

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: **California Department of Education**
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

LEA Plan Information:

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

County/District Code: 19-64303

Dates of Plan Duration (should be five-year plan): 2013/14 – 2017/18

Date of Local Governing Board Approval: 1-16-14

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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.

Brian Jacobs, Ed.D.

4-16-15

Printed or typed name of Superintendent

Date

Signature of Superintendent

Jerry Cleveland

4-16-15

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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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 Categorical 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 Part I of 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.

Part II of the Consolidated Application is submitted in the fall 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 NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. 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, supplemental 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. Categorical 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.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish 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 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 (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**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 B, Even Start		EIA – Limited English Proficient
	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		Gifted and Talented Education
	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		ROP: Regional Occupational Program
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

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	909,167	2,766,859		85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$53,187	\$402,655		PD only
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	253,124	253,409	496,503	98%
Title III, Immigrants	NA	NA	NA	NA
Title IV, Part A, Safe and Drug-free Schools and Communities	NA	NA	NA	NA
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				95%
McKinney-Vento Homeless Education				
IDEA, Special Education				100
21 st Century Community Learning Centers				
TOTAL				

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 (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient	443,518	0	376,990	85%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
ROP: Regional Occupational Program				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
ASES: After School Education and Safety				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
TOTAL				

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

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

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district’s vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

District Profile: Bellflower Unified School District

Bellflower Unified School District is comprised of ten elementary schools, two comprehensive middle/high schools (grades 7 through 12), one continuation high school, one community day school, one independent study school, and a child development center. The district serves the communities of Bellflower, Lakewood and a small portion of Cerritos.

The **mission** of the Bellflower Unified School District is to provide the pathway for all students to attain the expertise and develop skills of academic excellence that will empower them to:

- become lifelong active learners
- demonstrate respect for themselves and others in a dynamic, diverse, and global society
- become informed, productive, independent, and contributing citizens
- perform successfully in their chosen field and in society

The **vision** of the Bellflower Unified School District is outlined below:

INSTRUCTIONAL

STRATEGY I: PROVIDE A HIGH QUALITY, WELL ROUNDED EDUCATIONAL EXPERIENCE TO ALL STUDENTS THAT IS RIGOROUS, CULTURALLY RELEVANT, AND ENGAGING.

Critical Learnings

- Establish baseline proficiency for SBAC test during the 2014-2015 school year for ELA and Math and improve by 2% in 2015-2016.
- Each English learner (EL) student will improve 2% on the respective AMAOs.
- Demonstrate achievement improvement as measured by Federal, State, and Local assessments

A) *Measurably Improve Student Achievement*

1. Continue Direct Interactive Instruction (DII) with co-plan/co-teach and accountability coaching

2. Analyze data from multiple sources and use results to drive instruction for improved academic achievement – STARS by School City, CELDT, CAASPP
3. Reorganize and strengthen the Accelerated Learning Pathways K-8 Gifted and Talented (GATE) (High Achieving)
4. Implement aspects of Differentiation and Multi-Age/Multi-Grade Instruction
5. Implementation of Language Learning Pathways – Dual Immersion/Language (Spanish) – Mandarin Enrichment
6. Develop curriculum and instructional strategies utilizing “best practices” that increase student achievement - *Nancy Fetzner Writing - Thinking Maps - DII - Instructional Rounds – Professional Learning Communities/Professional Learning Teams (PLC's/PLT's)*
7. Develop effective, high quality Special Education Learning Models using DII strategies
8. Monitor Kindergarten Pathways – Jump Start – Transitional K – Dual Language K
9. Enhance the College and Career Ready Culture on each 7-12 campus
10. Implement Common Core State Standards K-12
11. Strengthen literacy instruction in grades 7-12
12. Implement effective Response to Intervention (RTI) and Positive Behavior Intervention System (PBIS) practices
13. Increase a-g demographic subgroups course completion graduation rates, while also increasing overall graduation rates
14. Implement special education PLC/PLT and Instructional Rounds
15. Implement new mathematics curriculum in grades K-8.
16. Provide professional development through The Irvine Math Project to enable 6-12 teachers to transition to Common Core while bridging skills necessary to be successful with the Common Core Standards.
17. Provide professional development through The Irvine Math Project to strengthen teachers in grades K-5 content knowledge with an emphasis on focus Common Core Standards at each grade level.

B) *Improve Use of Technology*

1. 100% of students and staff will have access to and utilize appropriate technology to improve student achievement
2. Ensure implementation of the District Technology Plan in relation to student achievement, professional development, curriculum application, technology support, and monitoring/evaluation tool of student academic progress
3. Implement Synced Solutions for K-12 ELA Common Core State Standards

HUMAN

STRATEGY II: BUILD STRONG RELATIONSHIPS WITH STUDENTS, FAMILIES, AND THE COMMUNITY TO INCREASE TRUST AND SHARED RESPONSIBILITY. ENSURE THAT EVERY CLASSROOM HAS A HIGH-QUALITY, EFFECTIVE EDUCATOR, SUPPORTED BY HIGH QUALITY, EFFECTIVE ADMINISTRATORS AND SUPPORT STAFF.

A) *Increase Public Confidence in the BUSD*

1. Provide consistent communication through school and District correspondence
2. Monitor practical input from the community to improve the efficiency of the District

3. Publish quarterly articles in the “School News” publication

B) *Provide Highly Skilled, Caring and Committed Staff That Supports Instruction and Learning*

1. Provide a system of instructional alignment and professional practices integrated with content standards, curriculum, assessments, and additional resources
2. Provide targeted professional development (PD) for all staff to meet the District’s academic achievement marks
3. Train all administration/leadership in PLC’s- 8 PD/Practicum days with The New Teacher Center
4. Utilize PLC time to review/analyze student data to inform instruction within the grade level/classroom

C) *Increase Intradistrict Communications*

1. Provide accurate and timely responses regarding instructional staffing and programs
2. Share District information with staff through site visits
3. Create articulation systems between all sites and district divisions
4. Continue to support and promote district wide teacher planning and collaboration days
5. Continue to support and promote elementary/middle school articulation meetings
6. Continue District Instructional Rounds while implementing school site IR’s

D) *Improve Student Guidance Services*

1. Inform parents of the multiple Educational Options for students
2. Improve distance learning options for all students
3. Monitor the implementation of a Home Education/Independent Study Academy
4. Increase parent participation at all school related functions
5. Continue to inform parents of students attending Program Improvement (PI) schools of available Supplement Educational Services (SES)

PHYSICAL & FISCAL

STRATEGY III: ALIGN RESOURCES TO ACCOMPLISH PRIORITIES WITHIN A BALANCED BUDGET.

A) *Improve the Safety, Function, and the Appearance of District Facilities*

1. Maintain all District facilities at the highest level feasible
2. Pursue Solar Projects
3. Implement effectively the Measure BB Project list

B) *Maximize Facilities and Resources*

1. Implement Zero-Based Budgeting principles
2. Maintain a balanced and fiscally responsible operating budget
3. Secure instructional material funding to ensure student achievement
4. Pursue fiscal support for after school academic academies
5. Continue the focus on implementing the Energy Conservation Program
6. Ensure that fiscal resources are targeted to meet all operational priorities of the District

Local Measures of Student Performance

(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- 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;
- 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;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- 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.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

School	Award or Recognition
Baxter:	National Blue Ribbon School, 2008 California Distinguished School, 1998 & 2008 Title I Academic Achievement Award, 2006, 2007 & 2008 California Business for Education Excellence, 2006-2009 & 2011-12
Foster:	California Distinguished School, 1989, 2000 & 2004 National Blue Ribbon School, 2000
Intensive Learning Center:	California Distinguished School, 1999 Honorable Mention Award, California Distinguished School, 2006 National School Board Association Magna Award, 1999
Lindstrom:	California Distinguished School, 1997 & 2006 & 2012 National Blue Ribbon School, 1999
Pyle:	California Distinguished School, 1998 California Business for Education Excellence, 2010
Washington:	California Distinguished School, 1997
Williams:	California Distinguished School, 1997 & 2006 Title I Academic Achievement Award, 2006 & 2007
Woodruff:	California Distinguished School, 1993
Mayfair Middle/High School:	California Distinguished School, 1999 & 2003 California School Boards Association Golden Bell for Outstanding High School Curriculum, Fine Arts Program, 2001
Somerset:	California Model Continuation High School, 1996-2000, 2000-2006, 2007 - present California Continuation Education Association Exemplary Program Award, 1999, 2000, 2002 & 2006

The total enrollment of the district in 2012-2013 in grades kindergarten through twelve is 13,721 students, a 28 percent increase over the 1992-1993 enrollment of 10,668. Of the total district population, 71.4 percent are eligible for the free or reduced price lunch program.

The ethnic makeup of the district is as follows (2012 -13): 62% Hispanic, 12% White, 14% African-American, 4% Asian, 4% Filipino, 1% Pacific Islander, and 3% responded two or more races or provided no response.

Title I funding supports assistance for identified students at seven Title I Schoolwide Assistance schools with supplementary materials, technology, staff development, parenting education programs, and staff support, including instructional assistants. Hourly tutoring and instructional services are available at all of the district's Title I school sites before and after school.

English learners (ELs) comprise 20 percent (2,720 students) of the total population. More than 30 languages other than English are spoken by ELs in the district with Spanish being the predominant native language. Instructional services to ELs are supported by funding from EIA/LEP carryover, Local Control Funding Formula, and Title III. These funds are used to purchase supplementary materials, technology, provide professional development, support, parenting education programs, hire paraprofessionals to provide additional support in the classrooms and pay fund before and after school classes.

Title II funds increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Additional grant funding obtained by the district supports a number of programs that provide students with instructional support and enhanced learning opportunities:

- The Caring Connections Community Collaborative, originally founded to bring the community together to collaboratively address the needs of students and families, has been in operation since 1992. The more than 60 member collaborative meets monthly to coordinate and integrate services for the students and families of BUSD.
- The Manufacturing and Telecommunications Partnership Academy at Bellflower Middle/High School provides students with career education in a school-within-a-school setting.
- Carl Perkins grant provides a career and technical education program that integrates academic and career-technical instruction.
- Regional Occupational Program/Career Technical Education (ROP/CTE) provides occupational and career training for high school students.
- The After School Education and Safety (ASES) Program funding supports the district's After-School Program Promoting Learning and Enrichment Program (APPLE) at seven elementary school sites serving over 700 students each year.
- No Bully Program provides professional development training to all staff members on interventions to prevent and stop bullying.
- Head Start/State Preschool Program services are provided at eight elementary school sites. This program serves 230 students in 13 classrooms.

Other Services

The district provides special education services to approximately 1,554 students, ages 3– 22. A full continuum of special education programs is provided: home services, inclusion, resource specialist, and special day classes. In addition, designated instruction services are provided when a student requires the service to benefit educationally from the instructional program. Designated instructional services include, but are not limited to: speech/language, adapted physical education, vision services, orientation/mobility, health, audiological services, counseling, occupational therapy, physical therapy, deaf/hard of hearing support, assistive technology, applied behavioral analysis, and transition services.

Homeless children are provided with access to an education in the district and other services as necessary to meet the same challenging performance standards as other students. Procedures are established to enroll homeless

children, assess their academic ability, provide them with access to comparable services, and inform their parents of their rights regarding their child's education.

A needs assessment is conducted annually to determine the effectiveness of current improvement strategies. A comprehensive data analysis of student achievement using multiple measures is conducted to determine subgroups and individual students not meeting academic standards and to design the implementation of instructional programs and strategies that will result in improved academic achievement and in closing achievement gaps.

Goals and Objectives

The LEA Plan goals and strategies address the continual improvement of academic achievement for *all* students and the closing of the achievement gaps of specific subgroups and individual students, in an effort to ensure that:

1. The AYP targets are met annually
2. The district, the schools, and all numerically significant subgroups meet their annual API growth targets
3. Students are making progress towards proficiency or beyond on state and local assessments.

Data analysis is conducted utilizing state and local measures in a continual cycle of program monitoring and improvement. The following pages contain data summaries and findings on these **state** measures:

1. State Academic Performance Index (API)
2. STAR data:
 - California Standards Tests
 - California Alternate Performance Assessment (CAPA)
 - California Modified Assessment (CMA)
3. California High School Exit Exam (CAHSEE)
4. Title III Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners (CELDT)
5. Federal Adequate Yearly Progress (AYP) Reports
6. California Healthy Kids Survey results

API Reports

The Academic Performance Index (API) is a numeric index or scale ranging from a low of 200 to a high of 1,000 that reflects the academic performance level of a school or LEA based on the results of statewide testing. The annual API growth target is five percent of the difference between the school's API and the statewide performance target of 800 or a minimum of one point growth.

The chart below summarizes the district's API results over the last few years:

Year	Base API	Growth API	Growth
2012-13	795	795	0
2011-12	780	789	9
2010-11	777	782	5
2009-10	760	777	17
2008-09	752	762	10
2007-08	739	751	12
2006-07	722	738	16
2005-06	706	724	18
Total growth, last eight years:			87

The academic performance of numerically significant subgroups is demonstrated by the API scores and growth numbers below:

Subgroups	2010 Base	2011 Growth	10-11 Growth	2011 Base	2012 Growth	11-12 Growth	2012 Base	2013 Growth	12-13 Growth
African American	732	735	3	733	739	6	746	752	6
Asian	888	893	5	894	902	8	905	906	1
Filipino	880	885	5	885	889	4	891	885	-6
Hispanic	763	767	4	765	774	9	781	782	1
Pacific Islander	715	733	18	732	761	29	766	730	-36
White	813	827	14	827	830	3	835	841	6
Two or More	821	837	16	834	846	12	851	791	-60
Socio-economically Disadvantaged	752	756	4	754	764	10	771	776	5
English Learners	736	739	3	737	741	4	748	748	0

The API results for the district's schools are summarized below:

Schools	2008 Base	2009 Growth	08-09 Growth	2009 Base	2010 Growth	09-10 Growth	2010 Base	2011 Growth	10-11 Growth
Baxter	826	828	2	826	853	27	853	856	3
Foster	837	852	25	848	852	4	852	864	12
ILC	888	896	13	896	899	3	899	892	-2
Jefferson	745	761	16	759	763	4	763	769	6
Lindstrom	837	843	6	840	847	7	847	848	1
Pyle	745	770	25	763	790	27	790	802	12
Ramona	737	754	17	744	762	18	762	744	-18
Washington	766	784	18	784	791	5	791	789	-2
Williams	779	789	10	789	775	-14	776	791	15
Woodruff	751	768	17	763	774	11	774	737	-27
Bellflower	709	719	10	718	749	31	749	761	12
Mayfair	755	759	4	757	775	18	775	778	5
Somerset	474	509	35	508*	513*	5	512*	531*	14

Schools	2011 Base	2012 Growth	11-12 Growth	2012 Base	2013 Growth	12-13 Growth
Baxter	856	868	12	868	867	-1
Foster	864	856	-8	855	857	2
ILC	897	886	-11	885	886	1
Jefferson	769	750	-19	751	764	13
Lindstrom	848	854	6	854	856	2
Pyle	802	804	2	804	800	-4
Ramona	745	755	10	755	759	4
Washington	788	782	-6	782	785	3
Williams	791	805	14	804	778	-26
Woodruff	748	773	25	774	753	-21
Bellflower	752	771	19	782	775	-7
Mayfair	776	789	13	798	807	9
Somerset	587*	545*	-42	508*	513*	5

*: Small school

Red numbers: Declined and/or did not meet school-wide growth target.

