

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## School Year

2023-2024

## Date of Board Approval

September 11, 2023

## LEA Name

Buena Park Elementary School District

## CDS Code:

30-66456-0000000

## Link to the LCAP:

*(optional)*

<https://www.bpsd.us/divisions/educational-services/educational-programs/lcap>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Buena Park School District Governing Board Approval Date: September 11, 2023

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Buena Park School District serves approximately 4,165 students. Approximately 80% of the students are considered low-income. About 40% of students are English learners. As a result, the District receives federal funds to narrow the achievement gap between our low-income students and English learners.

The District's strategy for using federal funds includes supplementing programs and services that increase or enhance services that support local priorities, as reflected in the District's LCAP. The District priorities include supporting targeted disadvantaged groups ensuring safe schools, engaging parents, developing staff's capacity, and focusing on early literacy.

The District also meets with various stakeholders to provide input on school and district programs, which will guide the development of this plan. For instance, the District English Learners Advisory Committee, the District Advisory Committee, the Gifted and Talented Education Advisory Committee, as well as parent and student surveys for after-school programs, general school and district input, and parent engagement. Mid-term assessments, as well as summative assessments, are used to design programs and services and monitor their effectiveness.

Based on input from various educational partners and analyzing state and local assessment results, four major areas of needs emerged: English learner's achievement, English language arts achievement, mathematics achievement, and attendance. As a result, the District is focusing on providing additional professional learning in the areas of English learners support, Balanced Literacy (Reading and Writing Workshop), and mathematics (Cognitively Guided Instruction). For attendance, staff work to increase the overall district attendance rate by focusing on tiered reengagement that includes awareness, prevention, recognition, and restorative practices and utilizes both SART and SARB to closely monitor all students, including English language learners, foster youth, low-income students, and students with exceptional needs.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Buena Park School District Local Control and Accountability Plan has three goals: 1) Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment taught by highly qualified teachers. An emphasis will be placed on English language learners, special needs students, and students that are at promise, including our Foster youth., 2) Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness, 3) BPSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

In the area of student achievement, the District will focus on English learners. Based on state and local assessment data, English learners are achieving significantly below English-only students in both English language arts and mathematics. Currently, state funds are used to provide teachers with time to attend workshops, plan lessons, and collaborate. State funds are also used to hire a Teacher on Special Assignment to provide support with evidence-based academic interventions, best practices, and professional development. Federal funds are used to provide additional opportunities for teachers to engage in deeper conversations about student achievement. Title I Supports include after-school and summer workshops, on-site demonstration lessons, curriculum planning support, and instructional resources for math, reading, and technology integration. Title I funds are used to provide Apple Coaches to train and work alongside teachers to integrate technology to enhance student learning. Finally, Title I funds are used to purchase supplemental curriculum and provide additional support to students achieving below-grade-level standards.

In creating a safe learning environment, state funds are also used to provide additional training for staff on supporting students and services for students. Training include Positive Behavior Interventions and Supports and classroom management strategies. In developing and retaining staff, state funds are used to provide training outside of the school day to limit the amount of time teachers are pulled out of their classrooms. Title I, II, and III funds are used to provide teachers and instructional staff with training outside of the school day and in the summers to ensure the continuity of the instructional program in the classroom.

In the area of parent engagement, state funds are used to support various district and site parent workshops and community events. Events include a choir music festival, an arts faire, and academic and athletic competitions. Workshops include reading support at home, community resources, and technology resources. Title III funds are used for parent workshops, curating community resources, promoting district and site events, promoting the free early literacy app, and supporting district and site parent committees. Title I funds are used to provide parents with additional training, child care so parents can attend the training, additional translating support, and sending parents to state and county conferences.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.



## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The Buena Park School District does not have disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The District is fortunate to have a low teacher turnover rate, and thus, resulting in a majority of teachers being highly experienced and trained in district initiatives. The District has processes to remedy the discrepancies should it ever happen. For district-wide programs, such as Balanced Literacy, English Language Development, and technology, all teachers receive standardized training in these areas. The training is usually phased in by grade level or by school. The District also has programs in place to support, train, and monitor ineffective teachers, such as the Peer Assistant Review Team (PAR), the formal evaluation process, and instructional coaches. The district can also, to an extent allowable by the collective bargaining agreement, move teachers based on the needs of the district. Newly hired teachers also must hold the appropriate credentials for the subject matters they teach as well as participate in the Induction program to clear their credentials. Newly hired teachers also attend a new teacher orientation and on-boarding procedures.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

