

(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, 2016 to June 30, 2018 (updated annually)

Date of Local Governing Board Approval:

District Superintendent: Matt Hill

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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 23, 2016
Printed or typed name of Superintendent Date Signature of Superintendent

Larry Applebaum June 23, 2016
Printed or typed name of Board President Date Signature of Board President

TABLE OF CONTENTS

TOPIC	PAGE
<u>Part I</u> – Background and Overview	
<i>Background.....</i>	<i>5-6</i>
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process.....</i>	<i>6</i>
<i>Development Process for the LEA Plan.....</i>	<i>8</i>
<i>LEA Plan Planning Checklist.....</i>	<i>10</i>
<i>Federal and State Programs Checklist.....</i>	<i>11</i>
<i>District Budget for Federal and State Programs.....</i>	<i>12-13</i>
<u>Part II</u> – The Plan	
<i>District Profile.....</i>	<i>15</i>
<i>The District’s Priorities.....</i>	<i>16</i>
<i>BUSD Goals for 2016-2017.....</i>	<i>17</i>
<i>Needs Assessments.....</i>	<i>20</i>
<i>Academic Achievement</i>	
<i>Local Measures of Student Performance.....</i>	<i>24</i>
<i>Performance Goal 1.....</i>	<i>25-40</i>
<i>Performance Goal 2.....</i>	<i>41-56</i>
<i>Performance Goal 3.....</i>	<i>57-66</i>
<i>Performance Goal 4.....</i>	<i>67-78</i>
<i>Performance Goal 5.....</i>	<i>79-83</i>
<i>Additional Mandatory Title I Descriptions.....</i>	<i>84-96</i>

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

Assurances.....97-105

Signature Page.....106

Appendix

Appendix A: California’s NCLB Performance Goals and Performance Indicators.107-108

Appendix B: Links to Data Web sites.....109

Appendix C: Science-Based Programs.....110-112

Appendix D: Research-based Activities.....113

Appendix E: Promising or Favorable Programs.....114-115

Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the 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 NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for 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, the Academic Performance Index (API) 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 the Student Performance and Program Improvement Plan. 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 operate 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.

Title I compliance for staff development includes the 10% set aside. Compliance for program improvement intervention services and transportation includes up to 20% set aside. 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. All teachers (certificated staff) meet NCLB, highly qualified teacher status. All classified staff meet NCLB requirements.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**
(Optional)

✓	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)
	21 st 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	\$281,202	\$1,780,930	\$971,743	45.94%
Title II Part A, Subpart 2, Improving Teacher Quality	\$41,657	\$425,621	\$2,610	0.0056%
Title III, Limited English Proficient	\$68,726	\$141,797	\$147,783	70.20%
Title III, Immigrants	\$0	\$0	\$0	0%
Adult Education	\$0	\$494,777	\$336,888	68.09%
Career Technical Education: VEA PERKINS	\$0	\$86,365	\$82,252	95.24%
IDEA, Special Education	\$0	\$3,212,251	\$3,212,251	100%
21 st Century Community Learning Centers	\$0	\$0	\$0	0%
Other (describe);				
TOTAL	\$391,585	\$6,194,919	\$4,753,527	76.73%

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	\$806,878	\$799,501	99.09%
Educational Equity 7421300	\$0	\$0	\$0	0%
Gifted and Talented Education	\$0	\$0	\$21,658	100%
Other (describe)				
ASES	\$0	\$510,113	\$448,463	87.91%
ROP	\$87,795	\$870,000	\$869,824	91%
ROP LOTTERY	\$65,015	\$0	\$65,015	100%
CA Career Pathways Grant	\$51,342	\$501,113	\$358,337	64.86%
Educator Effectiveness Grant	\$0	\$1,080,610	\$23,456	2.17%
Lottery	\$1,531,906	\$582,883	\$1,135,166	53.68%
CTE Incentive Grant	\$0	\$1,115,750	\$285,948	25.63%
TOTAL	\$1,736,058	\$4,660,469	\$3,186,209	68.37%

Part II

The Plan

District Profile

Needs Assessments

Academic Achievement

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

District Profile

The Burbank Unified School District provides a comprehensive, balanced educational program Transitional Kindergarten through Grade 12, 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 Angeles, 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 total school enrollment is approximately 16,081 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 981 certificated employees and 726 classified employees for a total of 1,707 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 (18.55%), Armenian (12.92%), Filipino (Tagalog) (2.03%), Arabic (1.69%), and Russian (0.93%). Of the 6,596 students with languages other than English spoken at home, 1,676 are limited English proficient.

The ethnic/racial distribution of students in the District is White (7,272 – 45.2%), Hispanic (6,170 – 38.4%), Asian/Pacific Islanders (839 - 5.3%), Filipino American (627 - 3.8%) and Black (441 - 2.7%). 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 seven of its elementary schools as 2016 Gold Ribbon recipients as well as all three of its middle schools and both of its comprehensive high school recognized as California Distinguished Schools. 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 having 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 over 400 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, School Improvement, 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, 1,676 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 1,852 (11.5%) 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.***
- ***ALIGN ALL INSTRUCTION AND STUDENT LEARNING TO CALIFORNIA STATE STANDARDS.***
- ***INCREASE ACCESS TO ARTS AND MUSIC EDUCATION FOR GRADES PRESCHOOL-12.***
- ***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.***

District-Wide Goals for 2016-17

Adopted May 19, 2016

1. IMPROVE STUDENT 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.
- 1.2 Develop and assess intervention programs specifically for students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.
- 1.3 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 Increase 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 Develop and implement a Special Education Master Plan.

