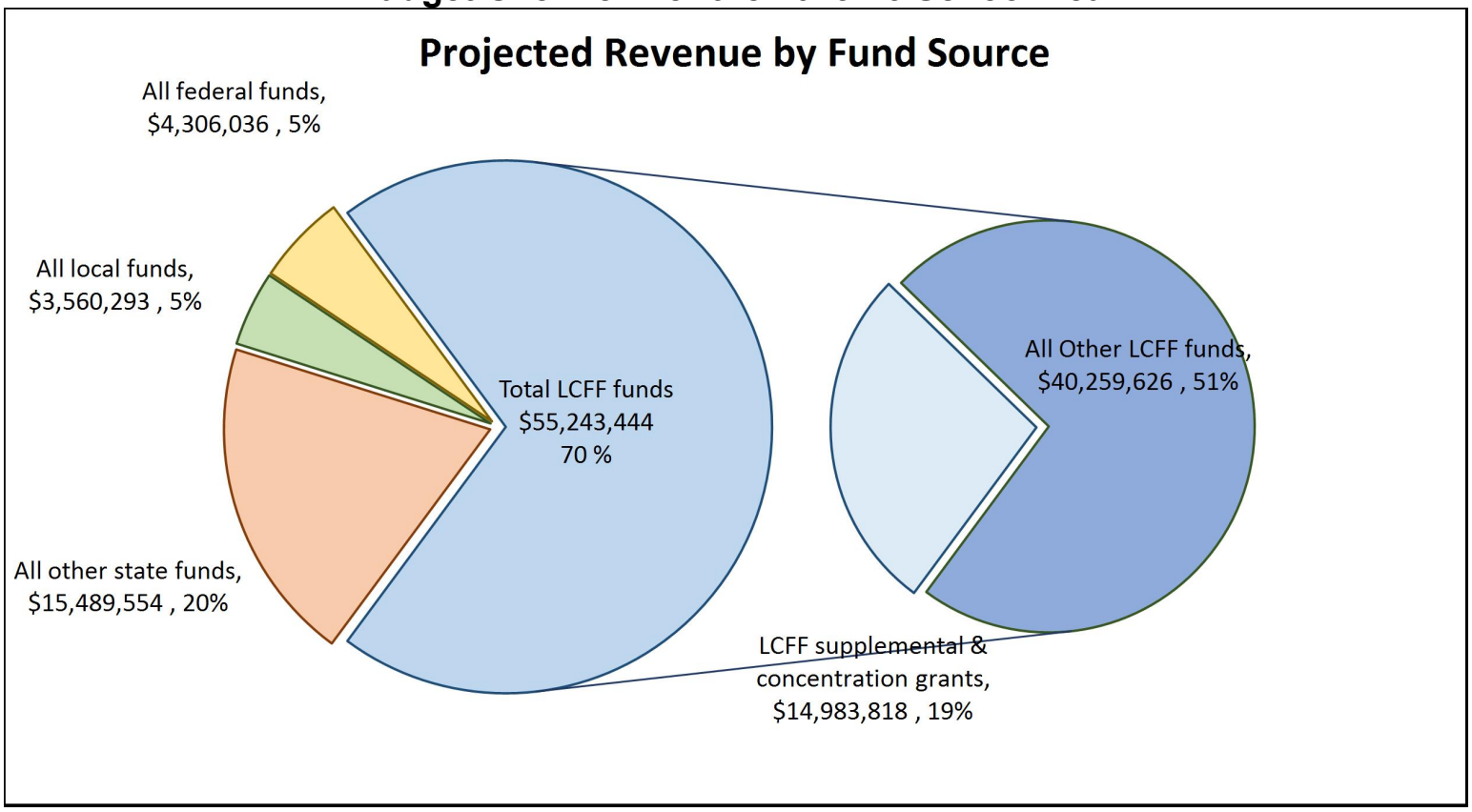
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brawley Elementary School District (BESD)
CDS Code: 13630730000000
School Year: 2025-26
LEA contact information:
Mr. Luis Panduro
Superintendent
lpanduro@besd.org
(760) 344-2330

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

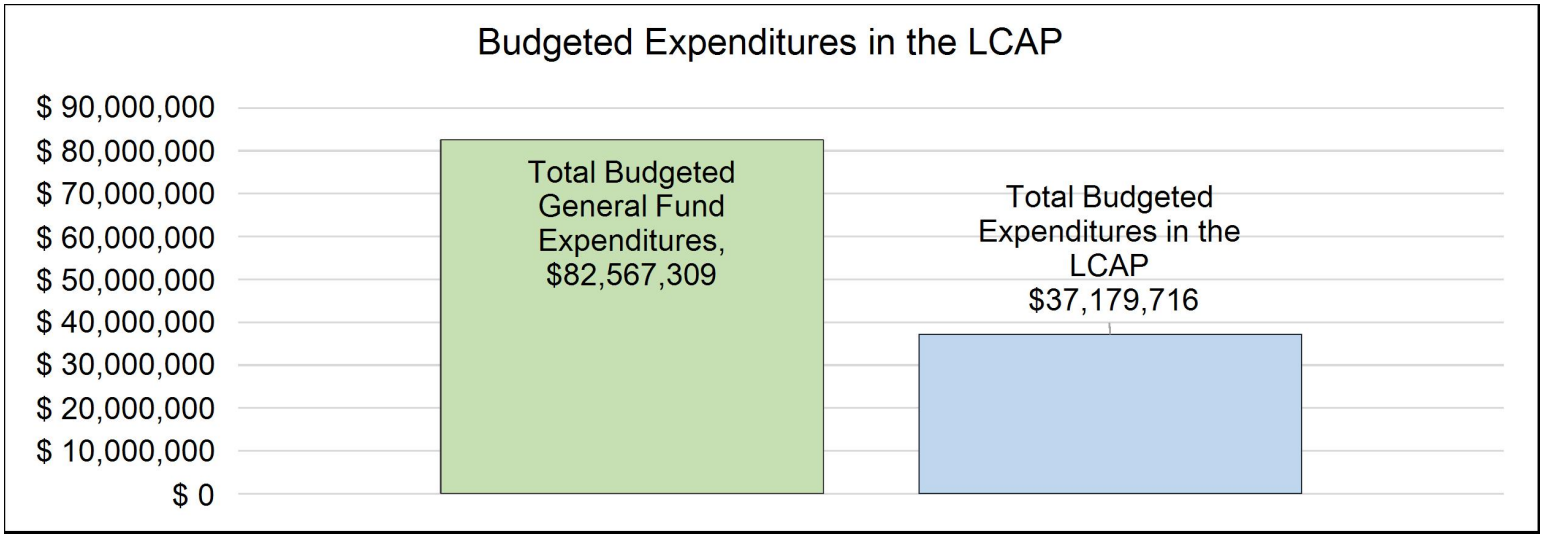


This chart shows the total general purpose revenue Brawley Elementary School District (BESD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Brawley Elementary School District (BESD) is $78,599,327, of which $55,243,444 is Local Control Funding Formula (LCFF), $15,489,554 is other state funds, $3,560,293 is local funds, and $4,306,036 is federal funds. Of the $55,243,444 in LCFF Funds, $14,983,818 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Brawley Elementary School District (BESD) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Brawley Elementary School District (BESD) plans to spend $82,567,309 for the 2025-26 school year. Of that amount, $37,179,716 is tied to actions/services in the LCAP and $45,387,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

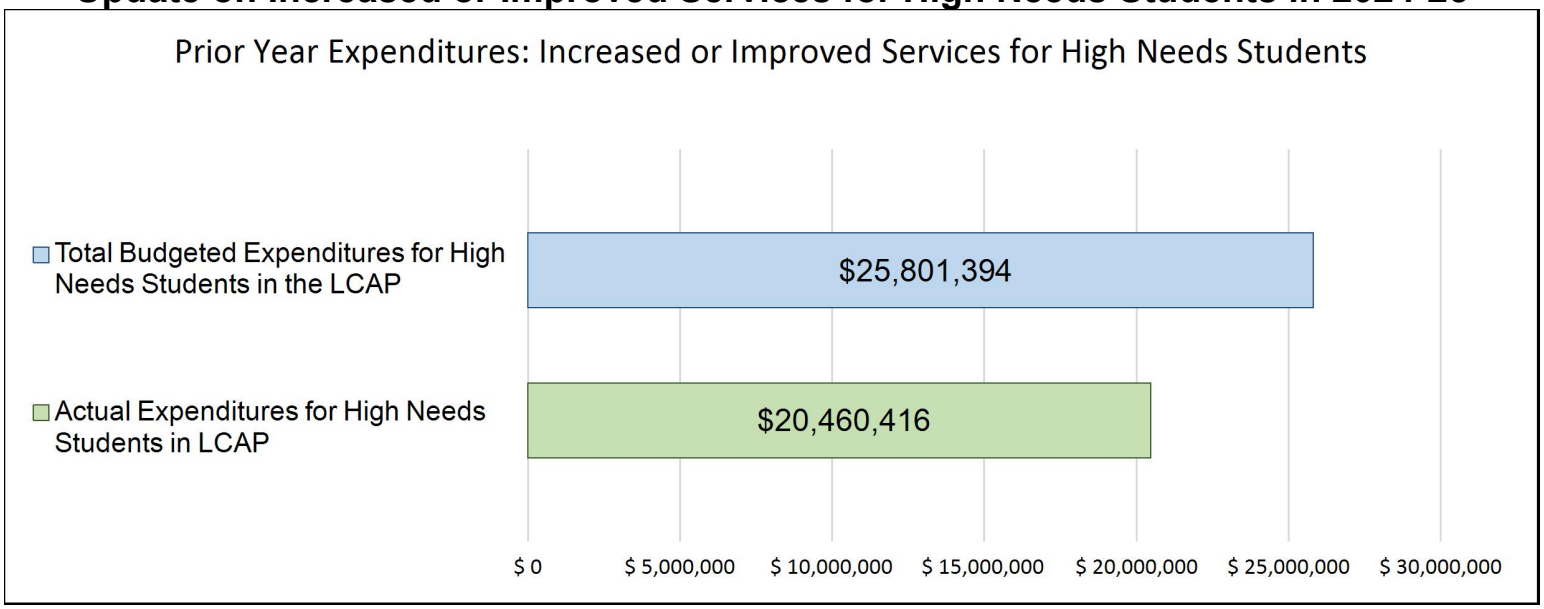
BESD strives to be fiscally prudent in its decision making with limited resources and aging facilities. The District's general fund budget outside of this LCAP is allocated to salaries and benefits, instructional material and supplies, operating expenditures, professional development, legal fees, educational licenses, and technology.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Brawley Elementary School District (BESD) is projecting it will receive $14,983,818 based on the enrollment of foster youth, English learner, and low-income students. Brawley Elementary School District (BESD) must describe how it intends to increase or improve services for high needs students in the LCAP. Brawley Elementary School District (BESD) plans to spend $20,813,776 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Brawley Elementary School District (BESD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Brawley Elementary School District (BESD) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Brawley Elementary School District (BESD)'s LCAP budgeted $25,801,394 for planned actions to increase or improve services for high needs students. Brawley Elementary School District (BESD) actually spent $20,460,416 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $5,340,978 had the following impact on Brawley Elementary School District (BESD)'s ability to increase or improve services for high needs students:

While total actual expenditures for increasing/improving services during the 24-25 school were less than anticipated, services for unduplicated students were not affected. Services were less costly than planned for; however, most services were delivered as scheduled. Additionally, services were provided to unduplicated student groups utilizing restricted funds as appropriate. Our current data shows that actions and services provided to students have had a positive impact.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Brawley Elementary School District (BESD)	Mr. Luis Panduro Superintendent	lpanduro@besd.org (760) 344-2330

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Brawley Elementary School District (BESD) proudly serves the vibrant community of Brawley, California, with a shared vision: Every student achieving, everyone accountable, and everyone's efforts recognized and valued. Nestled in Imperial County, Brawley is a culturally rich, rural, and agriculturally centered city located approximately 13 miles north of El Centro and about 45 miles from the U.S.-Mexico border. As of the 2020 Census, Brawley is home to 26,416 residents, and BESD is honored to support its children and families with a strong commitment to academic excellence and community partnership.

For the 2025–2026 school year, BESD is made up of six schools:

Four elementary schools: J.W. Oakley, Miguel Hidalgo, Myron D. Witter, and Phil D. Swing

Two junior high/middle schools: Barbara Worth Junior High and Padilla-Pace Middle School

Our elementary schools serve students in transitional kindergarten (TK) through 5th grade, while our junior high/middle schools serve grades 6–8. Padilla-Pace Middle School opened its doors in 2024–2025 with 6th and 7th grades only to ensure continuity for our 8th grade students. In 2025–2026, Padilla-Pace will fully serve grades 6 through 8 for the first time.

BESD's mission is to educate all students to achieve their fullest potential through high-quality instruction in safe, supportive learning environments. We are committed to continuous academic improvement through collaboration with our staff, families, and community members.

District Enrollment & Student Demographics
As of the 2024–2025 school year on census day, BESD serves 3,883 students across the district. Enrollment by school for 2024–2025 is as follows:

Barbara Worth Junior High School: 881 students
Padilla-Pace Middle School: 445 students
J.W. Oakley Elementary School: 654 students
Miguel Hidalgo Elementary School: 437 students
Myron D. Witter Elementary School: 741 students
Phil D. Swing Elementary School: 725 students

With the addition of Padilla-Pace Middle School and the reconfiguration of elementary schools, these numbers shifted in 2024–2025.

BESD serves a diverse and dynamic student population:
84.8% of students are socioeconomically disadvantaged
35% are English Learners
16% receive special education services
.6% are foster youth
.9% are experiencing homelessness
8.6% are migrant students
95.1 of students are Hispanic

The remaining student population includes 3.2% White (non-Hispanic), .7% African American, .5% Asian, .3% Other, and .4% unreported

In 2023–2024, the district's Unduplicated Pupil Percentage (UPP) — which includes English Learners, low-income students, and foster youth — was 87.39%, and was projected to rise to 88% in 2024–2025. The UPP Rates for 24-25 ended up being the following:
BESD: 86.89%
BWJHS: 87.28%
J.W. Oakley: 89.45%
Miguel Hidalgo: 93.36%
Myron D. Witter: 77.19%
Padilla-Pace: 85.62%
Phil Swing: 86.89%

BESD is projecting a UPP Rate for 25-26 to be 88%.

Due to the increased operational needs outlined in the 2025–2026 Local Control and Accountability Plan (LCAP), BESD will apply the allowable indirect cost rate for all LCAP actions to ensure continued financial stewardship and sustainability.

BESD is pleased to announce that four of our schools (Barbara Worth Junior High School, J.W. Oakley Elementary School, Miguel Hidalgo Elementary School, and Phil Swing Elementary School) received the California Community Schools Partnership Program (CCSPP) implementation grant for the next five years.

At Brawley Elementary School District, we believe in putting students first in every decision we make. We set high expectations for both academic performance and personal conduct, and we strive to build strong partnerships with families and the wider community. Our goal is to create a safe, nurturing, and inspiring environment where every student can thrive. We hold ourselves accountable to these core values:

Putting students' best interests at the center of every decision
Holding high expectations for performance and conduct
Engaging families, staff, and the community in meaningful ways
Responsibly managing all district resources and property

With pride in our students and gratitude for our community, we look forward to continuing our journey—lighting the way to the future, together.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Each year, Brawley Elementary School District (BESD) engages in a thorough, collaborative review of its performance across all state and local indicators. This reflective process includes the voices of our full school community—students, families, staff, and community partners. (Please see the Educational Partner Engagement section for more details.) As this document marks the start of our new three-year LCAP (2024–2027), we use the 2023 California School Dashboard as our baseline data and the foundation for our initial planning. To demonstrate progress, we also include our most recent results from the 2024 Dashboard, along with any revisions we've made to our LCAP goals and actions in response to these evolving metrics.

Districtwide Reflections
Strengths and Successes- BESD is proud of several key gains reflected in our 2023 and 2024 California Dashboard data:

English Learner Progress: In 2023, BESD scored GREEN on the English Learner Progress Indicator (ELPI), with 57.2% of English Learners making progress toward English proficiency—an increase of 5.8% from the previous year. Our reclassification rates also improved notably.

Chronic Absenteeism: BESD has made significant strides in attendance. Our chronic absenteeism rate dropped from 47.5% in 2022 to 28.3% in 2024—a 40.4% decrease over three years. As a result, we moved from a RED to a YELLOW rating in 2023 and continued to improve in 2024.

School Improvement Status: Two schools—Miguel Hidalgo and J.W. Oakley—exited Additional Targeted Support and Improvement (ATSI) status in 2023. In 2024, three more schools (Barbara Worth Junior High, Myron D. Witter, and Phil D. Swing) exited ATSI. Currently, no BESD schools are in ATSI status—a significant districtwide milestone.

Challenges and Areas of Growth- In 2023, BESD had no RED indicators for the “All Students” group, but saw six RED indicators across student subgroups:

English Learners: RED in English Language Arts and Mathematics

Foster Youth: RED in Suspension

Students with Disabilities (SWD): RED in English Language Arts, Mathematics, and Suspension

In 2024, BESD again had no RED indicators for All Students, but the number of REDs for specific subgroups increased to ten. These included:

Long-Term English Learners (LTELs): RED in English Language Arts and Mathematics

Foster Youth: RED in English Language Arts, Mathematics, Suspension, and Chronic Absenteeism

Homeless Youth: RED in English Language Arts and Suspension

Socio-Economically Disadvantaged Students (SED): RED in Suspension

Students with Disabilities (SWD): RED in Mathematics

Note: The LTEL subgroup was introduced to the Dashboard in 2024. LTELs are English Learners who have not reclassified after seven or more years.

School-Level Reflections
Strengths and Successes

Chronic Absenteeism showed the greatest improvement across all schools.

For our Students with Disabilities, we reduced from 15 RED indicators in 2023 to just 7 in 2024—a 53% improvement.

Myron D. Witter Elementary School eliminated both of its 2023 RED indicators (English Language Arts and Math), achieving zero REDs in 2024.

With Barbara Worth, Swing, and Witter exiting ATSI in 2024, all BESD schools are now free of state-level school improvement status.

Challenges and Needs- In both the 2023 and 2024 Dashboards, the following schools had RED indicators for All Students:

Barbara Worth Junior High: RED in Mathematics and Suspension

J.W. Oakley Elementary: RED in Suspension

Note: Padilla-Pace Middle School does not yet have Dashboard data, as the 2024–25 school year is its first year of operation.

