

Ronald A. Garcia, Superintendent

Local Control Accountability Plan
Year 1-3

#### Introduction:

LEA: Brawley Elementary Contact: Ronald A. Garcia, Superintedent, rongarcia@besd.org, (760) 344-2330 LCAP Year: 2013-14

# Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

## **State Priorities**

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

#### A. Conditions of Learning:

**Basic**: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

## B. Pupil Outcomes:

**Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

# C. Engagement:

**Parent involvement**: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate**: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

#### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Prior to the committee work, each school site met with certificated and classified staff to identify needs within each of the eight state priorities. An LCAP Advisory Committee was created of our stakeholders such as parents, teachers, classified staff, community members, and administrators. The committee met four times to understand the purpose of LCAP, analyze the data, determine recommended targeted actions, and prioritize the recommended implementation over the next three years. 1st Committee Meeting (April 10, 2014): The committee discussed the purpose of the Local Control Accountability Plan, charge of LCAP Advisory Committee, process for teams to develop goals, review of data including: parent/staff/student (6-8th grade) surveys, state testing, school climate, and	The stakeholders from the LCAP Advisory Committee played a key role in determining the targeted actions for the district. The District Internal LCAP Committee incorporated many of the recommended targeted actions of the LCAP Advisory Committee in the development of Brawley Elementary School District LCAP. Our district chose to include the LCAP Advisory Committee in the goal setting process, which limited the number of revisions necessary to finalize the LCAP.

Involvement Process	Impact on LCAP
California Healthy Kids Survey. 2nd Committee Meeting (April 29, 2014): The data was analyzed to begin the goal setting process. Lists of proposed targeted actions were developed by each group. Each group created a list of proposed targeted actions for each state priority. The lists for each state priority were transcribed and provided for each committee member at the next meeting. 3rd Committee Meeting (May 1, 2014): From the proposed targeted actions created at the previous meeting, each group selected one proposed action for each state priority and created a three year plan for that action. This information was compiled and provided to each group at the next meeting. 4th Committee Meeting (May 6, 2014): Each group prioritized the needs within each state priority based on the three-year proposed targeted actions. Following the LCAP Advisory Committee process, the District Internal LCAP Committee met and incorporated many of the recommendations based on budgetary constraints into the state approved LCAP template.	

#### Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

#### **Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and	Goals			of	What will be diff (based on identi	for students?	Related State and Local Priorities	
what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)	al Update: Analysis Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified each goal may be linked to more than one priority if appropriate.)

NEED: Based on findings from stakeholders and data, BESD will close the achievement gap for all underperforming student groups and assure that all students have equitable access to rigorous, well- rounded, standards- aligned curricula that assures readiness for a full-range of postgraduation options.  METRICS: Formative/Summative Assessment data will increase from year to year.	1) Students will reach high standards attaining proficiency or better in all content areas.	ALL Students- 	LEA Wide/All Schools	N/A	Increase student proficiency by 2% in all content areas as measured by Common Core aligned district benchmarks.	Increase student proficiency by 2% in all content areas as measured by Common Core aligned district benchmarks.	Increase student proficiency by 2% in all content areas as measured by Common Core aligned district benchmarks.	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate
NEED: Based on our Annual Measurable Achievement Objective (AMAO) data, (AMAO #1=67.2%, AMAO#2=29.9 less than 5yrs and 55.2% 5 yrs or more, many English Learners have not met reclassification criteria by their anticipated reclassification date.  METRICS: California English Language Development Test (CELDT)	2) All Limited English Proficient (LEP) students will become proficient in English as measured by the California English Language Development Test (CELDT).	Reclassifie d- Fluent English Proficient (R- FEP) *English Learner (EL)	LEA Wide/All Schools	N/A	Limited English Proficient students' scores will increase by 1% each year on AMAO #1 and AMAO #2 on the CELDT.	Limited English Proficient students' scores will increase by 1% each year on AMAO #1 and AMAO #2 on the CELDT.	Limited English Proficient students' scores will increase by 1% each year on AMAO #1 and AMAO #2 on the CELDT.	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate
NEED: Based on findings from stakeholders and data, BESD will commit to all students receiving instruction by highly-qualified and effective teachers. Teachers	3) All students will be taught by highly qualified teachers. Teachers will receive professional	ALL Students- 	LEA Wide/All Schools	N/A	Percentage of fully credentialed teachers will increase by 1%;	Percentage of fully credentialed teachers will increase by 1%;	Percentage of fully credentialed teachers will increase by 1%;	Basic State Standards Implementation Course Access

Page 8 of 28

						F 1998 - 1999		Page 8 of 28
will be supported by receiving ongoing opportunities for professional growth and development.  METRIC: School Accountability Report Card (SARC) Common Core aligned district benchmarks	development on Common Core Standards implementation as well as other district adopted programs and initiatives.				Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2% each year on the Common Core aligned benchmarks	Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2% each year on the Common Core aligned benchmarks	Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2% each year on the Common Core aligned benchmarks	Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate
NEED: Based on findings from stakeholders and data, BESD will develop a safe and supportive school culture, climate, and learning environment that supports physical, mental and emotional health.  94.88% attendance rate 2984 Referrals in 2012-2013  METRIC: Attendance rates Referrals School Climate Survey	4) Students will be provided an engaging and safe learning environment. BESD will establish a proactive system of socioemotional support. Attendance rates will improve on a year-to-year basis. The school climate survey administered to parents will demonstrate a year-to-year improvement.	ALL Students-	LEA Wide/All Schools	N/A	Increase attendance rates by .25%. Decrease referrals by 3%.	Increase attendance rates by .25%. Decrease referrals by 3%.	Increase attendance rates by .25%. Decrease referrals by 3%.	Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate
NEED: Based on findings from stakeholders and data, students will have equitable access to rigorous, well- rounded, standards- aligned curricula that assures readiness for a full-range of post-graduation options in order to become a contributing member of society.  Promotion Rate=75.38%  METRIC: Junior high school promotion rates. The Common Core aligned district benchmarks	5) Common Core State Standards aligned curriculum will be incorporated into Transitional Kindergarten through the eighth grade. Project based learning opportunities will be incorporated into all grade levels.	ALL Students-	LEA Wide/All Schools	N/A	The junior high promotion rate will increase by 2%.	The junior high promotion rate will increase by 2%. The Common Core District Benchmark data will increase by 3%.	The junior high promotion rate will increase by 2%. The Common Core District Benchmark data will increase by 3%.	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate

#### Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7)In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

(Include and Prio	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
		Services	school-wide or LEA-wide)	Actions/ Services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1) Students will reach high standards attaining proficiency or better in all content areas.	State Standard Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement Parent Involvement School Climate	1) Reducing Class Size-Kindergarten through third grade  2) Digital Literacy	Miguel Hidalgo Elementary J. W. Oakley Elementary Myron D. Witter Elementary Phil Swing LEA Wide/All Schools	N/A.	Implement a class size reduction plan for all students;  Expenditures: Certificated Staff - \$320,000 LCFF Basic (0000)  Assure that all students achieve digital literacy by providing the following;  Expenditures: Software-licenses \$20,000; Accessories \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	Continue class size reduction per MOU that was established with teachers' union. Expenditures: Certificated staff-\$80,000 LCFF Basic (0000)  Assure that all students achieve digital literacy by providing the following;  Expenditures: Software-licenses \$20,000; Accessories \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	Continue class size reduction per MOU that was established with teachers' union. Expenditures: Certificated staff-\$80,000 LCFF Basic (0000) Assure that all students achieve digital literacy by providing the following; Expenditures: Software-licenses \$20,000; Accessories \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	

		T					rage II 0120
		3) Strong Intervention Program	LEA Wide/All Schools	N/A	Expenditures: Materials \$50,000 Professional Development \$10,000 Stipends/substitutes \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title   Basic (3010)	Expenditures: Materials \$25,000 Professional Development \$10,000 Stipends/substitutes \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	Expenditures: Materials \$25,000 Professional Development \$10,000 Stipends/substitutes \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title   Basic (3010)
1) Students will reach high standards attaining proficiency or better in all content areas.	State Standard Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement Parent Involvement School Climate	4) Providing differentiated instruction with appropriate rigor	LEA Wide/All Schools	N/A	Support staff in the development and implementation of specialized instruction Expenditures: Define GATE program with enrichment activities \$30,000 for Resources/materials Professional Development \$5,000 Conferences-substitutes \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Title I Basic (3010)	Support staff in the development and implementation of specialized instruction Expenditures: Define Reading Intervention program with enrichment activities \$50,000 for Resources/materials Professional Development \$5,000 Conferences-substitutes \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Title I Basic (3010)	Support staff in the development and implementation of specialized instruction Expenditures: Define Math Intervention program with enrichment activities \$50,000 for Resources/materials Professional Development \$5,000 Conferences-substitutes \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Title I Basic (3010)

Page 12 of 28

				· · · · · · · · · · · · · · · · · · ·			Page 12 of 28
		5) Align current	LEA	N/A	Support staff in the	Support staff in the	Support staff in the
		curriculum and	Wide/All		alignment of	alignment of	alignment of
		resources with	Schools		curriculum and	curriculum and	curriculum and
		CCSS and ELD			resources using	resources using	resources using
		standards			Synced Solutions	Synced Solutions	Synced Solutions
					Software through	Software through	Software through
					collaboration	collaboration process	collaboration
					process	Expenditures:	process
					Expenditures:	Mathematics	Expenditures:
					English Language	Textbook adoption	Substitutes \$30,000
			is a		Arts Textbook	\$500,000	Professional
			22		adoption \$500,000	Substitutes \$30,000	Development
					Substitutes \$30,000	Professional	\$10,000
					Professional	Development	Software \$40,000
					Development	\$10,000	LCFF Basic (0000),
					\$10,000	Software \$40,000	LCFF Supplemental
	2				Software \$40,000	LCFF Basic (0000),	(0000), LCFF
1) Students	State Standard				LCFF Basic (0000),	LCFF Supplemental	Concentration
will reach high	Implementation				LCFF Supplemental	(0000), LCFF	(0000), Common
	Course Access				(0000), LCFF	Concentration	Core (7405), Lottery
standards	Pupil Achievement				Concentration	(0000), Common	(6300)
attaining	Other Pupil Outcomes				(0000), Common	Core (7405), Lottery	(0300)
proficiency or	Pupil Engagement			1	Core (7405), Lottery	(6300)	
better in all	Parent Involvement				(6300)	(0300)	
content areas.	School Climate	6) Provide ongoing	LEA	N/A	Support staff by	Support staff by	Support staff by
		collaboration time	Wide/All	38	allocating time for	allocating time for	allocating time for
		for teachers	Schools		staff to collaborate	staff to collaborate	staff to collaborate
					on Common Core	on Common Core	on Common Core
					State Standards /	State Standards /	State Standards /
					English Language	English Language	English Language
					Development	Development	Development
					curriculum, and	curriculum, and	curriculum, and
				1	analyze data for all	analyze data for all	analyze data for all
					students	students	students
					Expenditures:	Expenditures:	Expenditures:
					Stipends/substitutes	Stipends/substitutes	Stipends/substitutes
		f	4	1			The state of the s
					\$50,000	1 \$50,000	1 550,000
					\$50,000 LCFF Basic (0000).	\$50,000 LCFF Basic (0000),	\$50,000 LCFF Basic (0000).
					LCFF Basic (0000),	LCFF Basic (0000),	LCFF Basic (0000),
					The state of the s	A CONTRACTORS OF THE PARTY OF T	The second secon