2. IMPROVE STUDENT LEARNING AND ACHIEVEMENT FOR ALL STUDENTS.

- 2.1 Review, improve, and sustain a systematic writing program in grades K-8.
- 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 Develop and implement a Gifted and Talented Education (GATE) Master Plan.

3. ALIGN ALL INSTRUCTION AND STUDENT 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 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 Host site-based parent education meetings on California State Standards at least two times during the year.

4. INCREASE ACCESS TO ARTS AND MUSIC EDUCATION FOR GRADES PRESCHOOL-12.

- 4.1 Maintain the number of elementary music teachers to deepen the elementary music program.
- 4.2 Ensure a sequential and viable curriculum for the music program in grades Preschool-5.
- 4.3 Restore and maintain a budget for maintenance and repair / replacement of instrumental music equipment.
- 4.4 Develop a centralized system for maintaining an accurate inventory of instructional music equipment District-wide and purchase needed instruments in order for students to have access to the musical instrument of their choice.
- 4.5 Develop a plan for visual arts, drama, music, dance, and instrumental music at the middle school level.
- 4.6 Develop a plan for musical performances at the elementary level.

District-Wide Goals for 2016-17

Adopted May 19, 2016

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 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.

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

- 6.1 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 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 Develop an instructional technology professional development plan and support implementation.

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

- 7.1 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 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 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 Develop and implement access to facilities and programs in accordance with AB1266.
- 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 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 Develop and implement a three-year District-wide computer refreshplan.
- 8.3 Continue to upgrade the infrastructure at all sites to provide access to Wi-Fi services and 21st Century classrooms.
- 8.4 Continue to offer expanded library hours for elementary students of up to one additional hour per day.
- 8.5 Expand online high school classes and expand the availability of the Independent Learning Academy (ILA) to students.
- 8.6 Expand partnership with the City of Burbank library system to provide greater access to students by using their student BUSD-issued identification cards.

Needs Assessment

Three-Year Average Academic Performance Index Report

Elementary Schools	CDS Code	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year API Average*</u>	<u>Weighted 3-Year API Average*</u>
<u>Walt Disney Elementary</u>	19-64337-6011878	850	849	849
<u>Thomas Edison Elementary</u>	19-64337-6011886	868	870	870
<u>Ralph Emerson Elementary</u>	19-64337-6011894	887	881	881
<u>Bret Harte Elementary</u>	19-64337-6011910	878	866	866
<u>Thomas Jefferson Elementary</u>	19-64337-6011928	898	888	888
<u>William McKinley Elementary</u>	19-64337-6011951			
<u>Joaquin Miller Elementary</u>	19-64337-6011969	885	869	869
<u>Providencia Elementary</u>	19-64337-6011993	863	864	864
<u>Theodore Roosevelt Elementary</u>	19-64337-6012009	888	881	881
<u>R. L. Stevenson Elementary</u>	19-64337-6012017	905	897	898
<u>George Washington Elementary</u>	19-64337-6012025	825	824	824

Summary of Elementary Schools:

- Each of the elementary schools exceed the API Target of 800
- The three year weighted average for Disney, Emerson, Harte, Jefferson, Miller, Roosevelt and Stevenson are less than the overall 2013 API Growth
- Relatively flat API growth includes Disney, Edison, Providencia and Washington

Middle Schools	CDS Code	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year API Average*</u>	<u>Weighted 3-Year API Average*</u>
<u>David Starr Jordan Middle</u>	19-64337-6057525	837	833	833
<u>Luther Burbank Middle</u>	19-64337-6057533	849	850	850
<u>John Muir Middle</u>	19-64337-6066724	882	878	878

Summary for Middle Schools:

- Each of the middle schools exceed the API Target of 800
- The three year weighted average for Jordan is less than the overall 2013 API Growth
- Relatively flat API growth includes Burbank

High Schools	CDS Code	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year API Average*</u>	<u>Weighted 3-Year API Average*</u>
<u>Magnolia Park **</u>	19-64337-1995877	567	549	550
<u>Monterey High (Continuation) **</u>	19-64337-1933332	647	597	588
<u>Options for Youth-Burbank Charter</u>	19-64337-1996099	740	715	714
<u>Burbank High</u>	19-64337-1931187	824	825	825
<u>Burroughs High</u>	19-64337-1931237	824	819	819

Summary

- Each comprehensive high school schools exceed the API Target of 800
- The alternative high schools fall below the API 800 target
- The three year weighted average for Burroughs HS is less than the overall 2013 API Growth
- Relatively flat API growth includes Burbank HS

2013-14 Accountability Progress Report (PAR)

Elementary Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Bret Harte Elementary	19-64337-6011910	*	*	*	*	No	Not Title 1
George Washington Elementary	19-64337-6012025	*	*	*	*	No	Year 2
Joaquin Miller Elementary	19-64337-6011969	*	*	*	*	No	Not in PI
Providencia Elementary	19-64337-6011993	*	*	*	*	No	Year 2
R. L. Stevenson Elementary	19-64337-6012017	*	*	*	*	No	Not Title 1
Ralph Emerson Elementary	19-64337-6011894	*	*	*	*	No	Not Title 1
Theodore Roosevelt Elementary	19-64337-6012009	*	*	*	*	No	Not Title 1
Thomas Edison Elementary	19-64337-6011886	*	*	*	*	No	Not Title 1
Thomas Jefferson Elementary	19-64337-6011928	*	*	*	*	No	Not Title 1
Walt Disney Elementary	19-64337-6011878	*	*	*	*	No	Year 2
William McKinley Elementary	19-64337-6011951	*	*	*	*	No	Year 3

