

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, 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	The stakeholders from the LCAP Advisory Committee played a key role in
staff to identify needs within each of the eight state priorities. An LCAP Advisory	determining the targeted actions for the district. The District Internal LCAP
Committee was created of our stakeholders such as parents, teachers, classified	Committee incorporated many of the recommended targeted actions of the LCAP
staff, community members, and administrators. The committee met four times to	Advisory Committee in the development of Brawley Elementary School District
understand the purpose of LCAP, analyze the data, determine recommended	LCAP. Our district chose to include the LCAP Advisory Committee in the goal
targeted actions, and prioritize the recommended implementation over the next	setting process, which limited the number of revisions necessary to finalize the
three years. 1st Committee Meeting (April 10, 2014): The committee discussed	LCAP.
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	

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	Goals			of	What will be diff (based on identi	for students?	Related State and Local Priorities	
and 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.)	Annual 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.)

					1		1	Page 7 01 26
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. 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 will be supported by receiving ongoing opportunities for professional growth and development. METRIC:	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	ALL Students- 	LEA Wide/All Schools	N/A	Percentage of fully credentialed teachers will increase by 1%; Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2%	Percentage of fully credentialed teachers will increase by 1%; Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2%	Percentage of fully credentialed teachers will increase by 1%; Rate of teacher misassignments will decrease by 1%; Student scores will increase by 2%	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement

Page 8 of 28

								Page 8 of 28
School Accountability Report Card (SARC) Common Core aligned district benchmarks	and initiatives.				each year on the Common Core aligned benchmarks	each year on the Common Core aligned benchmarks	each year on the Common Core aligned benchmarks	School Climate
benchmarks								
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	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	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
School Climate Survey	to parents will demonstrate a year-to-year improvement.							
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%	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
METRIC: Junior high school promotion rates. The Common Core aligned district benchmarks								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.

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	Annual Update: Review of	(and are projected	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)		
1) Students will reach high standards attaining	State Standard Implementation Course Access Pupil Achievement Other Pupil Outcomes	3) Strong Intervention Program	LEA Wide/All Schools	N/A	Expenditures: Materials \$50,000 Professional Development \$10,000	Expenditures: Materials \$25,000 Professional Development \$10,000	Expenditures: Materials \$25,000 Professional Development \$10,000		

Page 11 of 28

	1			1		1	Page 11 01 26
proficiency or better in all content areas.	Pupil Engagement Parent Involvement School Climate				Stipends/substitutes \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration	Stipends/substitutes \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration	Stipends/substitutes \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration
		4) Providing differentiated instruction with appropriate rigor	LEA Wide/All Schools	N/A	(0000), Title I Basic (3010) Support staff in the development and implementation of specialized instruction Expenditures: Define GATE program with enrichment	(0000),Title I Basic (3010) Support staff in the development and implementation of specialized instruction Expenditures: Define Reading Intervention program with enrichment	(0000),Title I Basic (3010) Support staff in the development and implementation of specialized instruction Expenditures: Define Math Intervention program with
					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)	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)	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	State Standard Implementation Course Access Pupil Achievement	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	Support staff in the alignment of curriculum and resources using Synced Solutions Software through	Support staff in the alignment of curriculum and resources using Synced Solutions Software through