Page 13 of 28

			<u> </u>				Page 13 01 26
1) Students will reach high standards attaining proficiency or better in all	State Standard Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement Parent Involvement	7) Early identification and intervention for struggling students  8) Building a culture of data analysis	Miguel Hidalgo Elementary J. W. Oakley Elementary Myron D. Witter Elementary Phil D. Swing Elementary	N/A	Support staff in the early identification and intervention for all struggling students Expenditures: Parent workshops \$3,000 System for identification i.e. assessment tool \$15,000 Extended Learning, i.e. before school, after school, Summer Academies and weekends \$150,000 Migrant Summer Academies \$70,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010), Migrant (3061) Support staff in the development of a culture of data	Support staff in the early identification and intervention for all struggling students Expenditures: Parent workshops \$3,000 System for identification i.e. assessment tool \$15,000 Extended Learning, i.e. before school, after school, Summer Academies and weekends \$150,000 Migrant Summer Academies \$70,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010), Migrant (3061)  Support staff in the development of a culture of data	Support staff in the early identification and intervention for all struggling students Expenditures: Parent workshops \$3,000 System for identification i.e. assessment tool \$15,000 Extended Learning, i.e. before school, after school, Summer Academies and weekends \$150,000 Migrant Summer Academies \$70,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010), Migrant (3061) Support staff in the development of a
will reach high standards attaining proficiency or	Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement			N/A	(0000),LCFF Concentration (0000),Title I Basic (3010), Migrant (3061) Support staff in the development of a culture of data	(0000), Title I Basic (3010), Migrant (3061)  Support staff in the development of a culture of data	(0000),LCFF Concentration (0000),Title I Basic (3010), Migrant (3061) Support staff in the development of a culture of data
content areas					analysis for all students Expenditures: Student Informational Systems \$15,000 Data analysis Personnel to prepare reports \$60,000	analysis for all students Expenditures: Student Informational Systems \$15,000 Data analysis Personnel to prepare reports \$65,000 LCFF Basic	analysis for all students Expenditures: Student Informational Systems \$15,000 Data analysis Personnel to prepare reports \$70,000

Page 14 of 28

				·	4		Page 14 01 28
		35.000			LCFF Basic	(0000),LCFF	LCFF Basic
					(0000),LCFF	Supplemental	(0000),LCFF
					Supplemental	(0000),LCFF	Supplemental
					(0000),LCFF	Concentration	(0000),LCFF
					Concentration	(0000), Title I Basic	Concentration
					(0000),Title I Basic	(3010)	(0000),Title   Basic
					(3010)		(3010)
		1) Hire properly	LEA	N/A	Hire properly	Hire properly	Hire properly
		credentialed	Wide/All		credentialed	credentialed	credentialed
		teachers	Schools		teachers to support	teachers to support	teachers to support
					rigorous curriculum	rigorous curriculum	rigorous curriculum
					and instruction for	and instruction for all	and instruction for
					all students.	students.	all students.
					Expenditures:	Expenditures:	Expenditures:
					Costs to recruit and	Costs to recruit and	Costs to recruit and
				2	hire based on	hire based on	hire based on
3) All students will					qualifications	qualifications	qualifications
be taught by					\$40,000	\$40,000	\$40,000
highly qualified					Costs for trainings-	Costs for trainings-	Costs for trainings-
teachers.					BTSA, substitutes,	BTSA, substitutes,	BTSA, substitutes,
Teachers will	Basic				support providers	support providers	support providers
receive	State Standards				\$20,000	\$20,000	\$20,000
professional	Implementation Course				Professional	Professional	Professional
development on	Access Pupil Achievement				Development	Development	Development
Common Core	Other Pupil Outcomes				\$20,000	\$20,000	\$20,000
Standards	Pupil Engagement School				LCFF Basic	LCFF Basic	LCFF Basic
implementation	Climate	Ì			(0000),LCFF	(0000),LCFF	(0000),LCFF
as well as other					Supplemental	Supplemental	Supplemental
district adopted					(0000), Title I Basic	(0000), Title I Basic	(0000), Title   Basic
programs and					(3010),Title II	(3010),Title II	(3010),Title II
initiatives.					Teacher Quality	Teacher Quality	Teacher Quality
					(4035)	(4035)	(4035)
		2) Provide	LEA	N/A	Expenditures:	Expenditures:	Expenditures:
		specialized course	Wide/All		Physical Education	Physical Education	Physical Education
		training for staff.	Schools		\$10,000	\$10,000	\$10,000
		Professional			Music \$2,000	Music \$2,000	Music \$2,000
		development			Art \$70,000	Art \$70,000	Art \$70,000
		provided to staff			Science Technology	Science Technology	Science Technology
		by Academic			Engineering Arts	Engineering Arts	Engineering Arts
		Coaches, Resource			Mathematics	Mathematics	Mathematics
		Teachers and			(STEAM) \$20,000	(STEAM) \$20,000	(STEAM) \$20,000

Page 15 of 28

							Page 15 of 2
		additional			Technology \$10,000	Technology \$10,000	Technology \$10,000
		consultants to			Dealing with	Dealing with	Dealing with
		meet unique and			disabilities \$5,000	disabilities \$5,000	disabilities \$5,000
		individual			Behavioral \$5,000	Behavioral \$5,000	Behavioral \$5,000
		academic,			Classroom	Classroom	Classroom
		emotional, and			management	management \$5,000	management \$5,000
		social needs of all			\$5,000	CCSS \$50,000	CCSS \$50,000
		students			CCSS \$50,000	History \$5,000	History \$5,000
					History \$5,000	Cultural Sensitivity	Cultural Sensitivity
					Cultural Sensitivity	\$5,000	\$5,000
				-	\$5,000	Student Information	Student Information
					Student Information	System \$5,000	System \$5,000
					System \$5,000	Writing \$10,000	Writing \$10,000
					Writing \$10,000	LCFF Basic	LCFF Basic
					LCFF Basic	(0000),LCFF	(0000),LCFF
					(0000),LCFF	Supplemental	Supplemental
					Supplemental	(0000),LCFF	(0000),LCFF
					(0000),LCFF	Concentration	Concentration
					Concentration	(0000), Title I Basic	(0000), Title I Basic
					(0000), Title I Basic	(3010),Title II	(3010),Title II
					(3010), Title II	Teacher Quality	Teacher Quality
					Teacher Quality	(4035), Title III LEP	(4035), Title III LEP
					(4035), Title III LEP	(4203), Common Core	(4203),Common
					(4203),Common	(7405)	Core (7405)
					Core (7405)		\$100 may 20 \$100 may 20
1) All students will		1) Utilize	LEA	N/A	Provide resources	Provide resources for	Provide resources
be provided an		community	Wide/All		for parents on the	parents on the	for parents on the
engaging and safe	Course Access	resources to	Schools		importance of	importance of	importance of
learning		educate parents on			regular school	regular school	regular school
environment.	Pupil Achievement	the importance of			attendance.	attendance.	attendance.
BESD will		school attendance.			Expenditures:	Expenditures:	Expenditures:
establish a	Other Pupil Outcomes	9			Consultants/speake	Consultants/speakers	Consultants/speake
proactive system					rs \$5,000	\$5,000	s \$5,000
of socioemotional	Parent Involvement				Stipends \$2,000	Stipends \$2,000	Stipends \$2,000
support.					Materials \$5,000	Materials \$5,000	Materials \$5,000
Attendance rates	Pupil Engagement				Child Welfare	Child Welfare	Child Welfare
will improve on a					Attendance Clerks	Attendance Clerks	Attendance Clerks
year-to-year	School Climate				(2)- \$95,000	(2)-\$100,000	(2)-\$105,000
basis. The school					School Attendance	School Attendance	School Attendance
climate survey					Review Board	Review Board Officer	Review Board
administered to			1		Officer \$50,000	\$55,000	Officer \$60,000