Analysis of API data:

1. The district has demonstrated growth in the API seven out of the last eight years.
2. All numerically significant subgroups have made growth in the last three years with the exception of Two or More Races.
3. Six of the district’s thirteen schools demonstrated overall API growth in their API in 2012 and 2013.
4. Five schools did not meet their API growth target in 2013.
5. Seven schools did not meet their comparable improvement target in 2013 (each numerically significant subgroup meeting its growth target):

STAR Data

The Standardized Testing and Reporting (STAR) program includes four components:

- California Standards Tests (CST)
- California Alternate Performance Assessment (CAPA)
- California Modified Assessment (CMA)
- Standards Based Test in Spanish (STS)

The state target for STAR is for all students to score at or above proficient by 2014. The charts on the following four pages compare the percentage of students scoring proficient or advanced over the last five years. Charts are included for English/language arts and math for all students and various subgroups. In the 5 year change column, the subgroups in which the percentage of students scoring proficient and above are highlighted in green and the subgroups where the percentages declined or remained the same are highlighted in red.

ENGLISH/LANGUAGE ARTS CST														
LEA AYP Targets 2009 =45.0% 2010=56.0% 2011=67.0% 2012=78.0% 2013=89.0%														
*Fewer than ten students assessed														
All Students							African American Students							
Gr	2009	2010	2011	2012	2013	4 year change	Gr	2009	2010	2011	2012	2013	4 year change	
2	45.5%	51.6%	53.0%	54%	52%	6.5%	2	43.0%	46.7%	45.0%	46%	49%	6%	
3	39.7%	39.5%	45.0%	45%	42%	2.3%	3	36.0%	35.9%	40.0%	37%	29%	-7%	
4	67.3%	62.4%	66.0%	67%	64%	-3.3%	4	59.0%	58.1%	62.0%	60%	51%	-8%	
5	54.7%	60.5%	55.0%	62%	58%	3.3%	5	49.0%	54.8%	42.0%	53%	49%	0%	
6	54.9%	56.3%	56.0%	58%	64%	9.1%	6	49.0%	47.9%	52.0%	54%	51%	2%	
7	49.2%	50.1%	48.0%	56%	46%	-3.2%	7	38.0%	43.1%	39.0%	49%	38%	0%	
8	44.1%	51.9%	49.0%	55%	52%	7.9%	8	36.0%	36.9%	42.0%	44%	42%	6%	
9	53.4%	58.1%	51.0%	56%	61%	7.6%	9	50.0%	50.8%	38.0%	48%	48%	-2%	
10	43.1%	47.1%	47.0%	49%	49%	5.9%	10	37.0%	42.5%	41.0%	38%	40%	3%	
11	40.7%	40.7%	40.0%	44%	43%	2.3%	11	36.0%	32.3%	34.0%	34%	33%	-3%	

Asian Students							Filipino Students						
Gr	2009	2010	2011	2012	2013	4 year change	Gr	2009	2010	2011	2012	2013	4 year change
2	81.0%	74.0%	77.0%	72%	71%	-10%	2	57.0%	70.2%	77.0%	82%	73%	16%
3	70.0%	60.0%	77.0%	76%	54%	-16%	3	52.0%	63.9%	62.0%	68%	72%	20%
4	81.0%	78.0%	82.0%	85%	90%	9%	4	90.0%	80.6%	80.0%	88%	83%	-7%
5	84.0%	91.0%	80.0%	82%	75%	-9%	5	76.0%	87.8%	71.0%	71%	81%	5%
6	81.0%	69.0%	81.0%	88%	87%	6%	6	80.0%	81.0%	77.0%	78%	82%	2%
7	76.0%	81.0%	63.0%	83%	77%	1%	7	84.0%	81.0%	81.0%	83%	63%	-21%
8	72.0%	76.0%	84.0%	82%	84%	12%	8	68.0%	81.0%	79.0%	74%	80%	12%
9	64.0%	89.0%	74.0%	84%	85%	21%	9	75.0%	78.0%	74.0%	67%	85%	10%
10	63.0%	57.0%	77.0%	73%	80%	17%	10	69.0%	63.0%	66.0%	68%	78%	9%
11	65.0%	67.0%	54.0%	73%	66%	1%	11	59.0%	63.0%	56.0%	65%	58%	-1%

Hispanic or Latino Students							Native Hawaiians or Pacific Islanders (no longer a significant subgroup)						
Gr	2009	2010	2011	2012	2013	4 year change	Gr	2009	2010	2011	2012	2013	4 year change
2	38.0%	48.1%	48.0%	51%	48%	10%	2	23.0%	50.0%	54.0%	66%	*	*
3	33.0%	33.5%	20.0%	38%	40%	7%	3	50.0%	15.0%	20.0%	42%	64%	14%
4	61.0%	57.4%	63.0%	63%	62%	1%	4	77.0%	69.0%	54.0%	73%	*	*
5	46.0%	54.9%	49.0%	60%	55%	9%	5	50.0%	29.0%	48.0%	50%	*	*
6	49.0%	52.6%	50.0%	53%	61%	12%	6	36.0%	51.0%	25.0%	53%	30%	-6%
7	44.0%	45.5%	44.0%	49%	41%	-3%	7	43.0%	20.0%	30.0%	*	36%	-7%
8	38.0%	49.0%	44.0%	51%	47%	9%	8	33.0%	33.0%	22.0%	*	*	*
9	49.0%	54.1%	49.0%	55%	57%	8%	9	42.0%	47.0%	22.0%	41%	*	*
10	37.0%	43.6%	42.0%	44%	44%	7%	10	30.0%	45.0%	19.0%	28%	14%	-16%
11	32.0%	35.5%	36.0%	41%	40%	8%	11	31.0%	32.0%	35.0%	*	27%	-4%

White Students							Socio-Economically Disadvantaged Students						
Gr	2009	2010	2011	2012	2013	4 year change	Gr	2009	2010	2011	2012	2013	4 year change
2	63.0%	64.6%	68.0%	58%	59%	-4%	2	38.0%	45.0%	47.0%	49%	45%	7%
3	56.0%	59.4%	55.0%	64%	48%	-8%	3	32.0%	33.3%	39.0%	38%	39%	7%
4	85.0%	81.7%	81.0%	76%	78%	-7%	4	59.0%	56.1%	63.0%	62%	60%	1%
5	71.0%	75.0%	74.0%	72%	65%	-6%	5	46.0%	52.5%	50.0%	58%	54%	8%
6	68.0%	67.9%	72.0%	66%	71%	3%	6	48.0%	49.1%	49.0%	52%	59%	11%
7	56.0%	61.4%	60.0%	74%	67%	11%	7	43.0%	43.2%	43.0%	48%	41%	-2%
8	55.0%	60.0%	61.0%	64%	61%	6%	8	37.0%	46.0%	44.0%	50%	47%	10%
9	66.0%	65.5%	57.0%	62%	67%	1%	9	46.0%	51.1%	45.0%	52%	57%	11%
10	53.0%	56.9%	63.0%	59%	64%	11%	10	34.0%	41.1%	39.0%	44%	46%	8%
11	50.0%	48.8%	48.0%	55%	52%	2%	11	29.0%	33.5%	35.0%	37%	40%	11%

English Learners							Students with Disabilities						
Gr	2009	2010	2011	2012	2013	4 year change	Gr	2009	2010	2011	2012	2013	4 year change
2	38.0%	49.4%	45.0%	49%	41%	3%	2	11.0%	24.0%	31.0%	16%	23%	12%
3	26.0%	22.6%	29.0%	20%	26%	0%	3	34.0%	18.9%	27.0%	29%	22%	-12%
4	46.0%	40.2%	43.0%	45%	45%	-1%	4	66.0%	51.4%	56.0%	42%	53%	1.6%
5	19.0%	25.7%	21.0%	26%	27%	8%	5	49.0%	49.1%	36.0%	53%	36%	-7%
6	22.0%	19.2%	21.0%	19%	25%	3%	6	24.0%	45.6%	28.0%	32%	58%	34%
7	12.0%	4.1%	7.0%	16%	9%	-3%	7	19.0%	28.6%	53.0%	35%	39%	20%
8	7.0%	8.9%	13.0%	14%	12%	5%	8	28.0%	26.0%	27.0%	42%	26%	-2%
9	18.0%	19.0%	15.0%	19%	17%	-1%	9	19.0%	46.0%	12.0%	35%	54%	35%
10	13.0%	10.5%	7.0%	9%	10%	-3%	10	4.0%	6.5%	18.0%	9%	43%	39%
11	2.0%	5.2%	6.0%	4%	1%	-1%	11	8.0%	2.1%	4.0%	7%	8%	0%

MATH CST													
LEA AYP Targets 2009=45.5% 2010=56.4% 2011=67.3% 2012=78.2% 2013=89.1% *Fewer than ten students assessed													
All Students							African American Students						
Grade	2009	2010	2011	2012	2013	4 year change	Grade	2009	2010	2011	2012	2013	4 year change
2	61.4%	61.2%	63.0%	58%	62%	0.6%	2	51.0%	50.8%	46.0%	47%	54%	3%
3	65.1%	67.5%	66.0%	70%	63%	-2.1%	3	54.0%	62.7%	54.0%	53%	47%	-7%
4	76.9%	69.3%	74.0%	71%	72%	-4.9%	4	65.0%	61.4%	77.0%	64%	55%	-10%
5	58.3%	60.8%	57.0%	65%	61%	2.7%	5	51.0%	58.9%	42.0%	55%	43%	-8%
6	49.0%	49.4%	51.0%	48%	53%	4%	6	40.0%	42.9%	48.0%	40%	41%	1%
7	30.3%	50.1%	48.0%	48%	40%	9.7%	7	20.0%	39.5%	32.0%	41%	31%	11%
8	37.6%	51.9%	48.0%	52%	58%	20.4%	8	29.9%	21.5%	44.0%	43%	54%	24.1%
Gen Math	32.6%	30.3%	34.0%	31%	37%	4.4%	Gen Math	32.0%	20.5%	26.0%	23%	34%	2%
Algebra I	24.8%	31.2%	40.0%	44%	47%	22.2%	Algebra I	17.0%	26.0%	33.0%	29%	37%	20%
Geometry	31.1%	34.7%	38.0%	44%	36%	49%	Geometry	18.0%	19.3%	26.0%	26%	24%	6%
Algebra II	24.8%	35.4%	40.0%	42%	48%	23.2%	Algebra II	20.0%	21.6%	31.0%	31%	31%	11%
Summ HS Math	54.3%	57.4%	57.0%	63%	51%	-3.3%	Summ HS Math	39.0%	24.0%	32.0%	41%	21%	-18%
Asian Students							Filipino Students						
Grade	2009	2010	2011	2012	2013	4 year change	Grade	2009	2010	2011	2012	2013	4 year change
2	94.0%	86.0%	91.0%	71%	91%	-3%	2	81.0%	76.6%	86.0%	73%	76%	-5%
3	85.0%	88.0%	90.0%	94%	86%	1%	3	87.0%	91.7%	89.0%	95%	85%	-6.7%
4	88.0%	85.0%	93.0%	91%	100%	12%	4	95.0%	86.1%	98.0%	90%	95%	0%
5	83.0%	95.0%	81.0%	94%	88%	5%	5	86.0%	87.8%	66.0%	81%	83%	-3%
6	71.0%	69.0%	73.0%	72%	85%	14%	6	77.0%	79.4%	75.0%	70%	78%	1%
7	63.0%	75.0%	71.0%	82%	58%	-5%	7	51.0%	72.0%	77.4%	64%	62%	11%
8	58.0%	68.0%	61.0%	NA	NA	NA	8	59.0%	65.0%	72.0%	79%	81%	22%
Gen Math	41.0%	30.0%	46.0%	55%	74%	33%	Gen Math	46.0%	46.0%	52.0%	52%	53%	17%
Algebra I	49.0%	56.0%	51.0%	70%	72%	23%	Algebra I	44.0%	45.0%	52.0%	57%	85%	41%
Geometry	46.0%	43.0%	57.0%	61%	69%	23%	Geometry	52.0%	56.0%	42.0%	57%	50%	-2%
Algebra II	65.0%	55.0%	50.0%	54%	51%	-14%	Algebra II	51.0%	47.0%	42.0%	33%	53%	2%
Summ HS Math	60.0%	67.0%	79.0%	78%	62%	2%	Summ HS Math	64.0%	61.0%	59.0%	67%	47%	-17%