Subgroup Performance by Indicator (School Level)

English Language Arts (ELA)
2023: 8 REDs

EL: BWJHS, Oakley, Swing

SWD: BWJHS, Hidalgo, Oakley, Swing, Witter

2024: 4 REDs

EL: Swing

LTEL: BWJHS

SWD: Hidalgo, Swing

(See Actions 1.3 and 2.2 for services)

Mathematics
2023: 6 REDs

EL: BWJHS

SWD: Hidalgo, Swing, Witter

SED: BWJHS

Hispanic: BWJHS

2024: 5 REDs

LTEL: BWJHS

Homeless: BWJHS

SED: BWJHS

SWD: Hidalgo, Oakley

(See Actions 1.2 and 2.2 for services)

English Learner Progress Indicator (ELPI)
2023: 0 REDs

2024: 1 RED

EL: Oakley

(See Action 1.9 for services)

Chronic Absenteeism
2023: 2 REDs

SWD: BWJHS, Witter

2024: 0 REDs

(See Action 3.3 for services)

Suspension Rate
2023: 7 REDs

EL: BWJHS, Oakley

SWD: Swing, Witter

SED: BWJHS, Oakley

Hispanic: BWJHS

2024: 7 REDs

EL: BWJHS

SWD: Swing, Oakley

SED: BWJHS, Oakley

Homeless: BWJHS

Hispanic: Oakley

(See Actions 2.4 and 3.3 for services)

Please note that although the action numbers and the basic description remain the same for the targeted actions, there are changes within the action to provide a more targeted and specific approach to close these gaps. We will be analyzing our effectiveness with these subgroups throughout the 25-26 year and adjusting accordingly.

Additionally as BESD plans for the 2025–2026 school year, each school will continue to refine its School Plan for Student Achievement (SPSA) to address areas of need, ensure equitable allocation of resources, and implement evidence-based interventions tailored to the needs of their students. Together, we remain committed to monitoring our progress, celebrating our wins, and confronting our challenges with thoughtful action and collaboration.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

During the 2023-2024 school year, Brawley Elementary School District received Differentiated Assistance (DA) from the Imperial County Office of Education (ICOE). This work focused on the tenets of Improvement Science and identifying areas of need and conducting root-cause analysis in order to come up with an effective plan of action. Based on the 2022-23 California School Dashboard, BESD was eligible for Differentiated Assistance in the following areas: Priority 4: Student with Disabilities, and Priority 6: Students with Disabilities. The BESD Differentiated Assistance Team met with ICOE in February 2024, March 2024, April 2024 and May 2024 to complete the root-cause analysis. As a result of the work, we identified specific areas to address in the 24-25 LCAP, which can be found in Goal 1, Targeted Action 13. As indicated by our 2024 Dashboard, BESD's SWD subgroup did show growth (specifically in English Language Arts and Suspension) and due to this growth, BESD was not eligible for Differentiated Assistance for our Students with Disabilities.

Due to 2022 Dashboard - All five our our elementary schools participated in Additional Targeted Support and Improvement (ATSI) training. This work assisted schools in revising their SPSA based on student and subgroup needs. MId-year, we were notified (based on our 2023

Dashboard) that two of our schools (Hidalgo and Oakley) exited from ATSI. ATSI work continued with our sites during the 24-25 school year. Our 2024 Dashboard, showed that the remaining three schools exited from ATSI.

Additionally, our 2024 Dashboard indicated that BESD became eligible for DA for a different subgroup. According to our 24 Dashboard, .5% of our students were classified as Foster Youth. This percentage equated to approximately 19 students.

BESD did the following actions to help identify how better to support our Foster Youth:

One step BESD took to better diagnose the needs of our foster youth is the creation of a "Whole Child Process/Protocol" in order to examine a child holistically to determine what services are needed to best serve the child and their family. This protocol will be piloted and refined. BESD Administration is in the process of reviewing its policies and procedures related to foster youth to ensure we are implementing these processes consistently across the district (See Action 3.5).

BESD has no unexpended Learning Recovery Emergency Block Grant (LREBG) funds as of June 30, 2025.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

According to the 2024 Dashboard, BESD does not have any schools eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

According to the 2024 Dashboard, BESD does not have any schools eligible for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

According to the 2024 Dashboard, BESD does not have any schools eligible for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	During the 2024–2025 school year, Brawley Elementary School District (BESD) continued to prioritize student voice and engagement as we work to transform our schools into full-service community schools. Throughout the year, students across all school sites participated in strengths-based surveys to help us better understand what makes them feel connected, supported, and successful at school. In the spring, students were also invited to complete our annual LCAP Student Survey. For sixth through eighth graders, this survey asked students to identify the top three actions they would like the district to focus on for each LCAP goal in 2025–2026. Their feedback helped guide our planning and ensure that student priorities are reflected in our LCAP. Additionally, BESD's fifth and seventh grade students participated in the California Healthy Kids Survey, which gave us important insights into how students are feeling about their mental health, sense of safety, and connection to school. This year, we also launched Student Advisory Committees at our middle and junior high schools. These groups met in focus groups to provide more in-depth feedback on how to improve our current LCAP actions. Their ideas and input are helping shape the future of our

Educational Partner(s)	Process for Engagement
	district, and we are committed to expanding this meaningful student engagement in the years to come.
Families	Brawley Elementary School District (BESD) engaged its educational partners in a comprehensive and ongoing manner throughout the 2024–2025 school year to ensure meaningful input in the development of the 2025–2026 Local Control and Accountability Plan (LCAP). BESD recognizes that authentic collaboration with families and stakeholders is essential to achieving equity, improving student outcomes, and ensuring that all students—especially those in our unduplicated student groups—receive the support they need to thrive. Advisory Committees: BESD convened an LCAP Advisory Committee made up of families, BESD and community members. This committee was composed of three parent representatives from each of the six school sites, as well as representatives from our GATE program, District English Learner Advisory Committee (DELAC), and Migrant Parent Advisory Committee (PAC). This committee met regularly throughout the year—specifically in November, January, February, March, April, and May—to review student data and collaborate with site teams in identifying district and site-specific strengths and needs. A key focus of the committee's work this year was addressing the lowest-performing areas for unduplicated student groups. The committee played an essential role in prioritizing targeted actions and aligning expenditures to maximize positive outcomes for students. Surveys: BESD administered several district-wide and site-specific surveys over the course of the year to broaden stakeholder engagement. As part of our second year of the Community School Planning Grant, each school site conducted parent surveys to gather feedback on the most impactful family engagement activities and the most vital integrated support services and wraparound supports. In April 2025, we administered the "LCAP Surveys by Goal" to all BESD families, inviting them to identify their top three targeted actions for each LCAP goal.

Educational Partner(s)	Process for Engagement
	BESD administered the California School Parent Survey (CSPS) and received 211 responses from families. This survey assessed parent perceptions regarding various aspects of the school environment, including learning environment, school climate, student supports, and parent outreach and involvement. It also aims to understand how these perceptions compare to those of staff and students. Additionally, the Priority 3 Parent and Family Engagement Survey was completed by members of the LCAP Advisory Committee, DELAC, GATE Committee, PAC, School Site Councils (SSC), and English Learner Advisory Committees (ELAC). This survey assessed the district's effectiveness in building relationships with families, fostering partnerships to support student outcomes, and actively seeking family input in decision-making. Consultation with Required Educational Partners: As part of the LCAP development process, the District English Learner Advisory Committee (DELAC) and the District Parent Advisory Committee (PAC) were formally consulted. These groups provided recommendations and identified their top three LCAP targeted actions by State Priority, for integration into the plan. School sites also engaged families by providing LCAP updates and seeking input during monthly SSC and ELAC meetings. The engagement process was embedded throughout the school year, ensuring that feedback was collected at multiple points to inform ongoing revisions and prioritization of LCAP goals and actions. BESD's approach is grounded in the belief that families and community partners are essential collaborators in the educational process. We strive to create inclusive spaces for dialogue, reflection, and shared decision-making, particularly with families of students who have been historically underserved.
Teachers	Brawley Elementary School District (BESD) actively engages staff throughout the school year in a variety of structured and meaningful ways to ensure their voice informs the development of the Local

Educational Partner(s)	Process for Engagement
	Control and Accountability Plan (LCAP). Staff participation is vital in identifying strengths, needs, and effective actions that support improved student outcomes across all school sites. LCAP Advisory Committee Participation: Each of BESD's six school sites designates one staff representative to serve on the district's LCAP Advisory Committee. In addition, selected members of the BETA bargaining unit also participate. The committee meets regularly—in November, January, February, March, April, and May—to review and analyze student performance data, collaborate with site teams, and provide direct input into the development and refinement of LCAP goals, actions, and expenditures. These meetings prioritize data-driven decision-making, particularly related to improving outcomes for unduplicated student groups. Staff across the district are engaged through a series of surveys designed to gather comprehensive input. The LCAP Surveys by Goal (April 2025): This survey yielded 1,075 responses from a combination of staff and students. Staff shared their top three priority actions aligned to each LCAP goal, contributing to districtwide planning and prioritization. Priority 2 – Implementation of State Standards Survey (May 2025): Completed by 63 certificated staff, this survey helped identify strengths and areas of need regarding the implementation of state academic content and performance standards. California School Staff Survey (CSSS): Administered in April 2025 (185 responses), this statewide survey captured staff perceptions of the school environment. Topics included student engagement, social-emotional and physical well-being, school climate, and improvement practices. These data points were used to identify trends and guide responsive planning efforts in the LCAP. In addition to districtwide efforts, individual school sites engage staff in LCAP-related discussions during monthly School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings.

Educational Partner(s)	Process for Engagement
	Staff also contribute to the Community School Advisory Committees at their respective sites, participating in a gap analysis process to identify school-specific strengths and service gaps as part of BESD's Community Schools Planning Grant work. BESD is committed to ensuring that staff are respected partners in shaping district initiatives. By providing multiple opportunities for voice and input—through direct committee participation, targeted surveys, and site-level collaboration—BESD ensures that the perspectives and expertise of its educators and classified staff inform decisions that advance equity, excellence, and student success.
Principals	Administrators, both classified and certificated, play a key role in the development of the Brawley Elementary School District (BESD) LCAP and are engaged throughout the year in multiple, intentional ways. All administrators are provided opportunities to give input during district leadership meetings, through targeted surveys, and during discussions held at various parent advisory committee meetings. These forums allow administrators to share insights based on site-level implementation, data analysis, and their ongoing work with students, staff, and families. Principals serve as site facilitators for their respective LCAP Advisory Committees. In this role, they lead structured discussions, guide group input activities, and represent their school site's needs and priorities. They work closely with their site teams to review student data, identify strengths and gaps, and ensure that school-level priorities are reflected in the district's LCAP. In addition, principals collaborate with their School Site Councils (SSC) to develop and revise their Single Plan for Student Achievement (SPSA). Each SPSA is aligned with district LCAP goals and actions, ensuring coherence between site-based planning and districtwide strategic priorities. This alignment strengthens implementation fidelity and ensures that local actions support broader outcomes related to student achievement, equity, and well-being.

Educational Partner(s)	Process for Engagement
	Through these multiple avenues for participation, BESD ensures that administrators are engaged as critical partners in LCAP development, providing valuable perspectives that help align resources, strategies, and accountability systems to support the success of all students.
Administrators	District administrators play an important role in shaping the Brawley Elementary School District (BESD) Local Control and Accountability Plan (LCAP). Their involvement helps make sure that districtwide services and supports are aligned with the needs of all students—especially those who need extra support. Two district administrators are active members of the LCAP Advisory Committee. They serve as advocates for specific student groups, including English Learners and students receiving Special Education services. Their participation helps ensure that the voices and needs of these students are part of every LCAP discussion and decision. Each year, district administrators also give presentations to the LCAP Advisory Committee to keep members informed about the many services and programs offered across the district. These presentations focus on important areas such as: LCFF Funding and Budget Planning Technology Access and Support Social-Emotional Learning and Student Services Expanded Learning Opportunities (before and after school, and summer programs) Community Schools Planning and Integrated Student Supports These presentations not only share updates but also invite input and questions from committee members, helping to guide district priorities in ways that best serve students and families.

Educational Partner(s)	Process for Engagement
	Through regular participation and open communication, district administrators help ensure that the LCAP reflects a clear, districtwide vision—one that supports equity, student success, and strong connections between schools and families. Their leadership also helps bring together school-level needs and district resources so that all students, especially those in our unduplicated student groups, can thrive.
Other School Personnel	Classified staff are valued partners in the development of the Brawley Elementary School District (BESD) Local Control and Accountability Plan (LCAP), and their voices help shape key priorities and actions to better serve students. Each year, all five school sites select one classified staff member to serve on the district's LCAP Advisory Committee. These site representatives join identified members from the CSEA and CPPA bargaining units to ensure broad and meaningful classified staff participation. The LCAP Advisory Committee meets six times during the year—in November, January, February, March, April, and May—to review student data, share site-level observations, and work with their teams to identify strengths and needs across the district. In addition to committee participation, all classified bargaining unit members are invited to provide input through a variety of districtwide surveys. These surveys are an important way to gather feedback from a wide range of staff and ensure their insights inform district planning: California School Staff Survey (CSSS) – April 2025, 185 mixed responses This statewide survey allows staff to share their perceptions of school practices related to student learning engagement, social-emotional and physical well-being, school climate, and strategies for improvement. LCAP Surveys by Goal – April 2025, 1,075 mixed responses (staff and students)

Educational Partner(s)	Process for Engagement
	This survey offered an opportunity for classified staff to share their top three recommended LCAP actions for each district goal, providing valuable input on what matters most at the school level. Through both direct representation and broad-based surveys, BESD ensures that classified staff have multiple ways to contribute their perspectives, helping the district stay responsive to school site needs and focused on student success.
Local Bargaining Units	Brawley Elementary School District (BESD) values the partnership and input of its employee bargaining units in shaping the Local Control and Accountability Plan (LCAP). Each year, identified representatives from all three local bargaining units serve on the LCAP Advisory Committee to help guide district planning and decision-making. The three bargaining units represented on the committee are: Brawley Elementary Teachers Association (BETA) – 3 members California School Employees Association (CSEA) – 1 member Certificated Pupil Personnel Association (CPPA) – 1 member These representatives meet as part of the LCAP Advisory Committee in November, January, February, March, April, and May. Together with site teams, they analyze student data and provide meaningful input about the strengths and areas of need at both the school and district levels. Beyond committee involvement, all bargaining unit members are encouraged to share their perspectives through staff surveys administered throughout the year. These surveys provide an inclusive and accessible way for all employees to contribute to the LCAP process and help shape the supports and services that will most benefit students and staff across the district.

Educational Partner(s)	Process for Engagement
Community at large	During the 2024–2025 school year, Brawley Elementary School District (BESD) entered its second planning year in a two-year process focused on transforming our schools into full-service community schools. As part of this effort, BESD's community school staff actively reached out to a wide range of local organizations to explore ways to collaborate in better serving our students and their families. These meaningful conversations with community partners led to innovative ideas and new opportunities to expand support services for families. Together, we explored ways to provide wraparound supports—services that address not just academic needs, but also the health, wellness, and overall well-being of the whole child and their family. In addition to outreach, BESD also surveyed both staff and parents to better understand which community supports are most important and most needed—particularly for our unduplicated pupils (students who are English learners, foster youth, or from low-income households). These surveys gave our educational partners a voice in identifying which services would be most impactful. The input we received through these collaborative efforts has been incredibly valuable. It not only informed the supports provided during the current school year, but it has also helped shape the services and partnerships planned for the upcoming year. This work is fully aligned with BESD's LCAP goals and reflects our strong commitment to serving the whole child, the whole family, and the whole community.
SELPA	Each spring, Brawley Elementary School District (BESD) consults with the Imperial County SELPA to ensure that the needs of students with disabilities are meaningfully addressed in the LCAP. During the Spring 2025 consultation, district and SELPA staff reviewed academic data, discussed access to the core curriculum, and shared strategies to improve inclusion and support services. This collaborative process helps align district planning with legal requirements and best

Educational Partner(s)	Process for Engagement
	practices, ensuring that students with disabilities receive high-quality, equitable support.
Foster Youth Supports	Each spring, Brawley Elementary School District (BESD) consults with the Imperial County Foster Youth Liaison to review data and identify best practices for supporting students in foster care. During the Spring 2025 meeting, discussions focused on academic outcomes, school stability, and coordinated services. This collaboration helps ensure that the unique needs of foster youth are reflected in the LCAP and that every student receives the support they need to thrive.
Advisory Committees	As part of the 2025–26 LCAP development process, Brawley Elementary School District (BESD) gathered input from multiple parent advisory committees to ensure meaningful engagement. In April 2025, the Priority 3 Parent and Family Engagement Survey was completed by members of the LCAP Advisory Committee, DELAC, GATE, PAC, SSC, and ELAC. This survey gathered valuable feedback on how well the district is building relationships with families, forming partnerships to support student success, and including families in decision-making. The District English Learner Advisory Committee (DELAC) and District Parent Advisory Committee (PAC) played key roles by identifying their top three LCAP targeted actions by State Priority. These groups also reviewed the draft 2025–26 LCAP in May 2025, providing a second opportunity to ask questions and offer feedback. In addition, site-level School Site Councils (SSC) and English Learner Advisory Committees (ELAC) were engaged in the process throughout the year during their regular meetings, where they reviewed data and shared input aligned to site and district goals.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The 2025–26 LCAP for Brawley Elementary School District (BESD) was shaped significantly by the voices of our educational partners, including students, families, staff, bargaining units, advisory committees, and community partners. Feedback gathered through surveys, advisory meetings, and community school planning efforts directly informed key goals, actions, and budget priorities in this year's plan.

Student Feedback Influence
Student input, gathered through the LCAP Goals Survey, played an important role in shaping all three LCAP goals:

Goal 1: High-Quality and Well-Rounded Education
Students asked for more engaging electives and STEAM learning opportunities (Action 1.2). In response, BESD expanded funding for supplemental electives, hands-on learning, and project-based instruction, especially in the areas of science and technology. The district also prioritized professional development for teachers in high-leverage instructional strategies that support all learners (Action 1.3).