Summary for Elementary Schools:

- Year 2 PI schools include:
 - o Disney (ELA target not met for All, Hispanic, SED and EL and Math targets not met for all subgroups for EL)
 - o Providencia (ELA target not met for ELs and Math targets not met for White and SWDs)
 - o Washington (ELA target not met for H and SWDs and Math targets not met for All, Hispanic, SED, ELs and SWDs)
- Year 3 PI school is McKinley (ELA and Math targets not met for all subgroups Hispanic, White, SED, ELs)

Middle Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
David Starr Jordan Middle	19-64337-6057525	*	*	*	*	No	Year 1
John Muir Middle	19-64337-6066724	*	*	*	*	No	Year 2
Luther Burbank Middle	19-64337-6057533	*	*	*	*	No	Year 5

Summary for Middle Schools:

- Year 1 PI school is Jordan (ELA target not met for All, Hispanic, White, ELs and SWDs and Math targets not met for All, Hispanic, White, ELs and SWDs)
- Year 2 PI schools include Muir (ELA target not met for All, Hispanic, White, ELs and SWDs and Math targets not met for All, Hispanic, White, ELs and SWDs)
- Year 5 PI school at Burbank (ELA target not met for All, Hispanic, White, ELs and SWDs and Math targets not met for All, Hispanic, White, ELs and SWDs)

High Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Burbank High	19-64337-1931187	No	No	No	No	Yes	Not Title 1
Burbank USD Community Day	19-64337-1996230	No	Yes	No	N/A	Yes	Not Title 1
Burroughs High	19-64337-1931237	No	No	No	Yes	Yes	Not Title 1
Monterey High (Continuation)	19-64337-1933332	No	No	No	Yes	Yes	Not Title 1

Multiple Grade Spans	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Magnolia Park	19643371995877	*	*	*	*	Yes	Not Title 1
Options for Youth-Burbank Charter	19643371996099	*	*	*	*	Yes	Not Title 1

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 and mathematics by 2016-2017.*

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 Adequate Yearly Progress:

- The District will meet all AYP targets including significant subgroups
- All schools will meet AYP targets including significant subgroups – 100%
- The District will improve overall API score including significant subgroups – Growth of at least 5 points
- Increase in the percent of students scoring proficient and advanced – 5%
- Increase in the percent of Hispanic students scoring proficient and advanced – 5%
- Increase in the percent of economically disadvantaged (ED) students scoring proficient and advanced – 5%
- Increase in the percent of special education students scoring proficient and advanced - 5%
- Increase in the percent of English Learners scoring proficient and advanced – 5%

Increase of 3% 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 11 E/LA 62%; Math 30%

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Continue to implement adopted California State Standards for Reading/Language Arts K-12. • Implement new English Language Arts series for grades K-5 and pilot 6-12. • 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. • 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 • Continue utilization of content and pedagogy experts at the both the District with curriculum specialists and coaches to facilitate collaborative development of standards-based lesson plans, instruction, and assessments. • Use teacher evaluations that stress 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. • Identify standards-based strategies that address differentiated instruction for Special Education, GATE and EL populations • 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. • Continue to implement and improve the standards-based report card in the elementary schools. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies: Implement consistent standards-aligned instructional Reading /Language Arts materials in all schools K–12.</p> <ul style="list-style-type: none"> • All teachers fully implement and support the District adopted curriculum and programs and utilize student data to drive their instructional program. • All teachers follow the District assessment schedule, 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. • Continue the implementation and use of IEP’s for Special Education students and goal-setting plans for all students. • Conduct lesson studies at school sites to improve instructional implementation focusing on Program Improvement schools. • Use of explicit instruction (model lessons) to support student learning. • Strategic reading across the curriculum to support student learning. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • Instructional Materials 	<p>\$150,000</p>	<p>Title I</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • 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 Power Hour and Multi-Ties Support System (MTSS) (reading and math intervention). Before and after school support classes through our extended learning programs and interventions at qualified PI schools. • Offer summer school program to students who are underperforming on the CAASPP. • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • Extra Duty/Hourly Summer and During the School Year • Clerical Support • Instructional Assistants • Instructional Materials 	<p>\$345,000</p> <p>\$50,000</p> <p>\$80,000</p> <p>\$300,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Follow District master technology plan as outlined in (Current plan expired 06/30/2015; a new plan is in process of being updated). • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • Three Middle School Teachers on Special Assignment salaries and benefits • Substitute and hourly salaries (10% PD) 	<p>\$320,000</p> <p>\$350,000</p>	<p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Provide parent/community outreach on the State’s Standards for English Language Arts as well as curriculum, assessments and use of test results. • Record elementary grades in reading are recorded in Aeries and report cards are sent to parents with an explanation of the scores and marks. • Record the trimester assessment results into the Aeries program. • Create a newsletter for parents and the community sharing what students are learning in the classroom showing their work. Send out three times each year. • Create a newsletter for teachers to be distributed three times each year. Articles are included to support teaching and learning in all subject areas. • Maintain a School Site Council at each school with staff, parent, and community representatives. Each council receives reports on overall assessment results in English language. • Provide each parent through schools his/her student’s individual assessment 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. • All schools have access to effective parent-teacher conferencing materials through internet searches. Information on conferencing is shared with teachers and parents setting expectations for conferences. • Provide parents CAASPP training and related student data. • Translate materials for parents as required. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • Translation extra duty • Parent Outreach • Materials for trainings to provide parents 	<p>\$2,000</p> <p>\$3,000</p> <p>\$10,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Homeless Services • 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 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers • Homeless Coordinator 	<ul style="list-style-type: none"> • Homeless Services 	\$50,000	Title I
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • State and district assessments • Pre- and post-tests • Reading Assessments • School Site Plan • Observations • School Site GATE observations 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • Duplication of assessments 	\$10,000	Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • Intervention Programs 	<p>\$200,000</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>In/After school Program</p> <ul style="list-style-type: none"> • “Power Hour” at all Title I sites with all Title I students. <p>Possible services:</p> <ul style="list-style-type: none"> • College Work Study Tutor • Community Tutors • Weekly Story-time Readers • Read Aloud Instruction • Library Tour <p>GATE</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 			