Hispanic or Latino Students							Native Hawaiians or Pacific Islanders (no longer a significant subgroup)						
Grade	2009	2010	2011	2012	2013	4 year change	Grade	2009	2010	2011	2012	2013	4 year change
2	56.0%	58.2%	60.0%	56%	59%	3%	2	39.0%	50.0%	79.0%	75%	*	*
3	61.0%	64.1%	64.0%	67%	61%	0%	3	75.0%	23.0%	70.0%	83%	54%	-21%
4	72.0%	66.2%	81.0%	69%	71%	-1%	4	89.0%	69.0%	60.0%	72%	*	*
5	54.0%	55.5%	55.0%	64%	59%	5%	5	41.0%	29.0%	47.0%	57%	*	*
6	45.0%	43.6%	46.0%	45%	50%	5%	6	45.0%	51.0%	13.0%	23%	31%	-14%
7	25.0%	44.7%	43.5%	47%	36%	11%	7	43.0%	20.0%	50.0%	*	8%	-35%
8	34.9%	40.3%	46.0%	50%	53%	18.1%	8	32.0%	17.0%	20.0%	NA	NA	NA
Gen Math	32.0%	31.9%	34.0%	32%	37%	5%	Gen Math	17.0%	18.0%	14.0%	16%	36%	19%
Algebra I	23.0%	29.6%	41.0%	45%	44%	19%	Algebra I	17.0%	25.0%	13.0%	50%	33%	16%
Geometry	24.0%	34.4%	39.0%	44%	32%	8%	Geometry	43.0%	38.0%	17.0%	*	18%	-25%
Algebra II	30.0%	33.6%	41.0%	48%	36%	6%							
Summ HS Math	47.0%	55.7%	56.0%	58%	55%	8%							
White Students							Socio-Economically Disadvantaged Students						
Grade	2009	2010	2011	2012	2013	4 year change	Grade	2009	2010	2011	2012	2013	4 year change
2	80.0%	78.2%	80.0%	64%	73%	-7%	2	55.0%	55.2%	58.0%	53%	56%	1%
3	79.0%	78.1%	75.0%	82%	72%	-7%	3	59.0%	63.1%	61.0%	64%	59%	0%
4	92.0%	83.2%	81.0%	73%	79%	-13%	4	72.0%	64.3%	69.0%	68%	68%	-4%
5	64.0%	66.9%	66.0%	70%	79%	15%	5	51.0%	54.9%	53.0%	61%	58%	7%
6	57.0%	63.4%	61.0%	53%	69%	12%	6	43.0%	41.6%	42.0%	44%	50%	7%
7	34.0%	57.5%	59.8%	49%	52%	18%	7	23.0%	42.4%	42.3%	44%	37%	14%
8	41.0%	36.1%	50.0%	52%	68%	47%	8	33.8%	35.8%	45.0%	47%	55%	21.2%
Gen Math	35.0%	34.0%	42.0%	32%	40%	5%	Gen Math	29.0%	28.2%	33.0%	30%	36%	7%
Algebra I	26.0%	32.0%	37.0%	43%	47%	21%	Algebra I	26.0%	32.0%	37.0%	44%	47%	21%
Geometry	44.0%	36.0%	40.0%	49%	45%	1%	Geometry	26.0%	33.7%	37.0%	45%	57%	31%
Algebra II	34.0%	36.0%	36.0%	35%	32%	-2%	Algebra II	32.0%	34.6%	45.0%	45%	69%	37%
Summ HS Math	56.0%	56.0%	63.0%	65%	49%	-7%	Summ HS Math	47.0%	50.5%	65.0%	71%	69%	22%

English Learners							Students with Disabilities						
Grade	2009	2010	2011	2012	2013	4 year change	Grade	2009	2010	2011	2012	2013	4 year change
2	59.0%	58.0%	59.0%	52%	55%	-5%	2	25.0%	36.0%	40.0%	24%	31%	6%
3	56.0%	57.1%	59.0%	58%	51%	-5%	3	57.0%	49.5%	48.0%	60%	45%	-8%
4	66.0%	56.2%	63.0%	63%	65%	-1%	4	80.0%	57.7%	54.0%	40%	66%	-14%
5	42.0%	33.7%	40.0%	45%	42%	0%	5	48.0%	44.3%	30.0%	46%	48%	0%
6	23.0%	22.3%	18.0%	21%	25%	2%	6	34.0%	42.6%	28.0%	58%	37%	3%
7	10.0%	23.1%	19.0%	20%	11%	1%	7	12.0%	42.0%	43.5%	17%	24%	12%
8	5.4%	18.3%	29.0%	26%	30%	25.6%	8	27.9%	16.4%	8.0%	19%	16%	-10.9%
Gen Math	18.0%	15.0%	22.0%	21%	25%	7%	Gen Math	12.0%	7.0%	5.0%	5%	6%	-6%
Algebra I	13.0%	19.4%	24.0%	32%	20%	7%	Algebra I	10.0%	5.0%	10.0%	22%	21%	11%
Geometry	26.0%	33.7%	37.0%	24%	26%	0%	Geometry	17.0%	25.0%	14.0%	25%	8%	-9%

Analysis

Based on the data above, the following subgroups did not show growth over four years:

English/Language Arts

- All students in grades 4 and 7
- African American students in grades 3, 4, 9, and 11
- Asian students in grades 2, 3, and 5
- Filipino students in grades 4, 7, and 11
- Hispanic students in grade 7
- Native Hawaiian or Pacific Islanders are no longer a significant subgroup
- White students in grades 2-5
- English learners in grades 7
- Socio Economically Disadvantaged students in grades 3, 4, 7, and 9-11
- Students with Disabilities in grades 3, 5, 8, and 11

Math

- All students in grades 3, 4, and Summative High School Math
- African American students in grades 3-5 and Summative High School Math
- Asian students in grades 8, General Math, Algebra 1, Geometry, Algebra 2 and Summative High School Math
- Filipino students in grade 2, 7, and Algebra 2
- Hispanic students in grades 3 and 4, Algebra 2, and Summative High School Math
- Native Hawaiians or Pacific Islanders are no longer a significant subgroup
- White students in grades 2-4, Algebra 2, and Summative High School Math
- Socio Economically Disadvantaged students in grades 3 and 4
- English learners in grades 2-5 and Geometry
- Students with Disabilities in grades 2 - 4, 8, and Geometry

California Modified Assessment (CMA)

The California Modified Assessment is taken by students with IEPs or 504s that meet the CMA criteria of having scored below basic or far below basic on the CST and have grade level content goals.

CMA ELA	2009	2010	2011	2012	2013	4-year change
Grade 3	19%	24%	25%	35%	18%	-1%
Grade 4	29%	23%	34%	46%	39%	10%
Grade 5	37%	28%	33%	28%	30%	-7%
Grade 6		35%	35%	34%	33%	-2%
Grade 7		22%	29%	16%	28%	6%
Grade 8		31%	12%	36%	24%	-7%
Grade 9			14%	16%	19%	5%
Grade 10				15%	18%	3%
Grade 11				19%	13%	6%

CMA Math	2009	2010	2011	2012	2013	4-year change
Grade 3	35%	45%	41%	37%	30%	-5%
Grade 4	44%	37%	32%	41%	32%	-8%
Grade 5	40%	37%	49%	39%	42%	2%
Grade 6		37%	38%	30%	33%	-4%
Grade 7		20%	26%	20%	26%	6%
Algebra I			43%	23%	21%	-22%
Geometry			**	**	36%	NA

California Alternate Performance Assessment (CAPA) The California Alternate Performance Assessment is taken by students with significant disabilities who are unable to take the CSTs and CMAs. Students take the CAPA level assessment that corresponds to their grade placement. Those with profound disabilities eligible for Level I remain in Level I and are not expected to move through the other levels.

CAPA results for Bellflower Unified in 2009 -2013 are as follows:

	CAPA	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
2009	Number tested	35	5	9	22	35
ELA	% Proficient	60%	**	**	95%	74%
	Number tested	35	5	9	22	35
Math	% Proficient	49%	**	**	59%	57%
2010	Number tested	41	5	4	23	37
ELA	% Proficient	71%	**	**	65%	68%
	Number tested	41	5	4	23	37
Math	% Proficient	49%	**	**	52%	51%
2011	Number tested	40	5	6	19	38
ELA	% Proficient	80%	**	**	84%	76%
	Number tested	40	5	6	19	38
Math	% Proficient	70%	**	**	74%	58%
2012	Number tested	48	3	10	22	31
ELA	% Proficient	83%	**	**	64%	74%
	Number tested	48	3	10	22	31
Math	% Proficient	60%	**	**	45%	55%
2013	Number tested	47	9	7	20	34
ELA	% Proficient	83%	**	**	85%	76%
	Number tested	47	9	7	20	34
Math	% Proficient	62%	**	**	85%	53%
	ELA 4-year change	23%	**	**	-31%	0%
	Math 4-year change	13%	**	**	46%	-4%

Analysis

One of the three ELA CAPA levels for which a reportable number of students were tested showed growth over 4 years. Two of the three math CAPA levels for which a reportable number of students were tested showed growth over four years. No data is available for 2014.

Cohort Graduation Rates

Based on federal regulations, all states are required to use a four-year cohort graduation rate beginning in 2012 to make AYP determinations. For 2012 AYP, the graduation rate target was established by subtracting the 2009-10 four-year cohort rate from the 90 percent goal and dividing that number by eight (the number of years remaining before the 2019 AYP).

Class of...	2010	2011	2012	2013
BUSD	85.38%	84.34%	86.63%	93.20%
Black or African American	78.35%	83.63%	85.71%	91.10%
Asian (fewer than 50)	91.84%	85.00%	89.80%	95.7%
Filipino	96.05%	98.21%	97.01%	97.00%
Hispanic or Latino	80.89%	81.69%	84.16%	92.50%
White	90.32%	89.72%	90.80%	94.00%
Two or More Races (fewer than 50)	85.19%	90.91%	87.50%	100%
Socioeconomically Disadvantaged	80.63%	80.19%	83.50%	91.60%
English Learners	67.15%	66.49%	75.27%	86.10%
Students with Disabilities	63.93%	63.93%	63.25%	65.90%

For the Class of 2011, two of the seven significant subgroups met the graduation rate criteria. For the Class of 2012, five of the seven significant subgroups and the district overall met the graduation rate criteria. (2010 was a baseline year.)

College Readiness as Measured by the Early Assessment Program (EAP)

The Early Assessment Program (EAP) was collaboratively developed by California Department of Education, State Board of Education, and the California State Universities to provide students, families and schools with an indication of college readiness. EAP is embedded in the grade 11 STAR program in the English Language Arts, Algebra 2, and Summative High School Math assessments.

BUSD - EAP		2011	2012	2013	2014	4-year change
ELA	Number tested	915	969	972	1005	90
	Ready for College	21%	17%	16%	22%	1 %
	Conditional	NA	15%	15%	12%	-3%
Math	Number tested	341	311	371	404	63
	Ready for College	15%	16%	15%	9%	-6%
	Conditional	48%	52%	53%	56%	8%

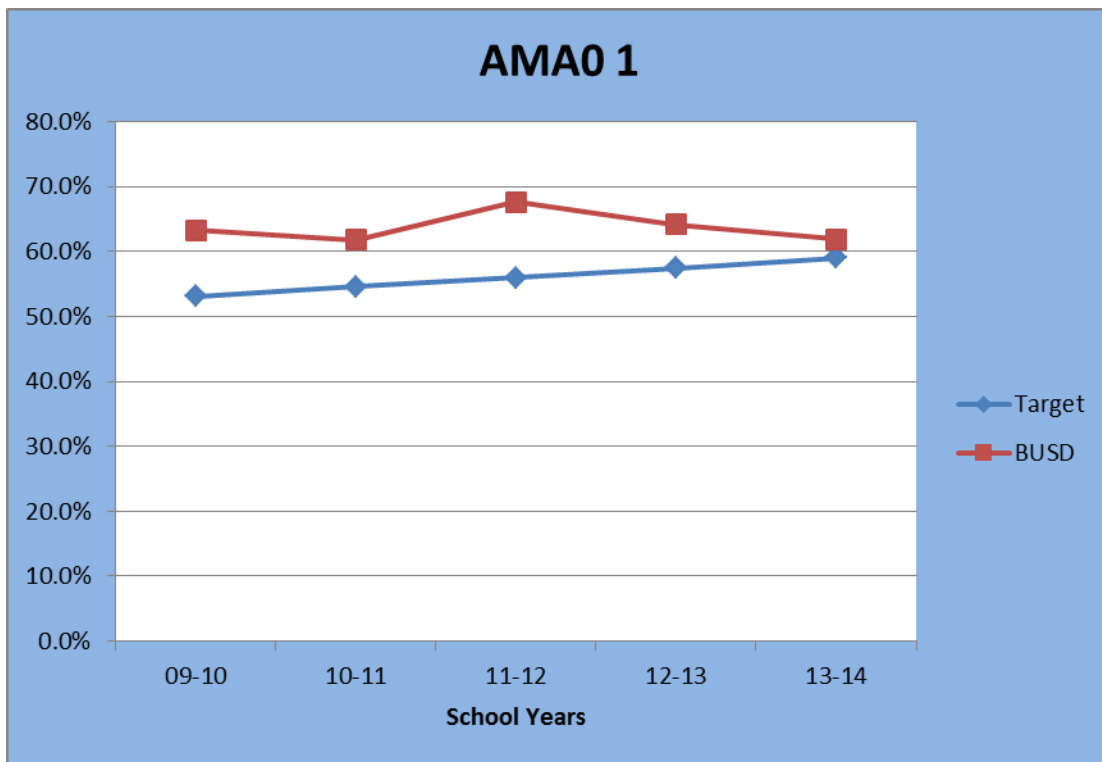
More students participated in the ELA and math EAP assessments than in 2009, four years earlier. Though the numbers are not as high as the district would like them to be, more students are assessing as ready or conditionally ready than four years earlier. No data is available for 2014.

Title III Accountability Reports of Annual Measurable Achievement Objectives for English Learners

The Title III Accountability Report indicates the status of each LEA in meeting three annual measurable achievement objectives (AMAOs). The California English Language Development Test (CELDT) is the instrument used to determine the progress of English learners in developing and attaining English proficiency (AMAOs 1 and 2).

AMAO 1 results are based on the percent of English learners making annual progress in learning English. AMAO 2 results are based on the percent of students attaining English proficiency using the results for a cohort of students who could reasonably be expected to reach the English proficient level on the CELDT. AMAO 3 holds LEAs accountable for meeting AYP targets for the EL subgroup that are required of all schools and LEAs under No Child Left Behind. The AYP targets specify the percent of English learners that must be proficient or above in English / language arts and math. STAR assessments (CSTs, CMA, CAPA, and CAHSEE) have been used to calculate the AMAO 3 percentages through the 2012-2013 school year. Title III Accountability is at the LEA level only.

