • An emphasis will be applied for the Standards for Mathematical Practice. • Implement 2015-16 adopted K-5 Houghton Mifflin Go Math! and 6-12 CPM. • Continue to annually purchase supplemental materials for mathematics. • District-wide standards driven curriculum that includes benchmarks and assessments. • Identify standards-based strategies that address differentiated instruction for Special Education, GATE and EL populations • Standards are posted in every room for students to see. • Teachers regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. • Teacher lesson plans make explicit reference to the standards being taught. • Teachers are able to select research based instructional strategies that are appropriate to the instructional goals and to the students' needs. • Develop Transitional Kindergarten math programs focusing on readiness skills. • Implement intervention programs based on the analysis of multiple data points to support students at all grade levels or in all secondary mathematic courses. • Implement a program so that students can get help after school with mathematics. • Provide math enrichment classes for all students. • Offer extra learning time in mathematics for students with need for extra help offered at high and middle schools. •Offer school based tutorial programs and after-school computer based programs have been implemented to provide extra support for at-risk students. • Use math video clips to stimulate interest in topics through Khan Academy and other open source products. • Use the internet for math project-based learning. • Use of publisher provided software and website. • Increased use of document cameras, LCD projectors, and other technology for the facilitation of demonstrations during lessons and modeling of manipulatives. • Principals will receive training on State standards and how to coach, supervise and evaluate teachers.			

•Utilize State, LACOE, college/university or other consortium-based math training to raise math competency in content knowledge and strategies. • Train teachers on how to use student academic performance data to improve teaching and learning. • Develop Professional Learning Communities and provide sufficient time for teachers to collaborate on student work samples, best instructional practices and peer coaching. • Provide ongoing professional development training for administrators on how to coach, supervise and evaluate teachers with a focus on standards-based instruction, data analysis, student engagement strategies and other research-based effective school strategies • All new teachers will participate in BTSA with focus on standards. • Title I instructional assistants work in classrooms to assist teachers in helping students acquire math skills. • Learning labs, at selected schools, provide supplemental instruction to students below grade level in mathematics. • Summer school mathematics development courses provided for all students who have failed the mathematics portion of the CAASPP. • Intervention classes provided for incoming Freshmen who lack the basic skills to succeed in Algebra. • GATE parent education presentation on math progression, common core standards, assessments and math resources. • Continue to analyze diagnostic and achievement test scores to gain multiple perspectives on student progress and use the data to make instructional decisions. • Collection of common performance assessments from students from all grades across the district quarterly and use student work to generate a report to the district community about the numbers of students creating work which meets or exceeds standards. • The district participates in all phases of the State's standards-based assessment system, including the CAASPP. • Test data and API results are used to monitor programs and drive changes in instructional practice, when needed. • Each site has a Single Plan for Student achievement, the principal and Site Council will have the responsibility for monitoring progress and making needed revisions. • Classroom teachers regularly assess students' mastery of standards by examining student work; reteaching occurs as needed. • Monitor the achievement of GATE students through the math data			

in Aeries.

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2.Educator Equity Describe how the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students in ineffective, inexperienced, or out-of-field teachers. (Select N/A if the LEA does not demonstrate disparities on the district's educator equity data.)	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• Professional Development staff time and materials, supplemental hours • District/Site Personnel salaries and benefits • Training Materials • Consultants	See above	Title I
Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3.Parent and Family Engagement Describe how the LEA will carry out its responsibility under section 1111(d). Describe the strategy the LEA will use to implement effective parent and family engagement under section 1113. • Provide parents information on the State's Standards for English Language Arts as well as curriculum, assessments and use of test results. • Record elementary grades in Aeries for report cards with an explanation of the scores and marks. • Maintain a School Site Council at each school with staff, parent, and community representatives. Each council receives reports on overall assessment results in CAASPP English language arts. • Provide each parent individual CAASPP results with an	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• District/Site Personnel salaries and benefits • Training Materials • Consultants	See above	Title I

explanation on how to interpret them. • Invite each parent to two parent conferences at which teachers discuss the reading program and student assessment results. • Provide parents with information on effective parent-teacher conferencing materials. Information on conferencing is shared with teachers setting expectations for conferences. • Provide parents CAASPP training and related student data. • Translate materials for parents as required.				

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4.Poverty Criteria Describe the poverty criteria that will be used to select school attendance areas under section 1113. • Schools greater than or equal to 35% poverty rate will be eligible for Title I funds	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• District/Site Personnel salaries and benefits • Training Materials	NA	NA
Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5.Schoolwide Programs, Targeted Support Programs and Neglected & Delinquent Describe, in general, the nature of the programs to be conducted by the LEA's schools under section 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent, and for neglected and delinquent children in community day school programs. Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• District/Site Personnel salaries and benefits • Training Materials	NA	NA

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Homeless Children and Youth Services Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under section 1113©(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under McKinney-Vento Homeless Assistance Act.	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• District/Site Personnel salaries and benefits • Training Materials	See above	Title I
Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7.Student Transitions Describe how the LEA will support, coordinate and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school to postsecondary education including, (C) Through coordination with institutions of higher education, employers, and other local partners; and (D) Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• District/Site Personnel salaries and benefits • Training Materials	See above	Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8.Overuse in Discipline Practices that Remove Students from the Classroom Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section.	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• District/Site Personnel salaries and benefits • Training Materials	See above	Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9.Career Technical and Work-based Opportunities If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate – a. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• District/Site Personnel salaries and benefits • Training Materials	NA	NA

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10.Additional Information Regarding Use of Funds Under this Part Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will: (A) Assist schools in identifying and serving gifted and talented students; and (B) Assist schools in developing effective school library programs to provide students an opportunity to develop digital library skills and improve academic achievement. • Use researched-based practices to support the instructional program of each GATE students • Teachers provide differentiated instruction tailored to the learning needs of GATE identified and other students in each classroom. • All teachers are offered professional development sessions on characteristics of gifted students, the BUSD GATE identification process, and differentiating instruction for gifted learners. • Recruit, hire, and train new teachers focusing on the building individual capacity to provide instruction at grade level for all students, ability to provide a rigorous instructional program and conveys a commitment to providing a cultural responsive instructional model.	• Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers	• District/Site Personnel salaries and benefits • Training Materials	See above	Title I

Title III LEA Plan Performance Goal 2

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

CDS Code: 19-64337   LEA Name: Burbank Unified School District

Fiscal Year: 2017-2018   EL Amount Eligibility: $ 159,569   Immigrant Amount Eligibility: $ 0.00

Plan to Provide Services for English Learner Students

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)

Provide Effective Professional Development
 	
High quality professional development is provided for classroom teachers, principals, administrators, and other school or community-based personnel that is:
    a. designed to improve the instruction and assessment of English learner students;
    b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient (LEP) students;
    c. based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; and
    d. provides a long term effect resulting in positive and lasting impact on teacher performance in the classroom.
 	
Burbank Unified School District endeavors to provide English learner students with highly qualified teachers who not only hold a Professional Credential but who also hold the Cross-cultural Language and Academic Development (CLAD) credential authorizing them by California State Law as being qualified to instruct English learner students. All District teachers without the CLAD credential have an understanding that the certification must be completed within two years, and new hires will not be moved into permanent status until the CLAD completed. The District works with the Los Angeles County Office of Education (LACOE) to connect new hires with LACOE-sponsored workshops free-of-charge that they can attend after school or during the summer to prepare them to pass the State examination. These teachers will be contacted annually in February for an update on their current status with regard to obtaining this credential. In September 2005 the credential authorizing teaching services to English learner students is now called the California Teacher of English Learners (CTEL) credential. This new credential will be aligned with California State Teaching Standards. The District's Induction Program for new teachers provides the necessary input and experiences for participating teachers to meet the competencies stipulated in Standard 19, Teaching English Learners for the California Formative Assessment and Support				

The left margin contains the vertical text: **B. Required Content**

The vertical text "B. Required Content" appears in the leftmost column.

System for Teachers (CFASST).

The professional development program is designed to improve instruction and, thus, achievement of English learner students. District programs offered are research-based and have demonstrated effectiveness in developing English language proficiency and promoting academic achievement. District Professional Development Providers offer the listed trainings except as indicated. Professional development offerings include training in:
- Adopted ELA and ELD standards and materials
- Step Up to Writing
- Project G.L.A.D. (Guided Language Acquisition Design)
- SIPPS
- Literacy training for paraprofessionals
- Bilingual Teacher Training Program (BTTP) (LACOE)
- Workshops, institutes, and conferences such as CABE, CATESOL, Two-Way Dual Language Conference

Training for teachers include instructional strategies and program objectives being continually evaluated based on student assessment results from trimester assessments. Annual CELDT and CAASPP assessments also help guide instruction.

Training for ELD Specialists and Coordinators is planned throughout the year designed to foster and maintain best instructional practices at their school sites. Practices learned in training are then passed on to teachers at staff development meetings and through demonstration lessons in classrooms.

Administrators observe in classrooms at least monthly to determine effectiveness of teaching strategies and materials and assist teachers as required. At monthly meetings, the ELD Specialists and Coordinators will:
- Review current data to evaluate student progress and determine needs.
- Review Site Program Review documents and Action Plans to determine assistance needed by sites to implement successful programs.
- Review newly implemented materials for effectiveness.
- Search for additional supplemental materials in identified areas.

	Implement Effective Programs and Activities				

Planned Improvement in Programs for Students who receive services as English Learners and Immigrants (Title III)
Objective(s):
- All English Learners will have equal access to highly qualified teachers with CLAD or equivalent, and will have access to skilled administrators.
- All English Learners will have equal access to appropriate instructional materials, daily English Language Development and comprehensible access to the core curriculum through Specially Designed Academic Instruction in English (SDAIE) strategies.
- All English Learners will make progress toward District goals on the California Assessment (CAASPP), California English Language Development Test (CELDT), and District tests.

Targets for Annual Measurable Achievement Objectives:
- Increase in the percent of English Learners scoring at Standards Met and/or Standards Exceeded in Reading/Language Arts – 5% from May 2017
- Increase in the percent of English Learners (EL) scoring at Standards Met and/or Standards Exceeded in Mathematics – 5% from May 2017
- Increase of 1% in overall English Learner reclassification rates from the previous 2016/2017 school year - the rate reported for that year was 15.0%

Description of Programs and Services
Services are provided to English Learners (ELs) to ensure that they are acquiring English language proficiency and are receiving appropriate instruction in the core curriculum. Additional and appropriate educational services are provided in Transitional Kindergarten through grade 12 in all classroom settings. These services enable ELs to overcome language barriers and are provided until they have demonstrated English language proficiency. The District will provide all ELs with instructional programs which comply with State EC 300-340 and federal legal requirements. These programs are research-based and approved by the CDE.

Programs and activities include:

Structured English Immersion Classroom
English Learners with less than "reasonable fluency" in English or a "good working knowledge" of English (CELDT levels 1, 2 and 3) will be enrolled in the Structured English Immersion (SEI) classrooms unless a parental exception waiver for an alternative program has been granted or a parent or guardian has requested

placement in an English Mainstream (EM) classroom. The languages of instruction in the SEI classrooms will be 80% English and 20% primary language support. The SEI classrooms are designed to immerse students in English-language instruction with primary-language support provided through the use of aides, peer tutors, community volunteers and appropriate instructional materials. The program utilizes primary language as needed by the students. English/Language Arts as well as English Language Development (ELD) are provided by State Board approved Benchmark Advanced and Adelante Reading and the English Language Development. Academic subjects in all core-curricular areas are taught according to California State Content standards. Students are assessed on their progress towards meeting ELD and content standards through District and State assessments. Support is provided for students using Specially Designed Academic Instruction in English (SDAIE) and primary language support (when available). Teachers of these students are (Bilingual) Cross-cultural Language and Academic Development ((B)CLAD), Senate Bill 1969/395, CTEL certified, as are the administrators who evaluate them.