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.*

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 Adequate Yearly Progress:

- The District will meet all AYP targets including significant subgroups
- All schools will meet AYP targets including significant subgroups – 100%
- The District will improve overall API score including significant subgroups – Growth of at least 5 points from 2013
- Increase in the percent of students scoring proficient and advanced – 5% from May 2013
- Increase in the percent of Hispanic students scoring proficient and advanced – 10% from May 2013
- Increase in the percent of economically disadvantaged (ED) students scoring proficient and advanced – 10% from May 2013
- Increase in the percent of special education students scoring proficient and advanced - 10% from May 2013
- Increase in the percent of English learners scoring proficient and advanced – 10% from May 2013

Increase of 3% 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 11 E/LA 62%; Math 30%

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • 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 will stress mastery of standards-based content and/or mastery of subgroup targets. • Teachers effectively organize instruction around goals that are tied to the standards and direct students' mathematical learning. • An emphasis will be applied for the Standards for Mathematical Practice. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • Professional Development staff time and materials, supplemental hours • District/Site Personnel salaries and benefits • Training Materials • Consultants 		Title I
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special 	<ul style="list-style-type: none"> • Professional Development staff time and materials, supplemental hours 	See above	Title I

<ul style="list-style-type: none"> • 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. 	<p>Assignment</p> <ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • District/Site Personnel salaries and benefits • Training Materials • Consultants 		
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • 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
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Use of learning labs for intervention programs to reinforce basic mathematics prerequisites. • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • District/Site Personnel salaries and benefits • Training Materials 		Title I
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • 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
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Provide community outreach to communicate about the State Standards for Mathematics and the relationship of that document to curriculum, assessment and benchmarks. • Record elementary grades in mathematics in Aeries and report cards are sent to parents with an explanation of the scores and marks. • Enter assessments results into the Aeries program. • Compile a reference guide offering ways schools and parents partner to enhance student academics. • Use a newsletter to send to parents and community sharing what students are learning in the classroom showing their work. • Each school maintains a School Site Council with staff, parent, and community representatives. Each council receives reports on overall assessment results in mathematics and communicates the results to the entire school community. • Each school sends each parent his/her student’s individual assessment results with an explanation on how to interpret them. • Each parent is invited to two parent conferences at which teachers discuss the math program and assessment results. • All schools have access to a CAASPP and Standards training for parent presenters. • GATE Parent Advisory Committee serves as an advocate for mathematics through GATE programs. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • 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
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • 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
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • 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
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Place highly qualified teachers with students who are under-achieving. • Develop policies and practices that support mentoring and coaching for new and struggling teachers like BTSA and PAR. • Ensure that schools have an equitable distribution of highly skilled teachers. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • 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
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Division • Principals • Curriculum Specialists • Teachers on Special Assignment • Teachers 	<ul style="list-style-type: none"> • District/Site Personnel salaries and benefits • Training Materials 		

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 Title III Improvement Status: Year 4+

Fiscal Year: 2015-2016 EL Amount Eligibility: \$ 141,797 Immigrant Amount Eligibility: \$0.00

Plan to Provide Services for English Learner Students

<p>Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.</p> <p>How the LEA will:</p>	
<p>A. Required Content</p>	<p><u>Implement Programs and Activities in Accordance with Title III</u></p> <p>Planned Improvement in Programs for Students who receive services as English Learners and Immigrants (Title III)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • 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. <p>Targets for Annual Measurable Achievement Objectives:</p> <ul style="list-style-type: none"> • Increase in the percent of English Learners scoring at Standards Met and/or Standards Exceeded in Reading/Language Arts – 5% from May 2016 • Increase in the percent of English Learners (EL) scoring at Standards Met and/or Standards Exceeded in Mathematics – 5% from May 2016 • Increase of 1% in overall English Learner reclassification rates (from the previous 2015/2016 school year). The rate reported for that year was 15.0% • Increase of 3% in the percentage of students meeting AMAO #1 on the CELDT over the 2014/2015 school year. The AMAO # 1 on the CELDT for 2014/2015 was 68.1% (2014-15 Target 60.5%) • Increase of 3% in the percentage of students meeting AMAO #2 on the CELDT over the 2014/2015 school year. The AMAO # 2 (Cohort: Enrolled Fewer than 5 years) on the CELDT for 2014/2015 was 34.2% (2014-15 Target 24.2%) The AMAO # 2 (Cohort: Enrolled Five or more years) on the CELDT for 2014/2015 was 59.0% (2014-15 Target 50.9%)

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

Use the Subgrant Funds to Meet All Accountability Measures

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.