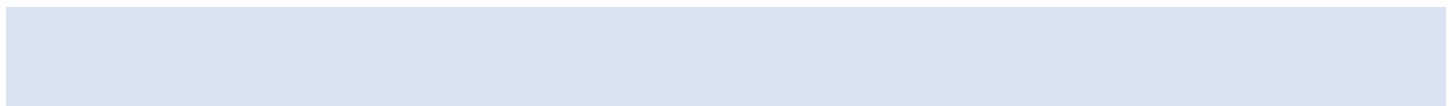
Term	Definition
Ineffective teacher	An ineffective teacher is any of the following:

	<ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.



To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TAI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Buena Park School District firmly believes that partnering with parents and families will result in student achievement. The District uses research from Joyce Epstein's Framework of Six Types of Involvement to guide programs and practices and to shape core beliefs about parent involvement and engagement. The Buena Park School District has three pillars of parent engagement: Advisory Committees, Assessment and Accountability, and Leadership and Engagement. For Advisory Committees, parents have multiple opportunities to be a part of the decision-making process through the District English Learners Advisory Committee, District Advisory Committee, and the District Gifted and Talented Education Advisory Committee. In addition, parents have opportunities to provide input through surveys, focus groups, the Local Control and Accountability Plan development, and the Title I parent involvement program. Parents also have opportunities at schools to participate in the School Site Council, English Learners Advisory Committee, and Parent Teacher Association. Parents are able to provide input on school and district plans, advise on programs and services, and share ideas with the district and school staff. For instance, in the School Site Council, parents help develop the Single Plan for Student Achievement and update the parent involvement policy.

For Assessment and Accountability, the district communicates with parents in a variety of ways. The District translates documents and correspondences for schools that have 15% or more of families speaking another language other than English: Spanish and Korean. The District also sends home the required federal and state notices to parents regarding language assessment, state assessment results, teacher quality, and student safety. The District also provides workshops on interpreting data, understanding federal and state notices, and information about school district policies and processes, and provides translations for these workshops.

For Leadership and Engagement, the District coordinates and provides parent workshops in the areas of early learning, STEM, language acquisition, early literacy, and school safety. There are opportunities for parents to volunteer, chaperone field trips, and help with ingress and egress traffic.

The Buena Park School District allocates a minimum of one percent of Title I funds to support parent engagement. Schools are also expected to allocate one percent of their Title I allocations to engage parents. The district and sites use Title I funding to provide childcare services for parents so they can attend workshops. Funds are also used to contract with a vendor to provide training for parents on literacy or to send parents to local conferences.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students are referred to local institutions or community day school programs after all interventions and supports have been exhausted or as an alternative in the event of an emergency situation (child harms self or others). The local institution will place the student on a temporary involuntary hold, assess the student, and provide services. Once the student is released from the local institution and returns to school, the school will conduct a psychological evaluation. Educational related mental health services will be provided to the student and families, such as counseling and home counseling. Staff then monitors the situation through a behavior contract, school attendance and review team, and the Gang Reduction Intervention Partnership.