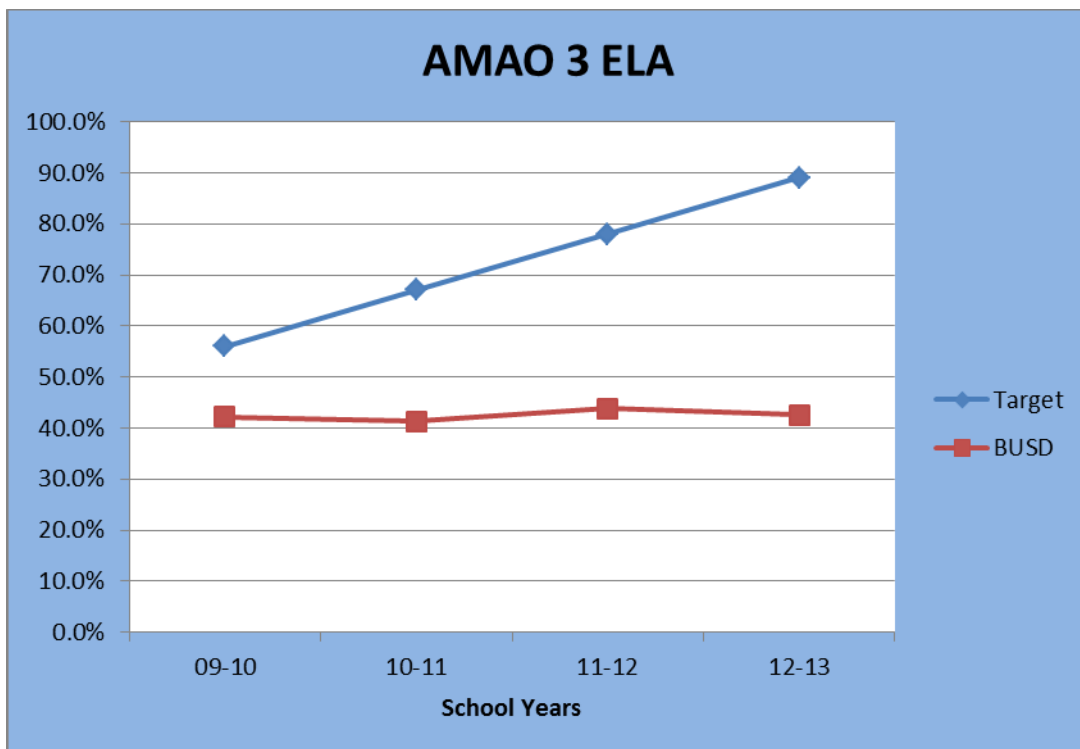
The charts on the following page illustrate the district's achievement of Annual Measurable Achievement Objectives 1 and 2 of the Title III Accountability Reports over the last five years.

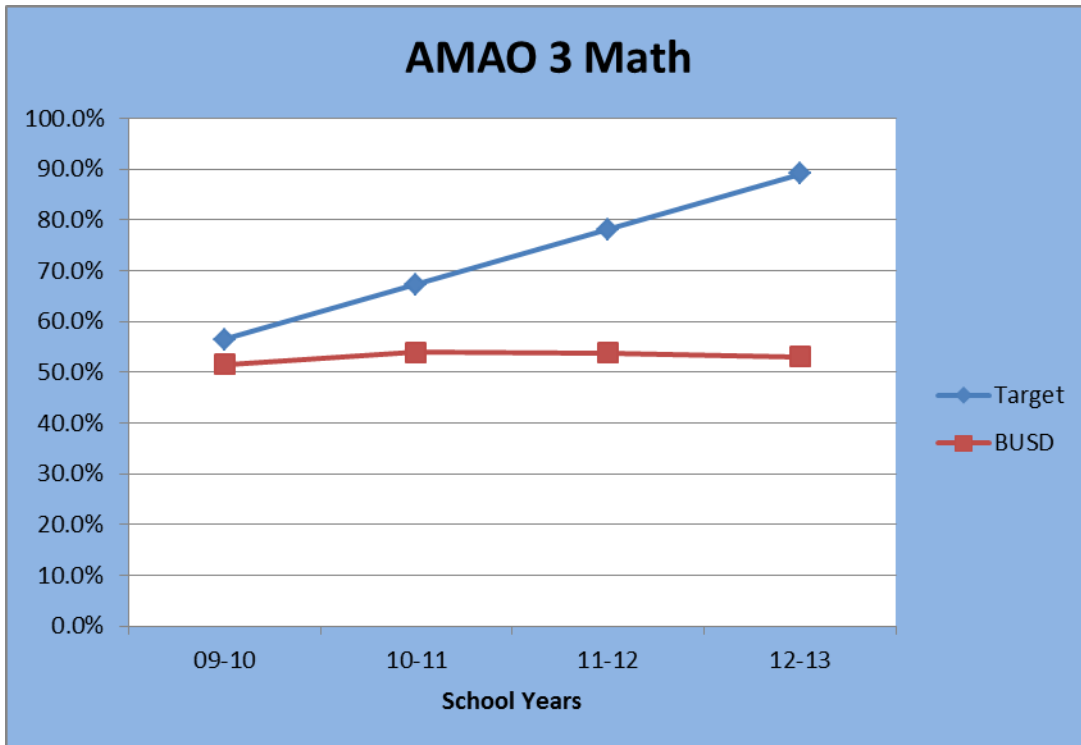


The graph shows that our ELs have exceeded the state targets since 09-10. However, the percentage of students in BUSD that have met the target has decreased by 1.4% since 09-10.



The graph shows that our ELs are exceeding the AMAO 2 target for both ELs who have been here 5 or more years and those who have been here less than 5 years. However, the percentage of students in BUSD that have met the less than 5 years target has decreased by 1% since 09-10, while the percentage of students in BUSD that have met the 5 years or more target has increased by 1.9% since 09-10.





Analysis

The district has exceeded the state targets each of the last since 2009 for AMAO 1 and 2 (2014 data were available), but has failed to meet the targets for AMAO 3 in ELA and mathematics.

Since the 09-10 school year, the EL subgroup has grown .3% in ELA and 1.5% in mathematics. English learners are meeting progress indicators in learning English and attaining English proficiency, but achievement gaps in ELA and mathematics are apparent. The district is currently in Year 5 Title III program improvement for AMAO 3. A Title III Improvement Plan was submitted to the CDE on March 2013 and updated in February 2015.

AYP Reports

The district met 24 of 42 AYP criteria in 2012-2013, meeting the participation rate for the district and all subgroups. The Asian, Filipino, and White subgroups met the AYP criteria in Math for 2013. The chart below summarizes the percent proficient on the ELA and math assessments comprising the annual measurable objectives (AMOs) on the federal Adequate Yearly Progress (AYP) report. The percent scoring proficient and above is shown for 2009 through 2013 with calculations showing the changes in the percent.

AYP Progress 2007-2011 Increase in percent proficient Decrease in percent proficient

ELA	2009	2010	2011	2012	2013	4-year change
AMO	45.0%	56.0%	67.0%	78%	89%	
BUSD	51.8%	54.1%	53.8%	45.4%	53.7%	1.9%
African-American	44.9%	47.4%	47.4%	47.4%	45.9%	1.0%
Asian	76.7%	73.9%	77.7%	80.1%	77.3%	0.6%
Filipino	75.3%	78.0%	78.1%	78.8%	75.6%	0.3%
Hispanic	45.9%	49.3%	48.8%	51.1%	49.8%	3.9%
White	64.5%	67.0%	67.9%	67.0%	65.8%	1.3%
Two or more	NA	68.7%	69.5%	70.9%	63.4%	-5.3%
SED	44.4%	47.6%	47.6%	49.8%	48.4%	4.0%
ELL	38.4%	42.2%	41.3%	43.8%	42.6%	4.2%
SWD	30.8%	31.4%	35.1%	36.4%	34.7%	3.9%

Math	2009	2010	2011	2012	2013	4-year change
AMO	45.5%	56.4%	67.3%	78.2%	89.1%	
BUSD	53.8%	55.4%	57.8%	58.3%	59.1%	5.3%
African-American	43.5%	45.5%	47.1%	47.1%	48.1%	4.6%
Asian	78.2%	78.7%	80.9%	82.1%	86.5%	8.3%
Filipino	74.9%	77.5%	80.0%	78.5%	79.6%	4.7%
Hispanic	50.4%	52.5%	54.9%	56.3%	56.2%	5.8%
White	61.6%	63.1%	66.8%	64.3%	71.6%	10%
Two or more		65.6%	71.4%	70.0%	62.3%	-3.3%
SED	48.4%	51.1%	52.8%	54.2%	54.9%	6.5%
ELL	49.6%	51.1%	53.9%	53.8%	53.0%	3.4%
SWD	34.6%	36.8%	39.4%	35.5%	37.2%	2.6%

Analysis

The chart demonstrates that there were increases in the percent proficient at the district level for all students and all subgroups, except “Two or More,” in English/language arts and Math from 2009 to 2013.

The chart below summarizes additional AYP data for 2013 for the district and the individual school sites. The district met 24 of 42 criteria and showed a decrease of 1 point on 2013 API Growth.

2013 API and AYP Summary									
Site	2012 Base	2013 Growth	Growth	2013 Met Participation Rate ELA	2013 Met Participation Rate Math	2013 Met All Proficient Rate ELA	2013 Met All Proficient Rate Math	Number of Criteria met	PI Status
District									
BUSD	795	794	-1	Yes	Yes	No	No	24 of 42	Year 3
Elementary Schools									
Baxter	868	864	-4	Yes	Yes	Yes	No	13 of 17	Not in PI
Foster	855	855	0	Yes	Yes	No	No	12 of 17	Not T1
ILC	885	885	0	Yes	Yes	No	No	18 of 25	Not T1
Jefferson	751	763	12	Yes	Yes	No	No	14 of 21	Year 4
Lindstrom	854	855	1	Yes	Yes	No	Yes	20 of 21	Not T1
Pyle	804	800	-4	Yes	Yes	No	No	14 of 21	Year 2
Ramona	755	757	2	Yes	Yes	No	No	15 of 19	Year 4
Washington	782	784	2	Yes	Yes	No	No	10 of 17	Year 4
Williams	804	777	-27	Yes	Yes	No	No	11 of 21	Not in PI
Woodruff	774	752	-22	Yes	Yes	No	No	8 of 17	Year 3
Secondary Schools									
Bellflower	782	775	-7	Yes	Yes	No	No	13 of 26	Not T1
Mayfair	798	807	9	Yes	Yes	No	Yes	29 of 34	Not T1
ASAM									
BAE	*	*	*	Yes	Yes	No	Yes	3 of 4	Not T1
Somerset	547	513	-34	Yes	Yes	No	No	2 of 6	Not T1

The district and individual schools are not meeting most of the federal AYP criteria at this time.

Analysis of the school reports indicates needs to increase the number and percent of specific subgroups of students scoring proficient or above on state assessments. Individual school sites are addressing the needs of the specific groups at their sites in the Single Plans for Student Achievement, while the district's LEA Plan includes goals and strategies that support those efforts.

Overall, the needs assessment makes it apparent that the LEA Plan must include a focused effort to address the instructional needs of all students.

Needs Assessment: Teacher Quality

Data Quest, on the California Department of Education website, includes information on projected vacancies based on CBEDS data. There were 20 projected classroom teaching vacancies in Bellflower Unified School District for the 2011-2012 school year.

Estimated Number of Teacher Hires in 2014-2015 by Subject Area

Reported on October, 2013 CBEDS
1964303--BELLFLOWER UNIFIED

Art	Eng. /Drama	Bus.	For. Lang.	Home Ec.	Life Sci.	Math	Music	P.E. /Hlth /Dance	Phy. Sci.	Soc. Sci.	Sp. Ed.	Self Cont.
1	2	0	0	0	2	4	0	0	1	1	2	20

One hundred credentialed personnel were hired for the 2013-2014 school year.

Three special education teachers are currently enrolled in university or district intern programs.

The district offers numerous professional development opportunities for teachers during the school year, including grade level planning, enhancing technology skills, classroom management and instructional strategies. Beginning teachers, in the first two years in the classroom, are provided with a support provider through the Beginning Teacher Support and Assessment Induction (BTSA Induction) program. The BTSA Induction program provides content standards-based professional development through formative assessment and workshops.

The sites and the district provide resources for teachers to attend conferences and workshops to increase content area knowledge.

In the first year of their assignment, site administrators are enrolled in The Clear Administrative Services Program training at LACOE. This training is grounded in the California Professional Standards for Educational Leaders and includes a module focused on content delivery using the materials adopted by the district. On-going professional development for administrators is provided at monthly Instructional Leader Meetings. This includes book study, large group and small group discussion, and cooperative learning activities. Administrators implement what they have learned at their sites and report the results to the group at the next meeting.

Local Measures of Student Performance

(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- e) 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;
- f) 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;
- g) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

- h) 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.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Local Measures of Student Performance

In addition to the academic assessments described in the State Plan under section 1111(b) (3), Bellflower Unified administers a number of district assessments and supports the use of several diagnostic tools.

District assessments used to determine the success of students in meeting the state and district academic achievement standards and to provide information to teachers, parents and students on the progress being made toward meeting academic achievement standards are:

1. Title I Assessments for Program Services for K and newly enrolled 1st and 2nd graders
2. Unit Assessments
 - A. K-12 ELA and mathematics
3. STAR Accelerated Reader and Math

District assessments are used to determine necessary revisions and/or modifications to instructional plans, so that children meet the state academic standards. In addition, students who may be at risk in reading, math, or English/language arts are identified.

1. The district has developed and is implementing assessments to identify students in kindergarten and grade one for program placement, including Title I services. These assessments in language arts and math are provided to the school sites in the fall and are administered and scored by the classroom teachers. Based on these scores students are placed in the appropriate instructional programs to receive services that will ensure that the achievement gap is closed and all students meet grade-level standards. In kindergarten students are assessed on letter, sound, and number recognition. In first grade, students are assessed on letter and sound recognition, high frequency words, comprehension and math.
2. The district has contracted with The Synced Solution and Key Data Systems. Teachers in their respective grade levels have formed committees to develop California Common Core State Standards English language arts assessments using the item bank of questions in Key Data Systems and combining them with the pre populated The Synced Solution unit exams.
3. STAR Accelerated Reading and Accelerated Math tests are used at the elementary sites to supplement instruction and to assess student progress toward meeting the grade level standards in English-language arts and mathematics. These programs are standards-based and targeted to each student's achievement level in the Accelerated Reader program. Students read children's literature at their pre-assessed reading level, and then answer a series of comprehension questions about the literature. In the Accelerated Math program, students answer standards-based math questions at their pre-assessed math level. Both programs increase the level of difficulty of the questions as the student's increase their proficiency.