Hold the School Sites Accountable

Schools are held accountable for the progress of ELs by establishing Annual Measurable Achievement Objectives (AMAO) and 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.)
- 71% (currently meeting 68.1%) of ELs will meet the District and State goals of advancing one proficiency level or more on the CELDT annually (AMAO #1).
- 37% (currently meeting 34.2% for less than five years cohort) and 62% (currently meeting 59.0% for more than five years cohort) of ELs will attain proficiency by having an overall CELDT score of Early Advanced or higher with all subtests at the Intermediate level or above (AMAO#2). The schools then review data annually, monitor progress, and modify the Plan as needed to meet the achievement goals for ELs. Technical support is offered by Instructional Services Department.

Promote Parental and Community Participation in Programs for English Learner Students

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 (per Sec. 3302 of NCLB):

- 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
- 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 district procedure for notification is established and implemented to meet ESSA (Every Student Succeeds Act (formerly NCLB)) guidelines. Letters of notification have been prepared for Program Improvement Schools by Educational Services staff and the Board of Education receives a report regarding the District compliance regarding Program Improvement schools and their progress at a regularly scheduled public meeting. Parents also receive information through the ELAC, DELAC and SSC meetings.

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. A letter, in the primary language of the parent, when available, is sent if a site is not making AYP. The letter outlines the parents' right to choose an alternate school site that has made AYP. In addition, each fall the District notifies parents of its placement in Program Improvement and failure to exit Title III Accountability under ESSA.

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
<p data-bbox="128 1198 205 1386" style="writing-mode: vertical-rl; transform: rotate(180deg);">B. Required Content</p> <p data-bbox="264 412 863 444"><u>Provide High Quality Language Instruction</u></p> <p data-bbox="264 483 1150 537">The effectiveness of the programs for English learner students is determined by the increase in:</p> <ul data-bbox="312 545 1087 630" style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects as measured by AMAOs <p data-bbox="264 672 1150 1458">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 <i>Advanced</i> and Benchmark <i>Adelante</i> 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 (<i>Advance</i> and <i>Adelante</i>). 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’ <i>Carousel of Ideas</i>, Hampton Brown’s <i>English to a Beat</i> and Rigby’s <i>On Our Way to English</i>. 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.</p>				

	<p>For Secondary instruction, Burbank Unified School District has chosen Pearson’s <i>Keystone</i> for grades 6-8 and Hampton Brown’s <i>Edge</i> 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.</p> <p>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.</p> <p>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.</p> <p>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,</p>				
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	<p>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.</p> <p>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.</p>				
	<p><u>Provide High Quality Professional Development</u></p> <p>High quality professional development is provided for classroom teachers, principals, administrators, and other school or community-based personnel that is:</p> <ol style="list-style-type: none"> 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. <p>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</p>				

	<p>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 System for Teachers (CFASST).</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. 				
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Required for Year 4+	Goal 2 IPA* for items A-B:				
	Please describe the factors contributing to failure to meet desired accountability measures.				
	The accountability system to determine the success of the English learner program was “frozen” in 2014-15 due to the suspension of the California Standards Test. The Annual Measurable Achievement Objects (AMAOs) show a pattern of accomplishment for AMAO 1; AMAO 2a; and AMAO2b. AMAO 3 was not accomplished in the area of high school graduation.				
	Please describe all required modifications to curriculum, program, and method of instruction.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
	<p>As a remedy for not achieving AMAO 3 the District will provide:</p> <ol style="list-style-type: none"> a new ELA/ELD curriculum for grades TK-5 and allow grades 6-12 to pilot programs aligned to the State Standards; intensified instruction for English learner students; academic or vocational education (college and career pathways) for English learner students; integrated instruction for English learner students. <p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Principals • Curriculum Specialists • ELD Specialists & Coordinators • Teachers 	<ul style="list-style-type: none"> • Site Personnel salaries and benefits • Materials • Site Personnel salaries and benefits • Site Personnel salaries and benefits • Site Personnel salaries and benefits • Instructional Materials 	<p>\$30,000</p> <p>\$5,500</p> <p>\$36,000</p> <p>\$15,000</p> <p>\$320,000</p>	<p>Before/After school intervention: Title III</p> <p>Instructional Materials: Title III</p> <p>EL Summer School for L-TELS (gr. 3-8): LCAP Supplemental</p> <p>Instruc. Assists. for EL Summer School: Title III</p> <p>Elementary & MS Math MTSS: LCAP Supplemental</p>