Page 16 of 28

					,		Page 16 of 28
parents will demonstrate a					School Resource Officer \$35,000 LCFF Basic	School Resource Officer \$40,000 LCFF Basic	School Resource Officer \$45,000 LCFF Basic
year-to-year					(0000),LCFF	(0000),LCFF	
improvement.							(0000),LCFF
					Supplemental	Supplemental	Supplemental
					(0000),LCFF	(0000),LCFF	(0000),LCFF
					Concentration	Concentration	Concentration
					(0000),Lottery	(0000),Lottery	(0000),Lottery
					Instructional	Instructional	Instructional
					Materials	Materials (6300), Title	Materials
					(6300), Title I Basic	I Basic (3010)	(6300), Title I Basic
					(3010)		(3010)
		2) Expansion of	LEA	N/A	Build upon the	Build upon the	Build upon the
		Saturday School	Wide/All		expansion of	expansion of	expansion of
		for Attendance	Schools		Saturday School	Saturday School	Saturday School
FACTA PLATFORM NO SCHOOL		Recovery.	ľ		Attendance	Attendance Recovery	Attendance
4) All students will				1	Recovery Model by	Model by providing	Recovery Model by
be provided an				1	providing support	support for a well-	providing support
engaging and safe					for a well- designed,	designed, strong,	for a well- designed,
learning					strong, standards	standards aligned	strong, standards
environment.	Course Access				aligned curriculum	curriculum for all	aligned curriculum
BESD will	Course Access				for all students	students	for all students
establish a	Pupil Achievement				Expenditures:	Expenditures:	Expenditures:
proactive system	rupii Acilievellielit				Curriculum \$5,000	Curriculum \$5,000	Curriculum \$5,000
of socioemotional	Other Pupil Outcomes				Stipends \$15,000	Stipends \$15,000	Stipends \$15,000
support.	Other Pupil Outcomes				Materials \$3,000	Materials \$3,000	Materials \$3,000
Attendance rates	Parent Involvement				Incentives \$2,000	Incentives \$2,000	Incentives \$2,000
will improve on a	Parent involvement				LCFF Basic (0000)	LCFF Basic (0000)	LCFF Basic (0000)
year-to-year	Pupil Engagement	3)	LEA	N/A	Encourage and	Encourage and	Encourage and
basis. The school	rupii Liigageinent	Incentive/rewards	Wide/All		motivate students	motivate students to	motivate students
climate survey	School Climate	for improved	Schools		to attend school	attend school	to attend school
administered to	School climate	attendance.			regularly by	regularly by	regularly by
parents will					supporting sites in	supporting sites in	supporting sites in
demonstrate a	=				providing incentives	providing incentives	providing incentives
year-to-year					and rewards for all	and rewards for all	and rewards for all
improvement.					students.	students.	students.
					Expenditures:	Expenditures:	Expenditures:
		2			Student Incentives	Student Incentives	Student Incentives
					\$10,000	\$10,000	\$10,000
ii .					LCFF Basic	LCFF Basic	LCFF Basic
					(0000),LCFF	(0000),LCFF	(0000),LCFF

Page 17 of 28

	and the same and t						Page 17 of 28
					Supplemental	Supplemental	Supplemental
					(0000),LCFF	(0000),LCFF	(0000),LCFF
					Concentration	Concentration	Concentration
e					(0000),Title I Basic	(0000), Title I Basic	(0000), Title I Basic
					(3010)	(3010)	(3010)
		4) Provide mental	LEA	N/A	Expenditures:	Expenditures:	Expenditures:
		health specialists	Wide/All		Personnel-2 mental	Personnel 2 mental	Personnel 2 mental
		to support	Schools		health	health	health
		students social			specialist/counselor	specialist/counselors	specialist/counselor
		emotional needs			s \$200,000	\$205,000	s \$210,000
					Materials, supplies	Materials, supplies	Materials, supplies
All students will					\$5,000	\$5,000	\$5,000
be provided an					LCFF Basic	LCFF Basic	LCFF Basic
engaging and safe					(0000),LCFF	(0000),LCFF	(0000),LCFF
learning					Supplemental	Supplemental	Supplemental
environment.					(0000),LCFF	(0000),LCFF	(0000),LCFF
BESD will	Course Access				Concentration	Concentration	Concentration
establish a					(0000), Mental	(0000), Mental	(0000), Mental
proactive system	Pupil Achievement	The state of the s			Health (6512)	Health (6512)	Health (6512)
of socioemotional		5) District wide	LEA	N/A	Expenditures:	Expenditures:	Expenditures:
support.	Other Pupil Outcomes	character	Wide/All	1.7.	Materials,	Materials, resources,	Materials,
Attendance rates		education program	Schools		resources, supplies	supplies \$10,000	resources, supplies
will improve on a	Parent Involvement	Caacation program	36110013		\$25,000	Speakers \$2,000	\$10,000
year-to-year	- Lancing Miles and Company				Speakers \$2,000	Professional	Speakers \$2,000
basis. The school	Pupil Engagement				Professional	Development	Professional
climate survey	T apit zingagetitette				Development	\$10,000	Development
administered to	School Climate				\$10,000	LCFF Basic	\$10,000
parents will	School chillage				LCFF Basic	(0000),LCFF	LCFF Basic
demonstrate a					(0000),LCFF	Supplemental	(0000),LCFF
year-to-year					Supplemental	(0000),LCFF	Supplemental
improvement.					(0000),LCFF	Concentration	(0000),LCFF
mprovement.					Concentration	(0000),Title I Basic	Concentration
					(0000), Title I Basic	(3010)	(0000), Title   Basic
					(3010)	(5010)	(3010)
		6) District Parent	LEA	N/A	Support	Support	Support
		Center	Wide/All	11/7	parents/guardians	parents/guardians of	parents/guardians
		Conte	Schools		of Brawley	Brawley Elementary	of Brawley
			30110313		Elementary School	School District by	Elementary School
					District by providing	providing resources	District by providing
					resources and	and assistance to	resources and
					assistance to	benefit all students.	assistance to benefi
	1		L		1 assistance to	Deficite all students.	1 assistance to benefit