English Mainstream Classrooms
The language of instruction in the English Mainstream (EM) classrooms is 100% English. English learners at CELDT levels 4 and 5 will be enrolled in the EM classrooms. These classrooms are designed to provide students with access to the English language curriculum. The EL students receive support through Specially Designed Academic Instruction in English (SDAIE) and ELD instructional strategies. At any time, including during the school year, the District will respect a parent's or guardian's request to have his or her EL child moved into an EM classroom. The District will ensure that every EL student will be placed in an EM program whose parent or guardian has requested it. The school will document all such requests.

Dual Immersion Language Classrooms
Spanish-language students who qualify under the Parental Exception Waiver Option will be placed in a Primary language classroom. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further-develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English-language skills. As the students transition to English-language content instruction, they receive SDAIE techniques to obtain clarity and a greater access to the core curriculum in the ELs second language.

The District's Instructional Services Office monitors the implementation of the instructional program to ensure that the schools are using the funds in accordance with state and federal guidelines.

The District also provides instruction to English learner students by providing– • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. All English learner students have access to educational technology in classrooms and in each school's computer lab(s). Students are taught how to access informational resources and to develop word processing skills in order to produce high quality projects. A District technology training center provides professional development opportunities for teachers to develop the skills necessary to instruct students on the use of various programs and to integrate technology into their teaching. Instructional Technology is a major component of the District Technology Master Plan approved in 2012 and is undergoing a revision. As stated in the plan, technology will support the progress of all students, including English Learners. A new 3-year plan is in development. • Aeries: Assist in new standards-based report card, monitoring and evaluation of students by classroom teachers, curriculum planning. • Extension of instructional time through Computer Assisted Language Learning (CALL) • Additional student work stations • Computer Lab upgrades • Software/Instructional Programs including Accelerated Reader All classrooms meet or exceed District goals for equipment available and includes: • 1:4.75 computer/student ratio • Internet connectivity • Television with VCR/DVD • LCD projector • Overhead and screen • CD player for instructional Audio CDs • Laser Printer Other program activities include: • Primary language translations by the bilingual translator(s) for all District departments • School Community Resource Assistants provide services to the parents of ELs and coordinate referrals to community resources.				

	• State mandated California English Language Development Test (CELDT) administration and coordination through Instructional Services. • Initial assessment of the English Learners new to the District/country is provided at the school sites in accordance with Federal and State regulations The District uses sub-grant funds to: 1) provide supplemental instructional staff to support a quality EL educational program in the schools; 2) conduct professional development for teachers and instructional aides so that they can deliver a strong program of English Language Development (ELD) and utilize SDAIE strategies in the content areas; 3) provide research-based supplemental instructional materials for the schools; 4) ensure that all ELs have properly credentialed, highly qualified teachers who have the CLAD or its equivalent; 4) increase the time and number of bilingual paraprofessional assisting students to achieve standards; and, 6) provide opportunities for parent education at the school and district level. Schools are held accountable for the progress of ELs by establishing CAASPP performance goals in the school's Single Plan for Student Achievement. These goals, among others, are: 10% percent of ELs will score at the Proficient level or above on the English/Language Arts section of the State's Assessment (CAASP). (Specific goal to be determined by the school.) **<u>Ensure English Proficiency and Academic Achievement</u>** The effectiveness of the programs for English learner students is determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects as measured by AMAOs The Burbank Unified School District has adopted materials from the State-approved list of adoptions for core curriculum for both elementary and secondary students. Benchmark *Advanced* and Benchmark *Adelante* are the adopted core programs for Language Arts in Grades TK through 5 (elementary level). Benchmark Reading Language Arts is built on a solid foundation of over forty years of research on teaching and learning. Academic research, effective practices,				

field testing, learner verification as well as assessment results prove it to be an effective program. Benchmark Reading Language Arts has been aligned to meet 2010 California State Standards. All students, including English Learners, Gifted and Talented Education (GATE) and Special Education, have access to the core curriculum through Benchmark Reading Language Arts (*Advance* and *Adelante*). English Learners at CELDT Levels 1 and 2 are placed in the Structured English Immersion program where they receive thirty minutes of daily English Language Development (ELD) with primary language assistance (if available). English Learners at levels 3-5 are in the English Language Mainstream program. They also receive 30 minutes of ELD daily. This is provided through Benchmark Reading Language Art's English Learner Support Guide and supplemental programs such as Ballard and Tighes' *Carousel of Ideas*, Hampton Brown's *English to a Beat* and Rigby's *On Our Way to English*. Vocabulary, connecting prior background knowledge, comprehension strategies and linguistic patterns are the major components of this instruction. This instruction is provided in a small group setting by the classroom teacher. Both progress in English proficiency and academic achievement in core subjects are measured through the annual California English Language Development Test (CELDT), and the California Assessment (CAASPP), Scholastic Reading Inventory (SRI), and trimester ELA assessments. District assessments are given at the end of each trimester.

For Secondary instruction, Burbank Unified School District has chosen Pearson's *Keystone* for grades 6-8 and Hampton Brown's *Edge* for grades 9-12 as a key component of the ELD program. Both programs provide, a theme-based program, based on State standards and includes specialized strategies for English learner students. Both programs provide hands-on activities, scaffolded instruction, cooperative learning, an interactive writing tool and metacognitive strategies to maximize learning. Programs are used as part of a designated ELD class and combined with rigorous Specially Designed Academic Instruction in English (SDAIE) classes in content areas. All students have access to the same curriculum and are able to transition to English Mainstream classrooms in a timely manner. Progress in language proficiency is measured through program assessment, the CELDT, interim assessments, and the CAASPP.

The Burbank Unified School District meets all State and Every Student Succeeds Act (ESSA formerly NCLB) requirements for offering a program based on standards-based research. All materials used are on the State adopted list of core curriculum materials that conform to the State content standards. Materials go through an extensive evaluation prior to adoption by the State. The District goes through an equally extensive evaluation to select the materials that will best support our ELs' academic achievement in the core curriculum. With California's large population of ELs, all textbook adoptions in Program 2 include materials for

the instruction of ELs. The quality of the materials for ELs plays an important part in what is adopted by the District.

All instruction is currently done in English with primary language support where available. Dual immersion is also in its 3rd year of implementation at two elementary schools. Parents are advised of the waiver option for alternative programs. All but five teachers have received their (B)CLAD, SB 1969/395, or CTEL certification, as have all the administrators who evaluate the teachers of ELs. The five without the CLAD have emergency authorization/waiver to provide services to ELs and are working toward receiving the CLAD/CTEL. All ELs receive ELD and SDAIE instruction as appropriate for their identified English proficiency levels.

The District's Master Plan for ELD outlines the program requirements for English learner students at elementary, middle, and high schools. It also includes the level of proficiency expected to move on to the next level. An extensive Annual English Learner Program Review, completed each year by site administrators and specialists/coordinators, identifies strong areas of the program and areas in need of improvement. An Action Plan addresses the latter. The progress of ELs is demonstrated on the State-mandated California Assessment (CAASP), CELDT,

local assessments, and curriculum embedded assessments. The SOLOM is used by teachers annually to judge oral language growth. Data on EL student progress is disaggregated and used to completing each school's Single Plan and for the completion of Individual Learning Plans (ILPs – elementary) or Individual Intervention Plans (IIPs – middle school). ELs participate in intervention classes or groups during school hours.

Title III English Learner funds will be used to supplement services and materials for ELs. English learner students have the opportunity to attend before and/or after school supplemental intervention classes. Supplemental materials may be purchased for those students needing materials at a level more suitable to their proficiency.

As a remedy for not achieving, the District will provide:
   a. a new ELA/ELD curriculum for grades TK-5 and allow grades 6-12 to pilot programs aligned to the State Standards;
   b. intensified instruction for English learner students;
   c. academic or vocational education (college and career pathways) for English learner students;
   d. integrated instruction for English learner students.

	Services are provided to English Learners (ELs) to ensure that they are acquiring English language proficiency and are receiving appropriate instruction in the core curriculum. Additional and appropriate educational services are provided in Transitional Kindergarten through grade 12 to ensure that the specific needs of English learner students are met. The district programs that address the needs of ELs for tutorials and/or intensified instruction are: • Student Support Team (SST) process • Before/After school intervention • English Learner Power Hour (intervention during school hours) • Summer school programs specifically for English learner students • Small group and/or one-on-one tutoring within the classroom In order to ensure that EL students have access to information related to vocational education, college attendance, and career opportunities, the District provides the following services: • Visits from the Regional Occupation Program (ROP) counselor to ELD classes to administer "Career Targets," an occupational interest survey, including interpretation of results; • • Information about vocational classes sent home in English, Spanish, and Armenian; • A college fair at Woodbury University, which includes translators; • College financial assistance nights with translators; • A full range of vocational and ROP courses; and • The opportunity to take college classes at the community college. Careful coordination of services is necessary to ensure optimum use of resources in a way that leads to sustained growth in the English proficiency and academic achievement of ELs. The District coordinates the use of Title III funds with General Fund resources, Title I, and LCFF for EL supplemental instructional materials, and other funding sources as appropriate. Programs currently in place include: • During school intervention programs (e.g. MTSS or "Power Hour"). • Before and after school extended learning opportunities. • ILPs and IIPs • Student Study Team (SST) • Title I • ELD, SDAIE • Special Education • Adult School ESL					

Intense services also addressed in sections 1, 2 and 3 are detailed below reinforcing the "core" activities and services for English learner students. Three programs are available within the District and all offer core academic instruction and ELD: English Mainstream, Structured English Immersion, and Primary Language (Dual Immersion). Each school's Single Plan for Student Achievement outlines specific strategies to help ELs close the achievement gap and become proficient in the English language and academic content. Resources and strategies to assist schools are: • Master Plan for English Learner Programs • English Language Development (ELD) program • Specially Designed Academic Instruction in English (SDAIE) for content classes • State-adopted ELD standards • State Standards for core academic areas • Professional Development in ELD and SDAIE ELD Specialists, Curriculum Specialists, and ELD Coordinators meet monthly to discuss programs for ELs, accurate record keeping, professional development, materials of instruction, curriculum, assessment, and pupil progress toward expected standards. Teachers assigned to classes with ELs are CLAD/SB 1969/395/CTEL certified. Specialists provide professional development and demonstrations for classroom teachers of ELs in all areas of literacy, including phonemic awareness, phonics, comprehension, literary interpretation, expository reading, and narrative, and expository writing. Formal professional development classes aimed at improvement of effective teaching strategies for ELs include those listed above in the high quality professional section. Specific activities to address improved EL proficiency and academic success currently include: • Integration of content in ELD • Developing ILPs and IIPs with parents to identify additional activities to be done at home and at school. • Bringing ELs not making adequate progress to the SST for discussion. • Providing special education services when necessary and appropriate. Offering before, after, and in-school interventions and summer school.				