Goal 2: Whole Child Support
Students emphasized the importance of social-emotional, physical, and academic support systems. BESD responded by maintaining investments in school counselors, expanding wellness and behavior support staff, and funding tiered intervention programs. Extended day programming—including tutoring, enrichment, and interest-based activities—was also prioritized and funded. (Actions 2,1, 2.2, 2.3 and 2.4)

Goal 3: Positive and Safe Learning Environment
Students highlighted the importance of safety, cleanliness, and school climate. The district responded by increasing campus supervision, expanding custodial support, and investing in climate and attendance initiatives. Based on student interest, the LCAP also includes funding for student recognition programs, field trips, clubs, and extracurriculars that build connection and engagement. (Action 3.1 and 3.4)

LCAP Advisory Committee: Top Priorities

The LCAP Advisory Committee (comprised of staff and families) identified key priorities to guide district planning and resource allocation for the 2025–26 school year:

Priority 1:Enhance playground equipment and outdoor learning spaces to promote physical fitness and overall student well-being. (Action 3.4) Provide collaboration time and professional development for mathematics teachers as they engage with the new California Mathematics Framework and participate in the curriculum selection process. (Action 1.2)

Priority 2: Implement tiered academic interventions to support students based on individual needs. (Goal 2 Actions)

Priority 3: Increase Parent Liaison staff hours to strengthen family engagement and support. (Action 3.2)

Priority 4: Expand paraeducator support for students mainstreaming into general education classrooms, as well as those needing additional in-class assistance. (Actions 1.5, 1.9 and 1.10)

Priority 5: Develop and implement attendance incentive programs to encourage regular student attendance. (Action 3.3)

Priority 6: Address bullying and promote positive behavior by adopting programs focused on prevention and intervention, including cyberbullying awareness. (Actions 1.7, 2.1 and 2.4)

Educate students and staff about appropriate behavior, train students to intervene as bystanders, and provide meaningful recognition for acts of kindness within the school community.

Priority 7: Expand Career Technical Education (CTE) offerings in the middle school setting. Establish grade-level science themes and areas of concentration to deepen students' science learning. (Action 1.2)

Priority 8: Increase real-world educational experiences, including field trips for elementary and junior high students, and integrate real-life connections through Visual & Performing Arts, such as the Youth Cinema Project. (Actions 1.1 and 1.2)

Parent Feedback: Priority Three Reflection

As part of our ongoing commitment to strengthening family engagement, the Priority Three Reflection Tool helped identify areas where parents felt additional support is needed. Two areas received the lowest scores from families:

Teacher-Family Communication:
Families rated the district's progress in implementing effective policies and programs that encourage teachers to meet with families and students to discuss academic progress and collaborate on strategies to improve student outcomes as an area needing growth. (Action 3.2)

Family Empowerment and Advocacy:
Families also indicated that more support is needed to help them understand and exercise their legal rights, and to effectively advocate for their own students as well as for all students. (Action 3.2)

These insights have guided BESD's focus on improving communication practices, increasing parent training opportunities, and expanding resources to empower families as active partners in student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BESD will provide a high quality well balanced educational system to raise academic achievement for ALL students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

BESD created the broad goal of providing a high quality, broad and robust, well balanced educational system to raise academic achievement for ALL students (Goal 1), while targeting unduplicated pupils. This academic goal was created to ensure continuous improvement related to instruction, provide a robust broad course of study for students, enhance learning through technological and diagnostic supports, provide supplemental leader and teacher support while supporting all learners while demonstrating improved academic achievement for targeted subgroups.

Actions are grouped together around 4 big ideas:

Instructional Continuous Improvement: Actions 1.3 and 1.7 provide systematic professional development and ongoing support to teachers. Actions 1.4, 1.6 and 1.13 provide additional leadership support and training as well.

Access to Broad Course of Study: Actions 1.1, 1.2, 1.5, and 1.10 focus on providing supplemental support for a broad base of diverse learning opportunities such as additional electives, expanded STEAM learning opportunities, universal pre-kindergarten (UPK) enhancements, and a dual language Institute (DLI)

Supplemental Technological, Diagnostic and Site Level Supports to Improve Student Achievement: Actions 1.8, 1.11 and 1.12 provide technology and additional diagnostic support to enable differentiated learning for students to achieve mastery. This grouping also allows for site specific enhancements based on a comprehensive review of real-time data each year.

Targeted Supports: Action 1.9 provides additional supports for English Learners and Action 1.13 provides focused support to underrepresented students to address academic achievement, social-emotional learning, behavior and attendance.

Through the intentional grouping of these actions, BESD intends to gauge effectiveness as measured by maintaining high levels of highly qualified teachers who are properly assigned, increasing student achievement on state assessments (CAASPP in English Language Arts and Mathematics and improvement on the ELPAC). Additionally BESD intends to show continued progress and effectiveness as measured by Priority Two (Implementation of State Standards) and Priority Seven (Access to a Broad Course of Study). NOTE: See Desired Outcomes below for detailed explanations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately assigned and fully credentialed teachers.	2023 Dashboard. 95.7% of teachers appropriately authorized BESD 95.7% BWJHS 99.5% Hidalgo 91.7% Oakley 96.2% Phil Swing 94.8% Witter 94.8%	2024 Dashboard. 95.8% of teachers appropriately authorized BESD: 95.8% (Above State & County Average) (.1% increase) Met Desired Outcome at District Level BWJHS 85.4% (14.1% decrease) Hidalgo 96.5% (4.8% increase) Oakley 100% (3.8% increase) Phil Swing 100% (5.2% increase) Witter 98.7% (3.9% increase) Padilla-Pace N/A		Each school will maintain a rate of 95% of their teachers being appropriately authorized.	BESD maintained higher than a 95% rate of appropriately authorized and fully credentialed teachers. 80% of schools (4/5) had a 95% rate of appropriately authorized and fully credentialed teachers. Outcome partially met. See increases and decreases in Year 1 Outcome column for details.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Measurable progress of state standards implementation as measured by the state Academic Standards Implementation Survey/Reflection Tool for LCFF Priority 2.	LCFF Priority 2 Survey/Reflection Tool Results 23-24 Professional Development ELA: 4 (Full Implementation) ELD: 4 (Full Implementation) Math: 4 (Full Implementation) NGSS: 3 (Initial Implementation) History: 3 (Initial Implementation) Instructional Materials ELA: 4 (Full Implementation) ELD: 4 (Full Implementation) Math: 4 (Full Implementation) NGSS: 3 (Initial Implementation) History: 3 (Initial Implementation) Policy & Program Support ELA: 4 (Full Implementation) ELD: 4 (Full Implementation) Math: 4 (Full Implementation)	LCFF Priority 2 Survey/Reflection Tool Administered in Spring 2025 to Certificated Staff Results 24-25 Professional Development ELA: 4 (Full Implementation) ELD: 4 (Full Implementation) Math: 4 (Full Implementation) NGSS: 4 (Full Implementation) History: 4 (Full Implementation) Instructional Materials ELA: 4 (Full Implementation) ELD: 4 (Full Implementation) Math: 4 (Full Implementation) NGSS: 4 (Full Implementation) History: 4 (Full Implementation) Policy & Program Support		Each year the average score on the Priority Two Reflection Tool will increase by .2	The average score on the Priority Two Reflection Tool is 77/23 = 3.35 +.24 increase Outcome met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NGSS: 3 (Initial Implementation) History: 3 (Initial Implementation) Implementation of Standards Career Technical Education: 2 (Beginning Development) Health Education: 3 (Initial Implementation) Physical Education Model: 3 (Initial Implementation) Visual and Performing Arts: 2 (Beginning Development) World Language: 2 (Beginning Development) Previous Year Engagement with Teachers/School Administrators Identification of professional learning needs of groups of teachers/staff as a whole: 3 (Initial Implementation) Identification of professional learning needs of individual teachers:	ELA: 4 (Full Implementation) ELD: 3 (Initial Implementation) Math: 4 (Full Implementation) NGSS: 3 (Initial Implementation) History: 3 (Initial Implementation) Implementation of Standards Career Technical Education: 1 (Exploration and Research Phase) Health Education: 1 (Exploration and Research Phase) Physical Education Model: 4 (Full Implementation) Visual and Performing Arts: 3 (Initial Development) World Language: 1 (Exploration and Research Phase) Previous Year Engagement with Teachers/School Administrators Identification of professional			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3 (Initial Implementation) Providing support for teachers on unmastered standards: 3 (Initial Implementation) Average Score of all 23 indicators on this Reflection Tool is 75/23 = 3.09	learning needs of groups of teachers/staff as a whole: 4 (Full Implementation) Identification of professional learning needs of individual teachers: 3(Initial Implementation) Providing support for teachers on unmastered standards: 3 (Initial Implementation) Average Score of all 23 indicators on this Reflection Tool is 77/23 = 3.35 +.24 increase			
1.3	% of students who have access to standards aligned instructional materials.	23-24 100% of students have access to standards-	24-25 100% of students have access to standards-aligned		100% of students have access to standards-aligned	BESD has maintained that 100% of students have access to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		aligned instructional materials	instructional materials.		instructional materials.	standards-aligned instructional materials. Outcome met.
1.4	Summative English Language Proficiency Assessment Consortium (ELPAC) ELPI - % of ELs making progress toward English Language proficiency and % of students who scored at each level of the ELPAC (Well Developed, Moderately Developed, Somewhat Developed, and Minimally Developed	ELPI for 22-23 57.2% of BESD English Learners made progress toward English language proficiency (a 5.8% increase). Maintained High Level (Status) Summative ELPAC Scores for 22-23: 16.37 % - Level 4 (Well Developed); 31.44 % - Level 3 (Moderately Developed); 31.18 % - Level 2 (Somewhat Developed); 21 % Level 1 (Minimally Developed) Increase in students attaining Level 4 (Well Developed) on the Summative ELPAC: 11.19% (21-22) to 16.37% (22-23) = 5.17% Increase	2024 Dashboard - ELPI ELPI: 45.6% made progress (decreased 11.6%) ELPAC: 23-24: 10.30 % - Level 4 (Well Developed); 32.74 % - Level 3 (Moderately Developed); 35.01 % - Level 2 (Somewhat Developed); 21.95 % Level 1 (Minimally Developed) Desired Outcome Not Met		Each year the English Learner Proficiency Indicator status shall attain High Status on 5x5 grid (55% or more) for the LEA and each school as well. Each year, the percentage of students scoring Level 4 - Well Developed on the ELPAC will increase by 1%	In Year One, we did not meet this measurable outcome. BESD saw an 11.6% decrease in ELs making progress toward English language proficiency. As for ELPAC, BESD saw a 6.07% decrease in the percentage of students scoring a Level 4 (Well-Developed). Further disaggregation at the school level, will help schools determine which students are not making progress in order to identify them early and intervene as well.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Smarter Balanced Assessment Consortium (SBAC) % of students meeting or exceeding standards in ELA and Math and Distance From Standard in ELA and Math for ALL Students group and all subgroups	2023 CAASPP Scores % met or exceeded standards In SBAC-ELA 35.92%, Mathematics 23.39% 2023 ELA CAASPP - Dashboard - Distance from Standard (DFS) ELA (ALL): 40.5 points below standard DFS: ELA Subgroups ELs: 73.3 points below standard (32.8 point gap) Low Income: 51.4 points below standard (10.9 point gap) Students with Disabilities: 126.5 points below standard (86 point gap) Foster Youth: 61.6 points below standard (21.1 point gap) Math (ALL) : 78 points below standard DFS: Math Subgroups EL 96.8 points below standard (18.8 point gap)	2024 CAASPP Scores % met or exceeded standards SBAC-ELA 34.36% (-1.56%), Mathematics 21.92% (-1.47) 2024 ELA CAASPP - Dashboard - Distance from Standard (DFS) ELA (ALL): 41.7 points below standard (-1.2 points) Math (ALL) : 80.7 points below standard (-2.7 points) DFS: ELA Subgroups ELs: 68.3 points below standard (+5 points) LTELs: 111.5 points below standard (-1.3 points) Low Income: 51.8 points below standard (-0.3 points)		The percent of students meeting or exceeding standards shall increase by 4% The Distance From Standard (DFS) for ELA and Mathematics shall improve 3 points each year. This will be for the ALL students subgroup and also for each significant subgroup.	In Year One, the percent of students meeting or exceeding standards did not increase by 4%. BESD saw a decline of 1.56% in ELA and a 1.47% decline in Mathematics. In Year One for ELA, the Distance From Standard (DFS) did not improve 3 points. There was a 1.2 pt decline in DFS. In Year One for Mathematics, the Distance From Standard (DFS) did not improve 3 points. There was a 2.7 pt decline in DFS. School level, student level, grade level and target level data analysis has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 87.7 points below standard (9.7 point gap) Students with Disabilities: 148.9 points below standard (70.9 point gap) Foster Youth: 81.9 points below standard (3.9 point gap)	Students with Disabilities: 121 points below standard (+5.5 points) Foster Youth: 78.9 points below standard (-17.4 points) DFS: Math Subgroups EL: 93.6 points below standard (+3.2 points) LTELs: 173.6 points below standard (-7.4 points) Low Income: 89.2 points below standard (-1.5 points) Students with Disabilities: 150.1 points below standard (-0.2 points) Foster Youth: 125.1 points below standard (-43.2 points) Desired Outcomes Not Met			assisted in determining greatest areas of need moving forward.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Results from annual use of state's Reflection Tool related to Priority 7: Access to a Broad Course of Study	LCFF Priority 7 Reflection Tool Results 23-24 Strengths: Access to Core Classes: 100% of students are enrolled in core classes. Standards-aligned art program utilized TK-6. ASES/ELOP available to all students TK-8th and growing annually. Spanish offered during after school programming at the elementary. All students have access to recent adoption of standards-aligned instructional materials for history from the current adoption cycle. Numerous electives offered at junior high: Spanish (2 levels), art, music, Maker Space, Journalism and Introduction to Graphic Design. Music offered to 4th-6th grades at elementary sites. Dual Language Immersion (DLI	LCFF Priority 7 Reflection Tool 24-25 100% of students have access to core classes Elementary sites offer music and dance to all students DLI expansion - recruiting students 8th period electives Making progress on LRE Met Desired Outcome		Each year, BESD will make progress on the challenge that is noted from the previous year. Strengths, challenges and progress will be noted each year.	In Year One, BESD met desired outcome and continues to make progress on increasing and expanding access to a broad course of study for all students. Differences from baseline year include offering music and dance to all elementary students, expanding our Dual Language Institute, and increasing the amount of time SWD are mainstreamed. We also incorporated some 8th period electives. We will continue to identify strengths, challenges and progress every year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		program) will expand from TK to third grade during the 24-25 school year. Summer Academy programming has expanded significantly and continues to provide this level of service annually. Challenges: Not all students participate in elementary music program Parents are interested in Spanish at the elementary schools, but DLI is currently offered for only Kinder-2nd grade and will expand to TK and 3rd grade next year. Not all students at the junior high have access to electives due to enrollment in ELD or intervention classes. EL Mentors have been added to focus on reclassification of English Learners at all sites. As an alternative, students are encouraged to				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participate in ASES/ELOP. After-school programming has many electives for students. While students with disabilities have access to core content classes, we have not met the LRE target for time spent in the general education setting. We continue to increase mainstreaming and will be expanding Co-Teaching in the upcoming school year.				
1.7	Reclassification Rate % of EL students reclassified annually	22-23 BESD Reclassification Rates (not available in DataQuest) - local numbers below BESD= 11.02% BWJH= 21.68% Oakley= 9.85% Hidalgo= 6.86% Witter= 3.76% Swing= 12.25% Increased from 4.22% (21-22) to 11.02% (22-23)	23-24 BESD Reclassification Rate (not available in DataQuest) - local numbers below BESD= 14.16% (Increased 3.14%) BWJH= 21.63% (Declined .05%) Oakley= 11.02% (Increased 1.17%) Hidalgo= 12.81% (Increased 5.95%) Witter= 18.42% (Increased 14.66%) Swing= 10.62 % (Declined 1.63%)		Each year, Reclassification rate will increase by at least 1 percent for each school and also district-wide	The following entities increased their reclassification rate by at least one percent: BESD. increased 3.14% Oakley increased 1.17% Hidalgo increased 5.95% Witter increased 14.66% BWJHS or Swing did not meet this outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						As this is PPMS' first year, Padilla-Pace Middle School does not two reclassification rates to be able to compare.
1.8	CAST Science Assessment - administered in 5th and 8th grade % of students Met/Exceeded standard	22-23 CAASPP CAST Results: % Met/Exceeded BESD: 15.93% met/exceeded Standard 5th Grade: 17.33% met/exceeded Standard 8th Grade: 14.63% met/exceeded Standard 5th Grade Oakley: 7.53% met/exceeded Standard Hidalgo: 15.05% met/exceeded Standard Witter: 23.94% met/exceeded Standard Swing: 20.16% met/exceeded Standard 8th Grade BWJH: 14.63% met/exceeded Standard BESD CAST Scores by Subgroup	23-24 CAASPP CAST Results: % Met/Exceeded Standard BESD: 12.93% (declined 3%); 5th Grade: 16.82% (declined 0.51%) 8th Grade: 9.29% (declined 5.34%) 5th Grade Oakley: 17.97% (increased 10.44%) Hidalgo: 12.79% (declined 2.26%) Witter: 21.88% (declined 2.06%) Swing: 13.74% (declined 6.42%) 8th Grade BWJH: 9.29% (declined 5.34%)		Each year, CAST proficiency rate will increase by 3 percent for each school and also district-wide. This will be for the ALL students subgroup and also for each significant subgroup.	The following school met this expected outcome: Oakley increased 10.44% BESD, BWJH, HIdalgo, Swing, Witter did not meet this outcome. See Year One column for details.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 15.93% met/exceeded Standard EL 2.09% met/exceeded Standard SED 13.30% met/exceeded Standard FY N/A SWD .86% met/exceeded Standard	BESD CAST Scores by Subgroup: % Met/Exceeded Standard/ Distance from Standard (DFS) ALL: 12.93% (decreased 3%); DFS: -22.8 points EL: 0% (declined 2.09%); DFS: -26.7 points (+3.2 points) LTELs: 0%; DFS: -34.4 points (+2.6 points) Low Income: 9.94% (declined 3.36%); DFS: -24.5 points (+0.3 points) SWD: 1.62% (increased 0.76%); DFS: -31.2 points (+6.5 points)			
1.9	Long Term English Learners (LTELs) % of LTELS An EL student to which all of the following apply: (1) is enrolled on Census	2023-2024 Data (via DataQuest) BESD 7.6% BWJHS 17% O 4.7% H 4.5%	2024-2025 Data (via DataQuest) BESD 9.6% BWJHS 25.8% O 0% H 0%		Each year, will reduce % of LTELs by 2%.	Percentage of LTELs did not decrease. There was a 2% increase. Outcome not met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Day in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC	W 5.3% S 4.3%	W 0% PP 26.9% S 0%			
1.10	At Risk of becoming an LTEL % of students identified as "At Risk" of becoming an LTEL An EL student to which all of the following apply: (1) is enrolled on Census Day in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC	2023-2024 Data (via DataQuest) BESD 11.2% BWJHS 1.6% O 12.2% H 13.6% W 16.5% S 14.6%	2024-2025 Data (via DataQuest) BESD 12% BWJHS 1.4% O 19.9% H 17.1% W 15.9% PP 3.6% S 17.7%		Each year, will reduce % of at risk of becoming LTELs by 2%.	Percentage of students at risk of becoming an LTEL did not decrease. There was a .8% increase. Outcome not met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1 was fully implemented. BESD reduced class sizes in grades 4 through 6 to provide more individualized attention and improve academic outcomes. We targeted an ongoing challenge as we invested in our educators through signing bonuses to attract fully credentialed teachers for hard-to-fill positions, teacher recruitment/retention efforts, and stipends for both teacher leaders and mentors. One success was that we expanded professional learning through supplemental professional development opportunities and strengthened staff support with classified education stipends. Our commitment to a well-rounded education was reflected in the addition of a wide variety of elective courses at the middle school level, including Band, Orchestra, Choir, Elementary Music, Art, Journalism, Reader's Theater, and Dance.