Page 12 of 28

better in all content areas. Papil Engagement Parent Involvement School Climate Parent Involve School Climate Parent Involve School Climate Parent Invol		1	1	1			ı	Page 12 01 26
6) Provide ongoing collaboration time for teachers Wide/All Schools For teachers Schools Schools 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 II Basic (3010), Title II	better in all	Pupil Engagement Parent Involvement				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	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	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
collaboration time for teachers Nide/All Schools Name of teachers Schools			6) Provide ongoing	I F A	N/A	(6300)	Support staff by	Support staff by
for teachers Schools			,		13/7			1
on Common Core State Standards / English Language Development Curriculum, and analyze data for all students Expenditures: Stipends/substitutes S50,000 LCFF Basic (0000), Title I Basic (3010), Title II Basic (3010), Title II Basic (3010), Title II Teacher Quality (4035) 7) Early identification and intervention for struggling students 7) Larly identification and intervention for struggling students 7) Larly identification and intervention for struggling students 8				-			_	
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) 7) Early identification and intervention for struggling students 7) W. Oakley Students State Standards / English Language Development curriculum, and analyze data for all students students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Basic (3010), Title II Teacher Quality (4035) Quality (4035) N/A State Standards / English Language Development curriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title II Basic (3010), Title II Basic (3010), Title II Basic (3010), Title II Teacher Quality (4035) Quality (4035) Support staff in the early identification and intervention for and intervention for and intervention for all struggling students State Standards / English Language Development curriculum, and analyze data for all students Students Students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title II Basic (3010), Title II Basic (3010), Title II Teacher Quality (4035) Quality (4035) Quality (4035) Support staff in the early identification and intervention for and intervention for all struggling students Stipends/substitutes \$50,000 Stipends/substitutes \$50,000 LCFF Basic (0000), Title II Teacher Quality (4035) Quality (4035) Quality (4035) Quality (4035) Support staff in the early identification and intervention for and intervention for all struggling students			ioi teatiieis	30110015				
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) 7) Early identification and intervention for struggling students 7) W. Oakley Hondon Courriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) Quality (4035) Support staff in the early identification and intervention for struggling students English Language Development curriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$50,000 \$7								
Development curriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000						1	,	· · · · · · · · · · · · · · · · · · ·
curriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title I Basic (3010), Title I Teacher Quality (4035) Quality (4035) 7) Early identification and intervention for struggling students PARTY Myron D. Curriculum, and analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title I Teacher Quality (4035) Quality (4035) Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students								
analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) Quality (4035) 7) Early identification and intervention for struggling students N/A Analyze data for all students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) Quality (4035) Quality (4035) Quality (4035) Support staff in the early identification and intervention for all struggling students N/A Support staff in the early identification and intervention for all struggling students students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) Quality (4035) Quality (4035) Support staff in the early identification and intervention for all struggling all struggling students						·	•	•
students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) 7) Early identification and intervention for struggling students 7) W. Oakley Horn D. Students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title I Basic (3010), Title II Teacher Quality (4035) Quality (4035) Support staff in the early identification and intervention for all struggling students Students Students Expenditures: Stipends/substitutes \$50,000 LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) Quality (4035) Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students students						•	· ·	· ·
Stipends/substitutes \$50,000 \$						•	•	•
\$50,000 \$50,000 LCFF Basic (0000), Title I Basic (3010), Title IB Basic (3010), Title II Teacher Quality (4035) 7) Early identification and intervention for struggling students N/A Support staff in the early identification and intervention for struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students						•	•	•
LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) 7) Early identification and intervention for struggling students Wiguel Hidalgo Intervention for Struggling students LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) Quality (4035) Support staff in the early identification and intervention for all struggling students LCFF Basic (0000), Title I Basic (3010), Title II Teacher Quality (4035) Quality (4035) Support staff in the early identification and intervention for all struggling students students students						1	-	
Title I Basic (3010), Title I Basic (3010), Title II Teacher Quality (4035) 7) Early identification and intervention for struggling students N/A Title I Basic (3010), Title II Teacher Quality (4035) Support staff in the early identification and intervention for all struggling all struggling students students								
Title II Teacher Quality (4035) 7) Early identification and intervention for struggling students Title II Teacher Quality (4035) N/A Support staff in the early identification and intervention for all struggling students Title II Teacher Quality (4035) Support staff in the early identification and intervention for all struggling all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students								· · · · · · · · · · · · · · · · · · ·
7) Early identification and intervention for struggling students Elementary Myron D. Quality (4035) Quality (4035) Quality (4035) Quality (4035) Quality (4035) Quality (4035) Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students Support staff in the early identification and intervention for all struggling students								, , ,
7) Early identification and intervention for struggling students Elementary Myron D. Miguel Hidalgo Elementary J. W. Oakley Elementary Myron D. Support staff in the early identification and intervention for all struggling students students students students								
identification and intervention for struggling students Elementary J. W. Oakley Elementary Myron D. Elementary Myron D. Elementary and intervention for all struggling students early identification and intervention for all struggling all struggling students early identification and intervention for all struggling students			7) Farly	Miguel Hidalgo	Ν/Δ			
intervention for struggling students J. W. Oakley Elementary Myron D. and intervention for all struggling all struggling all struggling students students and intervention for all struggling students students			•		11/7		• •	• •
struggling students Elementary Myron D. all struggling all struggling students students students students				•			,	
Myron D. students students students								
				,				
Experiences of the Experiences o				Witter		Expenditures:	Expenditures: Parent	Expenditures:

Page 13 of 28

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

Page 14 of 28

					(0000) Title Dee: -	(2010)	Page 14 of 28
					(0000),Title I Basic (3010)	(3010)	(0000),Title I Basic (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
					hire based on	hire based on	hire based on
					qualifications	qualifications	qualifications
					\$40,000	\$40,000	\$40,000
3) All students will					Costs for trainings-	Costs for trainings-	Costs for trainings-
be taught by					BTSA, substitutes,	BTSA, substitutes,	BTSA, substitutes,
highly qualified					support providers	support providers	support providers
teachers.					\$20,000	\$20,000	\$20,000
Teachers will	Basic				Professional	Professional	Professional
receive	State Standards				Development	Development	Development
professional	Implementation Course				\$20,000	\$20,000	\$20,000
development on	Access Pupil Achievement				LCFF Basic	LCFF Basic	LCFF Basic
Common Core	Other Pupil Outcomes				(0000),LCFF	(0000),LCFF	(0000),LCFF
Standards	Pupil Engagement School				Supplemental	Supplemental	Supplemental
implementation	Climate				(0000),Title I Basic	(0000),Title I Basic	(0000),Title I Basic
as well as other	Cilifiate				(3010),Title II	(3010),Title II	(3010),Title II
district adopted					Teacher Quality	Teacher Quality	Teacher Quality
programs and					(4035)	(4035)	(4035)
initiatives.		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
		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