Page 18 of 28

							Page 18 of 28
					benefit all students.	Expenditures:	all students.
					Expenditures:	Aeries/Parent portal	Expenditures:
2					Aeries/Parent portal	\$10,000	Aeries/Parent portal
					\$10,000	Smart Schools-	\$10,000
					Smart Schools-	District and School	Smart Schools-
					District and School	websites \$10,000	District and School
					websites \$10,000	Telephone	websites \$10,000
					Telephone	Communication	Telephone
					Communication	System \$15,000	Communication
					System \$15,000	Childcare \$2,000	System \$15,000
					Childcare \$2,000	Translators \$2,000	Childcare \$2,000
					Translators \$2,000	Materials/supplies/re	Translators \$2,000
					Materials/supplies/r	sources \$5,000	Materials/supplies/r
					esources \$5,000	Technology \$10,000	esources \$5,000
					Technology \$10,000	1001110108) \$10,000	Technology \$10,000
					1 2011110108) \$20,000	LCFF Basic	
					LCFF Basic	(0000),LCFF	LCFF Basic
					(0000),LCFF	Supplemental	(0000),LCFF
					Supplemental	(0000),LCFF	Supplemental
					(0000),LCFF	Concentration	(0000),LCFF
					Concentration	(0000), Title I Basic	Concentration
					(0000),Title I Basic	(3010)	(0000), Title I Basic
					(3010)	(3010)	(3010)
		7) Classes for	LEA	N/A	Support	Support	Support
		Parents	Wide/All	18/75	parents/guardians	parents/guardians of	parents/guardians
		Tarches	Schools		of Brawley	Brawley Elementary	of Brawley
4) All students will			30110013		Elementary School	School District by	Elementary School
be provided an					District by	promoting parent	District by
engaging and safe					promoting parent	involvement by	promoting parent
learning	Course Access				involvement by	offering a variety of	involvement by
environment.					offering a variety of	courses to benefit	offering a variety of
BESD will	Pupil Achievement				courses to benefit	families.	courses to benefit
establish a					families.	Expenditures:	families.
proactive system	Other Pupil Outcomes				Expenditures:	Instructors Stipends	Expenditures:
of socioemotional					Instructors Stipends	\$5,000	Instructors Stipends
support.	Parent Involvement	2.			\$5,000	Materials/resources/	\$5,000
Attendance rates					Materials/resources	supplies/curriculum	Materials/resources
will improve on a	Pupil Engagement				/supplies/curriculu	\$5,000	/supplies/curriculur
year-to-year					m \$5,000	Childcare \$1,000	\$5,000
basis. The school	School Climate				Childcare \$1,000	LCFF Basic	Childcare \$1,000
climate survey					LCFF Basic	(0000),LCFF	LCFF Basic
cilliate survey	L			1	LCCL Dasic	1 (0000),LCFF	LCFF DASIC

Page 19 of 28

							rage 19 01 2
administered to					(0000),LCFF	Supplemental	(0000),LCFF
parents will					Supplemental	(0000),LCFF	Supplemental
demonstrate a					(0000),LCFF	Concentration	(0000),LCFF
year-to-year					Concentration	(0000), Title I Basic	Concentration
improvement.					(0000),Title I Basic	(3010)	(0000), Title   Basic
*					(3010)		(3010)
		8) Family activities	LEA	N/A	Support	Support	Support
		during and after	Wide/All		parents/guardians	parents/guardians of	parents/guardians
		school	Schools		of Brawley	Brawley Elementary	of Brawley
					Elementary School	School District by	Elementary School
					District by providing	providing family	District by providing
					family activities to	activities to benefit	family activities to
					benefit all students	all students	benefit all students
					Expenditures:	Expenditures:	Expenditures:
					Stipends \$10,000	Stipends \$10,000	Stipends \$10,000
					Security for special	Security for special	Security for special
					events \$10,000	events \$10,000	events \$10,000
			M		Childcare \$1,000	Childcare \$1,000	Childcare \$1,000
					LCFF Basic	LCFF Basic	LCFF Basic
					(0000),LCFF	(0000),LCFF	(0000),LCFF
					Supplemental	Supplemental	Supplemental
					(0000),LCFF	(0000),LCFF	(0000),LCFF
					I Programme and the	Concentration	Concentration
					Concentration		
				ł	(0000), Title I Basic	(0000),Title I Basic	(0000), Title   Basic
					(3010),Other	(3010),Other	(3010),Other
		9) Update facilities	LEA	N/A	District will support	District will support	District will suppor
			Wide/All		sites by maintaining	sites by maintaining	sites by maintainin
			Schools		facilities in a regular	facilities in a regular	facilities in a regula
					and timely manner.	and timely manner.	and timely manner
					Expenditures:	Expenditures:	Expenditures:
					Equipment \$10,000	Equipment \$10,000	Equipment \$10,00
					One additional	Maintain one	Maintain one
					skilled maintenance	additional skilled	additional skilled
					worker \$50,000	maintenance worker	maintenance work
					LCFF Basic	\$55,000	\$60,000
					(0000),Other	LCFF Basic	LCFF Basic
						(0000),Other	(0000),Other
4) All students will	Course Access	10) Develop	LEA	N/A	District will support	District will support	District will suppo
be provided an		ongoing	Wide/All		sites by providing	sites by providing	sites by providing
engaging and safe	Pupil Achievement	maintenance	Schools		ongoing	ongoing	ongoing
learning		standards.			maintenance to	maintenance to	maintenance to