Action 1.2 was fully implemented. This action included expanding access to supplemental STEAM-aligned texts and materials, enhancing professional development in science and math content and pedagogy, and providing students in grades 3–8 with hands-on, project-based learning experiences. Professional development opportunities, STEAM lab implementation, and elective courses such as MakerSpace and Graphic Design helped increase student excitement and access to advanced learning opportunities. Additional supports included paraeducator assistance, targeted summer collaboration around science curriculum coherence, and increased enrichment opportunities for underrepresented student groups. Successes included strong student engagement in STEAM labs and electives, improved collaboration among teachers during summer planning, and increased access to high-quality instructional materials. A challenge faced was ensuring consistent implementation across all sites, particularly in schools with red indicators for targeted subgroups in mathematics and science. Ongoing professional development and materials support helped address these gaps and build capacity among instructional staff.

Action 1.3 was fully implemented Successes included strong participation in supplemental PD focused on co-teaching, and inclusive practices. Use of the 4 supplemental contract days allowed for targeted training in co-teaching as well. Although some training was offered BeGLAD, RTI, PLCs, equity, early literacy, and academic content areas, consistency across the district is needed. Coaching support and classified staff training enhanced implementation. Challenges included inconsistent site capacity to implement all PD with fidelity and limited time to cover the full range of identified training needs. Efforts continue to improve outcomes for EL and SWD subgroups who scored red in ELA.

Action 1.4 was fully implemented. BESD implemented supplemental instructional leadership development for administrators through PD, coaching walks, site visits, and leadership institutes focused on differentiated instruction and equitable leadership. Administrators also engaged in targeted training on co-teaching to better support inclusive practices for dually identified students. Successes included strong participation in principal summits, leadership institutes, and increased collaboration during coaching walks. A challenge has been scheduling consistent site visits and ongoing coaching due to competing site-level responsibilities. Despite this, administrators report increased confidence in supporting inclusive instruction and staff development.

Action 1.5 was fully implemented. BESD refined our Newcomer's Program, provided supplemental supports for students with disabilities, and enhanced TK materials were implemented to support academic and social-emotional growth. Students engaged in the Youth Cinema Project, music, art, physical activity, and technology programs. Successes included increased engagement in VAPA and whole-child initiatives.

Action 1.6 was fully implemented. BESD provided leadership support and professional development at all school sites, focusing on equitable practices to improve instruction and student support. The partnership with Riverside County Office of Education has supported our leaders as they develop comprehensive school plans aligned with our LCAP. Schools made progress in using data and continuous improvement cycles to strengthen academic, social-emotional, and behavioral supports.

Action 1.7 was fully implemented. BESD has continued to support Professional Learning Communities (PLCs) and refine our Multi-Tiered System of Supports (MTSS). Teacher leaders have been provided stipends for guiding PLCs and collaboration efforts. We've attended MTSS conferences and received materials for strategies like RtI, Restorative Practices, SEL, and PBIS. Teachers have made significant progress in using these tools to address academic and behavioral needs, leading to positive outcomes across the district.

Action 1.8 was fully implemented. BESD has increased access to technology, providing Chromebooks, internet devices, and software to support student learning. Our tech support staff has ensured smooth implementation and provided professional development for teachers. While there were some challenges completing every project, feedback has been positive, and student achievement has improved. BESD has also secured additional funding to increase our cybersecurity measures and cybersecurity education for staff, students and families.

Action 1.9 was fully implemented. BESD supported English Learners by offering extra learning before and after school and providing helpful programs and supplies. Staff worked closely with EL families to support their children's success. Teachers received some training to better help EL students, leading to improved learning and course completion. Newcomer students got extra support to adjust and were encouraged to join the Dual Language program to build skills in both English and their home language. EL Mentors helped students who need extra language support set goals and succeed, while schools provided special programs to boost language skills and reclassification. Families were invited to events about language learning, and staff received ongoing training to better support EL students.

Action 1.10 was fully implemented. BESD successfully expanded its Dual Language Immersion (DLI) Program to include TK and 3rd grade. We hired high-quality bilingual teachers and provided extra support and stipends for DLI staff. Newcomer students were encouraged to join the program to help build skills in both English and their home language. Our Community School Partnership Coordinator actively recruited families from the community to enroll in the DLI program, supporting our goal of promoting biliteracy for all students.
was fully implemented.

Action 1.11 was partially implemented. Assessment staff regularly monitored student progress to identify academic needs and provide targeted support. Consistency in testing personnel helped build strong relationships with students, especially benefiting Low Income, Foster Youth, and English Learners. Using the latest assessment data, BESD focused on timely interventions to close achievement gaps. For the 24-25 school year, we provided limited professional development for teachers on using assessments, refreshing data platforms, and creating targeted interventions to better support student success. This is an area of growth in the future.

Action 1.12 was fully implemented. BESD allocated LCFF Site Funding to each school to address the unique needs of unduplicated pupils at the site level. Schools used these funds to support district initiatives aligned with LCAP goals and to target specific student needs on their campuses. Each school's SPSA included these expenditures, which were approved by their School Site Council and the Governing Board. We reviewed spending to ensure alignment with BESD's LCAP goals. Site improvement teams received ongoing support as they analyzed data and worked with their SSCs to refine plans throughout the year.

Action 1.13 was partially implemented. This year, BESD partnered with educational stakeholders to better understand and support students requiring the most help. Focus areas included English Learners, students from low-income families, and students with disabilities. A root cause analysis was conducted to identify underlying challenges impacting student performance. Based on the findings, targeted plans were developed to improve academic outcomes and student well-being. This work aligned with Differentiated Assistance, Compliance and Improvement Monitoring (CIM), and Additional Targeted Support and Improvement (ATSI) efforts. BESD is still working on strengthening the targeted actions related to the root-cause analysis.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 - There were no significant material differences between budgeted expenditures and estimated actual expenditures. PPMS did require less electives this year due to its smaller enrollment. We anticipate adding elective sections in the upcoming years.

Action 1.2 - BESD spent less on STEAM materials than anticipated. Additionally, the district did not contract out as much PD in this area (STEAM). In anticipation of budget changes, less monies were spent on travel costs for professional development. These reductions did not directly effect services to students.

Action 1.3 - BESD did limit out of county travel in a cost-cutting effort. This caused some reduction in professional development costs. BESD identified experts within sites and provided opportunities for peer training. Additionally, federal funds were utilized to fund some efforts such as our training related to co-teaching.

Action 1.4 - There were no significant material difference between budgeted expenditures and estimated actual expenditures. BESD anticipates this action item will be fully expended. BESD participated in leadership training with Riverside County Office of Education. Professional learning opportunities and monthly coaching sessions were provided to our Principals and Vice Principals. Two areas of focus was targeted goal setting and enhanced family engagement.

Action 1.5 - There were no material differences between budgeted expenditures and estimated actual expenditures. Monies were spent on flexible seating enhancements to support our students with additional needs.

Action 1.6 - There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 1.7 - As a cost saving ad efficiency measure, BESD did not utilize Guiding Coalition stipends this year and eliminated travel for conferences.

Action 1.8 - There were no material differences between budgeted expenditures and estimated actual expenditures. Technological equipment was upgraded and new equipment was purchased for Padilla-Pace Middle School as well.

Action 1.9 - There were no material differences between budgeted expenditures and estimated actual expenditures. Academic Coaches provided various trainings throughout the year. EL Mentors provided goal setting support and targeted support related to reclassification. ELLevation modules were provided to staff for additional training opportunities.

Action 1.10 - There were no material differences between budgeted expenditures and estimated actual expenditures. Our Dual Language Program continues to grow and expand.

Action 1.11 - There was a material difference in this action as BESD had to replace its assessment clerk and during that transition, less money was spent on salary and benefits than projected. Additionally, the projected testing stipends were not needed as all testing happened during the school day.

Action 1.12 - There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 1.13 - There were no material differences between budgeted expenditures and estimated actual expenditures

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 has shown a positive impact in several areas and is considered effective overall. Class size reduction in grades 4–6 has led to more personalized instruction, with both parents and teachers reporting improved student focus and achievement. The expanded elective offerings have been very well received, increasing student engagement and satisfaction. BESD continues to refine professional development, guided by annual staff feedback to ensure relevance and impact. Stipends for teachers, mentors, and classified staff have helped with retention and recognition, while signing bonuses have effectively supported recruitment for hard-to-fill roles. Recruitment and retention efforts show steady progress, though we continue to refine strategies for specialized positions.

Action 1.2 is considered partially effective. STEAM labs, hands-on projects, and electives like MakerSpace and Graphic Design have increased student engagement, especially among English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Professional development in science and math content has improved instructional practices, and supplemental materials have supported more engaging, standards-aligned instruction. However, gaps remain in math achievement, particularly at sites with red indicators for targeted subgroups. Implementation across schools has varied, and some staff still need support to fully integrate STEAM strategies. To address this, the district has begun the process of adopting new mathematics instructional materials to improve consistency and outcomes across all sites.

Action 1.3 is considered effective. Supplemental professional development has been effective in building teacher capacity to support EL, SWD, LTEL, SED, and FY students, especially in ELD strategies and inclusive practices. The use of PD days coupled with targeted support has strengthened instructional alignment and increased staff confidence. However, effectiveness has been limited by ongoing challenges,

including a shortage of substitutes, which reduces opportunities for teachers to attend training during the school day. Teachers continue to express a strong need for more collaboration time to apply and refine strategies learned through PD.

Action 1.4 is considered effective. Leadership development efforts have been effective in building administrator capacity to support differentiated instruction and inclusive practices. Participation in leadership institutes, coaching walks, and co-teaching PD has strengthened administrators' ability to lead instructional improvement, particularly for dually identified students (EL, LTEL, SED, FY, SWD). However, effectiveness has been limited by scheduling challenges that have impacted the consistency of site visits and follow-up coaching. While administrators report increased awareness and confidence, continued support is needed to fully implement inclusive leadership practices across all sites.

Action 1.5 was effective. The actions have been effective in expanding access to a well-rounded curriculum. TK paraeducators, early literacy materials, and UPK support have strengthened early learning. The Youth Cinema Project has boosted creativity and language development, while expanded music, art, and physical activity programs promote whole child development. Supplemental materials for students with disabilities and newcomers help meet individual needs. Teacher stipends have supported program implementation and staff engagement.

Action 1.6 was effective in building leadership capacity and aligning school efforts with district goals. Support from the Riverside County Office of Education has helped site leaders create stronger, more focused school plans. Training on co-teaching and the refinement of MTSS have supported more inclusive practices and better coordination of academic and behavioral interventions. As a result, schools are beginning to use data more consistently to guide decisions and provide targeted supports. The foundation built this year is helping schools better meet the needs of students—academically, behaviorally, and socially—while also contributing to reductions in chronic absenteeism.

Action 1.7 was effective. The support for PLCs and MTSS has been effective in improving teaching and collaboration. Teacher leaders have guided the process, and strategies like RtI, Restorative Practices, SEL, and PBIS have helped address academic and behavioral needs, leading to positive results.

Action 1.8 was effective.The actions taken to increase access to technology have been effective in supporting student learning. Providing Chromebooks, internet devices, and supplemental software has improved access to resources. Tech support staff and professional development for teachers have helped ensure successful implementation. Overall, these efforts have led to positive feedback and improved student achievement.

Action 1.9 was effective. The use of EL Mentors, ELLevation professional development modules, and site embedded professional development have been well-received.

Action 1.10 was considered highly effective. Our Dual Language Institute has continued to gain momentum and interest. During the 2025-2026 school year, BESD will be adding fourth grade to the DLI. Parents and students have expressed gratitude for having a dual language educational experience as an option.

Action 1.11 was partially effective. Continued work will be done to streamline our assessment systems to ensure maximum effectiveness and efficiency.

Action 1.12 was effective. Schools work diligently with their School Site Councils to align their SPSAs to their unduplicated pupils needs as well as the district's LCAP.

