



BRAWLEY ELEMENTARY SCHOOL DISTRICT

Lighting the Way to the Future

Ronald A. Garcia, Superintendent

Local Control Accountability Plan

Year 1-3

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Brawley Elementary Contact: Ronald A. Garcia, Superintendent, 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, 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
<p>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</p>	<p>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.</p>

Involvement Process	Impact on LCAP
<p>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.</p>	

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 what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

<p>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 post- graduation options.</p> <p>METRICS: Formative/Summative Assessment data will increase from year to year.</p>	<p>1) Students will reach high standards attaining proficiency or better in all content areas.</p>	<p>---ALL Students- --</p>	<p>--- LEA Wide/All Schools ---</p>	<p>N/A</p>	<p>Increase student proficiency by 2% in all content areas as measured by Common Core aligned district benchmarks.</p>	<p>Increase student proficiency by 2% in all content areas as measured by Common Core aligned district benchmarks.</p>	<p>Increase student proficiency by 2% in all content areas as measured by Common Core aligned district benchmarks.</p>	<p>State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate</p>
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<p>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.</p> <p>METRICS: California English Language Development Test (CELDT)</p>	<p>2) All Limited English Proficient (LEP) students will become proficient in English as measured by the California English Language Development Test (CELDT).</p>	<p>Reclassified- Fluent English Proficient (R- FEP) *English Learner (EL)</p>	<p>--- LEA Wide/All Schools ---</p>	<p>N/A</p>	<p>Limited English Proficient students' scores will increase by 1% each year on AMAO #1 and AMAO #2 on the CELDT.</p>	<p>Limited English Proficient students' scores will increase by 1% each year on AMAO #1 and AMAO #2 on the CELDT.</p>	<p>Limited English Proficient students' scores will increase by 1% each year on AMAO #1 and AMAO #2 on the CELDT.</p>	<p>State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate</p>
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<p>NEED: Based on findings from stakeholders and data, BESD will commit to all students receiving instruction by highly-qualified and effective teachers. Teachers</p>	<p>3) All students will be taught by highly qualified teachers. Teachers will receive professional</p>	<p>---ALL Students- --</p>	<p>--- LEA Wide/All Schools ---</p>	<p>N/A</p>	<p>Percentage of fully credentialed teachers will increase by 1%;</p>	<p>Percentage of fully credentialed teachers will increase by 1%;</p>	<p>Percentage of fully credentialed teachers will increase by 1%;</p>	<p>Basic State Standards Implementation Course Access</p>
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<p>will be supported by receiving ongoing opportunities for professional growth and development.</p> <p>METRIC:</p> <p>School Accountability Report Card (SARC)</p> <p>Common Core aligned district benchmarks</p>	<p>development on Common Core Standards implementation as well as other district adopted programs and initiatives.</p>				<p>Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2% each year on the Common Core aligned benchmarks</p>	<p>Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2% each year on the Common Core aligned benchmarks</p>	<p>Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2% each year on the Common Core aligned benchmarks</p>	<p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Pupil Engagement</p> <p>School Climate</p>
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<p>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.</p> <p>94.88% attendance rate 2984 Referrals in 2012-2013</p> <p>METRIC:</p> <p>Attendance rates Referrals School Climate Survey</p>	<p>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.</p>	<p>---ALL Students--</p>	<p>--- LEA Wide/All Schools ---</p>	<p>N/A</p>	<p>Increase attendance rates by .25%. Decrease referrals by 3%.</p>	<p>Increase attendance rates by .25%. Decrease referrals by 3%.</p>	<p>Increase attendance rates by .25%. Decrease referrals by 3%.</p>	<p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Parent Involvement</p> <p>Pupil Engagement</p> <p>School Climate</p>
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<p>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.</p> <p>Promotion Rate=75.38%</p> <p>METRIC: Junior high school promotion rates. The Common Core aligned district benchmarks</p>	<p>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.</p>	<p>---ALL Students--</p>	<p>--- LEA Wide/All Schools ---</p>	<p>N/A</p>	<p>The junior high promotion rate will increase by 2%.</p>	<p>The junior high promotion rate will increase by 2%. The Common Core District Benchmark data will increase by 3%.</p>	<p>The junior high promotion rate will increase by 2%. The Common Core District Benchmark data will increase by 3%.</p>	<p>State Standards Implementation</p> <p>Course Access</p> <p>Pupil Achievement</p> <p>Other Pupil Outcomes</p> <p>Parent Involvement</p> <p>Pupil Engagement</p> <p>School Climate</p>
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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.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/ Services	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)?		
					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	Miguel Hidalgo Elementary J. W. Oakley Elementary Myron D. Witter Elementary Phil Swing	N/A	Implement a class size reduction plan for all students; Expenditures: Certificated Staff - \$320,000 LCFF Basic (0000)	Continue class size reduction per MOU that was established with teachers' union. Expenditures: Certificated staff- \$80,000 LCFF Basic (0000)	Continue class size reduction per MOU that was established with teachers' union. Expenditures: Certificated staff- \$80,000 LCFF Basic (0000)
		2) Digital Literacy	-- LEA Wide/All Schools ---	N/A.	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)	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)	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)