	How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
	Promote Parental, Family and Community Engagement in the Education of English Learners Parental and community participation in programs for ELs is supported and encouraged in many ways. Each school has an active English Learner Advisory Committee (ELAC) through which parents are involved in discussions regarding school and District programs and policies, give recommendations about the EL program to the principal and School Site Council, and are provided with specific strategies for assisting their child(ren) to achieve. At the district level, there is an active DELAC (District English Learner Advisory Council) with representatives from every District school and monthly parent trainings covering subjects suggested by parents through a needs assessment. The DELAC, DAC (District Advisory Council for Title I), CAC, and PTA (Parent-Teacher Association) plan and implement an annual Parents Summit. Parents of ELs receive regular student achievement reports from the school and District, and are made aware of policies, state and federal regulations, compliance guidelines and parental rights through these committees and other sources. Additionally, • All schools have functioning English Learner Advisory Committees (ELACs) that follow Federal Program Monitoring (FPM) requirements. The District English Learner Advisory Committee (DELAC) advises the Board on the District Plan for EL Programs, District-wide needs assessment, written notifications sent to parents and the District's reclassification process. • Each school annually evaluates its programs for ELs using the Site English Learner Annual Program Review form with an Action Plan. Site Administrators and Specialists/Coordinators are involved in the completion of the review and the development of the Action Plan to remedy any identified areas of need. Included in this process, the administrative team visits classrooms monthly to observe the use of strategies appropriate for the instruction of students who are English learners. • CELDT test results are distributed to parents in their primary language as delineated in the District's Master Plan for English Learners. • The District administrator in charge of assessment offers parent meetings on the interpretation of all test results at the District level and at individual school sites. • The District offers English as a Second Language (ESL) classes for all				

	interested adults at the Adult School.				
	• Many schools offer multicultural fairs to bring parents into the school. State supplemental grant funds are used to hire staff to communicate with parents, provide translation, and inform parents of the instructional program. The District and schools provide community participation programs, family literacy services, and parent outreach and training activities to students identified as English learners and their families: • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. Literature and recent research agree that students perform at higher levels when their parents take an active role in the educational process both at home and at school. The Burbank Unified School District is committed to involving parents of EL students in all aspects of the educational experience and, once that relationship has been established, continue to support student and parent needs as their children progress through Burbank schools. The District involves parents meaningfully in the education process by encouraging participation in school governance and advisory committees. The District has established the following activities to promote parent education and involvement at the District level and at all sites: • District and school level advisory committees (DELAC and ELAC) empower parents to support and meet their children's educational needs. Both DELAC and ELAC provide educational information, leadership training and an open forum so that concerns and questions can be voiced and addressed. • ELD classes for adults are held at several school and community sites to assist parents to become proficient in English so that they may help their children with school assignments and become active participants in school activities and committees. • Conference attendance for parent leaders such as California Association for Bilingual Education (CABE) and California Association of Compensatory Education (CACE). • • Workshops, speakers and a community resources forum are provided for District parents. • Parent Academy nights coordinated by Instructional Services. • Library Tour, Transitional Kindergarten and Kindergarten Overview, Middle School Orientation and High School Transition workshops for parents.				

	• Family Reading and Math Nights.
	
	Parent participation is essential to student success. The activities/programs offered to increase parent involvement include:
	• ELAC/DELAC/SSC/PTA
	• Adult School ESL
	• Adult School Parenting Classes
	• Family literacy nights (elementary)
	• Parent Academy Nights (three per semester)
	• Individual Learning Plans (ILPs for elementary students)/Individual Interventions Plans (IIPs for secondary students)
	• Student Study Teams (SSTs)
	• Individual Education Plans (IEPs)
	• Translations of written materials and at meetings
	• Parent/Teacher Conferences (2 a year at elementary, as needed at secondary)
	• School Attendance Review Board (SARB)
	
	The District informs the parent/s of English learner students of each of the following:
	  a. the reasons for the identification of their child as English learners and in need of placement in a language instruction educational program;
	  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
	  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
	  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
	  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
	  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for students in secondary schools;
	  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
	
	  h. information pertaining to parental rights that includes written guidance detailing –				

	i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and iii. the District assists parents in selecting among various programs and methods of instruction The District Master Plan for English Learners contains all policies, procedures, and activities related to outreach efforts and notifications to parents required by Federal and State regulations. The Master Plan is approved by the Board of Education and is followed by all sites. Parents whose children speak a language other than English are notified within thirty calendar days of the completion and results of their child's initial assessment. The written notification explains the English proficiency assessment results, program options, student recommended placement, and the waiver process for an alternative program. Staff prepare a student portfolio with all initial assessment results, placement recommendations, and parent notification forms for the school. Assessment results are entered for each student in the District database by staff. The District has established procedures for parental exception waivers, which include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The District provides full descriptions of the different educational program choices and of all the educational opportunities available to the student as well as descriptions of the educational material to be used. The different educational program choices offered may not consist exclusively of courses taught only in English. The Special Education team determines the placement of each Special Education student, regardless of the student's language proficiency. No provision of an IEP requires a parental exception waiver. Additional information may be provided as appropriate and necessary by: • Conference with District or school site staff • Parent Handbook for English learner students • District forms Initial Identification/Placement forms/letters • Parent Notification/waiver forms/letters • Reclassification criteria forms/letters • Parent meetings • ELAC and DELAC meetings • School Site Council meetings				

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	• Open House, Back to School Night, and the annual Title 1 informational meeting Parent Notification: Several policies, procedures, and activities are in place to allow parents/guardians the opportunities to be informed of their children's initial placement and placement thereafter, such as: • Method of identification – Home Language Survey and CELDT assessment • Explanation of assessment procedures for CELDT • Letter to parents within 30 days of CELDT assessment • Students' scores from CELDT and explanation of scores and placement procedures • Programs and materials of instruction offered by the District • Access to monitoring and intervention programs If students enroll after the beginning of the school year, parents are notified within two weeks of the child being placed in such a program. LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs. The above are made accessible by: • Conferences with teacher/counselor/parents • Letters home in native language (when available) • District forms: Initial Identification/ Placement, Parent notification, Reclassification information (including the exit criteria), and the ELD standards/matrix • ELAC/DELAC • Back-to-School Night/Open House • ILPs/IIPs • SSTs • Special Education – Individual Education Programs (IEPs) (for students with diagnosed disabilities) Parents receive information through ELAC and DELAC.

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learner students				
E. Allowable Activities	Before/after school intervention classes	Principals/Teachers	Site Personnel salaries and benefits	$51,778	Title III
	Materials for intervention classes	Principals/Teachers		$5,500	Title III
	Increase access to ELA/ELD curriculum through theater arts approach/integration	Instructional Services/Secondary Principals/Staff	Consultant, Materials	$40,000	Title III
	Parent Education Nights	Instructional Services Staff/Principals	Site Personnel salaries and benefits	$10,000	Title III
	ELD IA's for summer school 2017	Instructional Services Staff	Site Personnel salaries and benefits	$20,000	Title III
	Curriculum writing/PD summer 2017	Instructional Services Staff	Site Personnel salaries and benefits	$5,200	Title III
	Conferences	Instructional Services Staff/Principals/Teachers	Conference costs	$1,500	Title III
	Dual Immersion PD with ATDLE (consultants + subs)	Instructional Services Staff/Principals/Teachers	Consultant Subs	$10,400	Title III
	Dual Immersion books for Academic ELD (grades K-2)	Instructional Services Staff/Principals/Teachers	Supplemental Materials	$12,000	Title III
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		$3,191	
		EL Estimated Costs Total:		$159,569	

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities				

H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:	NA
		Immigrant Estimated Costs Total:	NA

Performance Goal 3: *Continue to support administrators and teachers with best practices and research based programs.*

STRENGTHS	NEEDS
The District:	The District:
• As of June 2015, 100% of all teachers in all Title 1 schools hold a valid teaching credential.	• Identifies teachers that meet the federal definition of a highly qualified teacher and provides services to the teachers who need additional support to become highly qualified.
• 99% of all teachers (five teachers) in the District have certification necessary to teach English Learners; however they have emergency approvals.	• Identifies the number of paraprofessionals who meet the definition of highly qualified and provides services to those that are in need of support to become highly qualified.
• Adopted instructional materials in core academic subjects aligned to State-adopted standards, K-5, and Stated standards-based at the secondary level 6-12.	• Continues to use an updated needs assessment for teachers, site and District administrators, paraprofessionals, parents and other stakeholders to focus professional development support needed.

• Offers a three tier differentiated instruction training and support at the elementary level and the first tier at secondary.	• Implements the District highly qualified teacher training plan that includes:
	  - all contributors and stakeholders
	  - sustained support to all teachers with consistent follow-up
	  - collaboration among and across grade-levels and subject matter
	  - a focus on student achievement
	  - an emphasis on standards-based teaching
	  - content standards and the California Standards for the Teaching Profession

• Uses interim assessments at the elementary level to determine if students are achieving standards in reading and math. Additional support is provided to identified students who need additional services to attain proficiency.	
• Provided active peer support for new teachers since mid-1980 through mentoring, and continues in the BTSA/Induction and PAR programs.	• Provides site administrator training and support in standards-based teaching, differentiated instruction, quality highly qualified teacher training, California Standards for the Teaching Profession and building site level learning communities.
• Presents content related professional development based on standards in demonstration lessons, after school professional development, faculty meetings, grade-level meetings, department meetings.	• Provides highly qualified teacher training and support for secondary teachers in differentiated instruction.
• Uses common mid-year and end-of year assessments for secondary Reading/Language Arts, Science, Mathematics, and Social Science which focus on the California Content Standards.	• Provides highly qualified teacher training on the use of data from interim and mid-year assessments to inform instruction in K-12.
• Provides training for paraprofessionals to become highly qualified.	• Continues implementation of long-term plan for training secondary teachers in *Thinking Maps* by District trained staff to provide students with tools to focus their thinking and organize information.
• All teachers are fully certified and meet ESSA (formerly NCLB/HOUSSE) requirements.	• Offers training in deeper knowledge of content standards especially deconstructed standards.
• All instructional assistants meet ESSA (formerly NCLB) requirements.	• Continued focus on standards-based design and rigorous instruction.
• In-depth knowledge of the K_^ Benchmark Advanced and Adelante and 6-8 Holt Language Arts series.	• Increased understanding of subject matter knowledge especially math, history-
• Emphasis on the K-5 Houghton Mifflin Go Math! core series and the 6-12	

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CPM series.

- Teacher and paraprofessional input on professional development plans.

- Providing a balanced staff development program addressing all core subjects.

- Thorough examination of administrator, teacher and instructional assistant job performance to identify needs for professional development.

- Ample financial resources to address needs and enhance future trainings as they build upon one another.

- Focus on using student performance data to drive professional development.

- Appropriate vision and planning for professional development supported by an instructional framework.

- Inclusive approach to professional development for all staff.

- Commitment by the District, principals, teachers and instructional assistants to improvement performance to the benefit of students.

social science and science.

- Greater knowledge and application of direct instruction.

- Use of a broader range of effective teaching practices (differentiation).

- Deeper knowledge and use of strategies for teaching English language learners.

- Greater subject matter knowledge in the teaching of pre-algebra and algebra concepts starting in kindergarten.

- Expanded use of technology as a tool for teaching and learning.

- Expanded understanding of the concept of higher expectations and its appropriate usage.

- Training on supplemental materials to augment the curriculum especially in reading/language arts and mathematics.

- Strengthening data reflection and professional learning communities especially the examination and discussion of student work and strategies needed to increase initial student learning.

- Continued emphasis on writing that allows for student practice and expansion of abilities (Constructed Response and Performance Tasks).