Action 1.13 was effective. Five schools exited from ATSI. NOTE: PPMS is a new school and did not have an ATSI designation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal One will remain the same. In terms of actions, most actions will remain the same. There will, however, be some nuanced changes within some of the actions. Action 1.1 will show evolvement of the electives offered, based on enrollment figures. Our middle schools are exploring different electives and CTE options. For next year, Action 1.2 will work to align with BESD as it goes through an instructional materials adoption process in the area of Mathematics. Professional development will be tailored to help teachers select new materials and then support them as they begin implementation plans. For Actions 1.4 and 1.6, we anticipate some possible changes in our Leadership training. In Action 1.3 , instead of the use of Academic Coaches, we will be using different manners to provide site-level support for our teachers, inclusive of extra stipends for teachers. There will be no changes to the metrics and the respective outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Enhance the quality of instruction for all students	Students will benefit from reduced class size in 4th through 6th grade to 31:1. Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. First and best instruction provided by well-trained teachers is needed to improve student outcomes. Increase the opportunities for obtaining a well-rounded education for providing supplemental elective courses at the middle schools. BESD will provide signing bonuses to attract fully-credentialed teachers for hard-to-find positions with the goal of increasing student engagement and accessibility for students with additional needs such as, English learners, Long-term English learners, socio-economically disadvantaged students, foster youth and dually identified students with disabilities. Elective Teachers: Band, Orchestra, Choir, Elementary Music, Art, Journalism and Dance, Teacher Stipends, Class Size Reduction for 4th through 6th grade, Induction Stipends for Mentors, Supplemental PD,	$2,722,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Signing Bonus for Hard to Find Teachers, Teacher Leader Committees, Teacher Recruitment Efforts, Instructional Staff Retention Efforts and Classified Education Stipends		
1.2	Supplement the implementation of State standards aligned STEAM instruction for students	Provide students with multiple opportunities to engage in Science, Technology, Engineering, Art and Mathematics program implementation (STEAM). Increase supplemental STEAM aligned texts and instructional materials. Teachers will participate in math pilots to become savvy consumers of new math curriculum aligned to the new math framework. Our Low Income, Foster Youth, Homeless and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Access to supplemental texts and instructional materials will improve academic performance for students. Instructional staff will receive increased professional develop in science and math content and pedagogy (claims and targets) to increase proficiency for English Learners, Long-term English Learners, low-income, foster youth and dually identified Students with Disabilities. Collaboration will take place related to coherence around Science planning guides across grade levels. Additionally, students in grades three through eight will engage in hands-on project-based learning experiences to increase proficiency for English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Foster Youth. This action will build in supports in for the subgroups (EL, SWD, SED, Hispanic) and Schools (BW, H, S, W) that had red indicators for targeted subgroups in the area of mathematics. Professional Development to enhance instruction, Elementary STEAM Labs to supplement science instruction and to generate excitement in the area of STEAM, Supplemental STEAM Program Expenses, Para-Educator support for Elementary/Middle School STEAM Labs, Materials and Supplies to provide hands on experiences, Science Content, Math Content and Instructional Strategies PD, Supplemental math materials to support pilots. Elective Teachers: MakerSpace Teacher, Graphic Design Teacher and a CTE Agriculture Science Teacher to engage students in innovative technology and design (elective courses), Supplemental advanced learning/enrichment opportunities for underrepresented student groups,	$1,094,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional materials to support STEAM, Math, MakerSpace, Graphic Design and Agricultural Science (CTE)		
1.3	Ensure instructional staff is trained and supported to utilize high leverage, research based, high-yield instructional strategies	Provide all staff supplemental professional development to enhance instruction for all learners. Teachers and other instructional staff will receive ongoing academic and behavioral support to ensure student success. BESD will continue to support this by providing professional development, including professional development related to instructional techniques in the areas listed below. Maintain Teachers contract at 187 days and use the 4 days to provide targeted, supplemental professional development. To address the needs of English Learners, Long-term English Learners, Socio-economically Disadvantaged students, Foster Youth and Students with Disabilities who are dually identified as EL, LTEL, SED or FY, supplemental professional development will be provided to instructional staff in the following areas: ELA (claims and targets), writing (claims and targets), Co-Teaching to promote inclusive practices, and strategies for teachers to address the needs of various disabilities of dually identified students with disabilities. Supports will be intentionally provided for the subgroups that scored red in English Language Arts (EL, SWD, FY, HMLS and LTEL). Supplemental PD: Strategies to support English Learner (EL) students (BeGLAD, etc.), mathematics strategies and content (Partnership with SDSU), ELA, History and Science/NGSS strategies, PLC and RTI implementation, specialized training i.e. GATE, music, art, PE, early literacy skills, navigating educational technology, Co-Teaching, Equity, dual language, improving the culture and climate (Building Healthy Relationships), addressing the needs of students with disabilities, site visitations to learn best practices and job specific training for all staff, including program training for classified instructional staff, as well as CTE program training. Academic Coach for Literacy, Stipend for Academic Coach for Literacy, Classified Extra-duty Stipends, Teacher Contract Extension, Snacks for	$1,178,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Development, Supplemental PD and materials to enhance instruction, improve culture and climate, as well as to engage students in learning, Stipends for peer learning.		
1.4	Provide additional support to ensure administrators are equipped to support high quality instruction	BESD will provide supplemental instructional leadership development for administrators through professional development focused on high quality differentiated instruction, equitable leadership practices, coaching walks, site visits and targeted learning opportunities. As administrators are able to better support site staff, they too will be able to better support students. In response to our challenges, all administrators will receive ongoing professional development in the area of Leadership and Co-Teaching to promote inclusivity for our students with disabilities that are dually identified as EL, LTEL, SED, or FY. Professional Development, Workshops and Conferences, Materials and Supplies, Leadership institutes, Principal walks and Summits, Site Administrator Coaching	$184,000.00	Yes
1.5	Expand opportunities to equitable access to robust, varied , rigorous and well - rounded curriculum for students	Students will benefit from equitable access to rigorous well-rounded standards-aligned curriculum. This is inclusive of expanded opportunities to develop language proficiency, Newcomer's Program, supplemental strategies/programs to enhance instruction for students with disabilities, supplemental Transitional Kindergarten materials to promote hands-on learning and provide social-emotional support, Youth Cinema Project, supplemental music, art, physical activity, technology opportunities and CTE programs to address the whole child. To increase access to VAPA, BESD will continue to provide opportunities in arts, music and dance TK Para-educators, Materials for Early Literacy Program and support for UPK expansion, Materials for Youth Cinema Project, Contract for Youth Cinema Project, Music and Art Program costs for middle school and for elementary, Supplemental Materials/Programs for Students with Disabilities and Foster Youth, CTE programs, Newcomers, physical activity and Teacher Stipends for Leadership roles	$3,004,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Ensure administrative team is equipped with current research on best instructional practices to support instruction	Students will benefit from continued and expanded leadership support for all school sites as they receive ongoing coaching and professional development focused on equitable practices for underperforming students that support high quality instruction and effective support systems. Systems of support for English Learners, Long-term English Learners, and students with disabilities identified as EL, LTEL, SED and/or FY will be established and implemented to improve academic, social-emotional and behavioral success. Administrative support team	$268,000.00	Yes
1.7	Train staff to successfully implement a tiered systems of support for students	Provide training to staff on Professional Learning Communities (PLC) and Multi-Tiered System of Supports (MTSS). Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. BESD will provide ongoing training for our teachers so we may implement PLCs through weekly collaboration and refine our MTSS to address academic and behavioral needs of our unduplicated student groups Stipends for Teacher Leaders (content experts, collaboration), MTSS Conferences and materials to support learning (PLC, RtI, Restorative Practices, SEL, PBIS, etc.). Assessment platform to monitor progress of student learning. Leadership collaboration to refine MTSS tiers and implementation	$36,000.00	Yes
1.8	Secure and leverage available technologies to support high quality instruction	A need exacerbated by the pandemic and reflected in our prior and most recent Needs Assessment data, highlights the need for increased access to technology to augment and support learning, especially for our Low Income, Foster Youth, and English Learner students. Access to technology improves academic performance and is a key 21st Century skill. To	$1,765,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		address this need, the district will continue to purchase technology to enhance instruction and student learning. In addition, the District will bolster its ability to support the technology by shoring up its infrastructure. Since the inception of this action, stakeholder feedback has improved in the area of providing technology to students and student achievement has increased. Additionally, BESD will provide internet devices and technology to supplement instruction at home for unduplicated student groups with an identified need. Students in grades six through eight will receive a Chromebook to keep during their middle school experience. These students will also have access to a digital library that can be accessed from home. Students with Disabilities identified as EL, LTEL, SED and/or FY will have the opportunity to check-out a Chromebook annually for accessing supplemental intervention software from home. The software will allow students to work on literacy, math and building language proficiency. Educational Tech Support Assistants, IT Coordinator (Base funded), Site Computer Lab Aides, Technology Contractual Services to support ED Tech and Supplemental Programs, New Teacher Devices to enhance instruction in the classroom, EdTech Mentors to provide specific EdTech professional development to enhance instruction. Upgrades to district technology to better serve parents as they engage in student learning.		
1.9	Ensure EL students receive high quality targeted instructional services to increase language proficiency and student outcomes.	BESD will provide targeted support for our EL student population. We will provide expanded learning opportunities before and after school as appropriate. We will secure supplemental language acquisition programs and supplies to ensure that EL students are given the opportunity to successfully complete all courses and to receive academic support. BESD will continue to provide supplemental instructional supplies for EL students. BESD has targeted funds for personnel to build relationships with families of English learners and students, as well as to support them academically. In addition to increasing language proficiency, teachers receive ongoing professional development in research-based high leverage strategies to promote student success. Since its inception, this action has resulted in increased academic achievement, coursework completion, and enhanced learning of EL students. An intake process will be established for all	$1,625,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		newcomer students and families. Students will be encouraged to enroll in the DLI program to foster their home language and to promote biliteracy. BESD will also continue to offer a Newcomer's program to help students that are new to the US education system to assimilate in a smaller group setting and in their classrooms. Targeted intervention will be available to ensure success for English Learners. Supplemental instructional programs will be made available to EL students with the goal of increasing language proficiency which will lead to reclassification. EL Mentors will work directly with Long-Term English Learners (LTELs) to set goals for reclassification and academic success. Intervention focused primarily on language acquisition will be implemented at each site for LTELs and students at-risk of becoming LTELs. EL Leads will work directly with site administration to plan specific activities for ELs and LTELs, including, but not limited to parent events that focus on the importance of increasing language acquisition and reclassification. EL Leads will develop opportunities for ELs and their families to engage in learning. Manager of Migrant and English Learner Services, Resource Clerks (Funded at 75%), Office Receptionist Clerk, 6 Para-educators for ELs, 2 Newcomer Teachers, Newcomer Supplemental Instructional Materials, Stipends for intervention services for LTELs, RFEPS, ELs, and Snacks, ELLevation Renewal to monitor EL/RFEP progress and to provide PD for teachers, Language Acquisition software, BeGLAD Professional Development, PD for supporting ELs with Disabilities, PD to support reading, writing, listening and speaking, Programs to support English language proficiency, EL Mentors and EL Site Leads to support students and families with EL services, certificated and classified extra-duty stipends, materials to support student celebrations for reclassification and biliteracy.		
1.10	Implement DLI program to support student biliteracy	Implement a standards-aligned high-quality Dual Language Immersion (DLI) Program to promote biliteracy. We will secure staff, curriculum, supplemental instructional materials and supplemental supports. We will provide stipends for our DLI teachers. High quality bilingual teachers will be secured to promote biliteracy and support staff will be provided as appropriate. The DLI Program will continue expanding to 4th grade during	$1,754,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the 25-26 SY. Additionally, Newcomers will be encouraged to enroll in the DLI Program to accelerate the path to biliteracy. The Community School Partnership Coordinator will provide DLI recruitment efforts within the community. Bilingual/biliterate DLI Teachers, DLI Recruitment Efforts, Stipends for DLI Teachers, DLI Curriculum Mapping Stipends, Supplemental Library Books in the target language, Supplemental materials and supplies to support the expansion of our DLI and Newcomer program, as well as to promote biliteracy in our district, Para-educator support, supplemental professional development and site visitations, cultural and student celebrations		
1.11	Ensure targeted support is provided for students based on diagnostic information	Well-trained Assessment Personnel monitor progress of students toward standards mastery and identify academic needs to provide targeted intervention to students. Students benefit from consistency in testing personnel that have previously built relationships with them during progress monitoring. Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. With timely intervention, BESD will continue to close the achievement gap for unduplicated student groups. For the 25-26 school year, BESD will strengthen data systems by providing professional development for instructional staff: using common formative assessments, assessment platform refreshers and creating targeted intervention with results. Assessment Clerks (50% Funded), Supplemental Assessment Platforms, Professional development and Assessment materials, classified extra-duty stipends	$271,000.00	Yes
1.12	Ensure the unique needs of students are targeted at the site level. (Individual school sites have	LCFF Site Funding to ensure the unique needs of unduplicated pupils are targeted at the site level. Site funding supports District Initiatives that are in alignment with LCAP Goals. Provide schools with funds so they may target unique student needs that are specific to their campuses. Allocated funds are included in the SPSA, approved by School Site Council and the	$594,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
	financial support so they may target unique student needs in addition to district-wide student initiatives).	Governing Board. Expenditures are reviewed to ensure activities are in alignment with BESD LCAP goals. Site continuous improvement teams will continue to be provided support as they analyze data and work with SSC to refine their plans annually. Site funds for all six of our schools		
1.13	Provide focused support to underrepresented students to address academic achievement, social-emotional learning, behavior and attendance (ELs, LTELs, SED, FY and dually identified students with disabilities)	BESD will work with partners to engage in a root cause analysis for underperforming student groups tied to Differentiated Assistance, Compliance and Improvement Monitoring (CIM) and Additional Targeted Support and Improvement (ATSI). Teams will engage in root cause analysis and plan for student success for the English Learners, Long-term English Learners, Socio-economically Disadvantaged, Homeless,Foster Youth and Students with Disabilities, especially those that are dually identified. As a result of the root cause analysis, actions will be implemented to increase student outcomes for ELs, LTELs, SED, FY, HMLS and dually identified students with disabilities: 1.1 Provide hard-to-find fully credentialed teachers with a signing bonus to improve student outcomes for underrepresented students 1.2 PD in Math (claims and targets), Project-based Learning in STEAM, graphic design, and math learning experiences 1.3 PD in ELA & Writing (claims and targets), Co-Teaching for Inclusive Practices, Strategies to address the needs of dually identified students with disabilities, targeted strategies for various disabilities. 1.4 PD for site and district leaders for implementation of Co-Teaching to increase inclusive practices 1.5 Supplemental materials to enhance instruction and learning for dually identified students with disabilities 1.8. Provide dually identified students with disabilities the opportunity to check-out a device for extra practice on supplemental programs from home: ELA, Math and language proficiency 1.9. Intervention for FY, HMLS, English Learners, Long-term English Learners and dually identified students with disabilities 2.1 Provide supplemental materials and supplies for students with disabilities that are also ELs, LTELs, SED or FY to promote social-emotional and mental health wellness. Provide frequent communication and support for the co-teaching model.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.2 Provide PD for instructional staff to improve attendance and behavior for Foster Youth and students with disabilities that are also ELs, LTELs, SED or FY 2.3 Provide ELs, LTELs, dually identified students with disabilities, and foster youth priority in extended day learning opportunties: ELA, Writing, Math and/or ELPAC Task Type Practice 2.4 Provide Tier 2/3 PBIS training for staff to increase positive strategies for addressing behaviors for ELs, SED, FY and dually identified SWD 2.5 Provide restorative practices training to all sites to provide teachers with strategies to reduce suspensions for FY, ELs, SED and Hispanic students 3.2 Establish positive parent connections through outreach to parents of dually identified students with disabilities to increase parent engagement. This includes providing more frequent communication regarding the addition of co-teaching.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	BESD will narrow the achievement gap by providing a high quality educational system for ALL students focusing on high academic rigor with a Multi-Tiered System of Support (MTSS).	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As a District we recognize that an achievement gap exists and that we must have a well developed plan with targeted actions to ensure we are actively working to close this gap. Based on state and local assessment data, consultation with our educational partners and other collected data the district identified this Goal and subsequent Actions as priorities for the district. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Our District has identified learning gaps that exist for many of our subgroup population. In addition, research shows that a Multi-Tiered System of Support (MTSS) is the foundation for closing learning gaps. Our MTSS will not only focus on academic targets but will also address, behavioral and social emotional needs for students in need. BESD has grouped four actions together in this goal to ensure we are closing achievement gaps while serving the whole child.

Action 2.1 focuses on providing staffing and support systems that address the academic, physical and social emotional needs of our students. This action focuses on a variety of personnel whose positions work to improve the behavioral, social-emotional and mental health needs of our students, particularly our unduplicated pupils.

Action 2.2 emphasizes the academic side of the multi-tiered system. An exciting element to this action is the expansion of our Reading Intervention Teachers to the upper grades at the elementary schools.

Action 2.3 supports BESD's extended-day learning opportunities based on identified targeted needs

Action 2.4 enhances the Implementation of a Positive Behavior Intervention and Supports (PBIS) for all students.

As we group these actions together, BESD intends to meet both the academic and behavioral/emotional needs of our students. Grouping these actions together will result in academic growth as measured by the Smarter Balanced Assessment Consortium (SBAC) and our District Benchmarks. An important element of this goal is our focus on student behaviors. We will track our progress with student behaviors using our Suspension and Expulsion rates. Lastly, we anticipated English Learners to flourish and our reclassification rates to increase as well.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced Assessment Consortium (SBAC) % of students meeting or exceeding standards in ELA and Math and Distance From Standard in ELA and Math for ALL Students group and all subgroups	2023 CAASPP Scores % met or exceeded standards In SBAC-ELA 35.92%, Mathematics 23.39% 2023 ELA CAASPP - Dashboard - Distance from Standard (DFS) ELA (ALL): 40.5 points below standard DFS: ELA Subgroups ELs: 73.3 points below standard (32.8 point gap) Low Income: 51.4 points below standard (10.9 point gap) Students with Disabilities: 126.5 points below standard (86 point gap) Foster Youth: 61.6 points below standard (21.1 point gap) Math (ALL) : 78 points below standard DFS: Math Subgroups	2024 CAASPP Scores % met or exceeded standards SBAC-ELA 34.36% (-1.56%), Mathematics 21.92% (-1.47) 2024 ELA CAASPP - Dashboard - Distance from Standard (DFS) ELA (ALL): 41.7 points below standard (-1.2 points) Math (ALL) : 80.7 points below standard (-2.7 points) DFS: ELA Subgroups ELs: 68.3 points below standard (+5 points) LTELs: 111.5 points below standard (-1.3 points)		The percent of students meeting or exceeding standards shall increase by 4% The Distance From Standard (DFS) for ELA and Mathematics shall improve 3 points each year. This will be for the ALL students subgroup and also for each significant subgroup.	CAASPP Scores % met or exceeded standards ELA : -1.56% decline Math: -1.47% decline CAASPP - Dashboard - Distance from Standard (DFS) ELA: -1.2 point decline Math: -2.7 point decline Subgroups (district-wide) ENGLISH LANGUAGE ARTS EL - +5 point increase LTELs: -1.3 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 96.8 points below standard (18.8 point gap) Low Income: 87.7 points below standard (9.7 point gap) Students with Disabilities: 148.9 points below standard (70.9 point gap) Foster Youth: 81.9 points below standard (3.9 point gap)	Low Income: 51.8 points below standard (-0.3 points) Students with Disabilities: 121 points below standard (+5.5 points) Foster Youth: 78.9 points below standard (-17.4 points) DFS: Math Subgroups EL: 93.6 points below standard (+3.2 points) LTELs: 173.6 points below standard (-7.4 points) Low Income: 89.2 points below standard (-1.5 points) Students with Disabilities: 150.1 points below standard (-0.2 points) Foster Youth: 125.1 points below standard (-43.2 points)			Low Income: -.3 point decline SWD: +5.5 point increase Foster Youth: -17.4 point decline MATHEMATICS EL: +3.2 increase LTEL: -7.4 point decline Low income: -1.5 decline SWD: -.2 pt decline Foster Youth: -43.2 point decline Desired Outcome not met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Desired Outcome Not Met			
2.2	Suspension Rate % of students suspended	22-23 Suspension Rate (from 23 Dashboard) BESD 5.2% ORANGE BWJHS 12.6% RED Oakley. 5.1%. RED Hidalgo. 1.9%. GREEN Witter. 2.0%. YELLOW Swing. 2.2% ORANGE 22-23 LEA's Suspension Rate (from 23 Dashboard) by Subgroup All 5.2%. ORANGE EL 5.0%. ORANGE SED 5.7%. ORANGE FY 12.0%. RED SWD. 8.5%. RED	23-24 Suspension Rate (24 Dashboard) BESD: 5.8% Orange BWJHS: 13.3% Red Oakley: 6.2%. Red Hidalgo: 2.7%. Orange Witter: 2.9%. Orange Swing: 2.4% Yellow 23-24 LEA's Suspension Rate (23 Dashboard) by Subgroup All: 5.8%. Orange EL: 4.6% Yellow LTEL: 17.8% Orange SED 6.3% Orange FY: 21.1% Red HMLS 12.8% Red SWD. 7.5% Orange Desired Outcome Not Met		Annually BESD will reduce its district suspension rate by .1%	Suspension Rate Change BESD: +.6% increase BWJHS: + .7% increase Oakley: +1.1% increase Hidalgo +.8% increase Witter +.9% increase Swing +.2% increase Subgroups EL: -.4% decline SED: +.6% increase FY: +9.1% increase SWD. - 1.0% decline Desired Outcome not met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Expulsion Rate % of students expelled	22-23 Expulsion Rate (via CDE DataQuest) BESD .07% (3 students) BWJHS: .31% Oakley: 0% Hidalgo: 0% Witter: 0% Swing: 0%	23-24 Expulsion Rate (via CDE DataQuest) BESD .1% (4 students) BWJHS: .31% (3 students) Oakley: 0% Hidalgo: 0% Witter: 0% Swing: .11% (1 student) Desired Outcome Not Met		Annually, BESD will maintain an expulsion rate below .1%	Expulsion Rate BESD +.3% increase BWJHS no change Oakley. no change Hidalgo. no change Witter. no change Swing. +.11% increase Desired outcome partially met
2.4	Attendance Rate - Average Daily Attendance (ADA) Percentage	2022-2023 Attendance Rate EOY BESD: 89.52% BWJH: 90.00% Oakley: 88.73% Hidalgo: 88.69% Witter: 90.78% Swing: 90.06% 2023-2024 Attendance Rate through 5/24/23 BESD: 92.17% BWJH: 92.65% Oakley: 91.05% Hidalgo: 91.58%	2023-2024 Attendance Rate EOY BESD: 91.68% (Increased 2.16%) BWJH: 91.51% Oakley: 90.73% Hidalgo: 91.24% Witter: 92.86% Swing: 91.86% Met Desired Outcome		Annually, ADA will increase .5%	Attendance Rate BESD +2.16% increase BWJHS +1.51% increase Oakley. +2.0% increase Hidalgo. +2.55% increase Witter. +2.08% increase Swing. +1.80% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Witter: 93.16% Swing: 92.08%				Met Desired Outcome
2.5	Chronic Absenteeism Rate - Percentage of students who are chronically absent (missed 10% or more of school year)	2022-2023 Chronic Absenteeism Rate (CA School Dashboard) BESD: 40.4% (Declined 7%) BWJH: 34.7% Declined 3.2%) Oakley: 48.2% (Declined 9.7%) Hidalgo: 46% (Declined 9.5%) Witter: 34.4% (Declined 2.6%) Swing: 40.3% (Declined 11.7%) 2022-2023 BESD's Chronic Absenteeism Rate (CA School Dashboard) by Subgroup ALL. 40.4%. YELLOW EL. 44.4% YELLOW SED. 43.0%. YELLOW FY. 34.8%. ORANGE Homeless 53.5% ORANGE	23-24 Chronic Absenteeism Rate (24 Dashboard) BESD: 28.3% (Declined 12.2%) BWJH: 26.5% (Declined 8.2%) Oakley: 33.3% (Declined 14.9%) Hidalgo: 30.1% (Declined 15.9%) Witter: 21.9% (Declined 12.5%) Swing: 29.5% (Declined 10.8%) Student Subgroups ALL: 28.3% Yellow EL: 29.4% Yellow (Declined 15%) LTEL: 35.7% Yellow (Declined 8.9%) SED: 30.8% Yellow (Declined 12.3%) FY: 45.9% Red (Increased 11.2%) Homeless: 34.2% Orange (Declined 19.3%)		Chronic Absenteeism Rates will reduce by 3% every year.	23-24 Chronic Absenteeism Rate BESD: 28.3% declined 12.2% BWJH: 26.5% declined 8.2% Oakley: 33.3% declined 14.9% Hidalgo: 30.1% declined 15.9% Witter: 21.9% declined 12.5% Swing: 29.5% declined 10.8% Student Subgroups EL: 29.4% declined 15% LTEL: 35.7% declined 8.9% SED: 30.8% declined 12.3% FY: 45.9% Increased 11.2% Homeless: 34.2% declined 19.3% SWD: 36.8% Yellow declined 13.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD. 50.3%. YELLOW	SWD: 36.8% Yellow (Declined 13.5%)			Desired Outcome predominantly met

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1 was fully implemented. BESD implemented a range of supports to meet the academic, physical, and social-emotional needs of our Low Income, Foster Youth, English Learner, and Homeless students. We funded key positions—including school psychologists, a middle school counselor, mental health staff, behavior specialists, and new speech pathologists—to provide targeted student support. We expanded SEL efforts through sensory room materials, safe spaces, Recess Clubs, and staff SEL leads. Staff received training and extra-duty stipends to strengthen MTSS, SEL, and early intervention efforts. A strength was our ability to respond to increasing student needs, though staffing and growing demand continue to be challenges.