Performance Goal 1: All students will attain proficiency in the Common Core State Standards (CCSS) in English/language arts and mathematics.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

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"> Teachers will use The Synced Solution; a program that has deconstructed the standards, developed measureable objectives, established pacing guides and common assessments and provides a platform for teachers to load resources. Teachers will use <i>Ready Common Core</i>, supplemental materials that ensure that teachers are fully implementing CCSS. Teachers have received professional development on <i>Ready Common Core</i> to ensure effective implementation. Professional development for writing 	Director, Elementary Education	Leverage Learning Group The Synced Solution Conference registration, substitutes, related expenses		LCFF
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> All students, including ELs and students with disabilities and advanced learners in all grade levels are provided with common core aligned resources. All students, including ELs and students with disabilities and advanced learners in all grade levels have been provided with <i>Ready Common Core</i> supplemental materials. 	Directors, Elementary and Secondary Education			LCFF Lottery (Restricted)
<p>3. Extended learning time: Quality time and opportunities will be provided to ensure that every student meets or exceeds grade level expectations:</p> <ul style="list-style-type: none"> Before, during, and after school intervention classes APPLE, after school tutoring GATE enrichment classes 	Administrator, Special Education Director, Instructional Support Services Directors, Elementary	Staffing Extra hourly Licenses Programs Curriculum Materials and supplies	\$47,102 \$105,898	Title I Title III ASES LCFF Special Education ROP/CTE

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Virtual credit recovery • Summer School • Jumpstart Kindergarten • ROP/CTE after school and Saturday classes 	and Secondary Education			
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Use STARS, a data management system to analyze reading assessment data to guide instruction and use resources within STARS to support instruction. • Support site use of technology for reading interventions. • Explore use of technology for acceleration/enrichment. • Provide students with disabilities adaptive devices to facilitate reading and help access technology, per IEP decisions. • Support technology needs of ROP/CTE courses • Equip every classroom with a projector that turns white boards into smart boards, a lap top and a document camera for the teacher, and interactive student devices: learning pads, mimios, chrome carts, and transformers. • Purchase Digicore software, an intervention program, to increase student engagement. • Develop K-12 technology skills scope and sequence 	<p>Director, Assessment and Instructional Support Services</p> <p>Director, Curriculum and Instruction</p> <p>Director, Instructional Support Services</p>	<p>Hardware Software Professional development</p> <p>Substitutes and PD</p>	<p>\$53,520 \$299,480</p>	<p>LCFF Bond Measure E-Rate ROP/CTE Title I Title I PI</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Provide professional development for district wide priorities that support ELA: Nancy Fetzer strategies, Thinking Maps, and Direct Interactive Instruction, Integrated ELD, Ready Common Core, Argumentative Writing, Depth and Complexity, Text Complexity • Beginning teachers participate in an induction program. • Professional development for expository reading and writing. • Hire physical education teachers and instructional aides to 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Director, Assessment and Instructional</p>	<p>Contract Leadership and Learning Center Leverage Learning Group Key Data Systems Extra hourly Substitutes ALS Nancy Fetzer</p>	<p>\$365,964 \$220,000 \$76,910</p>	<p>Title II Title III Title I LCFF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
provide release time for elementary teachers to meet in grade level PLCs weekly to analyze data and discuss Response to Intervention.	Support Services Director, Curriculum and Instruction Director, Instructional Support Services	Thinking Maps Contracts: Leverage Learning Group On-Point Technology UCI		
<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"> • All parents with students in grades 3-8 and 11 receive annual state testing results. • All parents receive report cards on a quarterly/trimester basis. Progress reports are sent to parents whose children are not meeting grade level proficiency. • Students with disabilities have an annual IEP/triennial and progress reports based on IEP goals on a quarterly/trimester basis. • Parents of English learners receive annual notifications regarding their child’s proficiency level, program placement, state testing results, and reclassification criteria. • Parents of English learners have the opportunity to attend the District English Learner Advisory Committee. • The district provides parent education courses for parents of English learners. • Parenting classes are provided to parents both on a referral and volunteer basis. • Parents receive CAASPP and CAHSEE results. • Citizen’s Task Force includes parents and community based organization representatives. • Parents with children in grades 7-12 have access to immediate information regarding grades and attendance through a parent portal. • Blackboard Connect is used to communicate district information to all parents. 	Assistant Superintendent, Academic Accountability and Curriculum Improvement Assistant Superintendent, Educational Services Administrator, Special Education Director, Instructional Support Services Directors, Secondary and Elementary Education	Staffing Materials and supplies Childcare Contracts – Aeries and Blackboard Connect Interpretation Translation	\$55,724 \$10,000 \$18,103	Title I Title III EIA LEP (Carry over) Special Education LCFF

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Case managers provide ancillary services to low income students • Liaison to work with EL parents and students 				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • 6th grade teachers articulate with middle school teachers twice per year. • Transition IEP meetings are held between preschool and Kindergarten and middle and high school. • Jumpstart Kindergarten provides students early transition to the public school setting. • PE release time enables teachers to meet in PLCs and discuss Response to Intervention strategies 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Administrator, Special Education</p> <p>Directors, Secondary and Elementary Education</p>	<p>Substitutes Staffing Curriculum Materials & Supplies Technology</p>		<p>LCFF Special Education ROP/CTE</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Schools participate in all phases of CAASPP CAHSEE, and CELDT, the state's standards based assessment systems. Results will be used to monitor efficacy of program. • End of unit common assessments in grades K-12 as part of The Synced Solution are administered at specified times. • Within Professional Learning Communities (PLCs), results of common assessments are analyzed and interventions are determined. • Use standards based progress reports and report cards. 	<p>Director, Assessment and Instructional Support Services</p>		<p>\$17,823</p>	<p>LCFF CELDT</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Use of Brigance to early identify students in need of intervention. • RtI: Tiers 2 & 3 • CAHSEE preparation 	<p>Administrator, Special Education</p> <p>Director, Assessment and Instructional Support Services</p>	<p>Staffing Supplementary Materials & Supplies Licenses SEIS</p>	<p>Categorical costs assigned under Extended Learning Time in Section 3 above. (\$47,102</p>	<p>Title I Title III LCFF Special Education ROP/CTE</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Credit recovery • IEPs are reviewed to monitor compliance • Extended year • ROP/CTE classes support all of levels of student achievement 			and \$55,670)	
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Case managers and the district’s community services coordinator provide families with access to needed services in the community to help remove barriers to success. • Guidance interns/technicians support students who are struggling behaviorally and academically. • ROP/CTE counselor provides support services to students in grades 9-12 • Instructional materials, tools and equipment to ensure our students industry trade items • APPLE, activities provided in after school program to promote student success, physical fitness, nutrition, etc... • Technology to enhance student engagement and increase student achievement in writing 	<p>Director, Secondary Education</p> <p>Director, Instructional Support Services</p>	<p>Staffing</p> <p>Materials</p>	<p>\$298,808</p>	<p>MAA</p> <p>LCFF</p> <p>Title I</p> <p>ROP/CTE</p>

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

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

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"> • Purchase new math curriculum aligned to CCSSS in grades K-8: <i>Eureka Math</i> for grades K-5 and <i>Go Math</i> for grades 6-8. • Contract with UCI to provide professional development regarding effective strategies and curriculum • Provide replacement materials as needed 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Directors, Elementary and Secondary Education</p> <p>Director, Assessment and Instructional Support Services</p>	<p>Action Learning Systems</p> <p>The Synced Solution</p> <p>Action Learning Systems, substitutes, extra hourly assignments</p> <p>Conference registration, substitutes, related expenses</p>	<p>\$146,300</p> <p>\$197,666</p>	<p>Title I</p> <p>Title II</p> <p>LCFF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> • All students, including ELs and students with disabilities and advanced learners in all grade levels are provided with common core aligned materials- • Purchased Eureka Math curriculum for grades TK-5 and Go Math for grades 6-8 and replacement materials. 	Directors, Elementary and Secondary Education	See Goal 1-#1 above Replacement/new texts		LCFF Lottery (Restricted)
3. Extended learning time: Quality time and opportunities will be provided to ensure that every student meets or exceeds grade level expectations: <ul style="list-style-type: none"> • Interventions • APPLE, after school tutoring • GATE enrichment classes • Virtual credit recovery • Summer School • Jumpstart Kindergarten • ROP/CTE after school and Saturday classes 	Administrator, Special Education Director, Instructional Support Services Director, Curriculum and Instruction	Staffing Extra hourly Licenses Programs Curriculum Materials and supplies	\$47,102 \$13,977	Title I Title III ASES LCFF Special Education ROP/CTE
4. Increased access to technology: <ul style="list-style-type: none"> • Use STARS, a data management system to analyze reading assessment data to guide instruction and use resources within STARS to support instruction. • Provide ongoing PD to support student engagement in math. • Explore use of technology for acceleration/enrichment. • Provide students with disabilities adaptive devices to facilitate reading and help access technology, per IEP decisions. • Support technology needs of ROP/CTE courses • Every classroom has been equipped with a projector that turns white boards into smart boards, a lap top and a document camera for the teacher, and interactive student devices: learning pads, mimeos, chrome carts, and transformers. • Purchase Digicore to enable teachers to embed technology within common core aligned lesson designs. 	Director, Assessment and Instructional Support Services Director, Instructional Support Services	Hardware Software Professional development	Addressed in Reading Goal, Section 4 (\$53,520 \$299,480)	Title I Title II LCFF Bond Measure E-Rate ROP/CTE

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"> • Provide professional development for district wide priorities that support Mathematics: Thinking Maps, and Direct Interactive Instruction. • Provide k-12 teachers with professional development regarding effective strategies for teaching Math Common Core through UCI. • Instructional leaders selected to participate on the District Leadership Team will be trained in leading effective professional learning communities. • Beginning teachers participate in an induction program. 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Director, Assessment and Instructional Support Services</p> <p>Director, Curriculum and Instruction</p> <p>Director, Instructional Support Services</p>	<p>Contract – New Teacher Center Extra hourly Substitutes ALS Thinking Maps</p>	<p>Refer to Math goal, Section 1 (\$197,666)</p>	<p>Title II LCFF Title I</p>

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"> • All parents with students in grades 3-8 and 11 receive annual state testing results. • All parents receive report cards on a quarterly/trimester basis. Progress reports are sent to parents whose children are not meeting grade level proficiency. • Students with disabilities have an annual IEP/triennial and progress reports based on IEP goals on a quarterly/trimester basis. • Parents of English learners receive annual notifications regarding their child’s proficiency level, program placement, state testing results, and reclassification criteria. • Parents of English learners have the opportunity to attend the District English Learner Advisory Committee. • The district provides parent education courses for parents of English learners. • Parenting classes are provided to parents both on a referral and volunteer basis. • Parents receive CAASPP and CAHSEE results. • Citizen’s Task Force includes parents and community based organization representatives. • Parents with children in grades 7-12 have access to immediate information regarding grades and attendance through a parent portal. • Blackboard Connect is used to communicate district information to all parents. <ul style="list-style-type: none"> ○ Case managers provide ancillary services to low income students 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Assistant Superintendent, Educational Services</p> <p>Administrator, Special Education</p> <p>Director, Instructional Support Services</p> <p>Director, Curriculum and Instruction</p>	<p>Staffing Materials and supplies Childcare Contracts – Aeries and Blackboard Connect Interpretation Translation</p>	<p>Refer to Reading goal, Section 6 (\$55,724 \$10,000)</p>	<p>Title I Title III Special Education</p>

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"> • 6th grade teachers articulate with middle school teachers twice per year. • Transition IEP meetings are held between preschool and Kindergarten and middle and high school. • Each site will hold a kindergarten visitation day welcoming and providing training for parents. • Jumpstart Kindergarten provides students early transition to the public school setting. • Students in grade 9-12 will utilize the Career Cruising system to explore career options, complete college applications, build resumes and more. • Internships are available for some ROP/CTE courses • Fieldtrips to local colleges, businesses and events provide students opportunities to learn about career opportunities • ROP/CTE courses provided opportunities for students to learn skills to gain employment 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Administrator, Special Education</p> <p>Director, Curriculum and Instruction</p> <p>Director, State and Federal Program</p>	<p>Substitutes Staffing Curriculum Materials & Supplies Technology Transportation</p>		<p>LCFF Special Education ROP/CTE</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Schools participate in all phases of CAASPP, CAHSEE, and CELDT, the state's standards based assessment systems. Results will be used to monitor efficacy of program. • End of unit common assessments in grades K-12 as part of The Synced Solution are administered at specified times. • Within Professional Learning Communities (PLCs), results of common assessments are analyzed and interventions are determined. • Use standards based progress reports and report cards. 	<p>Director, Assessment and Instructional Support Services</p>			

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"> • Use of Brigance to early identify students in need of intervention. • RtI: Tiers 2 & 3 • CAHSEE preparation • Credit recovery • IEPs are reviewed to monitor compliance • Extended year • ROP/CTE classes support all of levels of student achievement 	<p>Administrator, Special Education</p> <p>Director, Assessment and Instructional Support Services</p> <p>Director, Instructional Support Services</p>	<p>Staffing</p> <p>Supplementary Materials & Supplies</p> <p>Licenses</p> <p>SEIS</p>	<p>\$47,102</p>	<p>Title I</p> <p>LCFF</p> <p>Special Education</p> <p>ROP/CTE</p>
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Case managers and the district's community services coordinator provide families with access to needed services in the community to help remove barriers to success. • Guidance interns/technicians support students who are struggling behaviorally and academically • ROP/CTE counselor provides support services to students in grades 9-12 • Instructional materials, tools and equipment to ensure our students industry trade items • APPLE, activities provided in after school program to promote student success, physical fitness, nutrition, etc... 	<p>Director, Instructional Support Services</p>	<p>Staffing</p>	<p>See Reading goal, Section10 (\$298,808)</p>	<p>LCFF</p> <p>Title I</p> <p>ROP/CTE</p> <p>ASES</p>

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.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

See Title III Improvement Plan and Annual Budget Update at: <http://www.busd.k12.ca.us/district.html>

	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	
<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<ul style="list-style-type: none"> •
<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	

<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> •

<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient 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; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>a.</p>	
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p>	
<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Yes or No</p>	
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p>	

<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p>	
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ 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. 	<p>Yes or No</p>	<p>If yes, describe</p> <ul style="list-style-type: none"> •
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ 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. 	<p>Yes or No</p>	<p>If yes, describe</p>
<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe.</p>