Page 15 of 28

social needs of all students SS,000								Page 15 01 26
students students CCSS \$50,000 History \$5,000 Cultural Sensitivity S5,000 Student Information System \$5,000 Writing \$10,000 LCFF Basic (0000),LCFF (00			emotional, and				management \$5,000	
All students will be provided an engaging and safe learning environment. BESD will export owner of socioemotional support. Attendance rates will improve on a year-to-year basis. The school Climate Sc			social needs of all			• •	' '	' '
Cultural Sensitivity \$5,000 Student Information System \$5,000 Writing \$10,000 LCFF Basic (0000),LCFF (0000),LCFF Supplemental (0000),LCFF Suppleme			students			CCSS \$50,000	History \$5,000	History \$5,000
\$5,000 Student Information System \$5,000 Writing \$10,000 LCFF Basic (0000),LCFF (0000),LCFF (0000),LCFF Supplemental (0000),LCFF Supplemental (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4035),Title II						History \$5,000	Cultural Sensitivity	Cultural Sensitivity
Student Information System \$5,000 Writing \$10,000 LCFF Basic (0000),LCFF (0000						Cultural Sensitivity	\$5,000	\$5,000
System \$5,000 Writing \$10,000 LCFF Basic (0000),LCFF Basic (0000),LCFF Basic (0000),LCFF Basic (0000),LCFF Supplemental (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4035),Title III						\$5,000	Student Information	Student Information
Writing \$10,000 LCFF Basic (0000),LCFF						Student Information	System \$5,000	System \$5,000
Comparison the 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 yyear-to-year improvement. Comparison the parents will demonstrate a yyear-to-yea						System \$5,000	Writing \$10,000	Writing \$10,000
4) All students will be provided an engaging and safe learning environment. BESD will establish a proactive system proactives						Writing \$10,000	LCFF Basic	LCFF Basic
A) 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 abasis. The school climate survey administered to parents will demonstrate a year-to-year improvement.						LCFF Basic	(0000),LCFF	(0000),LCFF
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. Winderson and the school are the school climate will admonstrate a year-to-year improvement.						(0000),LCFF	Supplemental	Supplemental
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. Winderson and the school are the school climate will admonstrate a year-to-year improvement.						Supplemental	Territoria	
A) 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.							, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,
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 administrate d to parents will demonstrate a year-to-year improvement.							(0000), Title I Basic	(0000), Title I Basic
A) 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. Color of the importance of parents will demonstrate a year-to-year improvement. Color of the importance of parents will demonstrate a year-to-year improvement. Color of the importance of parents will demonstrate a year-to-year improvement. Color of the importance of parents on the importance of pregular school attendance. Consultants/speaker sources to educate parents on the importance of regular school attendance. Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker sources to educate parents on the importance of regular school attendance. Expenditures: Consultants/speaker source Expenditur							1 3	
## Teacher Quality (4035), Title III LEP (4035), Title III LEP (4203), Common Core (7405) ## 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 administreed to parents will demonstrate a year-to-year improvement. ## Aprovide resources for provide resources for provide resources for parents on the importance of regular school attendance. ## EXED WILL SCHOOL SCHOOL SCHOOL SCHOOL SCHOOL SCHOOL SCHOOL SCHOOL Attendance attendance. ## Pupil Achievement School Climate ## Pupil Engagement School Climate #						, ,,		
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.						, , , , ,	•	•
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.						1	1 3	
A) 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. A) All students will be provided an engaging and safe (community resources to educate parents on the importance of school attendance. BESD will establish a proactive system of socioemotional support. Attendance rates will improve on a year-to-year improvement. Attendance rates will make the proactive system of socioemotional support. Attendance rates will improve on a year-to-year improvement. Attendance rates will improve on a year-to-year improvement importance of regular school attendance. Expenditures: Consultants/speaker sy5,000 Stipends \$2,000 Materials \$5,000 Materials \$5,000 Materials \$5,000 School Attendance rates will importance of regular school attendance. Expenditures: Consultants/speaker sy5,000 Materials \$5,000 School Attendance rates will importance of regular school attendance.						· ·	, , , , , , , , , , , , , , , , , , , ,	' '