Page 20 of 28

		·					Page 20 of 28
environment.	Other Pupil Outcomes				facilities.	facilities.	facilities.
BESD will					Expenditures:	Expenditures:	Expenditures:
establish a	Parent Involvement				Professional	Professional	Professional
proactive system					Development for	Development for	Development for
of socioemotional	Pupil Engagement				custodial, gardening	custodial, gardening	custodial, gardening
support.					staff, and bus	staff, and bus drivers	staff, and bus
Attendance rates	School Climate				drivers \$10,000	\$10,000	drivers \$10,000
will improve on a							
year-to-year	-				LCFF Basic (0000)	LCFF Basic (0000)	LCFF Basic (0000)
basis. The school		11) Increase the	LEA	N/A	District will continue	District will continue	District will continue
climate survey		availability of	Wide/All		to support the	to support the	to support the
administered to		technology along	Schools	1	availability of	availability of	availability of
parents will		with technology	33113313		technology along	technology along	technology along
demonstrate a		support for staff.			with professional	with professional	with professional
year-to-year		Support for start.			development in new	development in new	development in new
improvement.					technologies.	technologies.	technologies.
					Expenditures:	Expenditures:	Expenditures:
	1				Hardware \$80,000	Hardware \$80,000	Hardware \$80,000
					Software \$50,000	Software \$50,000	Software \$50,000
					Personnel-2	Continue personnel-2	Continue personnel-
					Information	Information	2 technicians, 1
					Technology	Technology	manager \$210,000
					technicians, 1	technicians, 1	Professional
					Information	Information	Development
					Technology	Technology manager	\$20,000
					manager \$200,000	\$210,000;	LCFF Basic
					Professional	Professional	(0000),LCFF
					Development	Development	Supplemental
					\$20,000	\$20,000	(0000),LCFF
					LCFF Basic	LCFF Basic	Concentration
					(0000),LCFF	(0000),LCFF	(0000), Title I Basic
					Supplemental	Supplemental	(3010),Title II
					(0000),LCFF	(0000),LCFF	Teacher Quality
					Concentration	Concentration	(4035),Common
25					(0000), Title I Basic	(0000), Title I Basic	Core (7405)
					(3010),Title II	(3010),Title II	and the second s
					Teacher Quality	Teacher Quality	
					(4035),Common	(4035),Common Core	
					Core (7405)	(7405)	
		_1	1				1

Page 21 of 28

							rage ZT 0120
5) Common Core State Standards aligned curriculum will be incorporated into Transitional Kindergarten through the eighth grade. Project based learning opportunities will be incorporated into all grade levels.  5) Common Core State Standards aligned	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate	1) Providing real world hands on experiences.	LEA Wide/All Schools	N/A	District will support sites in providing funding and resources to enhance learning with real-world hands-on experiences for all students. Expenditures: Resources/materials /Curriculum \$50,000 Field trips \$10,000 Virtual technology \$2,000 Speakers/consultant s \$10,000 Specialized Training for teachers \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Title I Basic (3010)	District will support sites in providing funding and resources to enhance learning with real-world hands-on experiences for all students.  Expenditures: Resources/materials/ Curriculum \$50,000 Field trips \$10,000 Virtual technology \$2,000 Speakers/consultants \$10,000 Specialized Training for teachers \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Title I Basic (3010)	District will support sites in providing funding and resources to enhance learning with real-world hands-on experiences for all students.  Expenditures: Resources/materials /Curriculum \$50,000 Field trips \$10,000 Virtual technology \$2,000 Speakers/consultant s \$10,000 Specialized Training for teachers \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery (1100),Title I Basic (3010)
curriculum will be incorporated into Transitional Kindergarten through the eighth grade. Project based learning opportunities will be incorporated into all grade levels.	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate	2) Regional Occupational Program expanded to junior high.	Barbara Worth Junior High	N/A	Will be implemented in year two.	The district will work in collaboration with the local high school to expand the Regional Occupational Program (ROP) to the junior high level for all students Expenditures:  Materials/resources/curriculum \$10,000	The district will work in collaboration with the local high school to expand the Regional Occupational Program (ROP) to the junior high level for all students Expenditures:  Materials/resources /curriculum \$10,000

Page 22 of 28

							Page 22 of 28
						Technology \$10,000	Technology \$10,000
						Speakers/consultants	Speakers/consultant
					1	\$2,000	s \$2,000
						Stipends \$5,000	Stipends \$5,000
						Transportation	Transportation
					Si Si	\$10,000	\$10,000
						LCFF Basic	LCFF Basic
						(0000),LCFF	(0000),LCFF
						Supplemental	Supplemental
						(0000),LCFF	(0000),LCFF
						Concentration	Concentration
						(0000),Lottery	(0000),Lottery
						Instructional	Instructional
						Materials (6300), Title	Materials
					*	I Basic (3010), Title II	(6300), Title 1 Basic
					11	Teacher Quality	(3010),Title II
						(4035),Other	Teacher Quality
						15.	(4035),Other
5) Common Core	State Standards	3) Continuous	LEA	N/A	The district will	The district will	The district will
State Standards	Implementation	coordination and	Wide/All		continue to support	continue to support	continue to support
aligned	*	articulation	Schools		the implementation	the implementation	the implementation
curriculum will be	Course Access	between			of the coordination	of the coordination	of the coordination
incorporated into		elementary			between the LEA	between the LEA and	between the LEA
Transitional	Pupil Achievement	schools, junior high			and the high school	the high school to	and the high school
Kindergarten		and high school.			to organize regular	organize regular	to organize regular
through the	Other Pupil Outcomes				articulation	articulation meetings	articulation
eighth grade.					meetings to	to improve the	meetings to improve
Project based	Parent Involvement				improve the	educational process	the educational
learning					educational process	and opportunities for	process and
opportunities will	Pupil Engagement				and opportunities	all students	opportunities for all
be incorporated				1	for all students	Expenditures:	students
into all grade	School Climate				Expenditures:	Substitute Costs	Expenditures:
levels.					Substitute Costs	\$5,000	Substitute Costs
					\$5,000	Stipends \$5,000	\$5,000
					Stipends \$5,000	Materials/Supplies	Stipends \$5,000
li i					Materials/Supplies	/Resources \$5,000	Materials/Supplies
					/Resources \$5,000	LCFF Basic	/Resources \$5,000
					LCFF Basic	(0000),LCFF	LCFF Basic
					(0000),LCFF	Supplemental	(0000),LCFF
					Supplemental	(0000),LCFF	Supplemental
					(0000),LCFF	Concentration	(0000),LCFF