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

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.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>Teachers are annually given a professional development survey that is used to determine needs and offerings.</p> <p>All elementary and general education secondary teachers are highly qualified.</p> <p>All teachers have appropriate authorization to teach English learners.</p> <p>Most teachers have received professional development on the district initiatives.</p>	<p>Continue to support teachers in special education and special settings in becoming highly qualified through Verification Process for Special Settings.</p> <p>Complete professional development in Nancy Fetzter strategies and Direct Interactive Instruction for new employees.</p> <p>Provide professional development for Thinking Maps for teachers at Ernie Pyle and secondary sites.</p>

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

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:</p> <ul style="list-style-type: none"> District sponsored professional development will be reviewed for alignment with <i>Common Core State Standards implementation Professional Learning Communities and teaching strategies to strengthen classroom instruction such as Direct Interactive Instruction, Thinking Maps and Nancy Fetzner techniques. UCI Irvine Math Project, Integrated ELD, Technology.</i> Professional Learning Community (PLC) meetings at schools and across the district will support implementation of Common Core State Standards. Teachers with preliminary credentials and teachers prepared out of state with less than five years experience will participate in the district’s two-year Induction Program designed to help teachers align classroom practice with the Common Core State Standards, Smarter Balanced Assessments and the curricula and programs tied to the standards. VPSS courses are offered to eligible staff to ensure that all staff meet the highly qualified requirements. 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Principals</p> <p>Leadership team members</p> <p>Director of Assessment and Instructional Support Services</p> <p>BTSA Coordinator</p> <p>Directors of Secondary and Elementary Curriculum</p>	<p>Contracts, Supplies, Stipends, Substitutes, Travel and Conference</p> <p>Stipends for Instructional Leaders</p> <p>Induction Program</p> <p>Courses</p>	<p>Refer to Reading and Math goals, Sections 5 (223,210, 220,000, 365,964)</p> <p>\$4,800</p>	<p>Title I Title II Title III LCFF</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> <ul style="list-style-type: none"> • Research shows that “when professional development is focused on academic content and curriculum and aligned with standards-based reform, teaching practice and student achievement improve.” Scientifically based research will be reviewed on an ongoing basis to assure professional development opportunities that parallel the research and improve student academic achievement. 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Director, Curriculum and Instruction</p>	<p>Stipends for Professional Development</p>	<p>Refer to Reading and Math goals, Sections 5 (223,210, 220,000, 365,964)</p>	<p>Title II Title I Title III LCFF</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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> <ul style="list-style-type: none"> Teachers with preliminary credentials will participate in the two-year Induction Program, a standards-based program to assist beginning teachers eliminate the achievement gap and have a positive impact on student achievement. Professional development will focus on English-language arts and mathematics; to assist all teachers' use of the adopted curricula and research-based strategies for improving student achievement and eliminating the achievement gap; to assist in the full implementation of the Common Core State Standards. Professional development will focus on researched based instructional strategies designed to address the various needs of learners such as: Thinking Maps, Nancy Fetzer, and Direct Interactive Instruction, UCI Irvine Math Project, Integrated ELD. Instructional leaders will provide support to teachers as they implement newly learned strategies. 	<p>Director, Assessment and Instructional Support Services</p> <p>Induction Program Staff</p> <p>Annually</p> <p>Instructional Leaders</p>	<p>Stipends for Professional Development Program Staff</p> <p>Stipends</p>	<p>\$127,000</p>	<p>LCFF</p> <p>LCFF Title II</p>
<p>3. 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:</p> <ul style="list-style-type: none"> Teachers with preliminary credentials will participate in the two-year state-sponsored Induction Program that includes a formative assessment system. Teachers in the Induction 	<p>Director, Curriculum and Instruction</p> <p>Induction Program Staff</p>	<p>Salaries</p>		<p>LCFF</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Program will attend district professional development activities to build their knowledge of the Common Core State Standards, using technology to support student learning, supporting equity, diversity and access to the core curriculum, creating a healthy environment, teaching English learners, and teaching special populations, and new teacher workshops to orient teachers to local context.</p> <ul style="list-style-type: none"> The district will continue to offer professional development for all teachers in Common Core, Thinking Maps, DII, Nancy Fetzer, English Language Learners, PBIS, UCI Math ProjectTechnology and other scientific research based teaching strategies for improving student achievement. Instructional leaders for the district collaborate to analyze data for sites and district, determine needs, and design or seek out professional development opportunities for teachers. 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Director, Elementary and Secondary Curriculum</p>	<p>Materials and Supplies Substitutes Contracts</p> <p>Stipends</p>	<p>Refer to Reading and Math goals, Sections 5 (223,210, 220,000, 365,964)</p>	<p>Title I Title II Title III LCFF</p> <p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Professional development (DII, Thinking Maps, and Nancy Fetzner) will focus on effective implementation of research-based strategies. • Instructional leaders will provide support to teachers and administrators as new strategies are implemented. <ul style="list-style-type: none"> a. Program evaluations at the end of each session of the professional development program will monitor quality and validity of the professional development for the participants. b. Annual review of local assessment and CELDT results to determine academic content areas of need will help guide professional development for the district and individual sites. c. Professional development surveys will be administered to determine needs of staff based on California Standards for the Teaching Profession. 	Assistant Superintendent, Academic Accountability and Curriculum Improvement Director, Curriculum and Instruction	Contracts See Goal 4	Refer to Reading goal, Section 5 (\$76, 910)	Title II Title I
<p>4. 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> <ul style="list-style-type: none"> • Teachers with preliminary credentials will participate in the two-year induction program that includes training that builds upon knowledge in integrating technology into curricula and instruction to improve teaching and learning. • Teachers will be proficient in the skills necessary to instruct students in the newly adopted District Technology Standards 	N/A			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. 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> <ul style="list-style-type: none"> • Wi-Fi access will be available at all sites. • The Bellflower Unified School District will purchase computers annually to replace obsolete computers and maintain current student-to-computer ratios, as funding permits. • The district will continue to offer professional development based on the results of the district technology and professional development surveys. • The district will continue to offer technology training in software and hardware systems from beginning to advanced and other professional development to enhance the effective use of technology • Each classroom will be upgraded with a lap-top, LCD projector that turns white boards into a smart board, a document camera, Mimio pads for students to promote student interaction. 	<p>Director, Assessment and Support Services</p> <p>District Library Textbook Coordinator</p> <p>Educational Technology Staff</p> <p>Teachers</p> <p>Administrators</p>	<p>Computers, COWS, 1-1 devices, Whiteboards, Mimio systems</p>		<p>LCFF</p>
<p>7. 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> <ul style="list-style-type: none"> • The District will survey teacher professional development needs 	<p>Site administrators</p> <p>Teachers</p> <p>SSC</p> <p>Director, Curriculum and Instruction</p>	<p>Stipends and Materials for Professional Development</p>	<p>Refer to Reading and Math goals, Sections 5 (223,210, 220,000, 365,964)</p>	<p>Title I Title II Title III LCFF</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> The district will provide professional development for district wide initiatives (DII, Thinking Maps, Nancy Fetzter). Each school site will include a professional development plan based on the survey results and local assessments School improvement plans are developed in collaboration with the district on professional development plans, which will be reviewed and approved by the School Site Council at each site. 	<p>Director, Assessment and Support Services</p> <p>Director, Instructional Support Services</p>			
<p>8. 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. Teachers will receive professional development on Positive Behavior Intervention Systems (PBIS) to enable them to develop classroom management techniques that will improve student behavior in the classroom. Teachers will identify early and appropriate interventions to ensure appropriate behavior and academic success. Involve parents in their child's education. Understand and use data and assessments to improve classroom practice and student learning. Teachers with preliminary credentials will participate in the two-year, state-sponsored Induction program to clear their credentials. The Induction program includes specific standards that address teaching and addressing the needs of students with different learning styles, particularly students with disabilities (Induction 	<p>Assistant Superintendent, Academic Accountability and Curriculum Improvement</p> <p>Assistant Superintendent, Educational Services</p> <p>Director of Assessment and Instructional Support Services</p> <p>Induction Program Staff</p>	<p>Extra hours Contracts</p> <p>Conferences Substitutes</p> <p>Substitutes Salaries</p>	<p>Refer to Reading goal, Section 5 (\$220,000)</p>	<p>Title III</p> <p>LCFF</p> <p>LCFF</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Standard 6), students with special learning needs (including students who are gifted and talented) (Induction Standard 6), appropriate interventions to help all students learn (Induction Standard 5 and 6) and students with limited English proficiency (Induction Standard 6). The program also addresses through the Formative Assessment System, components addressing Standard Two of the <i>California Standards for the Teaching Profession, Creating and Maintaining Effective Learning Environments for Student Learning</i>. (This is also addressed in Induction Standard 5 and 6).</p> <ul style="list-style-type: none"> • Induction teachers will be responsible for communicating with parents and involving the parents in the child’s education (Induction Standards 5 and 6). Induction teachers will also be trained to use results from state, district, site, and classroom assessments to guide and improve classroom practice and student learning (Induction Standards 5 and 6). • The district will continue to provide training and professional development in Culture of Poverty, Working With English Language Learners, Differentiated Instruction, and other professional development to increase teacher awareness and expertise in these areas • Principals will participate with professional development at regularly scheduled Instructional Leader Meetings that will combine the leader’s role in supporting the California Standards for the Teaching Profession, and the continuous improvement of all students in all sub groups to reach proficiency. 	<p>Director, Assess. & Instructional Support Induction Program Staff</p> <p>Director, Instructional Support Services</p>	<p>Materials and Supplies</p>		<p>LCFF</p>
<p>9. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Funds will be used to assist teachers who do not meet the State and/or Federal definition of highly-qualified teacher to become “highly-</p>	<p>Assistant Superintendent, Academic Accountability and Curriculum</p>	<p>VPSS CSET Prep</p>	<p>Refer to Goal 3, Section 1(\$4,800)</p>	<p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>qualified” by the end of the 2013-2014 school year.</p> <ol style="list-style-type: none"> The district will provide test preparation support for teachers. The district will provide VPSS training opportunities for teachers in specialized settings. 	<p>Improvement</p> <p>Directors, Elementary and Secondary Education</p>	<p>Test Fee Reimbursement</p>		

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

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
<ul style="list-style-type: none"> • The District has a plan and a vision statement for a positive school-learning environment. This plan is based on resiliency factors and is aligned with effective approaches to create positive learning environments. • The Citizen’s Task Force, composed of parents and community members, continues to guide the district in identifying and recommending appropriate curriculum to support an environment conducive to learning. • The Board of Education adopts instructional content standards and curriculum. • High school student representatives attend each school board meeting and report site activities. • Student representatives are members of School Site Council (SSC) at the secondary level. • The district has consistently enforced and well-publicized progressive discipline policy. • The district has implemented <i>Positive Behavior Interventions and Supports (PBIS)</i> at the school level to provide students with social and behavioral skills to be successful learners and school citizens. • Administrators and staff support academic achievement by meeting the emotional, psychological, and social needs of students. • Parents are provided with information regarding standards and policies through district and site level publications. Information is available on the district webpage, and is updated yearly or as needed. 	<ul style="list-style-type: none"> • Enhance parental involvement at the school site level in School Site Council (SSC) and English Learners Advisory Council. • Additional activities to improve parent involvement at each school. • Continue to support bullying prevention. • Expand the number of prevention programs that support the emotional, psychological, and social needs of students. • Train staff in dealing with the specific mental health concerns in the area of suicide prevention.

<ul style="list-style-type: none"> • A system is in place to identify truancy, provide early intervention through case managers and guidance interns, and provide ongoing services to students and their families through the Caring Connections Collaborative, an organization comprised of more than 60 community-based organizations. • A Saturday School Program is in place to address student attendance issues at the secondary level. • Results from the California Healthy Kids Survey are shared with staff, parents, and advisory committees. • Activities that foster a positive school climate include: Project APPLE (after school program), more than 60 co-curricular clubs for students, and parenting classes offered throughout the district. • The California Healthy Kids Survey (CHKS) is conducted every other year. The data, accompanied by CSSA, suspension and expulsion data are examined regularly. • Each school has a Comprehensive School Safety Plan that describes the policies and procedures the school has set forth to provide a safe learning environment for staff and students void of acts of crime and violence. The safety plans are reviewed and amended, as needed, every year by the school’s Safety Committee and in consultation with local law enforcement. The safety plans are then moved forward to the district office for approved by the Board of Education. • The safety plans have a clear set of emergency procedures that includes regularly scheduled practice drills. • The entire school district, along with hundreds of other public schools and districts statewide, conduct an earthquake drill, including “Drop, Cover, and Hold On,” followed by a full evacuation in the annual <i>Great California Shakeout Drill</i>. 	
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- *The Guidance and Learning to Avoid Drugs (GLAD)* is a weeklong drug and alcohol education program that provides an alternative intervention for students upon their first drug-related violation of Education Code and Board of Education policy, *Guidelines for Discipline*.

Environments Conducive to Learning (Activities):

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

ACTIVITIES

1. Bellflower Unified School District has an information handbook for parents that include the Uniform Complaint Procedure, and Rights and Responsibilities of Parents or Guardians of Minor Pupils. (See attached.)
2. The district website includes a “For Parents” link that provides resources and district information.
3. The district has a policy regarding student behavior and discipline. (Bd. Policy 5144.1 *Guidelines for Discipline* – see attached.)
4. A health services coordinator monitors students for vision and hearing, screens for scoliosis, administers minor first aid, checks for communicable diseases, and assures that immunizations are current.
5. Health assistants at each site support students’ health needs.
6. A school health clinic funded by Kaiser Permanente is available to all students in the district who are under insured or are not covered by health insurance.
7. Case managers meet the needs of students and their families at all sites by referring them to outside community and faith based organizations, medical and dental services, mental health counseling, and tutoring services.
8. Several mental health agencies provide on-site services to students on a referral basis.
9. Guidance interns conduct student group activities focusing on peer mediation, conflict resolution, bully prevention and more.
10. Community service workers connect with families of students who are truant, and/or have behavior/discipline problems.
11. Service clubs such as Key Club provide positive activities for students. Special interest clubs nurture community involvement and are open to all students.
12. Peace Builders and Character Counts foster positive behavior and encourage conflict resolution and peer mediation in school and at home.
13. An after school program – Project APPLE – operates within the district at different school sites and engages students with a variety of needs and interests. These include homework centers, tutoring, athletic activities, drama, music, art, journalism, and computer technology.
14. Tutors meet weekly with students in a one-on-one setting to improve reading skills at ASES sites.
15. Great American Smokeout, Red Ribbon Week, Sober Grad Night, National Walk to School Day, Prevention-focused assemblies, Jog-A-Thons, Jump Rope For Heart and Relay For Life encourage healthful behaviors.
16. The Student Study Team process includes linkages with community-based organizations to provide services for student needs.
17. School uniforms and strict dress codes set the tone for meaningful learning environment.
18. Parenting classes such as Developing Capable People, Effective Parenting, The 40 Developmental Assets, and ADHD Support Group are offered to parents. Parenting seminars that cover a variety of topics such as alcohol and drug abuse, anger management techniques, bully prevention, nutrition, obesity prevention, developmental disorders, California educational system, CCSS, and helping your children succeed in school are offered.
19. Students have the opportunity to participate in the Guidance and Learning to Avoid Drugs program when appropriate.