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. Attendance rates will memory will admonstrate a year-to-year improvement. Attendance rates will demonstrate a year-to-year improvement. Attendance rates will mprovement. Attendance rates will demonstrate a year-to-year improvement. Attendance rates will mprovement. Attendance rates will demonstrate a year-to-year improvement. Attendance rates will mprovement. Attendance rates will demonstrate a year-to-year improvement. Attendance rates will demonstrate a (2) - \$100,000						` "	()	
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. Best period day and safe learning environment. BESD will establish a proactive system of socioemotional support. Attendance rates will demonstrate a year-to-year improvement.	4) All students will		1) Utilize	LEA	N/A	Provide resources	Provide resources for	Provide resources
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. Hence of regular school attendance. Schools Schools Schools Schools Schools Importance of regular school attendance. Expenditures: Consultants/speaker School Attendance. Expenditures: Consultants/speaker School Stipends \$2,000 Materials \$5,000 Stipends \$2,000 Materials \$5,000			1 '	Wide/All		for parents on the	parents on the	
learning environment. BESD will establish a proactive system of socioemotional support. Attendance rates will improve on a year-to-year administered to parents will demonstrate a year-to-year improvement. Best o will environment. BESD will establish a proactive system of socioemotional support. Attendance rates will improve on a year-to-year administered to parents will demonstrate a year-to-year improvement. BESD will Course Access educate parents on the importance of school attendance. Expenditures: Expenditures: Consultants/speaker rs \$5,000 Stipends \$2,000 Stipends \$2,000 Materials \$5,000 Materials \$5,000 Materials \$5,000 Materials \$5,000 Child Welfare Attendance Clerks (2)- \$95,000 School Attendance Review Board Officer Officer \$35,000 School Resource Officer \$40,000 Officer \$45,000 LCFF Basic (0000),LCFF (0000),LCFF (0000),LCFF (0000),LCFF	engaging and safe		resources to	Schools		importance of	importance of	importance of
environment. BESD will establish a proactive system of socioemotional support. Attendance rates will improve on a year-to-year administered to parents will demonstrate a year-to-year improvement. BESD will establish a proactive system of socioemotional support. Attendance rates will improve on a year-to-year administered to parents will demonstrate a year-to-year improvement. BESD will establish a proactive system of socioemotional support. Attendance rates will improve on a year-to-year administered to parents will demonstrate a year-to-year improvement. Course Access the importance of school attendance. Expenditures: Consultants/speaker rs \$5,000 Stipends \$2,000 Materials \$5,000 Materials \$5,000 Child Welfare Attendance Clerks (2)- \$95,000 School Attendance Review Board Officer School Resource Officer \$40,000 Officer \$40,000 CICFF Basic UCFF Basic			educate parents on			1	l •	· ·
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. BESD will establish a proactive system of socioemotional support. Attendance rates will demonstrate a year-to-year improvement. BESD will establish a proactive system of socioemotional support. Attendance rates will establish a proactive system of socioemotional support. Attendance rates will improvement of socioemotional support. Attendance rates will establish a proactive system of socioemotional support. Attendance rates will establish a proactive system of socioemotional support. Attendance rates will establish a proactive system of socioemotional support. Attendance rates will establish a proactive system of socioemotional support. Attendance Clerks (2)- \$95,000 (2)- \$100	environment.		the importance of			attendance.	attendance.	attendance.
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. Pupil Achievement Other Pupil Outcomes Pupil Achievement Other Pupil Outcomes Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate Consultants/speaker rs \$5,000 Stipends \$2,000 Materials \$5,000 Child Welfare Attendance Clerks (2)- \$95,000 School Attendance Review Board Officer \$50,000 School Resource Officer \$50,000 School Resource Officer \$40,000 Officer \$45,000 CFF Basic (0000),LCFF Ocusultants/speaker rs \$5,000 Stipends \$2,000 Materials \$5,000 Materials \$5,000 Child Welfare Attendance Clerks (2)- \$95,000 School Attendance Review Board Officer Officer \$50,000 School Resource Officer \$40,000 Officer \$45,000 LCFF Basic (0000),LCFF Ocusultants/speaker rs \$5,000 Stipends \$2,000 Materials \$5,000 Materials \$5,000 Child Welfare Attendance Clerks (2)- \$105,000 School Attendance Review Board Officer Officer \$50,000 School Resource Officer \$40,000 Officer \$40,000 Officer \$45,000 LCFF Basic (0000),LCFF	BESD will	Course Access	•			Expenditures:	Expenditures:	Expenditures:
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. Pupil Achievement Other Pupil Outcomes Parent Involvement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate School Attendance Review Board Officer \$50,000 School Resource Officer \$50,000 School Resource Officer \$40,000 Officer \$40,000 Cliff Basic Cliff Basic CCFF Basic CO000),LCFF CO000),LCFF O0000,LCFF O0000,LCFF	establish a					Consultants/speake	Consultants/speakers	Consultants/speaker
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. Other Pupil Outcomes Other Pupil Outcomes Other Pupil Outcomes Parent Involvement Parent Involvement Pupil Engagement School Climate School Resource Officer \$50,000 School Resource Officer \$35,000 Officer \$40,000 Officer \$45,000 LCFF Basic (0000),LCFF (0000),LCFF Officer \$40,000 Officer \$45,000	proactive system	Pupil Achievement						
Attendance rates will improve on a year-to-year basis. The school climate survey administered to parents will demonstrate a year-to-year improvement. Attendance rates will improve on a year-to-year basis. The school climate survey administered to parents will demonstrate a year-to-year improvement. Attendance rates Attendance Clerks (2)- \$95,000 (2)- \$100,000 (2)- \$105,000 School Attendance Review Board Officer School Attendance Review Board Officer \$50,000 School Resource Officer \$50,000 Officer \$60,000 School Resource Officer \$35,000 Officer \$40,000 Officer \$45,000 UCFF Basic (0000),LCFF (0000),LCFF (0000),LCFF	of socioemotional					Stipends \$2,000	Stipends \$2,000	Stipends \$2,000
Attendance rates will improve on a year-to-year basis. The school climate survey administered to parents will demonstrate a year-to-year improvement. Attendance rates will improve on a year-to-year basis. The school climate survey administered to parents will demonstrate a improvement. Parent Involvement Parent Involvement Parent Involvement Pupil Engagement School Attendance Clerks (2)- \$95,000 School Attendance Review Board Officer \$50,000 School Resource Officer \$50,000 School Resource Officer \$40,000 CFF Basic (0000),LCFF (0000),LCFF Child Welfare Attendance Clerks Attend	support.	Other Pupil Outcomes				Materials \$5,000	Materials \$5,000	Materials \$5,000
will improve on a year-to-year basis. The school climate survey administered to parents will demonstrate a year-to-year improvement. Attendance Clerks (2)- \$95,000 (2)- \$100,000 (2)- \$105,000 School Attendance Review Board Officer Review Board Officer \$50,000 School Resource Officer \$35,000 Officer \$40,000 Officer \$45,000 LCFF Basic (0000),LCFF (0000),LCFF						Child Welfare		Child Welfare
year-to-year basis. The school climate survey administered to parents will demonstrate a year-to-year improvement. Pupil Engagement Pupil Engagement Pupil Engagement School Attendance Review Board Officer \$50,000 School Resource Officer \$35,000 Officer \$40,000 Officer \$40,000 Officer \$45,000 LCFF Basic (0000),LCFF (0000),LCFF		Parent Involvement				Attendance Clerks	Attendance Clerks	Attendance Clerks
basis. The school climate survey administered to parents will demonstrate a year-to-year improvement. Description of the school climate survey administered to parents will demonstrate a year-to-year improvement. Description of the school Attendance School Attendance School Attendance Review Board Review Board Officer \$50,000 School Resource School Res	•	D 115						
climate survey administered to parents will demonstrate a year-to-year improvement. School Climate School Climate School Climate School Climate School Climate Review Board Officer \$50,000 Officer \$60,000 Officer \$60,000 Officer \$60,000 Officer \$40,000 Officer \$45,000 Officer \$45,	1	Pupil Engagement					• • • •	
administered to parents will demonstrate a year-to-year improvement. School Climate Officer \$50,000 \$55,000 Officer \$60,000 School Resource Officer \$35,000 Officer \$40,000 Officer \$45,000 LCFF Basic (0000),LCFF (0000),LCFF (0000),LCFF								
parents will demonstrate a year-to-year improvement. School Resource School Resource Officer \$35,000 Officer \$40,000 Officer \$45,000 LCFF Basic LCFF Basic (0000),LCFF (0000),LCFF	,	School Climate						
demonstrate a year-to-year year-to-year year-to-year (0000),LCFF (0000),LCFF (0000),LCFF								
year-to-year LCFF Basic LCF	·							
improvement. (0000),LCFF (0000),LCFF (0000),LCFF								
	-	1						
Supplemental Supp						I (0000).LCFF	l (0000).LCFF	l (0000).LCFF