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved	Related Expenditures	Estimated Cost	Funding Source

1.How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:
     The District's LEA Plan takes the following steps to ensure that professional development activities are clearly aligned to State standards:
 • Conduct needs assessments of certificated staff related to student achievement in order to develop priorities for Highly-Qualified teacher trainings. The process includes:
   - Analysis of student performance data related to mastery of State standards.
   -Identification of knowledge and skills needed by teachers to improve student learning.
   -Analysis of input from teachers and administrators.
 • Plan differentiated highly qualified teacher training experiences derived from needs of new and veteran teachers based on new teachers' initial needs and the use of formative student achievement results.
 • Train trainers and sustain teachers' effective use of standards-based curriculum as adopted by the District.
 • Maintain and enhance established communication through Instructional Services staff, the ELD TOSAs, the BTSA TOSAs, teachers, and all site administrators to coordinate highly qualified teacher training activities.
 • Design highly qualified teacher training format to create a uniform design:
     ▪ Based California Standards for the Teaching Profession on announcements and evaluations for training opportunities
     ▪ Address how highly qualified teacher training will positively impact student achievement
     ▪ Include State standards in all PD presentations
     ▪ Provide opportunity for follow up and reflection
     ▪ Use common PD feedback form with numeric information to quantify data
	Instructional Services Principals Curriculum Specialists Teachers on Special Assignment	Teachers on Special Assignment Salaries and Benefits	$354,684	Title II

2.How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: The District's LEA Plan takes the following steps to ensure that activities are scientifically based: • Continued guidance of Instructional Leadership, site and District administration, and PD Providers in reading and discussing current research trends on professional development activities, focusing on the scientifically based research that addresses identified needs for the District as published in *What Works Clearinghouse,* Robert Marzano, and other resources. • Design highly qualified teacher training activities to increase teachers' effectiveness in accelerating the academic achievement of students. Instructional Leadership coordinates and provides high quality, sustained training opportunities based on assessed, expressed, and identified outcomes. Some examples include training in implementation of standards-aligned curriculum, training in Thinking Maps, Step Up to Writing, and Differentiated Instruction. • Facilitate selection of high quality PD Providers through a fair, consistent method created for the Induction Program and provide on-going support and training. • Continue highly qualified teacher training to support the adoption and implementation of standards-based curriculum that is State approved. Ensure that instructional materials are scientifically based on research.	Principals Curriculum Specialists Teachers on Special Assignment	Conferences – private schools Indirect	$23,176 $23,441	Title II Title II

3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.
 	
The District's LEA Plan takes the following steps to ensure that activities will have a substantial, measurable, and positive impact on student academic achievement:
• Provide additional PD in the areas of:
  - multiple measures to assess student progress
  - intervention strategies based on identified gaps in learning
  - student achievement tracked over time
• Review and evaluate the effectiveness of highly qualified teacher training with attention to the following:
  - impact on students meeting/exceeding State content standards using multiple measures
  - link to effective use of standards-aligned materials
  - impact of ongoing support to ensure effective teacher application of new knowledge
	Instructional Services Staff
	
	Principals
	Curriculum Specialists
	Teachers on Special Assignment			

• Plan professional development for teachers and paraprofessionals that provides specific strategies to meet the needs of specific student populations, including GATE, Special Ed., EL, Title I, low income, minority, and under achieving students under the direction of Instructional Services and based on current research. • Review API and AYP results to verify that target student populations' needs are being met. If not, the school site will create a specific plan to identify next steps based on identified student needs.				
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The District's LEA Plan takes the following steps to ensure that professional development is coordinated with other State, Federal, and locally funded professional development activities: • Coordinate highly qualified teacher training activities to address the diverse PD needs required to cultivate and support highly qualified teachers with topics including classroom management, interventions, use of assessment results to plan lessons, parent education, and strategies to meet or exceed State standards, implementation of standards-based adoptions, and instruction for English Learners with the support of Instructional Leadership. • Collect input from a variety of sources including teachers, site and District administrators, School Site Councils, English Learner Advisory Committees, paraprofessionals, student achievement data and research to create a plan for highly qualified teacher training. • Oversee the planning of professional development activities based on the California Standards for the Teaching Profession to assist teachers in integrating standards-based curriculum, utilizing instructional practice, understanding assessment data, and focusing on the strengths and needs of the student population in their classes with the support of Instructional Leadership. • Monitor the content, purpose, audience, and follow-up plans for all PD presentations in the District. • Address the needs of all teachers in the Learning-to-Teach-System and develop a means for earning a clear credential. (Collaboration with Teacher Preparation programs, support of Interns, District Induction program to earn a clear credential, National Board Certification and additional professional growth opportunities.)	Instructional Services Staff Principals Curriculum Specialists Teachers on Special Assignment			
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: The District's LEA Plan takes the following steps to ensure that professional	Instructional Services			

development activities will be made available to teachers and principals:
• K-12 assessment data, CORE, WASC action plans, FPM outcomes, Single Plan for Student Achievement, and curriculum-based assessment to plan high quality
• Plan highly qualified teacher training based on disaggregated student identified needs.
• Schedule well-planned PD during designated days, release days; shortened Tuesdays (elementary and middle schools) late start Fridays (high school), after school or weekends.
• Analyze disaggregated student achievement data.
• Provide highly qualified teacher training that addresses diverse learning needs of students and the administrators' role as leaders in supporting standards implementation, the California Standards for the Teaching Profession, organization and management for continuous improvement in student achievement.
• Monitor teacher support programs funded with State money (Intern, BTSA/Induction, and PAR) through informal and formal program reviews, participant feedback and professional dialogue.
• Make the following highly qualified teacher training activities available to teachers and administrators:
   • Continue training the newly adopted reading/language arts and math State-adopted materials.
   • Continue development and refinement of standards-aligned benchmark assessments - groups of teachers will work collaboratively to develop Districtwide benchmarks in reading, writing, mathematics in TK-5, as well as end-of semester benchmarks in core courses in grades 6-12.
   • Continue training in Differentiated Instruction for elementary and secondary teachers and administrators.
   • Continue training innovative learning programs (Kagan strategies and Step Up to Writing) to improve student achievement.
	Staff
	
	Principals
	Curriculum Specialists
	Teachers on Special Assignment			

6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: The District's LEA Plan takes the following steps to ensure that funds are used for professional development to train teachers to integrate technology into the curricula: • Use the District Technology Improvement Plan that designates all school sites use time on shortened Tuesdays for elementary and middle schools, and late-start Fridays for high schools to provide technology related PD.	Instructional Services Staff Principals Curriculum Specialists			

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• Assign each grade level specific technology learning tasks to teach students, based on the State standards integrating grade-level curriculum. • Integrate technology components into the two-year Induction program based on SB 2042 that give teachers multiple opportunities to integrate technology into their teaching practices. • Use additional funds from Digital High School (under a waiver for extended time) to continue training of secondary teachers on designated software to improve student achievement.	Teachers on Special Assignment			
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): The District's LEA Plan takes the following steps to ensure that students and teachers will have increased access to technology and professional development: • Continue to increase connectivity as school sites are modernized to reach the goal of having at least one computer lab equipped with internet connected multimedia computers at the elementary sites and two at the secondary sites for student and teacher use add mobile labs as needed. • Increase student access to site computer labs through extended hours at all schools and offering evening parent/family technology nights. • Provide PD to technology PD Providers to develop technology night modules. • Expand professional development opportunities as teachers' skills and abilities progress to integrate technology use and the core curricula. • Continue to offer college units for technology training. • Continue to purchase updated technology for each site and plan technology PD to enhance new purchases of hardware and software.	Instructional Services Staff Principals Curriculum Specialists Teachers on Special Assignment			
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: The District's LEA Plan takes the following steps to ensure that the LEA Plan has involved a variety of stakeholders: • Develop Goal 3 with the input of representatives from Elementary and Secondary ELD, Literacy, Mathematics, Technology, Special Education, Elementary and Secondary Administrators, Service Learning, Curriculum, GATE, Testing and Evaluation, PAR, BTSA, Induction, and the Coordinators of Professional Development. Teachers, administration, parents of BUSD students are included.	Instructional Services Staff Principals Curriculum Specialists Teachers on Special Assignment			

• Ensure that all stakeholders have input in the development of quality of professional development based on identified needs and assessment results through the regular meeting of the SAAC Committee meetings. • Distribute a needs assessment that will provide input from all stakeholders and analyze responses. • Inform and include parents on the preparation of the LEA Plan and professional development needed or in process in the District.				

9. How the LEA will provide training to enable teachers to:
• Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
• Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
• Involve parents in their child's education; and
• Understand and use data and assessments to improve classroom practice and student learning.
 	
The District's LEA Plan takes the following steps to ensure that all training will enable teachers to meet (i) – (vii):
  i. Continue Differentiated Instruction at the elementary and secondary level to ensure that teachers are meeting the needs of all students.
  ii. Utilize and increase existing information on brain research through PD opportunities to meet the needs of all learners.
  iii. Address student behavior issues through scientific based research on effective classroom management and involve the Special Education department, Student Services, and SARB to create behavior plans and effective intervention strategies.
  iv. Create and use modules on family literacy, math, technology, motivating students, and communication for family nights.
  v. Continue the practice of parent/teacher conferences at the elementary level, involve parents in 4-Year Planning meeting at secondary schools, promote participation in School Site Council, offer parent math and literacy nights at school sites, and encourage attendance at Back to School Night and Open House to involve parents in their child's education.
  vi. Provide specific support for SB 2042 credential teachers on meeting the needs of all students in the process of earning their professional teaching credential.
  vii. Use data collected from State tests and District assessments when presenting PD to raise level of awareness of areas of growth and direct the learning of teachers to data to improve student learning.
	Instructional Services Staff
	
	Principals
	Curriculum Specialists
	Teachers on Special Assignment			

10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: The District's LEA Plan takes the following steps to ensure that all students will be taught by highly qualified teachers and supported by highly qualified paraprofessionals: • Provide a training program for paraprofessionals to provide opportunities to meet the "highly-qualified" requirement. • Provide a support program for those needing support, Intern agreements and coach support to earn the highly qualified status. • Create an annual "Plan of Action" for teachers who need to become highly qualified. Failure to complete the specified requirements may result in the non-renewal of their teaching contract. • Consult with private schools and assist in helping their teachers become highly qualified.	Instructional Services Staff Principals Curriculum Specialists Teachers on Special Assignment			

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

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

Objective(s)
• All students will receive substance abuse prevention education using research validated curricula.
•All students in violation of district substance use policy will receive mandatory intervention.
•Percentage requirements for California Healthy Kids Survey participation will be met.

Targets:
• Attendance rate will increase districtwide – 0.5%
• Suspension rate will decrease districtwide – 20% decrease
• Expulsion rate will decrease districtwide – 20% decrease
• Increase percent of students meeting fitness standards – 10%

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

STRENGTHS	NEEDS
1) The District has a strategic plan to develop positive school learning environments. This includes insuring access to a challenging curriculum for all students and safe and secure learning sites. For SDFSC this is achieved through: • On-site academic counselors at all sites • Student support groups at secondary sites • School nurses at all sites • USDA Nutrition Network provides support for additional healthful activities and alternatives to substance use such as diet pills and steroids. 2) The District Wellness Committee has a broad-based membership and continues to guide the district in planning and implementing strategies to support an environment conducive to learning. • PTA, DAC, CAC and DELAC are represented • There is a design for secondary student representation 3) The district has the following enforced policies: • Code of Conduct Policy • Tobacco Free Policy • Drug Free Policy • Gun Free policy 4) There is a clear set of emergency procedures, training, and opportunity to practice drills. 5) Health Programs and Community agencies support the view that emotional, social, and psychological needs of students are intrinsically related to an environment conducive to learning. • There is a District Crisis Intervention Team • Related staff, psychologists, nurses and counselors are trained in crisis intervention 6) Parents are provided annual notification through the	1) Research-validated ATODV curricula need to be taught with consistency at grades K-12. To achieve this the district needs to: • Distribute and implement "Second Step" at grades TK-5. • Provide staff development for teachers grades TK-5. • Insure time for implementation with consistency of curricula grades K-12. • Continue collaboration with the Instructional Services for implementation of integrated health instruction at middle school. 2) Continued recruitment of parents and students to insure broad representation on the Community-Wide Health Committee. 3) "Tobacco Use Prohibited" signs need to be placed at sites where they have been removed due to construction. 4) Alternative intercessions for suspension including "In-school suspension" and "Clean and Sober School" will be researched. 5) A consistent district approach to conflict resolution and violence prevention programs. 6) Greater district support is needed to insure valid numbers of students participate in CHKS. 7) Access to all campuses, accessible restroom facilities, changing areas and Braille signage is needed at some sites.

parent/student handbook. Policies are also available through the district website. 7) The physical environment is well maintained. All schools have or are being rebuilt or renovated to modernize learning. There is a district plan for on-going maintenance. 8) All schools annually update the Safe School Plan and there is a District safety committee. 9) The California Healthy Kids Survey (CHKS) is to be given regularly. This data, along with UMIRS data, suspension and expulsion data, support group attendance, incident and accident reports, and graduation rates are reviewed to refine and improve the program. 10) BUSD provides a safe before school, after school, and summer learning environment for over students across the district featuring leadership development, math enrichment, homework help, the Power Hour literacy program, structured recreation, visual and performing arts, and a parent component.	