<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Programs currently in place include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Instructional Services Department • Principals • Assistant Principals • ELD Coordinators • Teachers • Counselors • At-risk/ Intervention Specialists 	<ul style="list-style-type: none"> • Site Personnel salaries and benefits • Instructional Materials • Site Personnel salaries and benefits • Instructional Materials • Site Personnel salaries and benefits • Site Personnel salaries and benefits • Materials • Site Personnel salaries and benefits • Site Personnel salaries and benefits 	<p>\$480,000</p> <p>\$100,000</p> <p>\$400,000</p> <p>\$870,000</p> <p>\$20,000</p> <p>\$115,000</p>	<p>Elementary ELA MTSS: LCAP Supplemental</p> <p>Additional math interventions for ELs at secondary: LCAP supplemental</p> <p>Additional Counselors (1 per secondary site): LCAP Supplemental</p> <p>ROP: LCFF Base Grant</p> <p>Professional Dvlpmt./Arts & Tech. Careers: LCFF Base Grant</p> <p>Instructional Technology Personnel & P.D.: Title II</p>
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<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Teachers assigned to classes with ELs are CLAD/SB 1969/395/CTEL certified.</p> <p>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.</p> <p>Formal professional development classes aimed at improvement of effective teaching strategies for ELs include those listed above in the high quality professional section.</p> <p>Specific activities to address improved EL proficiency and academic success currently include:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional Services Department • Principals • Assistant Principals • Curriculum Specialists • ELD Specialists & Coordinators • Teachers • Counselors • At-risk/ Intervention Specialists 	<ul style="list-style-type: none"> • Site Personnel salaries and benefits • Site Personnel salaries and benefits • Consultant • Substitute teachers • Materials • Hourly pay and benefits • Conference costs • Consultant • Materials 	<p>\$1,298,424</p> <p>\$320,000</p> <p>\$15,000</p> <p>\$12,000</p> <p>\$5,000</p> <p>\$3,000</p> <p>\$42,000</p>	<p>Curriculum Specialists: LCAP Supplemental</p> <p>ELD Specialists: LCAP Supplemental</p> <p>Academic ELD Professional Development (w/ ATDLE): Title III</p> <p>Supplemental AELD Materials: Title III</p> <p>Summer Professional Development & curriculum development for ELD: Title III</p> <p>Conferences (e.g. CABE, ATDLE): Title III</p> <p>Integration of Theatre Arts: Title III</p>
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LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learner students				
	Before/after school intervention classes	Principals/Teachers	Site Personnel salaries and benefits	\$30,000	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	\$42,000	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	\$15,000	Title III
	Curriculum writing/PD summer 2017	Instructional Services Staff	Site Personnel salaries and benefits	\$5,000	Title III
	Conferences	Instructional Services Staff/Principals/Teachers	Conference costs	\$3,000	Title III
	Dual Immersion PD with ATDLE (consultants + subs)	Instructional Services Staff/Principals/Teachers	Consultant	\$15,000	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:		\$4,200	
		EL Estimated Costs Total:		\$141,700	

Plan to Provide Services for Immigrant Students

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

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Performance Goal 3: By 2010-2011, all students will be taught by highly qualified teachers.

Objective(s):

- By June 30, 2011, all students will be taught by highly qualified teachers.
- By July 1, 2011, all teachers in the core subject areas will be highly qualified.
- By July 1, 2011, all teachers, in all subject areas, will have the required authorization to teach English Learners in the general education classroom.
- By January 8, 2011, all instructional paraprofessionals who work in Title 1 schools will be highly qualified.
- During the 2011-2011 and 2011-2012 school years, the District will provide teachers and instructional paraprofessionals with training and/or support to ensure that all teachers and instructional paraprofessionals meet the “highly qualified” requirements of the Every Student Succeeds Act (formerly No Child Left Behind Act of 2001 (NCLB)).
- During the 2010-2011 and 2011-12 school years, the District will provide all teachers with the opportunity to participate in training to earn the required authorization to teach English Learners in the general education classroom.

Summary of Needs and Strengths for Professional Development

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

STRENGTHS	NEEDS
<p>The District:</p> <ul style="list-style-type: none"> • As of June 2015, 100% of all teachers in all Title 1 schools hold a valid teaching credential. • 99% of all teachers (five teachers) in the District have certification necessary to teach English Learners; however they have emergency approvals. • Adopted instructional materials in core academic subjects aligned to State-adopted standards, K-5, and Stated standards-based at the secondary level 6-12. • Offers a three tier differentiated instruction training and support at the elementary level and the first tier at secondary. • 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. • Presents content related professional development based on standards in demonstration lessons, after school professional development, faculty meetings, grade-level meetings, department meetings. • 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 training for paraprofessionals to become highly qualified. • All teachers are fully certified and meet ESSA (formerly NCLB/HOUSSE) requirements. • All instructional assistants meet ESSA (formerly NCLB) requirements. • In-depth knowledge of the K_ ^ Benchmark Advanced and Adelante and 6-8 Holt Language Arts series. • Emphasis on the K-5 Houghton Mifflin Go Math! core series and the 6-12 	<p>The District:</p> <ul style="list-style-type: none"> • 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. • 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. • Continues to use an updated needs assessment for teachers, site and District administrators, paraprofessionals, parents and other stakeholders to focus professional development support needed. • Implements the District highly qualified teacher training plan that includes: <ul style="list-style-type: none"> - 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 • 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. • Provides highly qualified teacher training and support for secondary teachers in differentiated instruction. • Provides highly qualified teacher training on the use of data from interim and mid-year assessments to inform instruction in K-12. • Continues implementation of long-term plan for training secondary teachers in <i>Thinking Maps</i> by District trained staff to provide students with tools to focus their thinking and organize information. • Offers training in deeper knowledge of content standards especially deconstructed standards. • Continued focus on standards-based design and rigorous instruction. • Increased understanding of subject matter knowledge especially math, history-