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

Currently under the requirements of the Tobacco Use Prevention Grant the California Healthy Kids Survey (CHKS) is administered annually in grades nine and eleven.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The California Healthy Kids Survey results from 2009-10 to 2012-13 indicate a decrease of 10% to 5% of 9th grade students who report smoking a cigarette in the last 30 days. • The California Healthy Kids Survey results from 2009-10 to 2012-13 indicate a decrease of 12% to 8% of 11th grade students who report smoking a cigarette in the last 30 days. • The California Healthy Kids Survey results from 2009-10 to 2012-13 indicate a decrease of 19% to 9% of 7th grade students who report alcohol use in the last 30 days. • The California Healthy Kids Survey results from 2009-10 to 2012-13 indicate a decrease of 27% to 18% of 9th grade students who report alcohol use in the last 30 days. • The California Healthy Kids Survey results from 2009-10 to 2012-13 indicate a decrease of 38% to 28% of 11th grade students who report marijuana use in the last 30 days. • The district has developed and implemented Guidance and Learning to Avoid Drugs (GLAD). This drug intervention program to educate students who have been identified as having drug related concerns. • All sites annually evaluate and update their Comprehensive School Safety Plans. The plans address site specific needs and establish goals in order to provide a positive learning environment for all students. Copies of these plans are on file in the State and Federal Programs Office. • All district high schools are being trained and are implementing the new state mandated No 	<ul style="list-style-type: none"> • The California Healthy Kids Survey results from 2009-10 to 2012-13 indicate an average decrease of 6% of students in grades 7, 9, and 11 who report high levels of school connectedness. • The California Healthy Kids Survey results from 2009-10 to 2012-13 indicate there is a need to improve how safe high school students feel at school. On average only 15% of students in grades 7, 9 and 11 feel very safe at school. • The California Healthy Kids Survey results from 2009-10 to 2012-13 indicate a need for additional professional development training and a bully prevention program. On average about 20% of students in grades 7, 9 and 11 feel afraid of being beaten up at school.

Bully program.	
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)

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: 2014: 5th 2014: 7th & 9th Baseline Data	Biennial Goal (Performance Indicator) 2015
The percentage of students that have ever used cigarettes will decrease biennially by: 1%	5 th 3% 7 th 3%	5 th 2 % 7 th 2%
The percentage of students that have used cigarettes on school property within the past 30 days will decrease biennially by: .05%	7 th 1% 9 th 2% 11 th 2%	7 th .05% 9 th 1% 11 th 1%
The percentage of students that have used marijuana will decrease biennially by: .1%	5 th 1% 7 th 10%	5 th 0% 7 th 9%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 5%	7 th 9% 9 th 17% 11 th 29%	7 th 2% 9 th 12% 11 th 20%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 1%	7 th 5% 9 th 11% 11 th 22%	7 th 3% 9 th 8% 11 th 19%
The percentage of students that feel very safe at school will increase biennially by: 5%	5 th 50% 7 th 13% 9 th 12% 11 th 15%	5 th 55% 7 th 18% 9 th 17% 11 th 20%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 5% *	7 th 25% 9 th 17% 11 th 11%	7 th 20% 9 th 12% 11 th 6%
*Never been in a physical fight on campus		

Performance Goal 4 (Safe & Drug-Free Learning Environments Conducive to Learning)			
Truancy Performance Indicators			
The percentage of students who have been truant will decrease annually by <u>5%</u> from the current LEA rate shown here.			
Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 2014: 5 th 2014: 7 th & 9 th Baseline Data	Biennial Goal (Performance Indicator) 2015	
The percentage of students that report high levels (CHKS Table A4.7 – responding very much true or pretty much true) of caring relationships with a teacher or other adult at their school will increase biennially by 5%:	5 th 57 % 7 th 51 % 9 th 50 % 11 th 56 %	5 th 63 % 7 th 56 % 9 th 55 % 11 th 61 %	
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% (CHKS Table A4.4):	5 th 62 % 7 th 47 % 9 th 46 % 11 th 43 %	5 th 67 % 7 th 52 % 9 th 51 % 11 th 48 %	
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by 5% (CHKS Table A4.4):	5 th 15 % 7 th 11 % 9 th 11 % 11 th 15 %	5 th 20 % 7 th 16 % 9 th 16 % 11 th 20 %	
The percentage of students that report high levels of school connectedness at their school will increase biennially by 5%:	5 th 63 % 7 th 37 % 9 th 36 % 11 th 33 %	5 th 68 % 7 th 42 % 9 th 41 % 11 th 38 %	

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator. The district started a drug intervention program in 2009-2010 designed to assist students who had violated Education Code 48900 (c),

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
1. Too Good For Drugs	ATOD	6	1049	Fall 2003	Fall 2003	Spring 2004
2. Botvin LifeSkills	ATOD	7-9	3075	Spring 2011	Fall 2011	Spring 2011
3. Project Ex – Tobacco Cessation Program	T	7-12	6317	Fall 2010	Fall 2010	Fall 2010
4. Intervening With Teen Tobacco Users (TEG)	T	7-12	6317	Fall 2010	Fall 2010	Fall 2010

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	ATODV	K-6
✓	Conflict Mediation/Resolution	V	K-6
✓	Early Intervention and Counseling	V	K-12
✓	Environmental Strategies	ATOD	K-12, Families
✓	Family and Community Collaboration	ATODV	K-12, Families
	Media Literacy and Advocacy		
✓	Mentoring	O	9

✓	Peer-Helping and Peer Leaders	ODV	Grades 9-12
✓	Positive Alternatives	ATOD	4-8
✓	School Policies	ATODV	K-12
✓	Service-Learning/Community Service	ATODV	9-12
✓	Student Assistance Programs	ATODV	K-12, Families
✓	Tobacco-Use Cessation	T	9-12
✓	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
✓	Other Activities: GLAD	ATD	7-12
✓	Resolving Conflict Creatively	V	K-3

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable 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.

Promising Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
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Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Note: Instructions and forms for requesting a waiver will be made available under separate cover. Promising and favorable programs not listed in Appendix E may not be implemented using Title IV or TUPE funds until after the waiver request has been approved. Programs supported solely with SSV (AB1113) funds need not comply with the waiver provision. Such programs do need to comply with the Principles of Effectiveness.

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.

An examination of district data regarding risk behaviors associated with violence and substance use. California Healthy Kids Survey (CHKS), Uniform Management Information Reporting System (UMIRS), related student surveys, and other program records, revealed the following key areas of concern:

- Frequent use of tobacco, alcohol and marijuana also increases as students’ progress through the grade levels (CHKS, 2012).
- The age of onset for alcohol, cigarettes and marijuana (one full drink or cigarette) is between 13-14 years of age (CHKS, 2012).
- Perceptions of perceived harm of alcohol decrease with age (CHKS, 2012).
- Alcohol is the most commonly used substance at all grade levels (CHKS, 2012).
- A relatively high percentage of students report experiencing a violence-related incident (CHKS, 2012).
- Approximately one-fourth of students in grades seven, nine and eleven indicated they have been harassed in the past year (CHKS, 2012).

BUSD students use of tobacco and alcohol has decreased according to the data and this program will work best to keep at-risk behavior low. The Too Good for Drugs science based program will continue to enhance the positive behaviors reflected in the CHKS data. Guidance Interns will teach the curriculum to 5th grade students. Classroom teachers will be responsible for the instruction. Health teachers will provide instruction for 7th and 9th grade students. In grade 6, introduction of Botvin LifeSkills, Project Ex, and Intervening with Teen Tobacco Users (TEG) will be provided by guidance interns, health and science teachers as appropriate.

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.

Bellflower Unified School District has conducted the CHKS every other year since 1999-2000 and will continue to use it every other year as required. Resiliency modules will be used every year due to the focus on youth development in this district. Results from the surveys will continue to be shared with Citizen’s Task Force, School Site Councils, English Learner Advisory Committees, and other community members.

These results will be analyzed by the TUPE Coordinator and the School Community Safety Committee for trends in strengths and needs district-wide, and recommendations will be made for refining, improving, and strengthening the program.

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.

Data Collection Timeline

1. Baseline CHKS data was collected in 2001/02 and progress will be collected in 2004, 2006, 2008, 2010 and 2012 for 5th grade.
2. Baseline CHKS data was collected in 2001/02 and progress will be collected in 2004, 2006, 2008, 2010, 2011, 2012, and 13 for 7th, 9th, and 11th grades.
3. Surveys with questions covering the 12 Performance Indicators will be conducted by May 1, 2012.

Reporting Timeline

1. A summary report is available for review in the office of State and Federal Programs.
2. Summary information will be made available to parents, students, and community partners through school newsletters and various committees and meetings throughout the school year.

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])

Bellflower Unified School District does not currently receive SDFSC funds.

Bellflower Unified School District defines the highest need students as those who receive Title I services, live in single parent households, are English learners, have emotional or mental health problems, have received a discipline citation, and/or are performing below standards.

The following services are funded for students with the greatest needs:

1. Early identification and intervention services with counselors, guidance interns, school psychologists, and community based organizations.
2. Outreach workers (case managers and child welfare and attendance aides) for high risk families and truant students.
3. After school activities that focus on academic tutoring, mentoring, and opportunities to participate in non academic creative, and athletic activities.
4. Saturday school program for students cited for discipline problems.
5. A referral system for family counseling and support systems.
6. Guidance and Learning to Avoid Drugs (GLAD) program for drug and alcohol problems.

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, schools and communities and tobacco use prevention.

The LEA Plan Committee comprised of administrators from State and Federal Programs (Title I and TUPE), Student Support Services, Curriculum and Instruction, and Special Education will meet to ensure the effective coordination of the LEA Plan programs and services related to safe schools and communities and tobacco use prevention.

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.

Parents are involved in Bellflower Unified School District on many levels including planning and designing programs, implementing strategies as volunteers in the classrooms, and volunteering on committees such as Citizen’s Task Force, School Safety Committees, School Site Council, PTA, and the English Learners Advisory Committee. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the various committees. Parents were involved in developing the LEA Plan, Performance Goal 4, through the Citizen’s Task Force and the members of DELAC reviewed and advised in developing the 5 performance goals. Annually, parents are informed through the Rights and Responsibility document that includes NCLB regulations and the School Accountability Report Card. School newsletters continue to inform parents of current educational results of school level performance.

Programs at sites to enhance parent involvement include PIQE and CAFE parenting classes.

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

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

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	Benchmark/ Evaluation	Funding Source
5.1 (High School Graduates)	<u>Guidance:</u> All students receive a <i>Curriculum Handbook</i> that contains a four-year academic plan they complete registration in consultation with counselors, teachers, and parents. The handbook is posted on the site's webpage.	All students	Certificated Counselors, Teachers, Parents (annually)	Annual increase in the graduation rate.	LCFF
	<i>The College and Career Guide</i> provides information on graduation and college entrance requirements.	All students	Certificated Counselors, Teachers		
	Counselors develop academic plans with students; plans are monitored and reviewed annually to ensure students are on track to graduate.	All students	Certificated Counselors	eTruancy Graduation Requirement Checks	LCFF
	Counselors monitor student progress in grades, attendance and behavior, diploma status, college requirements and career goals and scholarships.	All students	Certificated Counselors	Completion rates Grad rates	LCFF
	Where appropriate, counselors provide an intervention plan to improve academic performance. Interventions include tutoring (before and after school) and summer school.	Students not meeting grade-level standards	Certificated Counselors, Teachers, Instructional Assistants, After-School staff	Intervention Plans SST Referrals	
	The counselors conduct a bi-annual grad check, compile the senior survey, coordinate the senior awards assembly,	All Seniors	Certificated Counselor	Site Review of Programs and Recommendations for improvement	LCFF

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
	assist with the planning of senior week and graduation, and monitor the Career Center to provide guidance to seniors in completing enrollment and financial aid packets, completing college and university applications and taking career tests.				LCFF
	Counselors and teachers sponsor extra-curricular activities including Young Black Scholars, Latinos United, Project Shepherd and Adelante Mujer Latina, and ROP/CTE counselors.	All interested students	Certificated Counselors and Teachers	Club enrollment Activity Logs	LCFF MAA
	Counselors and case managers provide students and their families with social, psychological and health services through community and district resources.	Available to all students and families with need for community resources,	Case Managers, Community Services Coordinator, Health Office Personnel, and Counselors	Case Manager Logs	EIA/LEP LCFF
	Counselors meet with EL students to assist with program enrollment and the participation in additional support services to enhance acquisition of English fluency and mastery of standards	English Learners	Certificated Counselors, Teachers, Bilingual Instructional Assistants, Assessment Center Staff	Annual Review of Program Placement	LCFF
	All students in grades 11-12 who are credit deficient participate in virtual credit recovery classes in 0 and 7 th period. As students earn credits they exit 0 and 7 th period. Students use OdysseyWare.	All Credit Deficient Students	Teachers	Completion of Courses	Title III

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
	English learners in grades 9 and 10 who are credit deficient participate in virtual credit recovery classes in 0 and 7 th period. Students use GradPoint.	English Learners who are Credit Deficient	Teachers	Completion of Courses	LCFF ROP/CTE
	The Career Center implements a systematic program for students providing information and guidance regarding careers, colleges and universities, military, technical training, and the job market. A Regional Occupational Program (ROP) counselor and technician at each school work with school site staff to encourage guidance in areas of career exploration.	All students	Career Center Technician Teachers Counselors ROP Counselor Technicians	Career Center Visitor Sign-in	LCFF
	Students are given the opportunity to take the ASVAB test to determine their individual career and/or military goals and interests.	Seniors in the fall and juniors and seniors in the spring	Career Center Technician	Annual Monitoring of number/ percent of students taking test	
	Over 30 colleges and universities participate in College Fairs. Various college presentations and visits are made throughout the school year.	All students	Career Center Technician		GATE ROP/CTE
	<u>Instructional:</u> Specialized programs (including Advancement Via Individual Determination (AVID); Mayfair Animation & Digital Arts Academy and Mayfair Academic	Specialized programs open to all students	Assistant Principal, Counselors Teachers	Review enrollment in specialized programs	