Environments Conducive to Learning (Activities):

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

ACTIVITIES
1) The District has developed a code of conduct policy for students, parents and staff. The policy will be followed at all sites. 2) The District, in conjunction with community-based organizations will provide supplementary services including staff development to address school climate and resiliency principles and will support community norms to prevent substance abuse and violence. 3) The SDFSC program will sponsor the following programs: •Student support groups at secondary schools integrated with on-site mental-health services, to provide early intervention and prevention of substance use and violence and to increase student developmental assets. • Mandatory intervention and pre-cessation for current users. • Lead persons at all sites for SDFSC and health programs and services. 4) The district, in conjunction with community organizations will provide a broad range of after-school programs to provide prevention and positive alternative activities including homework assistance, fine arts, athletics, nutrition education, and supervised recreation for all students. 5) After school homework, visual and performing, mathematics enrichment, leadership development, the Power Hour literacy program, and athletic instruction. 6) The District will provide staff development to insure consistency of program delivery and to increase awareness of available resources. 7) The District, in conjunction with community-based organizations will provide parent education and opportunities for participation in district related activities and programs.

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 2010 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th 1 % 7th 11 %	5th 0 % 7th 5 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th 3 % 9th 5 % 11th 4 %	7th 0 % 9th 0 % 11th 0 %
The percentage of students that have used marijuana will **decrease** biennially by:	5th 1 % 7th 1 %	5th 0 % 7th 0 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th 2 % 9th 3 % 11th 3 %	7th 0 % 9th 0 % 11th 0 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th 1 % 9th 2 % 11th 2 %	7th 0 % 9th 0 % 11th 5 %
The percentage of students that feel very safe at school will **increase** biennially by:	5th 97 % 7th 96 % 9th 97 % 11th 99 %	5th 100 % 7th 100 % 9th 100 % 11th 100 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th 15 % 9th 10 % 11th 7 %	7th 7 % 9th 5 % 11th 3 %

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 1% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	5%	4%

Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date: 2010** **Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th 98 % 7th 88 % 9th 86 % 11th 86 %	5th 100 % 7th 95 % 9th 95 % 11th 95 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th 98 % 7th 95 % 9th 93 % 11th 93 %	5th 100 % 7th 100 % 9th 100 % 11th 100 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th 88 % 7th 68 % 9th 63 % 11th 66 %	5th 95 % 7th 85 % 9th 85 % 11th 85 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th 94 % 7th 90 % 9th 92 % 11th 90 %	5th 100 % 7th 95 % 9th 97 % 11th 95 %

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step	Risk Factors, Protective Factors and Norms	K-5				
Get Focused, Stay Focused	Resiliency	9-12				

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution	Peace Builders	K - 5
	Early Intervention and Counseling	Family Services of Burbank	K - 12
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy	BUSF Health/Careers Curriculum	9-12
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives	Too Good for Drugs	K-5
	School Policies		K - 12
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation	BUSD Health Curriculum	6 - 12

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The ATODV prevention curriculum selected for grades K-6 is based on the data from the Healthy Kids survey. Over the past few years the incidence of alcohol, tobacco and other drug use or related use has remained non-existent. Discipline referrals has remained the same. School/community focus discussions have occurred to discuss: 1.) academic performance which remains on the high end of achievement and 2.) the behavior of our students at school and in the community has remained positive according to school staff, parents, and law enforcement. The selection process also included addressing student motivation, peer relations, conflict resolution, name-calling, fighting, bullying and anti-social behavior. The scientifically-based research program was selected based upon the needs of the students as we need to develop academic achievement, confront risk factors and build the conditions to support resiliency including empathy, impulse control, problem solving, anger management and pro-social behavior.

Based upon the needs of the Safe School Survey of the BUSD, the selection addressed the high-needs areas. The curriculum will satisfy the needs identified through the CHKS.

Recommendations for the new curriculum were made with input from teachers and focus groups with students and parent advisory groups, and discussions with administrators.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Input from teacher representatives from every school site, students, and administrators. Each provided specific input and feedback on the various topics including curriculum, special programs, possible interventions and policy and guidelines.

The evaluation process includes additional sets of information:
- Identification of student, school and community risk factors
- Identification of problems in the community
- Identification of resources in the community
- Prioritization of problems
- Aligning resources to resolve problems
- Analyzing data to measure problem resolution

Assessment practices will be aligned to the Health Framework and the California Challenge Standards for Health. In addition, the District-selected curriculum will also be aligned with assessment practices. Results from the multiple sources of data will be reviewed for action.

As the primary goal of Title IV is the reduction of ATODV use, the rates of drug and tobacco non-use will indicate program effectiveness as measured by the CHKS and district documentation.

The evaluations component will also measure school site suspensions and expulsion rates. Incidents of violence will also be tracked to measure program effectiveness.

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Information regarding the Title IV, Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE) programs has been discussed. The administration was informed that these are comprehensive State and federal programs designed to prevent drug, alcohol and tobacco use and violence. These programs encourage the creation of safe, disciplined, and drug free learning environments that will help all children meet challenging academic standards. As part of meeting our compliance, during the spring of 2010 we administered the Healthy Kids Survey to our 5th and 7th graders. This survey has been developed by West Ed Center and is designed to identify specific areas of need. The data delivered provides information to guide our District's programs of targeting specific risk behaviors.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

- In-house suspension program provides instruction in Tobacco Use prevention curriculum and anti-violence behavior
- Safe and Drug Free Schools and Communities programs will be targeted to BUSD's students with the greatest need by focusing on those who are transferred to the alternative programs.
- Because of behavior concerns, academic needs, issues of truancy and tardiness, students with the greatest need, which cannot be met in the comprehensive setting, are reviewed at a District Attendance Review Board meeting. After careful consideration may be placed in an alternative setting. These students are then given the opportunity to participate in more activities concentrated to provide support in the areas of drug and alcohol use prevention as well as counseling opportunities. Resilience assemblies, one-on-one counseling with a counselor as well as daily lessons provide support for individuals and groups. Red Ribbon activities, as well parenting meetings supported by an on-site psychologist, help support the students with the greatest need
- Positive after-school recreation programs are in place for all 6-12 graders.

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The goals of SDFSC and other state and local prevention programs are similar in that they promote healthy life styles teach awareness of risk factors, resiliency, conflict resolution, positive alternatives as well as drug, alcohol and tobacco prevention. Together these programs benefit students by providing them with knowledge, skills and concepts that support and result in healthy life styles.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Ongoing parent advisory councils contribute to the understanding and development of our District programs. Frequent updates are provided to parents on district and local programs. Parent notification procedures used to meet requirements include verbal communications through council meetings, personal phone calls, individual meetings and written notices. Parents are a critical resource to the ongoing success for the SDFSC program.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

The incidence of pregnant minors has been non-existent over the past five years. Curriculum and counseling services are in place to address the prevention needs of pregnant minors. All pregnant minors receive information on the effects of tobacco use through the District curriculum. Should there be any pregnant minors; families would be counseled on options in the best interest of the child and the family.

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

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

Objective(s):
• Address students considering dropping out individually
• Provide as many viable opportunities to maintain enrollment and completing graduation requirements
• Access resources to support individual students and families towards graduation

Targets:
•Increase in the percent of 11th graders passing CAASPP in Math – 5%
•Increase in the percent of 11th graders passing CAASPP in ELA – 5%
•District-wide graduation rate will increase – 4%
•District-wide one-year dropout rate will decrease – 2% decrease

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	• Require all students to take a core of challenging, standards-based courses meeting requirements for higher education and career entry. • For students with severe disabilities, the functional curriculum serves as their core curriculum. • Provide data for parents/guardians and students regarding students' progress towards meeting grade level proficiency as defined in the California Content Standards and measured and reflected by	Grades 9-12	2017-2018	Graduation Rate	NA

	multiple indicators to include; CAASPP score reports, trimester assessment data, classroom assessments, grades and other measures. • Provide students with the opportunity to demonstrate mastery of standards in multiple subject areas to parents and/or community members through options such as projects, performances or portfolios. • Implement a clearly defined career tech education program that provides students with relevant and career rigorous academic content. • Provide small, supportive learning structures • Provide effective and timely guidance and counseling so that each student chooses a sequence of classes meeting academic, career development and personal/social needs. • Use technology and a tool in communication with students, parents, and the community. • Provide a school schedule that provides flexible time for teaching and learning. • Provide opportunities for engagement in school life through sports, extracurricular activities, clubs and community service/service learning. • Engage staff in ongoing provisional development that utilizes research based strategies and practice that focuses on effective teaching and improvement of student learning. • Require teachers to demonstrate knowledge and skill planning and delivery of high quality instruction. • Require teachers to use instructional strategies that engage students of varying			

	abilities and backgrounds in learning. • Use technology to assist students and staff to demonstrate learning outcomes to solve real world problems. • Introduce college and career planning strategies to middle school students. • Align middle school core curriculum and assessment with high school content standards with emphasis on essential standards as measured by CAASPP. • Provide comprehensive intervention services, in a timely manner, for students not meeting academic standards before, during, and after school. • Provide Student Study Teams (K-12). • Articulate programs with middle schools, community colleges, private and state university systems. • Provide CELDT evaluation. • Evaluate students based on evidence of progress toward meeting California State Standards.				
5.2 (Dropouts)	• Implement comprehensive plan for alternative education including creation of placement committee and criteria for programs offered to reduce dropouts. • Develop system of safety nets to support students before they fall behind in credits and become at risk of dropping out. • Adopt strategies to address prevention, intervention, and recovery of dropouts. • Provide Adult Education and Continuation School as dropout prevention and recovery strategy. • Provide standardized credit recovery practices across district to insure students have equal opportunity to recovery credit.	Grades 9-12	2017-2018	Graduation Rate	NA

	• Provide support services for Special Education and ELL in danger of not graduating. • Provide training and accountability to insure accurate accounting of students leaving district high schools. • Provide flexibility in learning time and learning opportunities that allow students to develop individual plans to complete high school graduation requirement. • Provide alternative/high school programs including collaboration with Glendale/Pasadena City Colleges (Community Education Center) • Provide Adult Education • Provide Independent Study Programs • Provide District Attendance Intervention through SARB • Provide Drop Out Recovery Program (Alternative Ed.) • Provide a Homeless Community Advocate and Healthy Start Programs • Provide timely status reports to each student and parent on their student's individual progress toward meeting graduation goals. (Annually)			

5.3 **(Advanced Placement)**	Provide AP (AP Challenge grant) courses. • GATE placement criteria include culturally diverse and/or economically disadvantaged students.	Grades 9-12	2017-2018	AP Rates	NA

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	In order to identify children from low-income families for eligibility and allocation purposes, the Burbank Unified School District determines poverty students as measured by the number who are eligible for free/reduced lunch under the Richard B. Russell National School Lunch Act. The Burbank Unified School District decided in 2009 that all Title I monies would be allocated to schools with grades Kindergarten through eighth grade that qualify, thereby allowing for greater resources to be used for academic intervention at an early age. Currently, five elementary schools and three middle schools are being served based on their poverty counts. Allocations for each school differ according to the difference in poverty counts at the schools.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	All schools above 35% poverty level are funded. The remaining is determined by grade span.

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to *http://www.cde.ca.gov/sp/sw/rt;* for Targeted Assistance go to *http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp*).