Page 16 of 28

			1	_			Page 16 01 20
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 Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate	2) Expansion of Saturday School for Attendance Recovery. 3) Incentive/rewards for improved attendance.	LEA Wide/All Schools LEA Wide/All Schools	N/A	(0000),LCFF Concentration (0000),Lottery Instructional Materials (6300),Title I Basic (3010) 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) 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),Lottery Instructional Materials (6300),Title I Basic (3010) 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) 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),Lottery Instructional Materials (6300),Title I Basic (3010) 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) 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
					, ,,	' ' ' '	' '

Page 17 of 28

	1	T		1	1	1	Page 17 of 28
		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
					\$5,000	\$5,000	\$5,000
4) All students will					LCFF Basic	LCFF Basic	LCFF Basic
be provided an					(0000),LCFF	(0000),LCFF	(0000),LCFF
engaging and safe					Supplemental	Supplemental	Supplemental
learning					(0000),LCFF	(0000),LCFF	(0000),LCFF
environment.	Course Access				Concentration	Concentration	Concentration
BESD will					(0000), Mental	(0000), Mental	(0000), Mental
establish a	Pupil Achievement				Health (6512)	Health (6512)	Health (6512)
proactive system	·	5) District wide	LEA	N/A	Expenditures:	Expenditures:	Expenditures:
of socioemotional	Other Pupil Outcomes	character	Wide/All		Materials,	Materials, resources,	Materials,
support.	·	education program	Schools		resources, supplies	supplies \$10,000	resources, supplies
Attendance rates	Parent Involvement				\$25,000	Speakers \$2,000	\$10,000
will improve on a					Speakers \$2,000	Professional	Speakers \$2,000
year-to-year	Pupil Engagement				Professional	Development	Professional
basis. The school					Development	\$10,000	Development
climate survey	School Climate				\$10,000	LCFF Basic	\$10,000
administered to					LCFF Basic	(0000),LCFF	LCFF Basic
parents will					(0000),LCFF	Supplemental	(0000),LCFF
demonstrate a					Supplemental	(0000),LCFF	Supplemental
year-to-year					(0000),LCFF	Concentration	(0000),LCFF
improvement.					Concentration	(0000),Title I Basic	Concentration
					(0000),Title I Basic	(3010)	(0000),Title I Basic
					(3010)		(3010)
		6) District Parent	LEA	N/A	Support	Support	Support
		Center	Wide/All	,	parents/guardians	parents/guardians of	parents/guardians
			Schools		of Brawley	Brawley Elementary	of Brawley
			20.100.0		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 benefit
					benefit all students.	Expenditures:	all students.
					Expenditures:	Aeries/Parent portal	Expenditures:
					Aeries/Parent portal	\$10,000	Aeries/Parent portal
					\$10,000	Smart Schools-	\$10,000
					Smart Schools-	District and School	Smart Schools-
	<u> </u>				3111d1 (30110015-	טואנוונג מווע אנווטטו	Silial C SCHOOLS-

Page 18 of 28

						1	Page 16 01 26
					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		Technology \$10,000
						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)
		7) Classes for	LEA	N/A	Support	Support	Support
		Parents	Wide/All		parents/guardians	parents/guardians of	parents/guardians
			Schools		of Brawley	Brawley Elementary	of Brawley
4) All students will					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					involvement by	offering a variety of	involvement by
environment.					offering a variety of	courses to benefit	offering a variety of
BESD will	Course Access				courses to benefit	families.	courses to benefit
establish a					families.	Expenditures:	families.
proactive system	Pupil Achievement				Expenditures:	Instructors Stipends	Expenditures:
of socioemotional					Instructors Stipends	\$5,000	Instructors Stipends
support.	Other Pupil Outcomes				\$5,000	Materials/resources/	\$5,000
Attendance rates					Materials/resources	supplies/curriculum	Materials/resources
will improve on a	Parent Involvement				/supplies/curriculu	\$5,000	/supplies/curriculum
year-to-year					m \$5,000	Childcare \$1,000	\$5,000
basis. The school	Pupil Engagement				Childcare \$1,000	LCFF Basic	Childcare \$1,000
climate survey					LCFF Basic	(0000),LCFF	LCFF Basic
administered to	School Climate				(0000),LCFF	Supplemental	(0000),LCFF
parents will					Supplemental	(0000),LCFF	Supplemental
demonstrate a					(0000),LCFF	Concentration	(0000),LCFF
	I I						
year-to-year					Concentration	(0000),Title I Basic	Concentration

Page 19 of 28

					(3010)		(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 environment. BESD will establish a proactive system of socioemotional	Course Access Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement	10) Develop ongoing maintenance standards.	LEA Wide/All Schools	N/A	District will support sites by providing ongoing maintenance to facilities. Expenditures: Professional Development for custodial, gardening	District will support sites by providing ongoing maintenance to facilities. Expenditures: Professional Development for custodial, gardening	District will support sites by providing ongoing maintenance to facilities. Expenditures: Professional Development for custodial, gardening