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
	<p>Academy; Bellflower Manufacturing and Telecommunication Academy, Technology Academy; and AP/Honors courses) are open to all students.</p> <p>Strong partnerships with Cerritos College, the district continuation school, and ROP/CTE allow for makeup and advanced courses in the summer and evenings.</p> <p>Teachers use differentiated instructional strategies to ensure all students have access to the core curriculum.</p> <p>The high school Opportunity Program offers at-risk students a small-class setting and provides instruction in core classes, including language arts, social studies, mathematics, science, as well as computer technology and access to the library.</p> <p>Students with special needs are provided with accommodations to ensure access to the core curriculum (instructional assistants, assistance on tests and assignments, extra time, use of reading machines, students assigned to read and describe to them, etc.).</p>	<p>All students</p> <p>All students</p> <p>Students not meeting grade-level standards</p> <p>Students with special needs</p>	<p>Assistant Principal, Counselors Teachers Career and ROP/CTE Technicians</p> <p>Teachers</p> <p>Teachers and Counselors</p> <p>Teachers Counselors Instructional Assistants</p>	<p>Enrollment in make up and advanced courses</p> <p>Annual evaluations</p> <p>Sustained enrollment in the Opportunity Program</p> <p>Information Sheet From IEP Instructional Aide Assignments</p>	<p>LCFF</p> <p>LCFF Special Education Funds</p> <p>LCFF Special Education</p> <p>LCFF</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
	Teachers work with support providers for students with special needs and participate in IEP's. The Transition and Workability Programs addresses the aspirations of special needs students.	Students with special needs	Teachers, Instructional Assistants	IEP Sign-in Sheets	ROP/CTE
	Professional learning communities (PLCs) focus on analyzing student work and determining best practices for student learning.	Open to all students	Administrators Teachers	PLC Meeting Schedule and Minutes	LCFF
	The Regional Occupational Program (ROP) addresses the career and vocational needs by offering guidance and occupational courses during extended day, year and on Saturdays.	All students	Teachers ROP Technician	Sustained and increased student enrollment in ROP courses	LCFF
	CAHSEE intervention is provided for students in grades 7 and 8 at risk of not passing the CAHSEE.	Students at risk of not passing CAHSEE	Teachers	Master Schedule analysis	LCFF
	A prep course is provided for 10 th graders at risk of not passing the CAHSEE.	Students at risk of not passing CAHSEE	Teachers	Increase in CAHSEE pass rates	
	CAHSEE electives during the day are provided for 11 th and 12 th graders who have not passed the CAHSEE.	All student who have not passed CAHSEE	Teachers	Review Data on CAHSEE pass rate	
	Instructional strategies include the higher level of Bloom's Taxonomy (critical thinking and higher order thinking skills). Lessons, assignments, homework,	All students	Teachers	Annual Evaluations	LCFF Tech.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
5.2 (Dropouts)	and projects are designed to teach students to synthesize, analyze, and evaluate as well as transfer learning from one setting to another. Students have the opportunity for collaboration and application in an interdisciplinary approach.				Funds
	Instructional services and curriculum decisions are data driven, based on a variety of student assessments.	All students	Teachers	Benchmarks	LCFF Title III
	To enhance instruction and learning each classroom is equipped with a computer with Internet access, LCD projectors, Chromebook carts are available for use.	All Students	Teachers		LCFF
	Teachers and staff are provided with opportunities to participate in professional development activities provided by the district and other organizations.	All students	Principal Assistant Principals Teachers Staff		
	School Plans are updated annually.	All students	Principal Assistant Principals Teachers		
	<u>Co-curricular:</u> Students have opportunities to participate in interscholastic athletic teams.	All interested students	Assistant Principal Coaches by Season for Sports	Athletic Rosters Curriculum Handbook	LCFF
Students have opportunities to	All interested students	Assistant Principal Activities Directors			

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
	<p>participate in student government.</p> <p>Student Academic and Honor Organizations (Young Black Scholars, CA Scholarship Federation, CA Jr. Scholarship Federation, National Honor Society) promote student achievement to high levels.</p> <p>Students have opportunities to participate in cultural clubs with inter-cultural events and field trips.</p> <p>Students have opportunities to participate in special interest clubs.</p> <p>Guidance: Guidance personnel provide students with academic and crisis counseling</p> <p>Guidance committees (BRC, SART, SARB, SGT, SST) serve to improve student attendance and achievement.</p> <p>Campus security is promoted by on-site officers.</p> <p>Caring Connections Collaborative links students and families to the services of</p>	<p>All interested students</p> <p>All interested students</p> <p>All interested students</p> <p>All students</p> <p>Students with poor attendance and academic underachievement</p> <p>All students</p> <p>Available to all students and families with need for</p>	<p>Teachers Parents</p> <p>Teachers Activities Directors Administration</p> <p>Teachers, activities director</p> <p>Certificated Counselors Guidance Interns Guidance Technicians Case Managers</p> <p>Counselors Guidance Interns Teachers Parents</p> <p>On-site Probation Officers</p> <p>Case Managers Community Services Coordinator Health Office</p>	<p>5% annual decrease in the number of students dropping out</p>	<p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
5.3 (Advanced Placement)	community agencies.	community resources	Personnel Counselors Guidance Interns		LCFF
	<u>Instructional:</u> Partnership academies provide small school environment with a career focus for students.	Students in academies	Administration Teachers Counselors		LCFF
	District Educational Options programs provide services ensuring that all students have opportunities to meet graduation requirements: Continuation high school with teen parenting/child care programs, district Opportunity Program, district Independent Study, Re-entry Program for students 18 years or older.	Students needing services, students behind in credits	Educational Options Administration Staff Guidance Personnel		
	<u>Co-curricular:</u> Students have opportunities to participate in student government.	All interested students	Assistant Principal Activities Directors Teachers		
	Student Academic Organizations (Young Black Scholars, CA Scholarship Federation, National Honor Society) support academic achievement to high levels Cultural-link Clubs with Intercultural Events and field trips	All interested students	Teachers Activities Director Administration	15% annual increase in the number of students taking and passing AP courses annually	
	<u>Guidance:</u> Every student has the opportunity to enroll in the advanced/honors/AP and GATE programs.	All interested students	Teachers (GATE and AP/honors)	Curriculum Handbook	

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
	<p>All classes reflect the diversity of the students attending secondary schools.</p> <p>The comprehensive high schools prepare students to be eligible for university admission, including entrance into the more prestigious universities with enriched and accelerated curriculum while focusing on collegiate skills and experience, which includes: community service, mentor programs, SAT preparation, travel, academic competition and presentation opportunities.</p> <p>The AVID program prepares students in the low to mid academic range to take AP classes using specialized guidance and instructional techniques including extensive tutoring.</p> <p><u>Instructional:</u> Advanced Placement and honors courses focus instruction on preparing students for success in advanced placement exams and increasing the number of students taking a-g courses by teaching students using an interdisciplinary approach offering a rigorous academic program and meaningful connections to art,</p>	<p>All students testing at appropriate levels</p> <p>All students</p> <p>All students</p>	<p>Teachers Counselors</p> <p>Teachers Counselors</p> <p>AVID Teachers Tutors</p> <p>AP and Honors Teachers</p>	<p>A-G Lists</p> <p>AVID program enrollment info</p> <p>Tutoring Log AVID Tutor Placement</p>	<p>LCFF</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
	foreign language, and community service. Students who need support in meeting the rigorous demands of the curriculum can rely on a network of integrated and fully articulated services including individual and small-group tutoring by teachers and tutors before school, at lunch, and after school. Partnerships with colleges and universities provide advanced courses in summer and evenings. Advanced Placement exams are given to students in the following AP classes: English Literature, art portfolio, Calculus AB, Spanish Language, English Composition, U.S. History, French Language, French Literature, biology, chemistry, government, and macro and microeconomics. Students take the PSAT, SAT, and ACT college entrance exams. Co-curricular: The GATE program in the middle school and the Renaissance Program in both middle and high school and many clubs have community service as an essential element. Flexible scheduling	All students selecting AVID as an elective AP and Honors Students All students All students	Teachers Counselors Case Managers Guidance Interns Tutors Counselors AP Teachers, Assistant Principal (Toward End of Spring Semester) Teachers Counselors Assistant Principal Teachers Counselors Teachers	Review the Number of Students taking exams College Board Reports Master	GATE

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark/ Evaluation	Funding Source
	<p>including zero period and seventh period which enables AP students to be involved in extra- and co-curricular activities.</p> <p>Students visit colleges and universities in California.</p> <p>Co-curricular organizations include both special interest and honor societies including: Young Black Scholars, California Scholastic Federation, Eastern Horizon, National Honor Society, and Renaissance</p>	<p>choosing to enroll</p> <p>All students enrolled</p>	<p>Counselors</p> <p>Teachers Counselors</p>	Schedule	

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <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. 	Bellflower Unified School District uses the number of children eligible for Free/Reduced Price Lunch programs as the low income measure to identify schools eligible for Title I funding.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <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. 	Bellflower Unified School District uses the number of children eligible for Free/Reduced Price Lunch programs as the low income measure to identify schools eligible for Title I funding. The schools in which the concentration from low income families exceeds 75% are served first; all other schools are funded by poverty ranking district wide.

**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. 	<ul style="list-style-type: none"> • Each site will conduct a needs assessment that takes into account, at minimum, STAR, CELDT, Benchmark data, GPA, graduation credits, AP participation, CAHSEE pass rate, attendance data, professional development surveys and parent and student surveys as appropriate. <p>Sites will</p> <ul style="list-style-type: none"> • Use strategies based on scientific research that ensure all students receive differentiated instruction based on need • Implement the district’s adopted, standards-based core instructional materials • Provide extended learning time • Target lowest achieving students • Analyze data and use results to drive instruction • Ensure teachers meet NCLB “Highly Qualified Teacher” requirements • Provide continuous professional development opportunities for teachers, administrators, para-professionals, parents and support staff with a focus on assisting students in mastery of state content standards and graduation requirements. • Institute effective parent engagement strategies that: <ul style="list-style-type: none"> • Are meaningful to parents • Support student achievement • Provide information in the primary language of families • Use a combination of communication systems (meetings, newsletters, website, teleparent) • Provide workshops and events for families (e.g family literacy nights, community events, assemblies, parent academies) • Coordinate local, state, and federal funding to implement a comprehensive school-wide program at each site that address the need of students

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<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. 	<p>N/A: Targeted Assistance Schools</p>

	Description of how the LEA is meeting or plans to meet this requirement:
<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>N/A: Targeted Assistance Schools</p>
<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.</p>	<p>The BUSD has a district liaison to serve homeless children. Students who are identified as homeless are eligible for immediate enrollment; homeless students qualify for free breakfast and lunch program. Homeless students qualify for all academic programs including special education, GATE, and any programs funded through categorical funding including before and after school intervention. Case managers are available at each site to assist homeless students in areas including but not limited to enrollment and attendance, health and immunizations, referrals to community services, tutoring and support programs and transportation.</p>
<p>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.</p>	<p>Students meet with the assistant superintendent of Educational Services who refers and places students in the district's community day school when appropriate.</p>

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>According to the 2011 Adequate Yearly Progress (AYP) report, BUSD has one school in PI year 1 Ernie Pyle, one school in PI year 2, Frank E. Woodruff, and three schools in PI year 3, Thomas Jefferson, Ramona, and Washington.</p> <p>The District has provided guidance and assistance for all of these schools. Upon entering PI status, the schools were given assistance in revising their Single Plan for Student Achievement (SPSAs) to address curricular areas and subgroups that were not meeting their AYP proficiency goals. The Single Plans and the school budgets are annually reviewed by the director of Instructional Support Services. The director of curriculum and instruction assists the sites in meeting their academic goals. The district has worked closely with each of the schools who entered PI to implement effective research based strategies.</p>

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 supplemental services.	Upon a site’s identification of Program Improvement the LEA will: <ul style="list-style-type: none"> ▪ Send PI identification letters to the parents of eligible students offering the choice transfer option following all NCLB guidelines.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	When a school is identified as Program Improvement Year 2 or beyond the LEA will: <ul style="list-style-type: none"> ▪ Send notification letters to parents of eligible students ▪ Notify parents of enrollment procedures for obtaining Supplemental Education Services ▪ Coordinate parent choice of enrollment and placement in SES by working collaboratively with SES providers and school sites. Follow all guidelines related to SES as provided in NCLB regulations.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The Personnel staff utilizes Ed Join to post job openings and attends job fairs to recruit highly qualified teachers. Our Beginning Teacher Support and Assessment Induction (BTSA Induction) program connects support providers directly with our beginning teachers to ensure they are successful teachers.
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.	The LEA and sites provide ongoing parent communication through several avenues. The BUSD website is updated with district and school information. Referrals to community resources are provided through the Health Services staff, site based case managers and Caring Connections. The DAC/DELAC and school site ELAC groups serve the needs of English learners and their families, allowing them input into school and district programs. School sites distribute monthly newsletters to disseminate information regarding school and parent programs available. PTAs, SSCs, and family events provide opportunities for parents to become directly involved in support of their individual school sites.

Coordination of Educational Services

<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>Title I services are designed to meet the needs of individual students based on achievement gaps. Supplementary and intervention services are coordinated and provided through other funding sources, such as EIA/LEP/SCE, Title III, and Special Education. Through the process of annually updating/revising the SPSA, schools design the Title I program, coordinating funds to implement strategies to meet the instructional needs of all students. At the district level, instructional support, professional development, and parent involvement activities are coordinated through regular meetings of division/departments administrators. Strategies and activities are designed at the district level based on the continual monitoring of programs and services to determine effectiveness. Ongoing needs assessments determine gaps in achievement. Research-based services and strategies to address the gaps are selected and implemented, in consultation with the schools, to result in continuous improvement in student academic achievement. The continuous monitoring of programs for improvement involves frequent communication between school sites and the district office to coordinate services. Instructional Leaders Meetings (principals and district administrators) are held to discuss issues, review/analyze academic achievement results, and share best practices. District administrators visit school sites, meet with principals, assistant principals and staff to coordinate efforts, communicate needs and implementation strategies.</p>

Part III
Assurances and Attachments

Assurances

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.

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 High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.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							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</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: Model Programs)</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>							
School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	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

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

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

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

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

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

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

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