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: - A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. - Effective methods and instructional strategies based on scientifically-based research. - Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. - Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. - Instruction by highly qualified teachers and strategies to attract and keep such teachers. - High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. - Strategies to increase parental involvement. - Assistance to preschool children in transitioning from early childhood programs to elementary school programs. - Timely and effective additional assistance to students who experience difficulty mastering state standards.	Students at five elementary schools and three middle schools participate in the District's Title I program. All operate Schoolwide Programs (SWP) with the goal of improving student achievement to meet the State's proficient and advanced skills in English/Language Arts and Mathematics. Components of the SWP include: • A comprehensive needs assessment of the entire school and assessment data that has been reviewed and analyzed to develop reform strategies; • Each school's Single Plan for Student Achievement (SPSA) is aligned with the District Accountability System and Strategic Plan and define the educational strategies to be utilized to give all students the skills and tools necessary to meet or exceed the State standards. • Research-based strategies are utilized and implemented to support the core curriculum and increase students' access and academic success. • Additionally, supplemental programs are designed to support the needs of educationally disadvantaged, EL, Special Education, GATE, and under-performing students. Students who require additional resources to meet the standards are identified through the analysis of both State and District assessments and are given the assistance necessary to achieve. Specific programs, materials and personnel are included in each school's SPSA. • Researched-based professional development is provided by highly qualified personnel for teachers, paraprofessionals and tutors so as to improve and broaden the use of strategies that support the diverse learners in BUSD. Supplemental support for the health, safety and well-being of students may be supported through Title I at some schools. Ongoing assessment of student progress and evaluation of the SPSA effectiveness is a part of the SPSA; mid-year reviews are conducted with SSC and staff. Each site leader reports out at their mid-year evaluation their findings and mid-course corrections based on the data.

	• Parents receive information about their child's academic progress on a regular basis through parent conferences, both formal and informal, student led conferences, Individual Learning Plans, report cards, IEP Team meetings and progress on goals for students receiving special education services and the Student Study Team (SST) process. Parents are involved in the SPSA through site Title 1 parent meetings, the School Site Council (SSC) and Parent Advisories; PTA, ELAC, DAC, and GATE. Parents receive data reports utilizing Aeries both at the school level and data reports that are specific to the individual student. District parental involvement policies, the District Advisory Committee (DAC) and CACE Conference attendance provide parents with support, training and the opportunity for involvement at the District level.
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	The District initiates contact to all private schools in the BUSD boundaries and neighboring districts that may have eligible students that quality to receive supplemental educational services under Title I. The District engages in a consultation with private school administrators to discuss Title I services available to eligible students. The consultation includes discussion on such issues as: • How students' needs will be identified • What services will be offered • How and where services will be provided • Who will provide the services • How the services will be assessed and • How the results of the assessment will be used to improve those services • Consideration of the views of the private school officials whether the LEA should contract with a third party provider to provide the services. Students are identified through multiple assessment measures. Students in K-2 are recommended to receive services based on teacher recommendation in consultation with their parents. Those students in grades 3-8 that score at the 40th percentile or below standard (CAASPP) or not meeting standards (CAASPP) are identified as eligible to receive intervention services in math and reading. The District in consideration of the needs of the private school officials design and implement a program that will provide equitable services to meet the needs of eligible private school students and/or teachers.

The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Homeless services include the appointment of a district liaison, immediate enrollment for services, transportation and access to community resources.
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	Community day services are provided to students in grades 9-12.

Additional Mandatory Title I Descriptions
(continued)

> Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	The District will provide technical assistance for its low-achieving schools through consultation and coordination of services in the following areas: • analyzing data from required assessments; • identifying and addressing the Parental Involvement/School-Parent Compact requirements; • assisting the schools in identifying and implementing effective professional development to improve student achievement; • establish targets and performance indicators aligned with the to increase student academic achievement; • maximizing services through schools to include the use of using credential teachers that provide extended-learning programs (before/after school, summer school, and Saturday classes); • assisting schools to determine instructional strategies and methods of instruction that are based on scientifically-based research to be incorporated into Single Plans for Student Achievement/ Improvement Action Plans; • analyzing and revising school budgets to ensure that resources are allocated to activities to increase student academic achievement; • providing technical assistance for interventions

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive intervention services.	Schools identified as Program Improvement (PI) Year 1 receive the offer of Choice. A letter is sent by the District to all eligible students by mail before the start of school to notify parents of the option to move their student to a school that is not in PI. In the 2014-15 the five schools identified as Program improvement are Disney (Year 2), McKinley (Year 3), Providencia (Year 2) and Washington (Year 2) Elementary Schools; and Burbank (Year 5), Jordan (Year 1), Muir (Year 2) Middle Schools. Transportation for choice is available to those students who seek to transfer to a non-PI school. The current notification process is comprehensive, in an easy to understand format, and to the extent practicable, in a language parents can understand. This notification includes the following: • an explanation of what identification means and the reasons for identification; • the actions the school/District are taking to address the problem of low achievement; • how parents can become involved in addressing the academic issues; • identification of multiple non-PI public school's available to parents if they choose to transfer their student • a reasonable deadline by which parents may respond and take advantage of Choice • transportation provided by the District to a non-PI schools
Describe how the LEA will provide school choice and intervention services to eligible children, including the selection of the children to receive services.	Program Improvement schools in Year 2 receive the option of Choice and intervention. Interventions are available to all low income students who remain at the PI school and seek to participate in the program. Program improvement schools in year two or more for the 2014-15 school year include: Disney (Year 2), McKinley (Year 3), Providencia (Year 2) and Washington (Year 2) Elementary Schools; and Burbank (Year 5), Muir (Year 2) Middle Schools. Parents will be notified of the opportunity to receive an intervention. In implementing the intervention program the

	District's responsibilities include: • notifying parents about the availability of an intervention • opportunities to meet and talk with the school about an intervention • determine which students are eligible to receive services • protect the privacy of students who receive an intervention • a description of how student progress will be measured and how the parents/teachers will be kept informed of student progress

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119. Professional Development Opportunities for Teacher and Paraprofessional Development Opportunities *Sponsor training workshops to prepare paraprofessionals to pass competency test *Provide workshop and training opportunities for paraprofessionals that increase their skills and support their increased knowledge and ability to pass competency test *Private school teachers and staff are offered the opportunity to participate in District sponsored Professional Development workshops and trainings *If the Professional Development topics do not meet the needs of the private school they have the opportunity to participate in alternate professional development activities of their choice that meet NCLB guidelines.

	*Title I teachers from a TAS private school have the opportunity to participate in professional development workshops and trainings offered through Title II Part A that may meet the needs of their target population.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	PARENT INVOLVEMENT STRATEGIES • The District's priority is to regularly collaborate with parents and invite input on strategies and objectives for parent involvement. The District will: • Gather parent education needs assessment data from DELAC, DAC, GATE, PTA, and District and school parent surveys • Offer a menu of parent education opportunities by publicizing and reaching out to Principals • Offer parent education opportunities at schools and District-wide through community organizations, parent groups, in collaboration with District departments/divisions, etc. • Publish a calendar of parent education opportunities available to all BUSD parents. Monthly calendars to be distributed (e-mails, etc.) to Principals and parent leaders • Engage leadership of DELAC, CAC, Dual Immersion, Early Childhood through personal contact • Increase meetings of parent leadership-type meetings to bi-monthly • Invitation to meetings would include agendas as well as follow-up recap • Flexible meeting schedule • Will provide with SSC trainings for parents and sites that reviews the process and development of the SPSA and demonstrate how the SPSA links to the District accountability system, and reviews roles and responsibilities of SSC * As budget permits continue to sponsor parents to attend the parent involvement/leadership and engagement related conferences that provide them with skills to train and involve other parents * Sponsor parent workshops that inform and provide parents with skills necessary to be successful in the school setting *Continue parent involvement and educational activities at school sites and at the District and community level *Continue to work with schools sites to establish parent and community resource rooms at all schools *Special needs parents will be invited to participate in all above activities through the CAC

Additional Mandatory Title I Descriptions
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Coordination of Educational Services

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

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Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

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

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

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The coordination and integration of the District's curricular and educational services with supplementary programs and services enable all students to learn the core curriculum and to extend learning beyond the core curriculum. These programs and services are delineated in each school's Single Plan for Student Achievement and the District's Local Educational Agency Plan which supports the integration of State and federal programs. In both District and site plans, there are descriptions of the strategies to improve student achievement that focus on intervention services provided for educationally disadvantaged, English Learners, Special Education, GATE, and underperforming students. The District's program for these groups of students is delivered primarily in the classroom. Classroom teachers, resource teachers, instructional assistants, tutors, parents and the principal work together to ensure that students' special needs are met and that all students have access to the core curriculum. When intervention services are provided outside the classroom, the classroom teacher and resource staff confer in order to adhere to a schedule which is in the best interest of the student.

Communication between classroom teachers and intervention program providers is an ongoing process of formal and informal meetings resulting in a coordinated and integrated program at all schools. General staff and grade level meetings at each school support coordination of services.

The Student Study Team (SST) process is utilized when appropriate and offers

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	an opportunity for communication and planning among parents, teachers and resource staff about the student's individual needs. All schools will utilize SSTs to develop strategies and intervention services for students. Special Education services are provided for eligible students in the least restrictive environment. Individualized Education Plan (IEP) documents the strengths and areas of need for each student and develops goals and objectives for the instructional program. The district insures that all students receiving special education services have access to the core curriculum and materials in all settings. Special Education services are available to eligible students in general education classes, Resource Specialist Programs (RSP), Inclusion Settings, and Special Day Classes (SDC) as well as combinations of all as decided by the needs of the student and the IEP Team. Related services are available as determined by assessment and the IEP Team. The District afterschool program extends academic and recreational activities for students. The District coordinators and schools' staff meet regularly so that the student's academic program is coordinated and coherent. A intervention summer school program extends the school year for those students targeted as most in need of additional academic assistance. The coordination and integration of services for English Learner and Immigrant students are reflected in Goal 2. The District GATE Coordinator plans programs for GATE students, conducts professional development for teachers of GATE students, holds GATE site representative meetings monthly, and meets with the GATE Leadership Team throughout the school year. The student programs offered outside of the instructional day are limited and include pullout days. The GATE Leadership Team meets monthly to maintain open lines of communication between the GATE Office, parents, and school sites regarding the implementation of the GATE program and to provide parent education. GATE Site Reps meet throughout the year with the GATE Coordinator to monitor program effectiveness and share successes and areas of need across the district. Schools submit School Site GATE Plans annually which detail the specific instructional delivery model used at the school. An Early Childhood Education (ECE) program is offered each of the District's elementary schools. The ECE staff attend all meetings at the school and confer regularly with the kindergarten teachers regarding the coordination of the curriculum and instructional program for ECE students and transition to elementary school. A children's center program is operated by the District as well. The same level of coordination and articulation occurs

between the centers and the schools as in the ECE program. ECE staff receiving training in the curriculum and instructional program for preschool from the Child Development Department. The District Health Programs Office coordinates health services for all District students. These services include school nurses and clerks, a comprehensive health education program, drug prevention and intervention programs, mental health programs and others. All Health Programs efforts are coordinated and integrated into the District's educational program with the goal of having healthy students ready to learn.

The providers of professional development collaborate with the curriculum leaders to develop opportunities for staff both certificated and classified to participate in professional development. The professional development is designed developed based on analysis of state and local assessment data and is aligned to support the District Tier I indicators and the individual SPSA's. All site-based resource teachers meet with District staff monthly for training and collaboration in the development of programs and monitoring of compliance requirements.

The BTSA staff coordinates the efforts to assist teachers to become fully credentialed through Pre-Intern and Intern Programs, supports newly credentialed teachers through, and participates in partnerships with local colleges and universities to offer District teachers advanced degree programs and National Board Certification.