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/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: The District’s LEA Plan takes the following steps to ensure that professional development activities are clearly aligned to State standards:</p> <ul style="list-style-type: none"> • Conduct needs assessments of certificated staff related to student achievement in order to develop priorities for Highly-Qualified teacher trainings. The process includes: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> ▪ 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 	<p>Instructional Services Principals Curriculum Specialists Teachers on Special Assignment</p> <p><u>Timeline</u> 2016-17</p>	<p>Teachers on Special Assignment Salaries and Benefits</p>	<p>\$375,000</p>	<p>Title II</p>

<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The District’s LEA Plan takes the following steps to ensure that activities are scientifically based:</p> <ul style="list-style-type: none"> 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 <i>What Works Clearinghouse</i>, 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. 	<p>Instructional Services Staff</p> <p>Principals Curriculum Specialists Teachers on Special Assignment</p> <p><u>Timeline</u> 2016-17</p>	<p>Funds for on-going training of trainers</p> <p>Conferences</p> <p>Substitutes</p>	<p>\$33,731</p> <p>\$10,000</p> <p>\$10,000</p>	<p>Title II</p> <p>Title II</p> <p>Title II</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.</p> <p>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:</p> <ul style="list-style-type: none"> Provide additional PD in the areas of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<p>Instructional Services Staff</p> <p>Principals Curriculum Specialists Teachers on Special Assignment</p> <p>Timeline 2016-17</p>			

<ul style="list-style-type: none"> 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. 				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: 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:</p> <ul style="list-style-type: none"> 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, 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.) 	<p>Instructional Services Staff</p> <p>Principals Curriculum Specialists Teachers on Special Assignment</p> <p><i>Timeline</i> 2016-17</p>			
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: The District's LEA Plan takes the following steps to ensure that professional</p>	<p>Instructional Services</p>			

<p>development activities will be made available to teachers and principals:</p> <ul style="list-style-type: none"> • K-12 assessment data, CORE, WASC action plans, FPM outcomes, Program Improvement 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: <ul style="list-style-type: none"> • 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. 	<p>Staff</p> <p>Principals Curriculum Specialists Teachers on Special Assignment</p> <p><i>Timeline</i> 2016-17</p>			
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The 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:</p> <ul style="list-style-type: none"> • 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. 	<p>Instructional Services Staff</p> <p>Principals Curriculum Specialists</p>			

<ul style="list-style-type: none"> 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. 	<p>Teachers on Special Assignment</p> <p><i>Timeline</i> 2016-17</p>			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The District's LEA Plan takes the following steps to ensure that students and teachers will have increased access to technology and professional development:</p> <ul style="list-style-type: none"> 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. 	<p>Instructional Services Staff</p> <p>Principals Curriculum Specialists Teachers on Special Assignment</p> <p><i>Timeline</i> 2016-17</p>			
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The District's LEA Plan takes the following steps to ensure that the LEA Plan has involved a variety of stakeholders:</p> <ul style="list-style-type: none"> 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. 	<p>Instructional Services Staff</p> <p>Principals Curriculum Specialists Teachers on Special Assignment</p>			

<ul style="list-style-type: none"> • 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. 	<p><i>Timeline</i> 2016-17</p>			
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>The District’s LEA Plan takes the following steps to ensure that all training will enable teachers to meet (i) – (vii):</p> <ol style="list-style-type: none"> Continue Differentiated Instruction at the elementary and secondary level to ensure that teachers are meeting the needs of all students. Utilize and increase existing information on brain research through PD opportunities to meet the needs of all learners. 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. Create and use modules on family literacy, math, technology, motivating students, and communication for family nights. 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. Provide specific support for SB 2042 credential teachers on meeting the needs of all students in the process of earning their professional teaching credential. 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. 	<p>Instructional Services Staff</p> <p>Principals Curriculum Specialists Teachers on Special Assignment</p> <p><i>Timeline</i> 2016-17</p>			

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Instructional Services Staff</p> <p>Principals Curriculum Specialists Teachers on Special Assignment</p> <p><i>Timeline</i> 2016-17</p>			
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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
<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • PTA, DAC, CAC and DELAC are represented • There is a design for secondary student representation <p>3) The district has the following enforced policies:</p> <ul style="list-style-type: none"> • Code of Conduct Policy • Tobacco Free Policy • Drug Free Policy • Gun Free policy <p>4) There is a clear set of emergency procedures, training, and opportunity to practice drills.</p> <p>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.</p> <ul style="list-style-type: none"> • There is a District Crisis Intervention Team • Related staff, psychologists, nurses and counselors are trained in crisis intervention <p>6) Parents are provided annual notification through the</p>	<p>1) Research-validated ATODV curricula need to be taught with consistency at grades K-12. To achieve this the district needs to:</p> <ul style="list-style-type: none"> • 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. <p>2) Continued recruitment of parents and students to insure broad representation on the Community-Wide Health Committee.</p> <p>3) “Tobacco Use Prohibited” signs need to be placed at sites where they have been removed due to construction.</p> <p>4) Alternative intercessions for suspension including “In-school suspension” and “Clean and Sober School” will be researched.</p> <p>5) A consistent district approach to conflict resolution and violence prevention programs.</p> <p>6) Greater district support is needed to insure valid numbers of students participate in CHKS.</p> <p>7) Access to all campuses, accessible restroom facilities, changing areas and Braille signage is needed at some sites.</p>

<p>parent/student handbook. Policies are also available through the district website.</p> <p>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.</p> <p>8) All schools annually update the Safe School Plan and there is a District safety committee.</p> <p>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.</p> <p>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.</p>	
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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.