Page 20 of 28

		1	1	1		I	Page 20 01 26
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		availability of	availability of	availability of
parents will		with technology			technology along	technology along	technology along
demonstrate a		support for staff.			with professional	with professional	with professional
year-to-year					development in new	development in new	development in new
improvement.					technologies.	technologies.	technologies.
in provement.					Expenditures:	Expenditures:	Expenditures:
					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
					(0000), Title I Basic	(0000),Title I Basic	Core (7405)
					(3010),Title II	(3010),Title II	
					Teacher Quality	Teacher Quality	
					(4035),Common	(4035),Common Core	
					Core (7405)	(7405)	
					25.5 (7.155)	(,	
5) Common Core	State Standards	1) Providing real	LEA	N/A	District will support	District will support	District will support
State Standards	Implementation	world hands on	Wide/All	1 1 1 1	sites in providing	sites in providing	sites in providing
aligned	Course Access	experiences.	Schools		funding and	funding and	funding and
curriculum will be	Pupil Achievement	experiences.	3010015		resources to	resources to enhance	resources to
	=						
incorporated into	Other Pupil Outcomes				enhance learning	learning with real-	enhance learning

Page 21 of 28

		1	1	,			Page 21 01 2d
Transitional Kindergarten through the eighth grade. Project based learning opportunities will be incorporated into all grade levels.	Parent Involvement Pupil Engagement School Climate				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	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)	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)
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	2) Regional Occupational Program expanded to junior high.	Barbara Worth Junior High	N/A	(1100),Title I Basic (3010) 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 Technology \$10,000 Speakers/consultants \$2,000 Stipends \$5,000 Transportation	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 Technology \$10,000 Speakers/consultant s \$2,000 Stipends \$5,000 Transportation

Page 22 of 28

							Page 22 01 20
						\$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	\$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 Concentration (0000),Title I Basic (3010),Title III LEP (4203)	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)	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 II Basic (3010),Title III LEP (4203)
		4) Equitable access	LEA	N/A	The district will	The district will	The district will

Page 23 of 28

		-			1 agc 20 01 20
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
			(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), Title II	(6300), Title I Basic
			(3010),Title II	Teacher Quality	(3010),Title II
			Teacher Quality	(4035),Title III LEP	Teacher Quality
			(4035),Title III LEP	(4203)	(4035),Title III LEP
			(4203)	•	(4203)
	rounded standards	rounded standards Schools	rounded standards Schools	rounded standards aligned curriculum. Schools equitable access to rigorous well rounded standards aligned curricula for all students Expenditures: Resources/Material s/Supplies \$5,000 Supplemental Materials \$25,000 6 Qualified paraeducators \$70,000 LCFF Basic (0000), LCFF Supplemental (0000), LCFF Concentration (0000), LCFF Concentration (0000), Lottery Instructional Materials (6300), Title I Basic (3010), Title II Teacher Quality (4035), Title III LEP	rounded standards aligned curriculum. Schools equitable access to rigorous well rounded standards aligned curricula for all students Expenditures: Resources/Material s/Supplies \$5,000 Supplemental Materials \$25,000 6 Qualified paraeducators \$70,000 LCFF Basic (0000), LCFF Concentration (0000), LCFF Concentration (0000), LCFF Concentration (0000), LCTF Unstructional Materials (6300), Title II Basic (3010), Title II Teacher Quality (4035), Title III LEP (4203) equitable access to rigorous well rounded standards aligned curricula for all students Expenditures: Resources/Materials sligned curricula for all students Expenditures: Resources/Materials (Augusties Sp.000 Supplemental Materials \$25,000 Supplemental (Materials \$25,000 Supplemental (0000), LCFF Supplemental (0000), LCFF Concentration (0000), LCFF Concentrati

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)

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	English Frontier (KTEF)			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
		Linglish language.			\$80,000;	\$80,000;	\$80,000;
		*F			6 teachers \$500,000;	10 teachers \$833,000;	14 teachers
		*English Learner (EL)			Director of Special	Director of Special	\$1,233,256;
					Projects \$70,000 (50%);	Projects \$72,000 (50%);	Director of Special
					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
							Concentration (0000)

Page 26 of 28

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.	Pupil Achievement Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate	Low-income, English learner, and foster youth pupils will be provided a safe learning environment that fosters high academic achievement.	LEA Wide/All Schools - 	N/A	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)	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)	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)
---	---	---	----------------------------------	-----	--	--	--

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.