Educational services for homeless students are coordinated as required by the ESSA (formerly No Child Left Behind (NCLB)) legislation. The District Liaison for Homeless Education ensures that children and youth who are homeless have equal access to the same free, appropriate public education as provided to all other students and that specific rights/provisions for homeless students outlined in ESSA are fulfilled. Parents are informed and have opportunities to provide input into program and budget planning through the School Site Council (SSC), School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), (CAC) Community Advisory Committee for Special Education, Parent and Community leadership groups.

Services to the various parent groups are coordinated under Instruction Services. Principals provide services to parents at the sites. Additional descriptions in District's Parent Involvement Policy. The District Instructional

	Team meets monthly to plan and coordinate all site and District programs. Members of the team include the representative the various offices in Instructional Services who have direct responsibility for assigned schools and selected programs/departments. The District maintains a website and master calendar of all events, professional development opportunities, and various committee/community outreach meetings. All communications with parents that are sent home are translated into the major languages at each site. Translations via headsets are available at advisory committee meetings and others.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

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1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)

2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)

6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 11 §1118(b)(1))

7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.

8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)

9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)

10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)

14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §6318; PL 111-95, §1116(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 11-95, §8524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 11-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B); PL 114-95, §8306)
18. The LEA will participate in the California Assessment of Student Performance and Progress. EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (*EC* §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.
28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a

current/active registration in the System for Award Management Web page at https://www.sam.gov/portal/SAM/#1.

ESEA, Title I, Part A General Assurances
Consolidated Application Elementary and Secondary Education Act (ESEA) General Assurances, Title I, Part A for fiscal year 2017-18.

Elementary and Secondary Education Act (ESEA), Title I, Part A: General Assurances
Except as otherwise provided, the local educational agency (LEA) will ensure that Title I schools are provided with state and local services that, taken as a whole, are at least comparable to that in schools that are not receiving Title I, Part A funds. If the LEA is providing Title I, Part A services to all of its schools, the LEA ensures that state and local funds provided to all of its schools, taken as a whole, are at least comparable in each school. (20 United States Code (USC) §6321; Public Law (PL) 114-95, §1118)
The LEA has established and implemented specific policies to ensure the LEA has used state and local funds to provide comparable services in all its schools including, but not limited to, an LEA-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. The LEA shall not include staff salary differentials for years of employment when determining per pupil expenditures or instructional salaries per pupil of state and local funds. The LEA has developed procedures for compliance with comparability, annually performs comparability calculations to make adjustments, as necessary to make Title I schools comparable, and maintains updated records documenting the compliance. (20 USC §6321; PL 114-95, §1118(c)(2))
An LEA that contracts with an organization as a provider of educational services will ensure that all publicly funded services to be delivered by the provider are secular, neutral, and non-ideological. (20 USC §6320; PL 114-95, §1117(c)(2))
The LEA that contracts with an organization as a provider of educational services will ensure that all publicly funded services to be delivered by the provider are secular, neutral, and non-ideological. (20 USC §6320; PL 114-95, §1117(c)(2))
Each LEA shall periodically review and, as necessary, revise its Plan. (20 USC §6312; PL 114-95, §1112(a)(5))

ESEA, Title I, Part A, LEA Plan Assurances
Consolidated Application Elementary and Secondary Education Act (ESEA) Title I, Part A Local Educational Agency (LEA) Plan Assurances for fiscal year 2017-18.

Elementary and Secondary Education Act, Title I, Part A, Local Educational Agency Plan Assurances

Each local educational agency (LEA) plan shall provide assurances that the LEA will—

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with ESEA §1117, and timely and meaningful consultation with private school officials regarding such services.
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act. (20 United States Code (USC) §9622(b)(3))
4. Coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless

children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

5. Collaborate with the state or local child welfare agency to—

    a. designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and

    b. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—

        i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 USC §675(4)(A)); and

        ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if;

            A. the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;

            B. the LEA agrees to pay for the cost of such transportation; or

            C. the LEA and the local child welfare agency agree to share the cost of such transportation.

6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

7. In the case of an LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. (42 USC §9836a(a)) (20 USC §6312(c); Public Law 114-95; §1112(c))

ESEA LEA Plan General Assurances

Consolidated Application Elementary and Secondary Education Act (ESEA) Local Educational Agency (LEA) Plan General Assurances for fiscal year 2017-18.

ESEA, LEA Plan General Assurances

Any applicant, other than a State educational agency (SEA) that submits plan or application under this Act, shall have on file with the SEA a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. (a) The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (b) The public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.

3. The applicant will adopt and use proper methods of administering each such program, including—

    a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

    b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the Secretary, or other federal officials.
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.
6. The applicant will—
    a. Submit such reports to the SEA (which shall make the reports available to the Governor) and the Secretary as the SEA and Secretary may require to enable the SEA and the Secretary to perform their duties under each such program; and
    b. Maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEAs or the Secretary's duties. and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. (20 United States Code §7846, Public Law 114-95; §8306(a))

Education for Children in Foster Care Assurances

Consolidated Application Elementary and Secondary Education Act (ESEA), Title I, Part A Education for Children in Foster Care Assurances for fiscal year 2017-18.

ESEA, Title I, Part A, Education for Children in Foster Care

1. The local educational agency (LEA) will enroll foster youth or allow the foster youth to remain in their school of origin, unless a determination is made that it is not in the child's best interest to attend that school. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is enrolled at the time of placement. (20 United States Code (USC) §6311; Public Law (PL) 114-95, §1111(g)(1)(E)(i))
2. LEAs will ensure that if a determination is made that it is not in the student's best interest to remain in the school of origin, the student will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment. (20 USC §6311; PL 114-95, §1111(g)(1)(E)(ii))
3. LEAs will immediately contact the school of origin to obtain relevant academic and other records. (20 USC §6311; PL 114-95, §1111(g)(1)(E)(iii))
4. LEAs will develop and implement clear written procedures governing how transportation to maintain students in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of their time in foster care, and ensure that students promptly receive that transportation. These transportation procedures must describe how this requirement will be met in the event of a dispute regarding which agency or agencies will pay any additional costs incurred in providing transportation, and must describe which agency or agencies will initially pay the additional costs so that transportation is provided promptly during the pendency of the dispute. (20 USC §6312; PL 114-95, §1112(c)(5); 34 Code of Federal Regulations §299.13(c)(1)(ii))
5. LEAs shall designate a point of contact (POC) if the corresponding child welfare agency notifies the LEA in writing that it has designated an employee to serve as a POC for the LEA. (20 USC §6311; PL 114-95, §1111(g)(1)(E)(iv))

Title I, Part A Compensatory Education Assurances

Consolidated Application Elementary and Secondary Education Act (ESEA) Title I, Part A, Compensatory Education legal assurances for fiscal year 2017-18.

ESEA, Title I, Part A, Compensatory Education

Each local educational agency (LEA) assures that it will–

1. Coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, such as services for early childhood education programs including plans for the transition of participants in such programs to local elementary school programs, as well as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. (20 United States Code (USC) §6312; Public Law (PL) 114-95, §1112(b)(2)(8)(c)(4))

2. Ensure that all children receive a high-quality education, and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, and the LEA planning efforts shall describe the poverty criteria that will be used to select school attendance areas. (20 USC §6312; PL 114-95, §1112(b), 1112(b)(4))

3. Ensure that Title I Targeted Assistance School (TAS) Program students are identified as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the LEA and supplemented by the school. (20 USC §6315; PL114-95, §1115(c)(B))

4. Ensure that all students in a Schoolwide Program (SWP) Title I school are eligible for Title I services and that a required comprehensive needs assessment of all the children enrolled in the school identifies the specific needs of the students, which must be addressed in the school plan. In order to be eligible to be a SWP school, not less than 40 percent of the students must be from low-income families. (20 USC §6314; PL 114-95, §§1114(a)(1)(A), 1114(a)(1)(B), 1114(b)(6))

5. The LEA will:
   a. Work in conjunction with schools as each schoolsite council (SSC) develops their Single Plan for Student Achievement (SPSA) to include the specific requirements for a SWP and implement the SPSA. (20 USC §6314; PL 114-95, §1114(b))
   b. Ensure that migratory children and former migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. (20 USC §6312; PL 114-95, §1112(c)(1))
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (20 USC §6314; PL 114-95, §1114(b)(7)(A)(iii)(I))
   d. Ensure that schools which operate SWP meet the Title I criteria or have received a waiver to do so from the State educational agency (SEA). A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a SWP under this section if the school receives a waiver from the SEA to do so, after taking into account how a SWP will best serve the needs of the students in the school served under this part in improving academic achievement and other factors. (20 USC §6314; PL 114-95, §1114(a)(1)(B))

6. Ensure that funds made available under this title shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this title. (20 USC §6691; PL 114-95, §2301)

7. Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to, parents and family members of participating

children a written parent and family engagement policy. The policy shall establish the agency's expectations and objectives for meaningful parent and family involvement. (ESEA §1116(a)(1–2))
The LEA will:

    a. Involve parents and family members in the joint development of the LEA planning efforts and in the development of support and improvement plans. (ESEA §1116(a)(2)(A))

    b. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (ESEA §1116(a)(2)(B))

    c. Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs. (ESEA §1116(a)(2)(C))

    d. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. This includes identifying the following:

        i. barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

        ii. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

        iii. strategies to support successful school and family interactions. (ESEA §1116(a)(2)(D)(i-iii))

    e. Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise it, if necessary. (ESEA §1116(a)(2)(E))

    f. Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

    Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (20 USC §6318; PL 114-95, §1116(b)(1))

8. The LEA shall:

    a. Provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. (ESEA §1116(e)(1))

    b. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. (ESEA §1116(e)(2))

    c. Educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (ESEA §1116(e)(3))

    d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (ESEA §1116(e)(4))

e. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (ESEA §1116(e)(5))

f. Provide such other reasonable support for parental involvement activities under this section as parents may request. (ESEA §1116(e)(14))

g. In carrying out the parent and family engagement requirements of this part LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand. (ESEA §1116(f))

h. Prepare and disseminate an annual LEA report card that includes information on such agency as a whole and each school served by the agency. Each LEA report card shall be presented in an understandable and uniform format, and to the extent practicable in a language that the parents can understand. (20 USC §6311; PL 114-95, §1111(2)(A)) [See page 52 of Every Student Succeeds Act]

9. Ensure that all teachers and paraprofessionals working in a program supported with Elementary and Secondary Education Act funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. (20 USC §6311; PL 114-95, §1111(g)(2)(J))

10. Reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live, children in local institutions for neglected children, and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. (20 USC §6313(c)(3)(A)-(C); PL 114-95, §1113(c)(3)(A-C))

11. Maintain fiscal effort so that for a covered program for any fiscal year either the combined fiscal effort per student or the aggregate expenditures of the agency with respect to the provision of free public education for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. (20 USC §7901; PL 114-95, §8521(a))

12. As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that among other items describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning. (20 USC §6318; PL 114-95, §1116(d)(1))

13. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under this part shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. (USC 20 §6318; PL 114-95, §1116(e)(1))

ESEA, Title I, Part A, Schoolwide Programs

Consolidated Application Elementary and Secondary Education Act (ESEA) Title I, Part A, Schoolwide Programs legal assurances for fiscal year 2017-18.