Action 2.2 was fully implemented. BESD implemented key actions to strengthen our Multi-Tiered System of Support (MTSS) and address the academic and social-emotional needs of our students. We focused ELA and math interventions on student groups identified as needing the most support, including English Learners, Long-term English Learners, Students with Disabilities, and SED students. We expanded Early Reading Intervention (ERI) programs with trained teachers, paraeducators, materials, and targeted PD. Our Summer and Intersession Academies offered both academic support and enrichment for students. A strength of implementation was the alignment of interventions to student data and site-level MTSS refinement. A challenge was ensuring adequate staffing and time for intervention across all grade levels, but we continue to adapt based on student needs and feedback.

Action 2.3 was fully implemented. BESD implemented extended-day learning opportunities to support the academic growth of our unduplicated students. We offered before- and after-school programs, Saturday academies, and summer learning supported by staff stipends and supplemental materials. Targeted interventions in ELA, Math, Writing, and ELPAC practice were provided for ELs, LTELs, students with disabilities, and foster youth. We also expanded our ELOP and ASES programs to include academic and enrichment opportunities for all students. A strength was the variety of programs offered to meet diverse student needs. A challenge was securing consistent staffing, but incentives and strategic scheduling helped ensure program delivery.

Action 2.4 was fully implemented. BESD implemented Positive Behavioral Interventions and Supports (PBIS) across all six schools to better support the behavioral and social-emotional needs of our Low Income, Foster Youth, and English Learner students. We provided PBIS training for both instructional and non-instructional staff, purchased materials to support site-specific implementation, and partnered with outside agencies for professional development. At BWJH and PPMS, we offered additional support through intervention classes and the Opportunity Program, which included dedicated staff and paraeducators. Restorative practices training was also provided at elementary sites

to help reduce suspensions, especially for ELs, FY, HMLS, SED, and Hispanic students. A strength was tailoring PBIS systems to each school's unique data and needs. A challenge has been ensuring consistency across all sites, but full-staff training has helped strengthen our implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 -There were material differences between budgeted and actual expenditures. We originally budgeted for 4 ERMHS staff but funded 2, and while we planned for 2 counselors, we were able to add a third through a county-led grant. Less funding was needed for calming corners, as many were already in place; new materials were provided specifically for new teachers. Additionally, we reduced travel costs by prioritizing local training opportunities, which allowed us to support staff development while spending less than originally planned.

Action 2.2 -There were some material differences between budgeted and actual expenditures. Some funds have not yet been expended as they are designated for the upcoming Summer School program in June. Additionally, less was spent on intervention materials, as staff are currently collaborating to evaluate which tools are most effective before making additional purchases. This intentional approach ensures that future spending is aligned with strategies that yield the best academic outcomes for students.

Action 2.3 -There were no material differences between budgeted and actual expenditures. Our Extended Day program has continued to grow both in size and quality, allowing us to provide a range of academic and enrichment opportunities that align with our planned goals and funding allocations.

Action 2.4 - Due to mid-year staff changes, there was a material difference in this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 was considered effective. One area of growth has been BESD's ability to refine and systematize our protocols when supporting our students with mental health needs.

Action 2.2 was considered effective. Our Early Reading Initiative (ERI) has shown substantial gains for the students who have received consistent support. Our Summer Program has grown in attendance and families have shared they are very pleased with the variety of programs offered.

Action 2.3 was considered effective. Both students and families have expressed appreciation for the growth and refinements made in our Extended Day program.

Action 2.4 was considered effective. Staff continues to appreciate additional training (both classified and certificated).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2025-2026 school year, the goal will remain the same. For Action 2.1, we will have 2 ERMHS and 2 counselors. We will have a counselor through the county-led grant for the first half of next year. Additionally, we will not fund a Social Worker next year. For Action 2.2, we will be working collaboratively to determine which intervention software is most efficient. Grades 4-8 will continue to use Achieve 3000, Based on teacher feedback, our lower grades will be exploring which intervention materials are most grade level appropriate. Additionally, BESD will be piloting a new diagnostic screener to help determine literacy needs of our students. For Action 2.3, BESD will continue to explore multiple funding sources to continue our expanded day program offerings. Action 2.4 will remain, but less monies will be necessary as many of the materials are now in place. No changes are planned in either the metrics or targeted outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide staffing and support systems that address the academic, physical and social emotional needs of our students	Our Low Income, Foster Youth, and English Learner students, including Homeless students, have the most opportunity for continued academic growth according to the most current state and local data. BESD will provide staffing and support systems that address the academic, physical and social emotional needs of our unduplicated students. BESD will provide internal staffing support for our teachers and unduplicated students. As we continue with in-person instruction following the pandemic, we have repurposed our psychologists to provide social emotional support for students. We have seen an increased need for more than academic support and have adjusted to meet the needs of students. We will continue to provide SEL support for all students, including, but not limited to growing the sensory rooms at each site to help students de-escalate in a safe place. We will continue with morning meeting time to teach self-regulation skills to all students, with a focus on students with disabilities that are identified as EL, LTEL, SED and/or FY and English learners to address the increase in suspensions. BESD will provide supplemental materials and supplies for students with disabilities that are also ELs, LTELs, SED or FY to promote social-emotional and mental health wellness. School Psychologists (Funded at 50%), providing social emotional support for students, Coordinator Academic and Student Services, Educational	$4,189,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Specialist Administrator, Middle School Counselor, Mental Health Support Staff (ERMHS), 3 FTE Behavior Specialists, Stipends-Student Service Mentors, Sensory Room Materials and other SEL Supports, MTSS Site Visitations, additional support for early speech intervention, New Speech Pathologists, supplemental materials to support students with disabilities, safe spaces to meet with students, SEL Leads, Recess Club to Promote Social Skills, site visitations, SEL for staff, certificated and classified extra-duty stipends		
2.2	Implement a Multi-tiered System of Support (MTSS) for all students	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. We will provide a strategic Multi-tiered System of Support (MTSS) for all students within Transitional Kindergarten to 8th Grade. Each school will examine and refine site systems and structures to ensure an effective Multi-Tiered System of Support to monitor all students systematically and provide targeted intervention to students demonstrating academic, social-emotional, and/or behavioral needs. The MTSS monitoring system will be customized and used to support the identification and monitoring of unduplicated students requiring intervention. To address the academic needs of our underrepresented students, we will focus some of our ELA and math interventions on the targeted subgroups who have scored RED in ELA and Math respectively. For ELA, those groups are English Learners, Students with Disabilities, Foster Youth, Homeless and Long-term English Learners. For mathematics, the targeted subgroups that scored red are EL, LTEL, SWD, Hispanic and SED. Additionally, we will continue to grow our ERI, Intersession and Summer Programs and modify based on data analysis and educational partner feedback. Intersession and Summer Programs will provide academic support, as well as enrichment opportunities for students that are not enrolled in elective courses at the middle schools. BESD will provide PD for instructional staff to improve attendance and behavior for students with disabilities that are also ELs, LTELs, HMLS, SED or FY. Early Reading Intervention Teachers (ERI), Teacher Stipends, ERI Para-educators, ERI Intervention program training, ERI Program Materials, PD on Intervention Strategies and SEL, K-2 Screening Materials and PD.	$2,980,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Materials and Supplies for MTSS, Intervention Software, Summer Academy staffing and materials for TK-8		
2.3	Students will receive extended-day learning opportunities based on identified needs	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. We will provide extended-day learning opportunities for our unduplicated students. These opportunities will come in the form of before and after school academies, Saturday academies and summer academies. We will pay extra duty stipends to secure staff. In addition, we will purchase supplemental material to support the various programs. To complement our extended-day program we will utilize federal and state monies to provide ALL students with the opportunity to participate in extended day academic and enrichment activities supplemental to our ASES program. As the Expanded Learning Opportunity Program (ELOP) continues to grow, we will add unique opportunities to encourage students to participate. BESD will provide ELs, LTELs, dually identified students with disabilities, and foster youth extended day intervention: ELA, Writing, Math and/or ELPAC Task Type Practice. Extended Day Intervention Stipends, Extended Day Intervention for Students with Disabilities-Not part of IEP, ELOP partners, ASES, staff working with sites to implement quality expanded-day learning programs, teacher stipends to provide opportunities for academic success for students struggling with chronic absenteeism.	$5,114,440.00	Yes
2.4	Implementation of a Positive Behavior Intervention and Supports (PBIS) for students	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. We will implement a PBIS within our six schools. We will partner with an outside agency for training and support. In addition, we will send our staff to training and workshops as appropriate. We will secure materials to support the implementation within each of our school sites. Additionally, BESD will provide alternate	$711,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pathways to success for students at BWJH and PPMS: Intervention classes and through the Opportunity Program. We will be shifting to full school training including non-instructional staff to ensure our PBIS system is implemented coherently throughout each school day. We will focus our tiered system to identify those students who need behavioral intervention and support, paying close attention to the subgroups who scored RED this past year on the Dashboard. Each system will be built at the school site as the data and need varies significantly. Additionally, BESD will Provide restorative practices training to elementary sites to provide teachers with strategies to reduce suspensions for ELs, FY, HMLS, SED and Hispanic students. PBIS Classroom Materials, PD on PBIS, PBIS Site Materials, Intervention Teachers at BWJH and PPMS, Opportunity Teacher, Stipend for Opportunity Teacher, Academic Support for Intervention Classes, Para-educator support for Opportunity Program (Funded at 50%); Software to monitor behavior		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	BESD will provide students and parents with a safe and engaging learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a District we recognize there is a fundamental need for students, parents and staff to feel safe and actively engaged in order to provide a positive learning environment that is conducive to producing academic excellence. Based on state and local assessment data, stakeholder consultation, and other collected data the district identified this Goal and subsequent Actions as priorities. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. These actions were grouped together as they focused on both a SAFE and ENGAGING environment. The metrics selected for this goal were connected to student and family engagement, We need to continue to maintain and improve attendance rates in order to actively engage our students in school so they may become college and career-ready. As we focus on engagement we also plan to improve our chronic absenteeism rates. We will continue to build our school community by partnering and supporting our parents and community in order to meet the academic and physiological goals of our students. Parents need to be supported in their efforts to become informed and educated so that they can actively participate in the BESD community and promote educational success for their children. As we track our progress with creating a welcoming and safe environment for our students, we will track our progress using the Facility Inspection Tool (FIT) and the California Healthy Kids Survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate - Average Daily Attendance (ADA) Percentage	2022-2023 Attendance Rate EOY BESD: 89.52% BWJH: 90.00% Oakley: 88.73% Hidalgo: 88.69%	23-24 Attendance Rate EOY BESD: 91.68% (Increased 2.16%) BWJH: 91.51%		Annually, ADA will increase .5%	District-wide, BESD increased 2.16% from previous year. Each school met the expected

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Witter: 90.78% Swing: 90.06% 2023-2024 Attendance Rate through 5/24/24 BESD: 92.17% BWJH: 92.65% Oakley: 91.05% Hidalgo: 91.58% Witter: 93.16% Swing: 92.08%	Oakley: 90.73% Hidalgo: 91.24% Witter: 92.86% Swing: 91.86% Met Desired Outcome 24-25 Attendance Rate through 5/30/25 BESD: BWJH: Oakley: Hidalgo: Witter: Swing:			annual outcome of a .5% increase.
3.2	Chronic Absenteeism Rate - Percentage of students who are chronically absent (missed 10% or more of school year)	2022-2023 Chronic Absenteeism Rate (CA School Dashboard) BESD: 40.4% (Declined 7%) BWJH: 34.7% Declined 3.2%) Oakley: 48.2% (Declined 9.7%) Hidalgo: 46% (Declined 9.5%) Witter: 34.4% (Declined 2.6%) Swing: 40.3% (Declined 11.7%)	2023-2024 Chronic Absenteeism Rate (CA School Dashboard) BESD: 28.3% (Declined 12.2%) BWJH: 26.5% Declined 8.2%) Oakley: 33.3% (Declined 14.9%) Hidalgo: 30.1% (Declined 15.9%) Witter: 21.9% (Declined 12.5%) Swing: 29.5% (Declined 10.8%)		Chronic Absenteeism Rates will reduce by 3% every year.	BESD declined 12.2% in its chronic absenteeism rate. Additionally, each school reduced its rate and exceeded the targeted outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 BESD's Chronic Absenteeism Rate (CA School Dashboard) by Subgroup ALL. 40.4%. YELLOW EL. 44.4% YELLOW SED. 43.0%. YELLOW FY. 34.8%. ORANGE Homeless 53.5% ORANGE SWD. 50.3%. YELLOW	Met Desired Outcome			
3.3	Middle School Dropout Rate - Percentage of Middle Schools who are considered dropouts	23-24 Middle School Dropout Rate 0%	2r-25 Middle School Dropout Rate (CALPADS Fall 1) Rate: 0% Met Desired Outcome		Middle School Dropout Rate will be maintained at 0% every year.	Middle School Dropout Rate continues to be 0%.
3.4	Facilities Inspection Tool Rating % scored utilizing the Facilities Inspection Tool (FIT) for each school site	2023-2024 Facilities Inspection Tool (FIT Results) from Fall 2023 All Schools received "Exemplary" Rating on the FIT	2024-2025 Facilities Inspection Tool (FIT Results) from Fall 2024 BWJH: 98.55%-GOOD		All Schools will continue t0 receive "Exemplary" Rating on the FIT each year.	50% of our schools scored "EXEMPLARY* on the Facilities Inspection Tool.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		BWJH 99.67% Oakley 99.73% Hidalgo 99.30% Witter 99.27% Swing 99.40%	PPMS: 100%-EXEMPLARY Oakley: 98.98%-GOOD Hidalgo: 99.17%-EXEMPLARY Witter: 98.90%-GOOD Swing: 99.49%-EXEMPLARY Desired Outcome Not Met			
3.5	California Healthy Kids Survey: School Connectedness and Safety Perception Percentage by Site Added: Mental Health (Elementary) and Social & Emotional Health (Secondary) Percentage by Site	2023-2024 California Healthy Kids Survey (CHKS) BESD - School Connectedness: Elementary In-School Only - 60% Secondary In-School Only - 45% BESD - School Safety - Perceived as Safe: Elementary - 62% Secondary - 43% Oakley School Connectedness: Oakley In-School Only - 58% Oakley School Safety - Perceived as Safe:	2024-2025 California Healthy Kids Survey (CHKS) BESD - School Connectedness: Elementary In-School Only 65% (5% increase) Secondary In-School Only 45% (no change) BESD - School Safety - Perceived as Safe: Elementary 67% (5% increase) Secondary 47% (4% increase) Oakley School Connectedness:		California Healthy Kids Survey (CHKS) School Connectedness rate will increase 3% annually. School Safety - % Perceived as safe at school will increase by 3% annually. Elementary Measures - Frequent Sadness: % will reduce by 2% annually	For district wide school connectedness, we did meet the objective with elementary students surveyed (5 percent increase) but we did not increase in our middle grades (no change). In relation to school safety, we met both outcomes showing a 5% increase with our elementary students surveyed and 4% increase in our middle school/junior high.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oakley - 63% Oakley Mental Health Frequent Sadness: 24% Wellness: 61% Hidalgo School Connectedness: Hidalgo In-School Only - 61% Hidalgo School Safety - Perceived as Safe: Hidalgo - 56% Hidalgo Mental Health Frequent Sadness: 34% Wellness: 64% Witter School Connectedness: Witter In-School Only - 63% Witter School Safety - Perceived as Safe: Witter - 65% Witter Mental Health Frequent Sadness: 32% Wellness: 65% Swing School Connectedness: Swing In-School Only - 60%	Oakley In-School Only - 57% (1% decrease) Oakley School Safety - Perceived as Safe: Oakley - 62% (1 % decrease) Oakley Mental Health Frequent Sadness: 37% (13% increase) Wellness: 61% (no change) Hidalgo School Connectedness: Hidalgo In-School Only - 72% (11% increase) Hidalgo School Safety - Perceived as Safe: Hidalgo - 70% (14% increase) Hidalgo Mental Health Frequent Sadness: 24% (10% decrease) Wellness: 74% (10% increase)		Wellness: % will increase by 3% annually. Middle School/ Jr. High measures - Social Emotional Distress: % reduced by 3% annually Chronic Sadness:% reduced by 3% annually Optimism % increased by 3% annually Life Satisfaction % increased by 3% annually	Oakley - 0% (0 of 4) measures met desired outcomes Hidalgo - 100% (4 of 4) measures met desired outcomes Witter - 75% (3 of 4) measures met desired outcomes Swing - 75% (3 of 4) measures met desired outcome BWJHS- 50% (3 of 6) measures met desired outcomes PPMS - this year PPMS established baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Swing School Safety - Perceived as Safe: Swing - 65% Swing Mental Health Frequent Sadness: 25% Wellness: 67% BESD Jr. High - School Connectedness: BWJH In-School Only - 45% BWJH School Safety - Perceived as Safe: BWJH - 43% BWJH Social & Emotional Health Social Emotional Distress: 25% Chronic Sadness: 33% Optimism: 45% Life Satisfaction: 64%	Witter School Connectedness: Witter In-School Only - 67% (4% increase) Witter School Safety - Perceived as Safe: 69 % (4% increase) Witter Mental Health Frequent Sadness: 24% (8 % decrease) Wellness: 62% (3% decrease) Swing School Connectedness: Swing In-School Only - 65% (5% increase) Swing School Safety - Perceived as Safe: 68 % (3% increase) Swing Mental Health Frequent Sadness: 22% (3% decrease)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Wellness: 68% (1% increase) BWJH School Connectedness: 44 % (1% decrease) BWJH School Safety Perceived as Safe: 49% (6% increase) BWJH Social & Emotional Health Social Emotional Distress: 21% (4% decrease) Chronic Sadness: 30% (3% decrease) Optimism: 46% (1% increase) Life Satisfaction: 62% (2% decrease) PPMS School Connectedness: 47%. (baseline data) PPMS School Safety - Perceived as Safe:			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			46% (baseline data) PPMS Social & Emotional Health Social Emotional Distress: 19% (baseline data) Chronic Sadness: 31% (baseline data) Optimism: 51% (baseline data) Life Satisfaction: 67% (baseline data)			
3.6	Parent Engagement Satisfaction Scores LCFF Priority 3 Reflection Tool Annual Results	2023-2024 LCFF Priority 3 Reflection Tool for Family Involvement Building Relationships Between School Staff and Families: 3.94 out of 5 Overall rating of 4 Needs: Although we saw an overall increase in the rating, we continue to see a need for supporting staff to learn about each	2024-2025 LCFF Priority 3 Reflection Tool for Family Involvement Building Relationships between School Staff and Families 3.67 out of 5 Overall rating of 4 Needs: We continue to see a need to develop the capacity of all		LCFF Priority 3 Reflection Tool for Family Involvement Average for each component will increase by at least .1 annually.	Component One: Building Relationships between School Staff and Famlies -.27 decline Component Two: Building Partnerships for Student Outcomes .12 decline Component Three: Seeking Input for Decision Making