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	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 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 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 I Basic (3010)
		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)

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	5) Align current curriculum and resources with CCSS and ELD standards	--- LEA Wide/All Schools ---	N/A	Support staff in the alignment of curriculum and resources using Synced Solutions Software through collaboration process Expenditures: English Language Arts Textbook adoption \$500,000 Substitutes \$30,000 Professional Development \$10,000 Software \$40,000 LCFF Basic (0000), LCFF Supplemental (0000), LCFF Concentration (0000), Common Core (7405), Lottery (6300)	Support staff in the alignment of curriculum and resources using Synced Solutions Software through collaboration process Expenditures: Mathematics Textbook adoption \$500,000 Substitutes \$30,000 Professional Development \$10,000 Software \$40,000 LCFF Basic (0000), LCFF Supplemental (0000), LCFF Concentration (0000), Common Core (7405), Lottery (6300)	Support staff in the alignment of curriculum and resources using Synced Solutions Software through collaboration process Expenditures: Substitutes \$30,000 Professional Development \$10,000 Software \$40,000 LCFF Basic (0000), LCFF Supplemental (0000), LCFF Concentration (0000), Common Core (7405), Lottery (6300)
		6) Provide ongoing collaboration time for teachers	--- LEA Wide/All Schools ---	N/A	Support staff by allocating time for staff to collaborate on Common Core State Standards / English Language Development curriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035)	Support staff by allocating time for staff to collaborate on Common Core State Standards / English Language Development curriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035)	Support staff by allocating time for staff to collaborate on Common Core State Standards / English Language Development curriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035)

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	7) Early identification and intervention for struggling students	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 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 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)
		8) Building a culture of data analysis	--- LEA Wide/All Schools ---	N/A	Support staff in the development of a culture of data analysis for all students Expenditures: Student Informational Systems \$15,000 Data analysis Personnel to prepare reports \$60,000	Support staff in the development of a culture of data analysis for all students Expenditures: Student Informational Systems \$15,000 Data analysis Personnel to prepare reports \$65,000 LCFF Basic	Support staff in the development of a culture of data analysis for all students Expenditures: Student Informational Systems \$15,000 Data analysis Personnel to prepare reports \$70,000

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

		additional consultants to meet unique and individual academic, emotional, and social needs of all students			Technology \$10,000 Dealing with disabilities \$5,000 Behavioral \$5,000 Classroom management \$5,000 CCSS \$50,000 History \$5,000 Cultural Sensitivity \$5,000 Student Information System \$5,000 Writing \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203),Common Core (7405)	Technology \$10,000 Dealing with disabilities \$5,000 Behavioral \$5,000 Classroom management \$5,000 CCSS \$50,000 History \$5,000 Cultural Sensitivity \$5,000 Student Information System \$5,000 Writing \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203),Common Core (7405)	Technology \$10,000 Dealing with disabilities \$5,000 Behavioral \$5,000 Classroom management \$5,000 CCSS \$50,000 History \$5,000 Cultural Sensitivity \$5,000 Student Information System \$5,000 Writing \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203),Common Core (7405)
4) All 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	Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate	1) Utilize community resources to educate parents on the importance of school attendance.	--- LEA Wide/All Schools ---	N/A	Provide resources for parents on the importance of regular school attendance. Expenditures: Consultants/speakers \$5,000 Stipends \$2,000 Materials \$5,000 Child Welfare Attendance Clerks (2)- \$95,000 School Attendance Review Board Officer \$50,000	Provide resources for parents on the importance of regular school attendance. Expenditures: Consultants/speakers \$5,000 Stipends \$2,000 Materials \$5,000 Child Welfare Attendance Clerks (2)- \$100,000 School Attendance Review Board Officer \$55,000	Provide resources for parents on the importance of regular school attendance. Expenditures: Consultants/speakers \$5,000 Stipends \$2,000 Materials \$5,000 Child Welfare Attendance Clerks (2)- \$105,000 School Attendance Review Board Officer \$60,000