ESEA, Title I, Part A, Schoolwide Programs

1. Each school participating in the Schoolwide Program (SWP) services an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or has obtained a schoolwide waiver from the State educational agency (SEA). (20 United States Code (USC) §6314 (a)(1); Public Law (PL) 114-95, §1114(a)(1))
2. Each participating school has developed its SWP Plan during a 1-year period unless the local educational agency (LEA), in consultation with the school, determines less time is needed. (20 USC §6314(b); PL 114-95, §1114(b)(1))
3. Participating schools use funds only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-federal sources for the school. (20 USC §6314(a)(2)(B); PL 114-95, §1114(a)(2)(B))
4. Each SWP includes the following components:
    a. A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA. (20 USC §6314); PL 114-95, §1114(b)(6))
    b. Schoolwide reform strategies that:
        i. provide opportunities for all children, including each of the subgroups of students (as defined in ESEA §1111(c)(2)) to meet the challenging State academic standards;
        ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
        iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard, through activities which may include—
            A. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
            B. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
            C. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 USC 1400 et seq.);
            D. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
            E. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA §1114(b)(7)(A))

If programs are consolidated, the specific SEA and LEA programs and other federal programs that will be consolidated in the SWP. (ESEA §1114(b)(7)(B))

Consolidated Application Elementary and Secondary Education Act (ESEA) Title I, Part A, Title X, Part C Education of Homeless Children and Youths legal assurances for fiscal year 2017-18.

ESEA, Title I, Part A, Title X, Part C, Education for Homeless Children and Youths

1. The local educational agency (LEA) shall reserve Title I, Part A funds as are necessary to provide comparable services to homeless children and youths that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children and youths in public schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven. The method of determination of such funds shall be determined;
    a. based on the total allocation received by the LEA; and
    b. prior to any allowable expenditure or transfers by the LEA. (20 United States Code (USC) §6313(c)(3)(A); Public Law (PL) 114-95, §1113(c)(3)(A))
2. LEAs will demonstrate coordination with the McKinney-Vento Homeless Assistance Act. (20 USC §6312(a)(1)(B); PL 114-95, §1112(a)(1)(B))
3. Each LEA plan shall describe the services the LEA will provide homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths. (20 USC §6312(b)(6); PL 114-95, §1112(b)(6))
4. LEAs will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. (42 USC §11432(g)(1)(J)(i); PL 114-95, §722(g)(1)(J)(i))
5. LEAs will designate an appropriate staff person, able to carry out the duties described, as an LEA liaison for homeless children and youths, who will fulfill his/her required duties and ensure equal access to a free, appropriate public education for homeless children and youths. (42 USC §11432(g)(1)(J)(ii); PL 107-110, §722(g)(1)(J)(ii))
6. LEAs will adopt policies and practices to ensure participation by LEA liaisons in professional development and other technical assistance activities, as determined appropriate by the State Coordinator. (42 USC §11432(g)(1)(J)(iv); PL 114-95, §722(g)(1)(J)(iv))

Consolidated Application Elementary and Secondary Education Act (ESEA), Title II, Part A Preparing, Training, and Recruiting High Quality Teachers and Principals legal assurances for fiscal year 2017-18.

ESEA, Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals

1. The local educational agency (LEA) will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (20 United States Code (USC) §6612(b)(2); Public Law (PL) 114-95; §2102(b)(2))
2. Funds made available under Title II, Part A shall be used to supplement, and not supplant, non-federal state and local funds that would otherwise be used for activities authorized under Title II, Part A. (20 USC §6691; PL 114-95; §2301)
3. All teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for

certification obtained through alternative routes to certification. (20 USC §6312(c)(6); PL 114-95; §1112(c)(6))

4. At the beginning of each school year, parents shall be notified of their right to request information regarding classroom teachers' professional qualifications. (20 USC §6312(e)(1)(A); PL 114-95; §1112(e)(1)(A))

5. Meaningful consultation has occurred regarding private school participation and equitable services. (20 USC §7881; PL 114-95; §8501(c))

6. LEA shall submit such information as required by the California Department of Education. (20 USC (§6614(b); PL 114-95; §2104(b))

7. LEA shall meet LEA Plan requirements. (20 USC §6612(a)(3)(B)(2); PL 114-95; §2102(a)(3)(B)(2))

Title III, Language Instruction: EL and Immigrant

Consolidated Application Elementary and Secondary Education Act (ESEA), Title III, Part A, Language Instruction for English Learners (EL) and Immigrant Students legal assurances for fiscal year 2017-18.

ESEA, Title III, Part A, Language Instruction for English Learners and Immigrant Students

1. The local educational agency (LEA) will use ESEA, Title III, Part A, funds according to the purposes of the ESEA. (20 United States Code (USC) §6812; Public Law (PL) 114-95, §3102)

2. The LEA agrees to expend the funds to improve the education of English learner (EL) and Immigrant students by assisting them to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching EL and immigrant children and youth. (20 USC §6825(a); PL 114-95, §3115(a))

3. ESEA, Title III, Part A, funds shall be used so as to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for EL children and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 USC §6825(g); PL 114-95, §3115(g))

4. The LEA will develop and maintain an LEA Plan inclusive of all elements required by the state and ESEA, Title III, Part A, Section 3116 (20 USC §6826; PL 114-95, §3116). The LEA shall provide to the California Department of Education a proposed budget per the Title III, Part A, program requirements, as part of the Consolidated Application and Reporting System. (20 USC §§6824, 6825, 6826, PL 114-95, §3114, 3115, 3116)

ESEA, Title III, Part A, English Learners (EL)

Consolidated Application Elementary and Secondary Education Act (ESEA), Title III, Part A, English Learners legal assurances for fiscal year 2017-18.

ESEA, Title III, Part A, EL

1. The local educational agency (LEA) receiving Title III English Learner (EL) funds agrees to use the funds to increase the English language proficiency of ELs, provide effective professional development, and implement effective parent, family, and community engagement activities and strategies that enhance or supplement language instruction educational programs for ELs. (20 United States Code (USC) §6825(c); Public Law (PL) 114-95, §3115 (c)) Subject to this subsection, the LEA also may use the funds to achieve any of the authorized activities described in 20 USC §6825(c)(d).

2. The LEA may use no more than 2 percent of the EL student subgrant for administrative costs and indirect costs for a fiscal year. (20 USC §6825(b); PL 114-95, §3115(b))
3. LEA related indirect expenses may not exceed LEA's approved indirect cost rate. A list of approved indirect cost rates are available on the California Department of Education (CDE) Indirect Cost Rates (ICR) Web page.
4. The LEA is not in violation of any state law, including State constitutional law, regarding the education of EL children, consistent with 20 USC §6826(b)(4)(B); PL 114-95, §3116(b)(4)(B).
5. The LEA shall provide the CDE with a report every fiscal year addressing all elements under 20 USC §6841(a); PL 114-95, §3121(a).

Title III, Instructional Opportunities: Immigrant

Consolidated Application Elementary and Secondary Education Act (ESEA), Title III, Part A, Instructional Opportunities for Immigrant Children and Youth legal assurances for fiscal year 2017-18.

ESEA, Title III, Part A, Instructional Opportunities for Immigrant Children & Youth

1. Each local educational agency (LEA) receiving funds under 20 United States Code (USC) §6825(e)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:
    a. Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
    b. Recruitment of, and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
    c. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
    d. Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
    e. Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as directly attributable to such additional instructional services;
    f. Other instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
    g. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services. (20 USC §6825(e); Public Law, 114-95 §3115(e))
2. Recommended direct administration expenses for a fiscal year may not exceed 2 percent of such funds for the cost of administering the program.
3. LEAs are also authorized to assess indirect costs of up to the approved indirect cost rates. A list of approved indirect cost rates are available on the California Department of Education Indirect Cost Rates (ICR) Web page.
4. For LEAs that consolidate administrative funds, the maximum amount available for direct administrative costs is what is reasonable and necessary for the proper and efficient administration of the programs. (California School Accounting Manual Procedure 780)

Program for English Learners Assurances

Consolidated Application Program for English Learners legal assurances for fiscal year 2017-18.

Program for English Learners

1. A Home Language Survey (HLS) is used at the time of initial enrollment to determine the student's primary language, and within 30 calendar days of initial enrollment, each student whose HLS indicates a language other than English, has been assessed for English proficiency by means of the state-designated instrument. (California Education Code (EC) §52164.1; Title 5, California Code of Regulations (5 CCR) §11307(a), 11511; 20 United States Code (USC) §6312(e)(3)(A)(i); Public Law (PL) 114-95, §1112(e)(3)(A)(i))
2. All parents of English learners (EL) and fluent English proficient (FEP) students have been notified in writing of their child's English language proficiency assessment results. (USC §6312(e)(3)(A)(ii); PL 114-95, §1112(e)(3)(A)(ii))
3. Each EL receives a program of instruction in English-language development in order to develop proficiency in English as effectively and efficiently as possible. (20 USC §1703(f), §6825(c)(1)(A); EC §300, §305, §306, §310; 5 CCR §11302(a); *Castañeda v. Pickard* (5th Circuit (Cir.) 1981) 648 F.2d 989, 1012-1013)
4. All ELs are receiving access to the content and performance standards for their respective grade levels or the local educational agency (LEA) has a plan that describes how academic deficits will be monitored and overcome within a reasonable time before such deficits become irreparable. (20 USC §1703(f), §6825(c)(1)(B); EC §305(a), 5 CCR §11302(b); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1012-1013)
5. The Individualized Education Program team determines placement of each student with disability, regardless of language proficiency. (20 USC §1414(d)(a))
6. The LEA has assigned an adequate number of qualified teachers to implement the required English-language development instruction and all other academic areas of the curriculum. (20 USC §6826(c); EC §44253.1, §44253.2, §44253.3, §44253.10; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1012-1013)
7. The LEA provides a staff development program to qualify existing and future personnel (both teachers and paraprofessionals) in the skills necessary to help each EL learn English and access the core curriculum. (20 USC §6825 (c)(2)(A; *Castañeda* v. *Pickard* (5th Cir. 1981) 648 F.2d 989, 1012-1013)
8. There are adequate basic and supplemental resources to provide each EL with learning opportunities in an appropriate program to provide equal opportunity for academic achievement across the core curriculum, including classes necessary to complete graduation requirements. (20 USC §1703(f); *Castañeda* v. *Pickard* (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1013)
9. Reclassification: Consistent and verifiable criteria to change a student's designation from EL to FEP status have been established by the district if ELs are enrolled. Each former EL who has been redesignated to FEP has:
    a. demonstrated English language proficiency comparable to that of the average native speakers; and
    b. can participate equally with average native speakers in the school's regular instructional program. (20 USC §1703(f); *Gomez* v. *Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041-1042, *Castañeda* v. *Pickard* (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1014); and *Keyes* v. *School Dist. No. 1* (D. Colo. 1983) 576 F. Supp. §§1503, 1516-1522; 5 CCR §§11302, 11303(d))
10. The LEA has met the requirements of EC §62002.5 regarding the advisory functions of the LEA and school committees on services for ELs. (EC §62002.5)
11. The LEA has established and implemented a process and criteria to determine the effectiveness of the program(s) for ELs. (20 USC §1703(f), 6841; *Castañeda* v. *Pickard* (5th Cir. 1981) 648 F.2d 989, 1012-1013)
12. Upon submission of Title III, Part A, English Learner and Immigrant subgrant application on the Consolidated Application and Reporting System (CARS), LEAs acknowledge responsibility for accuracy of all data and narrative information submitted to the California Department of Education (CDE).

13. Acceptance of the CARS application by the CDE does not:
    a. constitute approval or validation of the information provided, or acceptance of that information for purposes of satisfying any outstanding corrective actions under program determination letters or program monitoring reports; or
    b. limit or compromise in any way the CDE's ability to conduct audits, investigations, or program monitoring in connection with the information provided in your application and then secure any needed corrective actions.

SIGNATURE PAGE

_____Matt Hill_____
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date

APPENDIX A

Links to Data Web sites

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

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

APPENDIX B

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

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

Community and Family-based Programs

Intended program outcomes and target setting. See research for proven effectiveness

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Program	Target						Categories
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX C

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

APPENDIX D

Promising or Favorable Programs

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

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

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

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Program	Grade/Target						Category
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B