Page 23 of 28

	<del></del>						Page 23 of 28
					Concentration	(0000), Title I Basic	Concentration
		V.			(0000),Title I Basic	(3010), Title III LEP	(0000),Title   Basic
					(3010), Title III LEP	(4203)	(3010),Title III LEP
					(4203)		(4203)
		4) Equitable access	LEA	N/A	The district will	The district will	The district will
		to rigorous well	Wide/All		provide and support	provide and support	provide and support
		rounded standards	Schools		equitable access to	equitable access to	equitable access to
		aligned curriculum.			rigorous well	rigorous well	rigorous well
					rounded standards	rounded standards	rounded standards
					aligned curricula for	aligned curricula for	aligned curricula for
					all students	all students	all students
					Expenditures:	Expenditures:	Expenditures:
					Resources/Material	Resources/Materials/	Resources/Materials
					s/Supplies \$5,000	Supplies \$5,000	/Supplies \$5,000
					Supplemental	Supplemental	Supplemental
					Materials \$25,000	Materials \$25,000	Materials \$25,000
-					6 Qualified	6 Qualified	6 Qualified
					paraeducators	paraeducators	paraeducators
					\$70,000	\$75,000	\$80,000
					LCFF Basic (0000),	LCFF Basic (0000),	LCFF Basic (0000),
					LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
		e e			(0000),LCFF	(0000),LCFF	(0000),LCFF
	a 9				Concentration	Concentration	Concentration
				•)	(0000),Lottery	(0000),Lottery	(0000),Lottery
					Instructional	Instructional	Instructional
					Materials	Materials (6300), Title	Materials
					(6300), Title I Basic	I Basic (3010), Title II	(6300),Title I Basic
					(3010),Title II	Teacher Quality	(3010),Title II
		U.			Teacher Quality	(4035), Title III LEP	Teacher Quality
					(4035),Title III LEP	(4203)	(4035), Title III LEP
					(4203)		(4203)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and Related Stat identify all goals and Local		ical		Annual Update: Review	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?				
	Priorities (from Section 2)	Actions and Services	if school- wide or LEA- wide)	of actions/ services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17		
1) Students will reach high standards attaining proficiency or better in all content areas.	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate	Low-income, English learner, and foster youth pupils will receive targeted intervention support to ensure academic success.	LEA Wide/All Schools -	N/A	Expenditures: Materials \$320,000 2 Information Technology technicians, 1 Information Technology manager \$200,000; 2 K-3 <sup>rd</sup> grade Intervention Teachers \$200,000; 4 District Resource Teachers \$336,000 (80%); Extended Learning Academy i.e. Ready Set Go Academy/STEAM \$138,000; Senior Director of Curriculum and Instruction \$105,000 (75%)  LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	Expenditures: Materials \$320,000 2 Information Technology technicians, 1 Information Technology manager \$210,000; 4 District Resource Teachers \$356,000 (80%); 2 K-3 <sup>rd</sup> grade Intervention Teachers \$210,000; Extended Learning Academy i.e. Ready Set Go Academy/STEAM \$138,000; Senior Director of Curriculum and Instruction \$107,110 (75%); LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	Expenditures: Materials \$320,000 2 Information Technology technicians, 1 Information Technology manager \$210,000; 4 District Resource Teachers \$356,000 (80%); 2 K-3 <sup>rd</sup> grade Intervention Teachers \$210,000; Extended Learning Academy i.e. Ready Set Go Academy/STEAM \$138,000; Senior Director of Curriculum and Instruction \$107,110 (75%); LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)		

Revised June 11, 2014

Page 25 of 28

			T	1	T		1 age 23 01 20
2) All Limited	Basic	1) System for developing	LEA	N/A	Expenditures:	Expenditures:	Expenditures:
English Proficient	State Standards	language proficiency for	Wide/All		Professional	Professional	Professional
(LEP) students will	Implementation	English Learners	Schools -		Development	Development	Development
become proficient	Course Access				Stipends \$80,000	Stipends \$80,000	Stipends \$80,000
in English as	Pupil	Applicable Subgroups:			Substitutes \$20,000	Substitutes \$20,000	Substitutes \$20,000
measured by the	Achievement	Reclassified-Fluent			Personnel i.e.	Personnel i.e.	Personnel i.e.
California English	Other Pupil	English Proficient (R-FEP)			2 District Academic	2 District Academic	2 District Academic
Language	Outcomes				Coaches \$200,000;	Coaches \$210,000;	Coaches \$210,000;
Development Test	Parent	Develop and implement			Consultants \$230,000	Consultants \$230,000	Consultants \$230,000
(CELDT). Limited	Involvement	rigorous, cohesive, and			6 Paraeducators	6 Paraeducators	6 Paraeducators
English Proficient	Pupil	standards aligned			\$70,000;	\$70,000;	\$70,000;
students' scores	Engagement	instruction for English			Teacher Mentor	Teacher Mentor	Teacher Mentor
will increase by 2%	School Climate	Learners to assure they			\$20,000;	\$20,000;	\$20,000;
each year on the		attain proficiency in the			Instructional Support	Instructional Support	Instructional Support
CELDT.		English language.			Classified Personnel	Classified Personnel	Classified Personnel
					\$80,000;	\$80,000;	\$80,000;
		*English Learner (EL)			6 teachers \$500,000;	10 teachers \$833,000;	14 teachers
	1	Eligibil Ecallici (EE)		·	Director of Special	Director of Special	\$1,233,256;
					Projects \$70,000 (50%);	Projects \$72,000 (50%);	Director of Special
		-1			Traveling Conference	Traveling Conference	Projects \$72,000 (50%);
					\$14,000;	\$14,000;	Traveling Conference
					Rentals/Leases/Repairs	Rentals/Leases/Repairs	\$14,000;
					\$58,000	\$58,000	Rentals/Leases/Repairs
							\$58,000
					LCFF Basic (0000),LCFF	LCFF Basic (0000),LCFF	
					Supplemental	Supplemental	LCFF Basic (0000), LCFF
					(0000),LCFF	(0000),LCFF	Supplemental
					Concentration (0000)	Concentration (0000)	(0000),LCFF
						- WE	Concentration (0000)
							10