## **Homeless Children and Youth Services**

## ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Buena Park School District supplements programs and services with Title I funds. The District provides before and after school programs for homeless students by reserving spaces per site in the ASES program and/or paying for the fees for the fee-based before and after school child care program and summer program for students. Instructional materials, clothes, transportation, and supplemental supports are also provided for students to help students access the curriculum, attend school, and participate in school. Homeless students have full access to school and district programs, such as gifted and talented education, English learners, interventions, and counseling services. Staff receives training on working with homeless students, the McKinney-Vento law, and resources available to support students and families. The District partners with nonprofit organizations to provide resources and materials to homeless families, such as backpacks filled with school supplies, hygiene products, and clothing. The District also partners with local community organizations to provide services to families, such as dental, health, and vision care, housing support, and food banks. The District is part of the Buena Park City Collaborative, in which leaders from the city, school district, and community organizations meet monthly to discuss issues that the city faces. One of the priority areas is homelessness. The collaborative works together to coordinate resources, communicate with each other, and problem-solve in an attempt to end homelessness in the city.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Since Buena Park School District is a preschool to the eighth-grade district. The elementary schools work closely with the middle schools for a smooth transition for students. The fifth graders visit the middle schools, and the middle school counselors and administrators have 5th-grade student and parent meetings to present middle school information and register students for classes. The middle schools also work closely with the high school district on the high school transition. The eighth-grade students visit the high school and meet the principal and counselors. The high school staff comes to the middle school to register students and help students select classes. District and school administrators attend the high school articulation meetings in which feeder schools talk about common programs, assessments, and supports. Parent nights are held at both the middle and high school to familiarize parents with the transition process, high school programs, and staff. Students with Individualized Education Plans also have a high school transition meeting with high school staff to carry over services and establish new goals for the students. Since the Junior High uses the AVID program, many of the feeder high schools also use AVID, and there are articulation meetings as well to ensure students meet college preparatory requirements.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Data shows that four out of the five elementary schools in the District have under-representation of gifted students in our most high-needs schools. As a result, Title I funds will be used to provide additional training to staff on the identification of gifted low-income and English learners students and differentiated instruction. Parents will receive additional information about gifted education so they can help inform the school about their children's learning. Programs will also be established to support low-income and English learners students to provide them with additional opportunities for enrichment and acceleration. The use of alternative assessments and methods to identify low-income and English learners students will be utilized.

In addition, school libraries will increase the number of culturally responsive books and support digital literacy skills in students. One of the focuses of the Buena Park School District is English learners' achievement. One way the school libraries can support English learners is by providing books that are culturally diverse and responsive to students. Since the district uses a Balanced Literacy approach, there is a focus on reading workshop and leveled books in the classrooms. As a result, classrooms will enhance their classroom libraries to include a variety of books at different levels to meet the reading needs of students. Books will also be culturally responsive and of high interest to students.

The Buena Park School District also provides digital tablets for all students. The school library maintains, monitors, and troubleshoots the tablets. The school libraries will support classroom teachers in helping students acquire digital literacy skills to integrate technology into their learning by providing access to digital books and resources, teaching students how to evaluate websites for credibility, and reinforcing web-safety practices.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

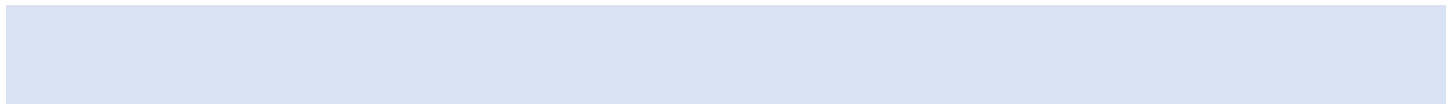


**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

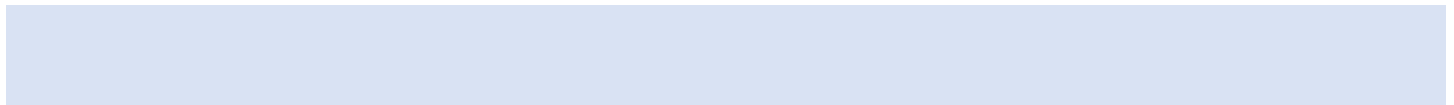


**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The Buena Park School District believes that student achievement is dependent on having effective teachers and principals. One way to develop effective teachers and principals is through professional growth opportunities. The District is using Title II funds to focus on providing training in Reading and Writing Workshop and on the Cognitive Guided Instruction Approach in Math as there is a need, based on our data, to increase student achievement in ELA, Math, and language proficiency.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

##### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Six of the seven schools have been identified as an ATSI school. Comprehensive support and improvement activities for targeted student groups will be focused on and implemented first at the ATSI schools to improve in the academic content areas, attendance, and suspensions.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The District will review the academic assessment data and the California Dashboard to identify the focus areas. The District will provide additional training to teachers on evidence-based best approaches and practices to improve academic achievement and increase student engagement. Meaningful consults with educational partners occur through Parent and Staff Advisory Committees at school sites and district, and through surveys to receive feedback and input on programs, instruction, enrichment activities, teacher training, and parent workshops.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District used Title III funds to provide supplemental ELD instructional materials, EL parent workshops, and professional development for staff. The District currently uses a Balanced Literacy approach to teaching language arts. Specifically, the District uses Reading and Writing Workshop during language arts. Training will be provided on strategies that teachers can use to support their English learners during Reading and Writing Workshop, such as scaffolds, structured oral language opportunities, sentence frames, and strategy groups. The professional development focuses on designated as well as integrated English language development across the content areas. Supports will include after school workshops, professional development for the school during staff meetings, pull-out groups of specific staff members (instructional aides, community liaisons, EL Teachers), demonstration lessons, curriculum planning support, and assessment analysis. Resources to staff on evidence-based instructional strategies, culturally responsive literature, and support for newcomer students will be offered. In addition, support for creating a systemic improvement plan aligned with the four principles of the CA English Roadmap will be provided.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District does not receive Title III Immigrant funds.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Based on the feedback from parents of English learners via committees and surveys, qualitative and quantitative data show that parents want more interventions for students who are still acquiring the English language. During the core academic program, teachers use a balanced literacy approach to teaching reading and writing. In order to meet the challenging State academic standards, teachers use differentiated instruction to meet the needs of English learners during reading and writing. Teachers will designate language instruction by teaching about the language structures of the English language. One way teachers can do this is through strategy groups. Teachers receive support in implementing English learners strategies by attending mandatory and voluntary training. All teachers received training on the California English Language Development Standards at a staff meeting. At that training, teachers learned the organization of the standards, the progression of language acquisition, and using the standards during language arts and content instruction.

Bilingual Service Providers meet regularly with the Coordinator of Assessment and Accountability to go over language assessment training and procedures. They also learn about the ELD standards, strategies to engage parents of English learners in their children's education, and monitoring the achievement of English learners.

Finally, the District has representatives on the Buena Park Collaborative, in which topics of discussion include early learning, homeless education, and parent engagement. The District also partners with the City of Buena Park, the Library District, and local health and social services organizations to provide support for parents of English learners. Some supports include free or low cost medical, dental, and vision services, food and clothing for homeless families, and community engagement and education opportunities. Within the District, parents have many opportunities to provide input about the education for English learners, such as the District English Learners Advisory Committee, District Advisory Committee, Local Control and Accountability Plan Steering Committee and Focus Groups, and various surveys.

Data that is collected from the committee meetings, surveys, and assessment results are shared with the community at Governing Board meetings, school and district meetings, and community meetings. There are three ways that the District measures success. The first is achievement results, specifically English learners achieving proficiency on district and state assessments. The District aims to increase the number of English learners achieving proficient or above on local and state assessments. The second indicator of success is through perceptions, anecdotal records, and self-reporting, such as survey and focus group results. Throughout the year, parents have many opportunities to provide input about school and district programs for English learners. The district aims to have a high percentage of parents indicate there are opportunities to engage parents, intervene when students need help, and provide a welcoming environment for families. The final indicator of success is increasing and/or enhancing services for English learners and families. The district aims to increase the number of parent workshops offered to parents, increase interventions and support for students, and increase training for teachers and staff. The District believes that the achievement of English learners rests on a combination of teacher effectiveness, parent engagement, community support, and student services.

**English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.

2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District will ensure English learners achieve English proficiency based on the State's English language proficiency assessment and meet the challenging State academic standards by collecting data, developing programs and services based on the data, assessing programs, and revising programs according to the data. The District develops the content for professional learning based on the need and input from teachers. Programs and services primarily include teacher development activities (workshops, demonstration lessons, coaching, co-planning). After teachers participate in any of the professional learning activities, they always complete an evaluation for the activities, in which the District adjusts future offerings according to the feedback received.

In addition to teacher input and feedback, the District regularly reviews assessment results for English learners. For all new students (incoming transitional kindergarten and kindergarten students and students new to California public schools) who state in their home language survey that another language other than English is spoken at home, school staff administers an initial language assessment to students to determine initial placement in English language programs. For all other existing English learners, they take an annual language assessment to monitor growth in language acquisition. Schools administer district assessments to students three times a year in reading and mathematics. Schools review the district assessments and adjust programs according to the students' needs. When analyzing data, schools will disaggregate data based on English learners' status: Newcomers, English Learners, and Long Term English Learners. School and district staff review data to establish baseline in the first trimester/quarter, and monitor for growth in the subsequent trimesters/quarters. The District uses common benchmark assessments and diagnostic tests with all students. Teachers also use formative assessments to inform practice and monitor student learning. Annually, the District and school analyze summative state assessment data to gauge student growth. Student success is determined by an increase in assessment results, students reclassifying out of the English learners program, and students meeting state standards on the summative state assessment. Some programs that were developed in response to the data include after-school intervention programs, during-school small reading groups, and supplemental language programs for newcomers. These programs and services are then presented to the District English Learners Advisory Committee for input. The District also solicits input from participating families. Students receiving services are identified in the District's student information system so staff can easily retrieve information about the student and track progress.