parents will demonstrate a year-to-year improvement.					School Resource Officer \$35,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery Instructional Materials (6300),Title I Basic (3010)	School Resource Officer \$40,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery Instructional Materials (6300),Title I Basic (3010)	School Resource Officer \$45,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery Instructional Materials (6300),Title I Basic (3010)			
4) All 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.	Course Access	2) Expansion of Saturday School for Attendance Recovery.	--- LEA Wide/All Schools ---	N/A	Build upon the expansion of Saturday School Attendance Recovery Model by providing support for a well- designed, strong, standards aligned curriculum for all students Expenditures: Curriculum \$5,000 Stipends \$15,000 Materials \$3,000 Incentives \$2,000 LCFF Basic (0000)	Build upon the expansion of Saturday School Attendance Recovery Model by providing support for a well- designed, strong, standards aligned curriculum for all students Expenditures: Curriculum \$5,000 Stipends \$15,000 Materials \$3,000 Incentives \$2,000 LCFF Basic (0000)	Build upon the expansion of Saturday School Attendance Recovery Model by providing support for a well- designed, strong, standards aligned curriculum for all students Expenditures: Curriculum \$5,000 Stipends \$15,000 Materials \$3,000 Incentives \$2,000 LCFF Basic (0000)			
	Pupil Achievement	Other Pupil Outcomes	Parent Involvement	Pupil Engagement	School Climate	3) Incentive/rewards for improved attendance.	--- LEA Wide/All Schools ---	N/A	Encourage and motivate students to attend school regularly by supporting sites in providing incentives and rewards for all students. Expenditures: Student Incentives \$10,000 LCFF Basic (0000),LCFF	Encourage and motivate students to attend school regularly by supporting sites in providing incentives and rewards for all students. Expenditures: Student Incentives \$10,000 LCFF Basic (0000),LCFF

					Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)
<p>4) All 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.</p>	Course Access	4) Provide mental health specialists to support students social emotional needs	--- LEA Wide/All Schools ---	N/A	Expenditures: Personnel-2 mental health specialist/counselors \$200,000 Materials, supplies \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000), Mental Health (6512)	Expenditures: Personnel 2 mental health specialist/counselors \$205,000 Materials, supplies \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000), Mental Health (6512)	Expenditures: Personnel 2 mental health specialist/counselors \$210,000 Materials, supplies \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000), Mental Health (6512)
	Other Pupil Outcomes	5) District wide character education program	--- LEA Wide/All Schools ---	N/A	Expenditures: Materials, resources, supplies \$25,000 Speakers \$2,000 Professional Development \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	Expenditures: Materials, resources, supplies \$10,000 Speakers \$2,000 Professional Development \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	Expenditures: Materials, resources, supplies \$10,000 Speakers \$2,000 Professional Development \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)
	School Climate	6) District Parent Center	--- LEA Wide/All Schools ---	N/A	Support parents/guardians of Brawley Elementary School District by providing resources and assistance to	Support parents/guardians of Brawley Elementary School District by providing resources and assistance to benefit all students.	Support parents/guardians of Brawley Elementary School District by providing resources and assistance to benefit

					benefit all students. Expenditures: Aeries/Parent portal \$10,000 Smart Schools-District and School websites \$10,000 Telephone Communication System \$15,000 Childcare \$2,000 Translators \$2,000 Materials/supplies/resources \$5,000 Technology \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	Expenditures: Aeries/Parent portal \$10,000 Smart Schools-District and School websites \$10,000 Telephone Communication System \$15,000 Childcare \$2,000 Translators \$2,000 Materials/supplies/resources \$5,000 Technology \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	all students. Expenditures: Aeries/Parent portal \$10,000 Smart Schools-District and School websites \$10,000 Telephone Communication System \$15,000 Childcare \$2,000 Translators \$2,000 Materials/supplies/resources \$5,000 Technology \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)
4) All 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	Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate	7) Classes for Parents	--- LEA Wide/All Schools ---	N/A	Support parents/guardians of Brawley Elementary School District by promoting parent involvement by offering a variety of courses to benefit families. Expenditures: Instructors Stipends \$5,000 Materials/resources/supplies/curriculum \$5,000 Childcare \$1,000 LCFF Basic	Support parents/guardians of Brawley Elementary School District by promoting parent involvement by offering a variety of courses to benefit families. Expenditures: Instructors Stipends \$5,000 Materials/resources/supplies/curriculum \$5,000 Childcare \$1,000 LCFF Basic (0000),LCFF	Support parents/guardians of Brawley Elementary School District by promoting parent involvement by offering a variety of courses to benefit families. Expenditures: Instructors Stipends \$5,000 Materials/resources/supplies/curriculum \$5,000 Childcare \$1,000 LCFF Basic