Page 26 of 28

		,					Page 26 of 28
4) Students will be	Course Access	Low-income, English	LEA	N/A	Expenditures:	Expenditures:	Expenditures:
provided an		learner, and foster	Wide/All		Campus security	Campus security	Campus security
engaging and safe	Pupil	youth pupils will be	Schools -		\$70,901	\$70,901	\$70,901
learning	Achievement	provided a safe			Licensed Vocational	Licensed Vocational	Licensed Vocational
environment.	0.1. 0	learning environment			Nurse \$50,000	Nurse \$50,000;	Nurse \$50,000;
BESD will	Other Pupil				Child Welfare	3 Counselors \$280,000	3 Counselors \$280,000
establish a	Outcomes	that fosters high			Attendance \$152,000;	(2.6 FTE);	(2.6 FTE);
proactive system of socioemotional	Parent	academic			Mental Health	Mental Health	Mental Health
support.	Involvement	achievement.			Therapist \$67,500	Therapist \$67,500	Therapist \$67,500
Attendance rates	mvorvement				(75%);	(75%);	(75%);
will improve on a	Pupil		1		3 Counselors \$280,000	Child Welfare	Child Welfare
year-to-year basis.	Engagement				(2.6 FTE);	Attendance \$152,000;	Attendance \$152,000;
The school climate							
survey					LCFF Basic (0000),LCFF	LCFF Basic (0000),LCFF	LCFF Basic (0000),LCFF
administered to	School Climate				Supplemental	Supplemental	Supplemental
parents will					(0000),LCFF	(0000),LCFF	(0000),LCFF
demonstrate a year-					Concentration (0000)	Concentration (0000)	Concentration (0000)
to-year							
improvement.							
		1					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

\$3,261,401 of LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures that support our Low Income, Foster Youth and English Learner Pupils.

Brawley Elementary School District (BESD) is estimated to spend 13.59% more on its concentration of Socioeconomically Challenged, Foster Youth and English Learners than on its general population. This percentage was calculated based on the specific funds allocated to these subgroups in comparison to the base fund. Specialized services and interventions are the key to fostering student success. The district is unique in that all five schools are school wide Title I schools with a cumulate average of over 80% of the district eligible to receive free or reduced lunch.

BESD will offer a variety of programs, interventions, and support services specifically designed for English learners, foster youth and low income students.

Such services include English Language Development support, mental health support, literacy coaches, and additional instructional support. The district will also offer services and programs that are aligned with the 8 state priorities such as Science, Technology, Engineering, Art, and Mathematics (STEAM) programs, student study skills, an adaptation of Response to Intervention, recruitment and retention of highly qualified teachers, and district wide literacy program. Because over 80% of the district's population is designated as low-income, and every school has been designated a Title I school, several of these support and intervention programs will be developed district-wide for its entire student population. District-wide implementation will not only have a positive impact on the learning environment and school climate, but will also have a disproportionately positive impact on the targets subgroups.

While the district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will fall under the concentration monies, there may be other students in need that the district cannot ignore. By providing services identified without limitations, BESD will best serve all students, especially focus students.

Our percentage exceeds 55% percent of enrollment.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

BESD is committed to ensure that all student populations receive equal access to a rigorous curriculum that will prepare them to become career and college ready. The district offers specialized services for low Income, English Learners as well as Foster Youth to ensure that they are given every opportunity to achieve success equal to or above their peers. The district spends specialized funds in order to provide services to these students beyond what the regular population receives. English Learners receive focused English Language Development instruction based on their language proficiency level. Low income, Foster Youth, and English Learners receive extended day services through after school tutoring, Saturday Academies, and Summer Academies. English learners receive priority registration for all extended learning opportunities. The district also provides mental health services as well as anger management classes for those students who have been referred for an intervention. BESD has plans to hire additional intervention certificated staff to assist Low-Income Youth, Foster Youth, and English Learners in order to support Common Core implementation as well as their language proficiency needs.

Based on the Minimal Proportionality percentage below, services for Low-Income Students & English Learners are estimated to increase by 13.59% in 2014-2015. Low-income students English-learners and Foster Youth will receive services including the following: Intervention Curriculum, ELD support, Academic Coach Support to help with PD, art integration courses for students in grades K-8, Resource teacher support to provide support to all school sites with targeted programs.

# **Brawley Elementary School District - Proportionality Calculation**

	2013-2014	2014-2015	2015-2016	2016-2017
Estimated Total LCFF Funding (Including Targeted Instructional Improvement Grant [TIIG] and Home To School Transportation)	\$24,424,906	\$27,802,635	\$28,537,938	\$29,338,922
Estimated Base Grant (Excluding Targeted Instructional Improvement Grant [TIIG] and Home To School Transportation)	\$23,886,244	\$27,263,964	\$27,999,254	\$28,806,258
Estimated Total of Supplemental/Concentration Grants	N/A	\$3,261,401	\$3,648,511	\$4,048,767
Proportional Increase or improvement in services for low income/English learner/foster youth pupils as compared to the services provided to all pupils in that fiscal year.	N/A	13.59%	14.98%	16.36%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.