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		family's strengths, cultures, languages, and goals for their children. To address this need, we have incorporated cultural celebrations at sites. Building Partnerships for Student Outcomes: 3.52 out of 5 Overall rating of 4 Needs: Implement policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes; Supporting families to understand and exercise their legal rights and advocate for their own students and all students. Seek Input for Decision-Making: 3.56 out of 5 Overall rating of 4 Needs: Provide opportunities to have families, teachers, principals, and district	staff to build trusting and respectful relationships with families. Building Partnerships for Student Outcomes: 3.40 out of 5 Overall rating of 4 Needs: Families have expressed a desire for BESD to enhance our opportunities where staff meets with families to discuss student progress and ways to work together to support improved student outcomes. Seeking Input for Decision-Making: 3.49 out of 5 Overall rating of 4 Needs: BESD will continue to provide opportunities to have families,			.07 decline Did not demonstrate growth on these measures.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. Partnering with parents is the door to student success.	teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1 was fully implemented. BESD implemented actions to maintain clean, safe, and welcoming school environments to support student connection and success. We added an itinerant custodian to support campus beautification and created a positive climate for learning. Custodial staff and transportation support—including van drivers and bus drivers—were provided to ensure students, especially Foster Youth and Homeless students, had access to extended-day programs. Staff received trauma-informed training, and we invested in transportation software and tracking tools. A strength of implementation was our focus on both physical spaces and student access. A challenge has been managing rising transportation needs, but strategic staffing and planning have helped us respond effectively.

Action 3.2 was fully implemented. BESD continued to strengthen partnerships with parents to support student success, especially for all our students. Parent liaisons and support staff played a key role in building relationships and improving communication with families. The district provided a variety of parent engagement activities, training sessions, and events—many with childcare and refreshments—to make participation easier and more welcoming. A highlight was the Annual Parent Fair and targeted parent classes requested by families. This action has led to increased engagement and improved academic outcomes for unduplicated students. One challenge was ensuring consistent participation, but outreach efforts and relationship-building strategies helped us make progress.

Action 3.3 was fully implemented. In the 2024–2025 school year, BESD focused on ensuring student and staff safety so that the focus could remain on learning. Our district continued to support a safe and welcoming environment through campus security, health staff, and additional supervision during the school day and expanded learning time. We launched an attendance campaign and provided targeted support to schools with high chronic absenteeism, especially for our Homeless, Foster Youth, English Learner, and Low-Income students. We also hosted events to build a strong school culture and used family, student, and staff surveys to monitor progress. Community Schools Advisory

Committees helped identify service gaps and guide support efforts. These actions helped students feel safer and more connected—important steps toward improving attendance and success.

Action 3.4 was partially implemented in 2024–25. BESD completed several beautification projects across school sites, including planting grass, trees, and improving irrigation systems. We also began work on creating outdoor learning areas to support our CTE agriculture programs. HVAC replacements were prioritized using base funds. While many projects were completed this year, BESD did not complete all of the planned improvements. That being said, the prioritized and completed improvements contributed to safer, more engaging learning spaces that support student success and family involvement.

Action 3.5 was fully implemented this year. BESD provided essential health and basic needs support to our Low Income, Foster Youth, English Learner students, and students with disabilities. Services included food distribution programs like the Neighborhood Bag Program and weekend food support, clothing and supplies for Foster Youth and homeless students, and staffing to manage federally funded meal programs. These efforts have helped meet students' basic needs, supporting their well-being and academic success. We also began laying the groundwork for community partnerships and wraparound services to further support families in the coming year.

Action 3.6 was fully implemented. During the 2024–25 school year, BESD successfully provided a rich and engaging learning environment to promote student success, focusing on improving attendance and reducing chronic absenteeism among Low Income, Foster Youth, and English Learner students. This action has led to increased attendance rates for our unduplicated students. Middle school students had access to a digital library on their Chromebooks to encourage reading at school and home. Elementary after-school programs expanded to include more sports and intramural clubs, supported by stipends for coaches, transportation, and materials. Additional funding was provided for educational field trips and library resources to enhance student engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 - There were some material differences between budgeted expenditures and estimated actual expenditures. BESD scaled back on certain beautification efforts and is actively seeking alternative funding sources for larger projects, such as tree planting and HVAC replacement. These adjustments allowed the district to prioritize essential services while continuing to support a safe and welcoming environment for students. A few positions were not filled this year. BESD is exploring options for next year as well.

Action 3.2 - There were no material differences between budgeted and actual expenditures. All planned activities, staffing, and supports to strengthen parent engagement were implemented as intended, helping to build strong connections with families and support student success.

Action 3.3 - There were no material differences between budgeted and actual expenditures. All planned safety, attendance, and engagement efforts were implemented as intended during the 2024–2025 school year.

Action 3.4- There were some material differences between budgeted and actual expenditures. Some items were budgeted above actual expenditures and some projects have not been completed. This year, two shade structures were placed at Witter and Hidalgo schools. Some HVACs were replaced as well. Exterior painting projects also occurred this year. There is a pending playground project for Oakley Elementary School that is in the works.

Action 3.5 - There were some material differences between budgeted and actual expenditures. We anticipated more homeless students than we had this year. Also, some services we were able to gather with little to no cost due to our strengthened partnerships with local partners.

Action 3.6. There were some material differences between budgeted and actual expenditures. BESD used some of its ELOP dollars for some of these actions, as appropriate.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 - This action is considered highly effective, highly needed and one that is regularly requested by BESD families. BESD is committed to continue to look for a variety of funding sources to continue to enhance our campuses.

Action 3.2 - This action has been highly effective in making progress toward our goal of building strong partnerships with families. Parenting classes were well attended and positively received, and training with Scholastic helped strengthen the work of our parent liaisons and site principals. We responded to family feedback by expanding access to basic services—dental, vision, immunizations, and haircuts—which were some of our most popular offerings. Outreach efforts were both formal and informal, with events like Pan y Cafecito creating welcoming spaces for families to connect with schools. These efforts have strengthened trust, increased engagement, and supported student success.

Action 3.3 - This action has been effective. Chronic absenteeism has significantly decreased, and overall student attendance (ADA) has improved. Our focus on student and staff safety has allowed schools to concentrate more on learning. Safety data has also helped us identify new areas of need, such as cybersecurity and vaping, which we will continue to address moving forward.

Action 3.4 - This action has been effective. Families and students continue to place our school environment at one of the highest priorities. They value a clean, safe learning environment and would like to see BESD continue to explore additional outdoor learning structures.

Action 3.5 - This action has been effective based on individual family responses as they receive these services.

Action 3.6 -The specific actions taken have been highly effective in making progress toward the goal. Attendance rates for unduplicated students have improved, and participation in after-school sports and clubs has increased, contributing to greater student engagement. Access to digital library resources has encouraged reading both at school and home. Overall, these efforts have positively impacted student success and school connectedness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal Three will remain the same for the 2025–2026 school year. Students and families continue to express the need for a safe and engaging learning environment. As part of Action 3.2, we will place a greater emphasis on improving how we communicate with families about available programs and services—such as co-teaching, Dual Language Immersion (DLI), and wraparound student supports. Our goal is to ensure that all families receive timely, clear information and can easily access the support they need. To support this effort, we will provide additional training for staff to enhance the use of both district and school websites as key tools for frequent and effective communication. Action 3.3 will continue. We will be adding support staff at PPMS and Oakley to support parent interaction. Another change will take place as BESD transitions their Student Information System (SIS) from Power Schools to Aeries. This will allow staff to more easily access real time information to best provide supports and/or interventions. As for school safety, we will be exploring additional cybersecurity training as well as some additional safety protocols related to vaping. Action 3.4 will continue. BESD will continue to look for additional sources to augment our efforts to enhance our learning environments. We are awaiting responses for several grants we have written with the Imperial Irrigation District. There will be no changes made to our metrics and/or target outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	The District will ensure parents, students and staff have access to clean facilities that support a safe learning environment.	The Brawley Elementary School District will ensure all District facilities are well kept and maintained on a regular basis to ensure a safe and engaging climate in which students will feel connected and be successful. BESD will work with students and staff to define what makes them feel connected in order to continuously improve the climate. Itinerant Custodian-Beautification to promote a positive climate, Custodial staff to support ELOP, Bus Drivers for supplemental transportation, Supplemental Van Drivers for Foster Youth and Homeless transportation, Trauma-Informed PD for bus drivers, Supplemental Transportation Costs (Materials and Supplies), Transportation Cost (Contract Services), Software programs for transportation and tracking materials/supplies, job specific training, classified and certificated stipends for expanded-day learning opportunities	$2,569,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	BESD will team up with parents/guardians to work together to ensure student academic success.	The Brawley Elementary School District will establish a strong partnership with parents so that we can work together to ensure the success of all our students, but specifically our unduplicated students. Needs assessment data for unduplicated students are analyzed annually and educational partners continue to rate parent engagement as a high priority for student success. BESD will continue to facilitate parent engagement, support services, and supplies in order to engage parents in helping to increase academic achievement on state and local assessments for unduplicated students. Our Low Income, Foster Youth, and English Learner students, including students with disabilities, have the most opportunity for continued academic growth according to the most current state and local assessments. To address this need, BESD will continue to provide school site activities, supplies, staff, and services to engage our unduplicated student population, support school culture, and enhance learning for our unduplicated student population. As requested by parents, BESD will provide high-quality targeted parenting classes to assist parents in addressing the needs of our students. Since its inception, this action has resulted in increased academic achievement and the engagement of unduplicated students. BESD will establish positive parent connections through outreach to parents of dually identified students with disabilities to increase parent and student engagement. Parent Relations support staff, continued focus on Parent Liaisons as relationship builders, Parent Communication Expenses, Parent Engagement Activities, Parent Training, Parents Training/Meeting Refreshments, Annual Parent Fair, Engaging Parents in Decision Making, Childcare during Parent Advisory Committees, Classified and Certificated Stipends to support parent events/activities, Project Specialist (Funded at 25%), Materials and supplies to support parent activities.	$652,000.00	Yes
3.3	BESD will work to ensure student and staff safety so that the focus is on learning.	The Brawley Elementary School District will provide a safe and engaging learning environment. Our Low Income, Foster Youth, and English Learner students, including Homeless students, have the most opportunity for continued growth in attendance rates according to the most current state and local data. A student's sense of safety on campus is a key motivator for attendance. BESD will continue to provide school safety and security	$5,613,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services, staff, and supplies to address the safety needs of our unduplicated student population, including Homeless students. Since its inception, this action has resulted in an increased sense of safety as reported on local surveys. We believe this has also helped to increase attendance for the unduplicated students, including Homeless students. BESD will launch an attendance campaign focused on improved attendance and reducing chronic absenteeism with targeted support to schools with very high rates of chronic absenteeism. BESD will provide targeted support to schools that experience very high rates of chronic absenteeism. BESD will focus on improving site and district culture through activities/events for students, staff and parents. BESD is looking to expand our services and refine our practices in the 25-26 school year. We will continue to gauge progress using our student, staff and family surveys (i.e. California Healthy Kids Survey). Community School Advisory Committees will continue with a gap analysis to set goals for community school implementation and will provide wraparound services for their students. Supplemental Secretaries/Clerks-Parent Involvement, Supplemental Health Staff (LVNs and Health Assistant), District Nurses (Base Funded), Supplemental Vice Principals-Promote School Safety, Vice Principal (Base Funded), SARB Officer/Attendance Supervisor (Base Funded), Tiered Re-engagement Support Staff to Address Chronic Absenteeism, Attendance incentives, Campus Security, Noon Duty Supervisors-Supplemental Safety Support, Noon Duty Supervisors (Base Funded), Visitor Screening System, Attendance Campaign, Tiered Re-engagement Plan to address Chronic Absenteeism, Community Schools Partnerships, Materials and Site Visitations to provide wraparound services for unduplicated students, PD to increase attendance and lower chronic absenteeism, District Safety Coordinator, Supplemental Support Safety Staff for expanded-learning opportunities, Classified and Certificated stipends		
3.4	Students will be serviced in a clean and safe learning environment that is	The Brawley Elementary School District will maintain safe equipment, facilities and grounds. Our Low Income, Foster Youth, and English Learner students, including students with disabilities, have the most opportunity for continued academic growth according to the most current state and local assessments. To address this need, BESD will continue to provide	$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	conducive to academic success.	equipment, staff, and services to ensure our campuses are conducive for successful student learning. Since its inception, this action has resulted in increased academic achievement and the engagement of unduplicated students. We will continue to build safe and innovative spaces to engage our students and their families. Campus Beautification (Grass, Trees, Irrigation System) to beautify school sites, Replace 10 AC Units (Based Funded), CTE Agriculture Outdoor Learning Areas, Equipment for outdoor beautification		
3.5	Student's physiological needs will be addressed and met.	The Brawley Elementary School District will take steps to ensure that the physiological needs of students are met. Students continue to need appropriate and timely health care services, staff, and supplies to achieve academic success. BESD will continue to provide appropriate and timely health care services, staff, and supplies. This action will secure the well-being of all aspects of school success. Our Low Income, Foster Youth, and English Learner students, including students with disabilities, have the most significant needs as related to this targeted action. To address this need, BESD will continue to provide materials, staff, and services to ensure our unduplicated population gets their needs met. Since its inception, this action has resulted in increased academic achievement and the engagement of unduplicated students. Surveys indicate that food insecurity is paramount. For the 25-26 school year, we will form community partnerships to increase the supplemental food distribution to underrepresented student groups. Additionally, Community Schools will begin implementing wraparound services for students. MOT Clerk-Supports FY/Hmls including parent communication, Clothing and Supplies for Foster Youth (FY) and Homeless (Hmls) Students, Neighborhood Bag Program (Food) for FY and Hmls, Clerk FY/Hmls weekend food distribution, Food Services Technician to manage CEP Site Programs (Federal Funding); SEL Activities for Unduplicated Student Groups; Community School Support by Site	$222,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Students will be serviced in an engaging learning environment.	The Brawley Elementary School District will provide a rich and engaging learning environment that promotes student success. Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. To address this need, BESD will continue to focus on improving attendance rates and decreasing our chronic absenteeism rate for our unduplicated student population. Since its inception, this action has resulted in increased attendance rates for our unduplicated student population. For the 25-26 school year, middle school students will continue to access a digital library from their assigned Chromebooks to encourage reading at school and at home. Additionally, sports will be expanded in the elementary after school programs. Character Education, Student Recognition Incentives, Elementary Intramural Clubs/Sports and Extra Curricular Materials, Stipends for Coaches, Increased funding for educational field trips, Transportation for Clubs/Sports, Library Aides, Site Library Allocation, Library Management System, Library Software, Certificated and Classified Stipends	$386,500.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$14,983,818.00	$1,883,798.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.746%	0.000%	$0.00	37.746%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Enhance the quality of instruction for all students **Need:** Achievement gaps in ELA and mathematics persist for English Learners, Socioeconomically Disadvantaged students, and Foster Youth (see metrics listed in Goal One). Smaller class sizes allow more targeted, differentiated small group instruction	Action 1.1 is designed to focus on the greatest academic needs of our unduplicated pupils. It was decided that the most effective approach would be to implement these actions on a district-wide basis. Small group instruction will focus on implementing high leverage practices associated with best practices around supporting English Learners and low-income students. To maximize the impact of these actions throughout the LEA, these actions are being	To monitor effectiveness, the following metrics will be monitored and disaggregated for all subgroups: CAASPP Scores in ELA and Mathematics Percentage of students enrolled in elective