When students do not respond to instruction, they are submitted to the CAST (Collaborative Academic Support Team) process at their schools. In CAST, teachers, administrators, and specialists review students' assessment, attendance, behavior, and health data to prescribe support for students. Teachers will implement the supports and collect additional data for six to eight weeks and have a follow-up CAST meeting to determine if progress was made. If the students are not making progress, then more intensive support will be offered to the student. Finally, if the most intensive supports are not working for the students, then referrals to special education may be required. Throughout this process, parents are informed, invited to participate in CAST, and have input on any interventions provided to the students.

The District now offers preschool programs at six sites. When planning preschool programs, preschool staff create programs that articulate the District's TK-8 continuum of learning. Preschool staff also have opportunities to provide input on how to support English learners and parents of English learners inside and outside of the classroom through monthly leadership meetings and annual stakeholder surveys.

The District and Sites will be held accountable for meeting achievement goals for English learners through the California Dashboard. Every school has a dashboard with achievement rankings for English learners in the areas of language arts, mathematics, and suspensions. The goal of the District and schools is to make positive gains in language arts and mathematics and decrease the number of suspensions for English learners. This data is reported on the District's Local Control and Accountability Plan (LCAP) as well as each school's Single Plan for Student Achievement (SPSA) and will be monitored throughout the year.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



The Buena Park School District has partnerships with local businesses, nonprofit organizations, community agencies, and higher education institutions to improve student outcomes. The District subcontracts with the California State University, Fullerton, and the Boys & Girls Club of Buena Park for the Expanded Learning Opportunities Program. California State University, Fullerton operates, manages, and oversees the After School Education and Safety program in the District. Many of the after-school staff are CSU Fullerton students and graduates. Part of the agreement between the District and CSU Fullerton is providing volunteers to support the after-school programs, thus lowering the student-to-instructor rate and providing additional enrichment programs to students. For instance, in the past, the music and dance department in CSU Fullerton taught music and dance lessons to students.

The District also partners with nonprofit and community-based organizations. The District has active partnerships with Giving Children Hope, KRC, the Buena Park Library, the City of Buena Park, Action for Healthy Kids, and St. Jude Hospital. Giving Children Hope is an organization that supports homeless families in Buena Park. The District works with Giving Children Hope to provide food, clothing, and instructional supplies to homeless students. KRC is a community health center that provides mental health, medical, and dental services to low-income families in Buena Park. The District works with KRC to provide a mobile dental clinic to serve students as well as referrals to medical and mental health services. The District has an early literacy initiative and partners with the Buena Park Library and the City of Buena Park in distributing an early literacy application called Footsteps2Brilliance. Parents who reside in Buena Park and have children ages 0-5 are eligible to sign up for the application and have their children practice early literacy games, songs, and stories to build language. Parents are able to download the application at any of our schools, the library, or city hall. The District is a recipient of grant funds from St. Jude Hospital to promote student and community health and wellness. The District has some of the lowest physical fitness results from the Fitnessgram, and St. Jude gives a grant to the District to implement physical education programs, strengthen wellness policies, and enhance nutrition.

The District meets with the higher education institutions, nonprofit and community organizations for the planning of various programs. During the planning meetings, the District solicits input from each organization to see who the partnership can best meet the needs of our students and community. Funds will be used to support well-rounded education by providing enrichment in preschool programs and after-school programs. The preschool program enrolls the most vulnerable populations: low-income, English learners, special needs, and homeless students. The after-school program gives priority to targeted student groups, such as English learners, students reading below grade level, and homeless students. To provide a well-rounded education, funds will be used for district-wide events like a choir music festival and arts fair, academic and athletic competitions, and staff planning and meetings for these activities in an effort to enrich students' experiences, foster creativity, and promote holistic development beyond traditional classroom learning.

The District is also a part of a County-wide Multi-Tiered System of Support (MTSS) training program. The District is working on developing protocols and systems to support students who are at risk in academics and behavior. The goal of the training is to create interventions to help acquire grade-level standards and to keep students in school as opposed to suspending students. Funds will be used to help create safe learning environments such as student assemblies, parent workshops, and programs to promote attendance and safety. In addition, the District will continue to focus on improving student health and wellness through physical activity, nutrition, and education.