<p>ACTIVITIES</p> <p>1) The District has developed a code of conduct policy for students, parents and staff. The policy will be followed at all sites.</p> <p>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.</p> <p>3) The SDFSC program will sponsor the following programs:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>5) After school homework, visual and performing, mathematics enrichment, leadership development, the Power Hour literacy program, and athletic instruction.</p> <p>6) The District will provide staff development to insure consistency of program delivery and to increase awareness of available resources.</p> <p>7) The District, in conjunction with community-based organizations will provide parent education and opportunities for participation in district related activities and programs.</p>

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:	5 th 1 % 7 th 11 %	5 th 0 % 7 th 5 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 3 % 9 th 5 % 11 th 4 %	7 th 0 % 9 th 0 % 11 th 0 %
The percentage of students that have used marijuana will decrease biennially by:	5 th 1 % 7 th 1 %	5 th 0 % 7 th 0 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 2 % 9 th 3 % 11 th 3 %	7 th 0 % 9 th 0 % 11 th 0 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 1 % 9 th 2 % 11 th 2 %	7 th 0 % 9 th 0 % 11 th 5 %
The percentage of students that feel very safe at school will increase biennially by:	5 th 97 % 7 th 96 % 9 th 97 % 11 th 99 %	5 th 100 % 7 th 100 % 9 th 100 % 11 th 100 %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 15 % 9 th 10 % 11 th 7 %	7 th 7 % 9 th 5 % 11 th 3 %

Truancy Performance Indicator		
<p>The percentage of students who have been truant will decrease annually by 1% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	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:	5 th 98 % 7 th 88 % 9 th 86 % 11 th 86 %	5 th 100 % 7 th 95 % 9 th 95 % 11 th 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:	5 th 98 % 7 th 95 % 9 th 93 % 11 th 93 %	5 th 100 % 7 th 100 % 9 th 100 % 11 th 100 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 88 % 7 th 68 % 9 th 63 % 11 th 66 %	5 th 95 % 7 th 85 % 9 th 85 % 11 th 85 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 94 % 7 th 90 % 9 th 92 % 11 th 90 %	5 th 100 % 7 th 95 % 9 th 97 % 11 th 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 – 10%
- 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
<p>5.1 (High School Graduates)</p>	<ul style="list-style-type: none"> • 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 	<p>Grades 9-12</p>	<p>2016-2017</p>	<p>Graduation Rate</p>	<p>NA</p>

	<p>multiple indicators to include; CAASPP score reports, trimester assessment data, classroom assessments, grades and other measures.</p> <ul style="list-style-type: none"> • 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 				
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	<p>abilities and backgrounds in learning.</p> <ul style="list-style-type: none"> • 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. 				
<p>5.2 (Dropouts)</p>	<ul style="list-style-type: none"> • 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	2016-2017	Graduation Rate	NA

	<ul style="list-style-type: none"> • 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) 				
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5.3 (Advanced Placement)	Provide AP (AP Challenge grant) courses. • GATE placement criteria include culturally diverse and/or economically disadvantaged students.	Grades 9-12	2016-2017	AP Rates	NA
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Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.”	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>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.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>All schools above 75% poverty level are funded. The remaining is determined by grade span.</p>

**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:
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>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:</p> <ul style="list-style-type: none"> • 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.

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

Additional Mandatory Title I Descriptions

(continued)

<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>The District initiates contact to all private schools in the BUSD boundaries and neighboring districts that may have eligible students that qualify 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.</p> <p>The consultation includes discussion on such issues as:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>

The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	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:
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>The District will provide technical assistance for its low-achieving schools (including Program Improvement) through consultation and coordination of services in the following areas:</p> <ul style="list-style-type: none"> • 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/Program 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.	<p>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:</p> <ul style="list-style-type: none"> • 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.	<p>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</p>

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| <p>District’s responsibilities include:</p> <ul style="list-style-type: none"> • 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 |
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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.”

<p>Description of how the LEA is meeting or plans to meet this requirement:</p>

<p>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.</p>
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<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119. Professional Development Opportunities for Teacher and Paraprofessional Development Opportunities</p> <ul style="list-style-type: none"> *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.

	<p>*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.</p>
<p>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.</p>	<p>PARENT INVOLVEMENT STRATEGIES</p> <ul style="list-style-type: none"> • The District’s priority is to regularly collaborate with parents and invite input on strategies and objectives for parent involvement. <p>The District will:</p> <ul style="list-style-type: none"> • 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 <p>* 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</p> <p>* Sponsor parent workshops that inform and provide parents with skills necessary to be successful in the school setting</p> <p>*Continue parent involvement and educational activities at school sites and at the District and community level</p> <p>*Continue to work with schools sites to establish parent and community resource rooms at all schools</p> <p>*Special needs parents will be invited to participate in all above activities through the CAC</p>

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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:</p> <ol style="list-style-type: none"> 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. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>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.</p> <p>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.</p> <p>The Student Study Team (SST) process is utilized when appropriate and offers</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>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.</p> <p>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.</p>
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- will be used to make decisions about appropriate changes in programs for the subsequent year;

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

 Matt Hill
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

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:

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

APPENDIX C

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,

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 D

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

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

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
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 E

Promising or Favorable Programs							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
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
Earls court 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

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