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

<p>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.</p>	<p>Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate</p>				<p>facilities. Expenditures: Professional Development for custodial, gardening staff, and bus drivers \$10,000 LCFF Basic (0000)</p>	<p>facilities. Expenditures: Professional Development for custodial, gardening staff, and bus drivers \$10,000 LCFF Basic (0000)</p>	<p>facilities. Expenditures: Professional Development for custodial, gardening staff, and bus drivers \$10,000 LCFF Basic (0000)</p>
		<p>11) Increase the availability of technology along with technology support for staff.</p>	<p>--- LEA Wide/All Schools ---</p>	<p>N/A</p>	<p>District will continue to support the availability of technology along with professional development in new technologies. Expenditures: Hardware \$80,000 Software \$50,000 Personnel-2 Information Technology technicians, 1 Information Technology manager \$200,000 Professional Development \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Common Core (7405)</p>	<p>District will continue to support the availability of technology along with professional development in new technologies. Expenditures: Hardware \$80,000 Software \$50,000 Continue personnel-2 Information Technology technicians, 1 Information Technology manager \$210,000; Professional Development \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Common Core (7405)</p>	<p>District will continue to support the availability of technology along with professional development in new technologies. Expenditures: Hardware \$80,000 Software \$50,000 Continue personnel-2 technicians, 1 manager \$210,000 Professional Development \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Common Core (7405)</p>

<p>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.</p>	<p>State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate</p>	<p>1) Providing real world hands on experiences.</p>	<p>--- LEA Wide/All Schools ---</p>	<p>N/A</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>
<p>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.</p>	<p>State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate</p>	<p>2) Regional Occupational Program expanded to junior high.</p>	<p>Barbara Worth Junior High</p>	<p>N/A</p>	<p>Will be implemented in year two.</p>	<p>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</p>	<p>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</p>

						Technology \$10,000 Speakers/consultants \$2,000 Stipends \$5,000 Transportation \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery Instructional Materials (6300),Title I Basic (3010),Title II Teacher Quality (4035),Other	Technology \$10,000 Speakers/consultants \$2,000 Stipends \$5,000 Transportation \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery Instructional Materials (6300),Title I Basic (3010),Title II Teacher Quality (4035),Other
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.	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate	3) Continuous coordination and articulation between elementary schools, junior high and high school.	--- LEA Wide/All Schools ---	N/A	The district will continue to support the implementation of the coordination between the LEA and the high school to organize regular articulation meetings to improve the educational process and opportunities for all students Expenditures: Substitute Costs \$5,000 Stipends \$5,000 Materials/Supplies /Resources \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF	The district will continue to support the implementation of the coordination between the LEA and the high school to organize regular articulation meetings to improve the educational process and opportunities for all students Expenditures: Substitute Costs \$5,000 Stipends \$5,000 Materials/Supplies /Resources \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration	The district will continue to support the implementation of the coordination between the LEA and the high school to organize regular articulation meetings to improve the educational process and opportunities for all students Expenditures: Substitute Costs \$5,000 Stipends \$5,000 Materials/Supplies /Resources \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF

					Concentration (0000), Title I Basic (3010), Title III LEP (4203)	(0000), Title I Basic (3010), Title III LEP (4203)	Concentration (0000), Title I Basic (3010), Title III LEP (4203)
		4) Equitable access to rigorous well rounded standards aligned curriculum.	--- LEA Wide/All Schools ---	N/A	The district will provide and support equitable access to rigorous well rounded standards aligned curricula for all students Expenditures: Resources/Materials/Supplies \$5,000 Supplemental Materials \$25,000 6 Qualified paraeducators \$70,000 LCFF Basic (0000), LCFF Supplemental (0000), LCFF Concentration (0000), Lottery Instructional Materials (6300), Title I Basic (3010), Title II Teacher Quality (4035), Title III LEP (4203)	The district will provide and support equitable access to rigorous well rounded standards aligned curricula for all students Expenditures: Resources/Materials/Supplies \$5,000 Supplemental Materials \$25,000 6 Qualified paraeducators \$75,000 LCFF Basic (0000), LCFF Supplemental (0000), LCFF Concentration (0000), Lottery Instructional Materials (6300), Title I Basic (3010), Title II Teacher Quality (4035), Title III LEP (4203)	The district will provide and support equitable access to rigorous well rounded standards aligned curricula for all students Expenditures: Resources/Materials/Supplies \$5,000 Supplemental Materials \$25,000 6 Qualified paraeducators \$80,000 LCFF Basic (0000), LCFF Supplemental (0000), LCFF Concentration (0000), Lottery Instructional Materials (6300), Title I Basic (3010), Title II Teacher Quality (4035), Title III LEP (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 identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	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)?		
					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 rd 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 rd 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 rd 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)

<p>2) All Limited English Proficient (LEP) students will become proficient in English as measured by the California English Language Development Test (CELDT). Limited English Proficient students' scores will increase by 2% each year on the CELDT.</p>	<p>Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate</p>	<p>1) System for developing language proficiency for English Learners</p> <p>Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP)</p> <p>Develop and implement rigorous, cohesive, and standards aligned instruction for English Learners to assure they attain proficiency in the English language.</p> <p>*English Learner (EL)</p>	<p>--- LEA Wide/All Schools - --</p>	<p>N/A</p>	<p>Expenditures: Professional Development Stipends \$80,000 Substitutes \$20,000 Personnel i.e. 2 District Academic Coaches \$200,000; Consultants \$230,000 6 Paraeducators \$70,000; Teacher Mentor \$20,000; Instructional Support Classified Personnel \$80,000; 6 teachers \$500,000; Director of Special Projects \$70,000 (50%); Traveling Conference \$14,000; Rentals/Leases/Repairs \$58,000</p> <p>LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)</p>	<p>Expenditures: Professional Development Stipends \$80,000 Substitutes \$20,000 Personnel i.e. 2 District Academic Coaches \$210,000; Consultants \$230,000 6 Paraeducators \$70,000; Teacher Mentor \$20,000; Instructional Support Classified Personnel \$80,000; 10 teachers \$833,000; Director of Special Projects \$72,000 (50%); Traveling Conference \$14,000; Rentals/Leases/Repairs \$58,000</p> <p>LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)</p>	<p>Expenditures: Professional Development Stipends \$80,000 Substitutes \$20,000 Personnel i.e. 2 District Academic Coaches \$210,000; Consultants \$230,000 6 Paraeducators \$70,000; Teacher Mentor \$20,000; Instructional Support Classified Personnel \$80,000; 14 teachers \$1,233,256; Director of Special Projects \$72,000 (50%); Traveling Conference \$14,000; Rentals/Leases/Repairs \$58,000</p> <p>LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)</p>
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<p>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.</p>	<p>Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate</p>	<p>Low-income, English learner, and foster youth pupils will be provided a safe learning environment that fosters high academic achievement.</p>	<p>--- LEA Wide/All Schools - --</p>	<p>N/A</p>	<p>Expenditures: Campus security \$70,901 Licensed Vocational Nurse \$50,000 Child Welfare Attendance \$152,000; Mental Health Therapist \$67,500 (75%); 3 Counselors \$280,000 (2.6 FTE); LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)</p>	<p>Expenditures: Campus security \$70,901 Licensed Vocational Nurse \$50,000; 3 Counselors \$280,000 (2.6 FTE); Mental Health Therapist \$67,500 (75%); Child Welfare Attendance \$152,000; LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)</p>	<p>Expenditures: Campus security \$70,901 Licensed Vocational Nurse \$50,000; 3 Counselors \$280,000 (2.6 FTE); Mental Health Therapist \$67,500 (75%); Child Welfare Attendance \$152,000; LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)</p>
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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 <i>(Including Targeted Instructional Improvement Grant [TIIG] and Home To School Transportation)</i>	\$24,424,906	\$27,802,635	\$28,537,938	\$29,338,922
Estimated Base Grant <i>(Excluding Targeted Instructional Improvement Grant [TIIG] and Home To School Transportation)</i>	\$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.