Funds will be used to support the effective use of technology by purchasing interactive learning platforms for teachers to use to enhance learning, data collection systems, and the ability to get real-time feedback from students. Teachers will receive training on using the learning platform, while students will be able to engage in interactive and rigorous lessons. The interactive learning platform also has digital citizenship lessons, which teachers will use to teach their students about internet safety, netiquette, and researching online. In addition, the District uses a parent communication system that will allow schools and the district office to communicate with parents. Parents will be able to send messages through this platform to their child's teacher and receive alerts. The District will be able to send out mass communications to all parents as well.

The District will evaluate the effectiveness of programs.

- Continue partnerships with community agencies.
- Increase services to homeless students. Providing students with food, clothes, and school supplies. Referring parents to Giving Children Hope for other services such as housing, medical, and mental health.
- Increase the number of fifth and seventh-grade students in the Healthy Fitness Zone.
- Improve student attendance
- Increase positive survey results





## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

LCAP surveys involving parents, students, and staff serve as the indicators for measuring the improvement needs. BPSD uses these stakeholders' inputs to make informed decisions to enhance well-rounded education opportunities for students.

What activities will be included within the support for a well-rounded education?

BPSD's support for a well-rounded education includes technology integration, district-wide events like a choir music festival and arts fair, academic and athletic competitions, and staff planning and meetings for these activities. These efforts aim to enrich students' experiences, foster creativity, and promote holistic development beyond traditional classroom learning.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Program-specific surveys, SEL surveys such as Panorama, and LCAP surveys involving parents, students, and staff are employed to evaluate the effectiveness of implemented strategies and funded activities. For instance, findings from the 22-23 LCAP surveys indicate that 88.4% of staff, 81.9% of students, and 76.1% of parents strongly agree or agree that students are encouraged to participate in enrichment programs before, during, and after school, including activities like arts, music, clubs, and after-school programs. These survey results will guide future program development and planning.

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

LCAP surveys involving stakeholders (parents, students, and staff), attendance and truancy data, mental and behavioral health data such as the SEL survey (Panorama), and surveys for physical health and wellness programs provide insights into their perceptions of students' safety and health. These data are used to implement interventions and support services to address specific needs and promote the health and safety of all students.

What activities will be included within the support for safety and health of students?

BPSD aims at ensuring the safety and well-being of students by encompassing various activities, including social-emotional learning (SEL) programs designed to engage and motivate students, district-wide physical health and wellness programs that enhance students' physical fitness, safety measures for crisis response and emergency readiness like regular safety drills, drug prevention programs, assemblies, the use of raptor systems, maintaining closed campuses, and conducting active shooter training. Additionally, students can access support services such as counseling, mental health resources, and wellness programs.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

LCAP surveys involving stakeholders (parents, students, and staff), attendance and truancy data, mental and behavioral health data such as the SEL survey (Panorama), and surveys for physical health and wellness programs are used to evaluate the effectiveness of implemented activities. For example, findings from the 22-23 LCAP surveys indicate that 84.8% of staff, 90.2% of students, and 90.7% of parents strongly agree or agree that adequate safety measures are in place to keep staff and students safe and healthy. These survey results will guide future program planning.

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

LCAP surveys from parents, students, and staff serve as the indicators for measuring the improvement needs. BPSD uses these stakeholders' inputs to make informed decisions to improve effective technology use for students and staff.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

BPSD supports effective technology use through activities such as providing access to technology and its infrastructure, integrating technology into the curriculum, utilizing online learning platforms like NearPod, evaluating EdTech tools, offering technology-focused professional development for teachers, and fostering collaboration through initiatives like Innovative Vanguard.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

LCAP surveys involving stakeholders (parents, students, and staff) are used to evaluate the effectiveness of implemented activities. Some of the 22-23 LCAP survey findings indicate that 95.3% of staff, 95.9% of students, and 98.3% of parents strongly agree or agree that required technology (iPad and internet Wi-Fi) is made available to students and staff in a timely manner. Also, 91% of staff, 96% of students, and 95.8% of parents strongly agree or agree that adequate technology supports are available for staff and students. These survey results will guide future program planning.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

From February to March, 2023

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022