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	based on identified areas of need. While these actions will be implemented district-wide, we expect to see closure of the achievement gap between our unduplicated student group and the students that are not identified as EL, Foster Youth or SED. Additionally, families of unduplicated pupils have expressed (via surveys and LCAP forum) a continued desire to increase their children's exposure to a variety of courses and learning experiences. This includes a wide array of electives. Parents have shared they appreciate that their children are exposed to a variety of both arts minded and career focused opportunities. **Scope:** LEA-wide	provided on an LEA-wide basis. While these actions will be implemented district-wide, we expect to see closure of the achievement gap in ELA and Math between our unduplicated student group and the students that are not identified as unduplicated. (as listed in Measuring and Reporting Results section)	courses will be monitored to help determine level of access and effectiveness. Percentage of appropriately assigned teachers will be monitored ensure that best first instruction is engaging and accessible to students with additional needs, such as ELs, LTELs, SED and foster youth. (Priority 1)
1.2	**Action:** Supplement the implementation of State standards aligned STEAM instruction for students **Need:** Achievement gaps in mathematics persist for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Foster Youth (see metrics listed in Goal One). Additionally, overall Science data and disaggregated data shows that there is a need for improvement.	Action 1.2 is designed to focus on the greatest needs of our unduplicated pupils in the areas of Mathematics and Science. It was decided that the most effective approach would be to implement these actions on a district-wide basis. Based on a comprehensive analysis of mathematics achievement data, actions were built to support teachers and they planned and implemented target aligned units of instruction. While we expect all students to benefit, we believe our unduplicated pupils will achieve even greater growth, thus closing the achievement gap.To maximize the impact of these actions throughout the LEA, these actions are being provided on an LEA-wide basis.	To monitor effectiveness, the following metrics will be monitored and disaggregated for all subgroups: CAASPP mathematics data (both % meeting and exceeding standards and distance from standard) and CAST Science data (% meeting/exceeding standard).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Ensure instructional staff is trained and supported to utilize high leverage, research based, high-yield instructional strategies **Need:** Data analysis has shown that there continues to be an increased need for standards-based and target aligned instruction for our unduplicated pupils. This is evidenced by the achievement gaps in ELA, Math and Science. Further data analysis shows that gaps persist in the area of writing overall for our unduplicated pupils. See Metrics in goal one for details **Scope:** LEA-wide	Action 1.3 was crafted based on the needs of our unduplicated pupils. CAASPP data and interim data was analyzed to determine which standards and targets our unduplicated pupils are showing greater needs in. Although the professional learning is being developed based on our unduplicated pupil needs, it was determined that these services would be provided on a district-wide basis. Although we believe all students will benefit, we believe our unduplicated pupils will benefit even more.	To monitor effectiveness, we will analyze our CAASPP Scores in ELA, Math and Science (as applicable) and also our ELPAC scores and reclassification rates.
1.4	**Action:** Provide additional support to ensure administrators are equipped to support high quality instruction **Need:** English Learners and low income students have disproportionately lower rates on both CAASPP English Language Arts and Mathematics as compared to ALL student group. Additionally, focus groups and surveys from educational partners have identified the need to continue to support our administrators	Action 1.4 was written to address these unique needs of our unduplicated pupils. The district will provide supplemental instructional leadership development for administrators through professional development focused on best practices to support teaching staff as they instruct students with both language and academic needs. HIgh leverage leadership practices will be identified based on the needs identified through data analysis of student learning and classroom observations for our EL and SED students. Supporting our leaders maximizes the impact for	We expect these actions to lead to a significant increase in both CAASPP ELA and Math Scores. We also anticipate leaders to express more confidence and effectiveness in their instructional practices through self-reflection rubrics and surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as they refine their instructional practices to support their evolution into transformational leaders. Classroom walk throughs, coaching sessions, and individual interviews and surveys have revealed that our leaders would like more coaching and training on how best to support our unduplicated pupils and ensure equitable outcomes for all students. **Scope:** LEA-wide	all students and thus will be provided on a district wide basis.	
1.5	**Action:** Expand opportunities to equitable access to robust, varied , rigorous and well -rounded curriculum for students **Need:** School readiness data has demonstrated a disproportionately higher need for our English Learners and SED students to received high quality Universal Pre-Kindergarten (UPK) and Transitional Kindergarten (TK). Readiness and literacy data indicate that our unduplicated pupils could benefit greatly for robust pre-kindergarten programs. Student survey data has also shown that parents and students agree that varied elective learning opportunities increase interest in school and overall student engagement. Our unduplicated pupils also have greater gaps in student engagement and chronic absenteeism rates. Expanding our elective opportunities strives to meet this unique need.	Action 1.5 will address these unique needs of its unduplicated pupils by providing 1) a robust TK program (inclusive of supplemental TK paraeducators), 2) a comprehensive and expanded UPK program with materials for Early Literacy Program 3) robust electives such as Youth Cinema Project, Music and Art. To maximize the impact of these actions throughout the LEA, these actions are being provided on an LEA-wide basis.	Action 1.5 will improve our literacy readiness data for our lower grades and also improve our chronic absenteeism data at the junior high level as student engagement will increase.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Ensure administrative team is equipped with current research on best instructional practices to support instruction **Need:** Through focus groups, district and site level administration have identified the continued need to ensure administrative team is equipped with current research on best instructional practices to support the teaching and learning of our unduplicated pupils. Students will benefit from continued and expanded leadership support for all school sites as they receive ongoing coaching and professional development focused on equitable practices for underperforming students that support high quality instruction and effective support systems. Systems of support for English Learners, Long-term English Learners, and students with disabilities who are dually identified as EL, LTEL, SED and/or FY will be established and implemented to improve academic, social-emotional and behavioral success. **Scope:**	Action 1.6 will meet these transformational leader needs as it provides continued and expanded leadership support through ongoing coaching and professional development focused on equitable practices that supports high quality instruction and effective support systems. We expect these actions to result in improved outcomes for students who are foster youth, English learners, and low-income. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	CAASPP ELA, mathematics and Science data (both % meeting and exceeding standards and distance from standard, as applicable) will be monitored to help determine level of effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Train staff to successfully implement a tiered systems of support for students **Need:** English Learners and socio-economically disadvantaged students have disproportionately lower rates related to ELA and mathematics mastery as compared to the ALL students group. In addition, staff has articulated that continued learning and implementation of PLCs is needed as they refine their MTSS supports. This streamlining will ensure that all students are identified early and interventions occur in a timely manner. Additionally, teachers continue to ask for collaboration time to be able to work together on Tier 1 instruction. **Scope:** LEA-wide	Action 1.7 will meet the unique needs of our unduplicated pupils by providing specific and targeted training to staff on Professional Learning Communities (PLC) and Multi-Tiered System of Supports (MTSS). Weekly collaboration will allow us to look at real-time progress of our pupils and refine our MTSS to address academic and behavioral needs of our unduplicated student groups. We expect these actions to result in improved outcomes for students who are foster youth, English learners, and/or low-income students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis. This will maximize the impact of these actions	CAASPP ELA and mathematics data (both % meeting and exceeding standards and distance from standard) will be monitored to help determine level of effectiveness. To ensure we are meeting our teacher's needs, BESD will also survey teachers regularly to gather input on how to best coordinate collaboration time and professional learning topics.
1.8	**Action:** Secure and leverage available technologies to support high quality instruction **Need:** In addition to disproportionately lower ELA, writing and Mathematics rates of our low income students and English Learners, teachers have expressed that educational technology has allowed them to better differentiate the varying needs of our low	Action 1.8 will meet these needs by continuing to secure and leverage available technologies to support high quality instruction. Ed Technology Staff will continue to ensure that our technology is up and running and ready for our instructional team. Additionally Site Computer Lab Aides will provide direct services to our schools and unduplicated pupils. EdTech Mentors will provide specific EdTech professional development to enhance instruction and support teachers. We expect these actions to result in improved	Formative ELA and mathematics assessments will be monitored to show progress of our unduplicated pupils. Our CAASPP ELA and mathematics data (both % meeting and exceeding standards and distance from standard) will also be monitored to help

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income students and our English Learners. Teachers have also expressed the need for continued professional learning and mentoring to be able to maximize these use of such ed technology tools. **Scope:** LEA-wide	outcomes for students who are foster youth, English learners, and/or low-income students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis	determine overall level of effectiveness. To ensure we are meeting our teacher's needs, BESD will also survey teachers regularly gauge their technological needs. This feedback will help shape upcoming professional development and technological purchases.
1.10	**Action:** Implement DLI program to support student biliteracy **Need:** Some of our families of low income students and English Learners have expressed a desire to have their child in a dual language program where they can increase their literacy in both English and Spanish simultaneously. The Interest in a dual language program for their children has increased exponentially every year we have had the DLI program in our District. According to the Institute of Education Sciences, there is moderate evidence that a dual language program positively impacted student literacy achievement in English. (What Works Clearinghouse). We expect our DLI will help decrease persistent achievement gaps in ELA and literacy. **Scope:** LEA-wide	Action 1.10 was designed to allow BESD to implement DLI program to support student biliteracy. Our DLI Program will continue expanding to include TK and 3rd grade during the 24-25 SY. Additionally, Newcomers will be encouraged to enroll in the DLI Program to accelerate the path to biliteracy. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both ELA and Spanish proficiency. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis	To monitor effectiveness, the following metrics will be monitored In all grades, we will continue to track site level assessments, in both English and Spanish. In 23-24, our oldest DLI students are in second grade We are excited to see how they will do in 24-25 on their 3rd grade statewide assessments. We will also measure reading diagnostics as we track reading readiness and reading abilities of our unduplicated pupils and gauge progress.

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1.11	**Action:** Ensure targeted support is provided for students based on diagnostic information **Need:** Our low income students, English Learners and foster youth have disproportionately lower rates of mastery in English Language Arts, mathematics and science than our ALL student group. In addition, our teachers have expressed that our lower performing students seem to have difficulty showing what they know on statewide assessments. Teachers have also expressed a need to better align their assessments to ensure coherence between the "taught" curriculum and the statewide assessments. **Scope:** LEA-wide	Action 1.11 was designed to meet the unique needs of our unduplicated pupils by ensuring targeted support based on diagnostic information. Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. With timely intervention, BESD will continue to close the achievement gap for unduplicated student groups. BESD will strengthen data systems by providing professional development for instructional staff: using common formative assessments, assessment platform refreshers and creating targeted intervention with results. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in ELA, mathematics and science. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis	To monitor effectiveness, the following metrics will be monitored: Common Formative assessment data in ELA and Math Summative assessments in ELA, Math and Science Teacher surveys to determine what refresher assessment trainings would be most useful Evaluation from teacher refresher assessment trainings Monitoring each of these metrics will help us comprehensively assess the quality of our assessment system
1.12	**Action:** Ensure the unique needs of students are targeted at the site level. (Individual school sites have financial support so they may target unique student needs in addition to district-wide student initiatives). **Need:** In identifying the needs of our unduplicated pupils district wide, there are marked differences between our school sites. Generally, there are disproportionately lower	Action 1.12 is crafted to ensure the unique needs of unduplicated pupils are targeted at the site level. Site funding supports District Initiatives that are in alignment with LCAP Goals. This action provides schools with funds so they may target unique student needs that are specific to their campuses. Allocated funds are included in the SPSA, approved by School Site Council and the Governing Board. Expenditures are reviewed to ensure activities are in alignment with BESD LCAP goals. Site continuous improvement teams continue to be provided support as they analyze	Each year, each school site will conduct a Goal Analysis for each goal (and subsequent actions) within their SPSA. Each plan will be refined annually to ensure any low performing areas and performance gaps are addressed. This Goal Analysis will be presented

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	rates in ELA and Math for our low income students, English Learners and foster youth. There are also disproportionately higher rates of Chronic Absenteeism and Suspension for these groups as well. Through a more nuanced data analysis, schools are able to target the needs of their individual school sites and the unduplicated pupils they serve. This individualization of services at the site level allows for customization and differentiation, as needed. **Scope:** LEA-wide	data, examine resource inequities, explore evidence based interventions and work with SSC to refine their plans on an ongoing basis. To maximize the impact of these supports throughout the LEA, these actions are being provided on an LEA-wide basis.	to each school's educational partners.
1.13	**Action:** Provide focused support to underrepresented students to address academic achievement, social-emotional learning, behavior and attendance (ELs, LTELs, SED, FY and dually identified students with disabilities) **Need:** BESD will work with partners to engage in a root cause analysis for underperforming student groups tied to Differentiated Assistance, Compliance and Improvement Monitoring (CIM) and Additional Targeted Support and Improvement (ATSI). Teams will engage in root cause analysis and plan for student success for the English Learners, Socio-economically Disadvantaged students and dually identified Students with Disabilities. As a result of the root cause analysis, actions will be implemented to increase student outcomes for ELs, LTELs, SED, FY and dually	This root-cause analysis coupled with varied educational partner engagement has prioritized the following actions to support our unduplicated pupils: 1.1 Provide hard-to-find fully credentialed teachers with a signing bonus to improve student outcomes for underrepresented students 1.2 PD in Math (claims and targets), Project-based Learning in STEAM, graphic design, and math learning experiences 1.3 PD in ELA & Writing (claims and targets), Co-Teaching for Inclusive Practices, Strategies to address the needs of dually identified students with disabilities, targeted strategies for various disabilities. 1.4 PD for site and district leaders for implementation of Co-Teaching to increase inclusive practices	To monitor effectiveness of these targeted actions, we will monitor a variety of metrics. Specifics are listed with each individual action under the metrics to monitor effectiveness. In addition to the standard metrics, we will be gathering input from staff as to the quality of the professional learning provided to help us continue to refine and meet the learning needs of our staff. We will also be tracking our % of our ELs who have IEPS to determine their % of instruction in a non-specialized setting.

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	identified students with disabilities. These needs are explicitly stated in the Measuring and Reporting Results section of the LCAP and also in each school's SPSA. **Scope:** LEA-wide	1.5 Supplemental materials to enhance instruction and learning for dually identified students with disabilities 1.8. Provide dually identified students with disabilities the opportunity to check-out a device for extra practice on supplemental programs from home: ELA, Math and language proficiency 1.9. Intervention for FY, HMLS, English Learners, Long-term English Learners and dually identified students with disabilities 2.1 Provide supplemental materials and supplies for students with disabilities that are also ELs, LTELs, SED or FY to promote social-emotional and mental health wellness. Provide frequent communication and support for the co-teaching model. 2.2 Provide PD for instructional staff to improve attendance and behavior for Foster Youth and students with disabilities that are also ELs, LTELs, SED or FY 2.3 Provide ELs, LTELs, dually identified students with disabilities, and foster youth priority in extended day learning opportunties: ELA, Writing, Math and/or ELPAC Task Type Practice 2.4 Provide Tier 2/3 PBIS training for staff to increase positive strategies for addressing behaviors for ELs, SED, FY and dually identified SWD 2.5 Provide restorative practices training to all sites to provide teachers with strategies to reduce suspensions for FY, ELs, SED and Hispanic students 3.2 Establish positive parent connections through outreach to parents of dually identified students with disabilities to increase parent engagement. This includes providing more frequent	Our continuous improvement process with each school site will continue to take a holistic approach at determining the highest needs and leveraging the best practices to improve those specific outcomes.

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		communication regarding the addition of co-teaching. Although we had schools that exited ATSI, our root cause analysis indicated that we still have much work to do with our English Learners, Long-term English Learners, Socio-economically Disadvantaged students, Hispanic students, Dually-identified Students with Disabilities and Foster Youth in the following areas: academic achievement, chronic absenteeism and suspension. These needs were not localized at any particular site; thus warranting an LEA-wide goal.	
2.1	**Action:** Provide staffing and support systems that address the academic, physical and social emotional needs of our students **Need:** California Healthy Kids Data has shown increasing needs for social-emotional, behavioral and mental health needs of our students. California Healthy Kids Survey data (both students and their families) have expressed increases in students having higher degrees of sadness, less overall wellness and less ability to self regulate their emotions. Anecdotal and case management data has shown an increase in students experiencing anxiety. BESD is committed to support the whole child and provide tiered interventions to support the varying behavioral and social emotional needs of our students.	Action 2.1 is designed to provide staffing and support systems that address the academic, physical and social emotional needs of our unduplicated students . BESD has repurposed our psychologists to provide social emotional support for students. We will also continue to provide SEL support for all students, including, but not limited to growing the sensory rooms at each site to help students de-escalate in a safe place. We will continue with morning meeting time to teach self-regulation skills to all students, with a focus on students with disabilities that are identified as EL, LTEL, SED and/or FY and English learners to address the increase in suspensions. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both level of engagement, overall wellness, increased attendance and reduced behavioral incidents. As it is likely that other students may benefit from	To monitor the effectiveness of this action, we will track chronic absenteeism data, behavioral incidents and suspension data, school connectedness data and overall wellness data.

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	Scope: LEA-wide	these actions, they will be provided on an LEA-wide basis	
2.2	**Action:** Implement a Multi-tiered System of Support (MTSS) for all students **Need:** BESD staff has expressed that a clear and coherent system is essential to ensure student needs are identified early and intervention is timely, measured and adjusted as necessary. This is especially true for our unduplicated pupils who have disproportionately lower rates of ELA and mathematics mastery. Opportunity gaps also exist in relation to chronic absenteeism and suspension as well. Although our numbers tend to be trending in the right direction, it is clear that more refined work related to our multi-tiered system of support (MTSS) is needed for our low income students, foster youth and English Learners. **Scope:** LEA-wide	To address these needs, the district will Implement a Multi-tiered System of Support (MTSS) for all our low income students, foster youth, and English Learners have the most opportunity for continued academic growth according to the most current state and local assessments. We will provide a strategic Multi-tiered System of Support (MTSS) for all students within Transitional Kindergarten to 8th Grade. Each school will examine and refine site systems and structures to ensure an effective Multi-Tiered System of Support to monitor all students systematically and provide targeted intervention to students demonstrating academic, social-emotional, and/or behavioral We expect these actions to lead to a significant increase in academics and a decrease in absenteeism and suspension rates. To maximize the impact of these supports throughout the LEA, these actions are being provided on an LEA-wide basis.	To monitor the effectiveness of this action, we will track CAASPP scores, chronic absenteeism rates and suspension rates. Our MTSS will be refined based on how these numbers are trending in real time. Teams will meet regularly to look at data to determine which students are needing what level of tiered supports and services.
2.3	**Action:** Students will receive extended-day learning opportunities based on identified needs **Need:** Families of unduplicated pupils have consistently expressed the need for extended day learning opportunities. Families of low	To address this needs, we plan to ensure students are receiving extended-day learning opportunities based on identified needs. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both grades, formative assessments and ultimately summative state-wide assessments. As it is likely that other low-	To monitor the effectiveness of this action, we will track after school attendance, intersession attendance, formative and summative assessment data in English Language Arts

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	income students have expressed a new to provide opportunities to both accelerate learning and extend learning. Low income families have also expressed an appreciating in extended day learning opportunities because they assist the family overall in providing rich meaningful learning in a safe and supportive way after the regular school day ends. Therefore, there continues to be a significant need for extended day learning opportunities for our unduplicated pupils. **Scope:** LEA-wide	performing students may benefit from these actions, they will be provided on an LEA-wide basis	and Mathematics. These services are intended to support and expand learning as well as increase student academic outcomes.
2.4	**Action:** Implementation of a Positive Behavior Intervention and Supports (PBIS) for students **Need:** Our low income students and EL students have disproportionately higher rates of suspension than other student groups. Educational partners have expressed the need to provide a variety of behavioral supports to students at different age and grade spans. **Scope:** LEA-wide	Action 2.4 is designed to meet the needs of the unduplicated pupils by the refinement of the implementation of a Positive Behavior Intervention and Supports (PBIS) for students. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in behavioral incidents, emotional wellness, and suspension rates. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis	To monitor the effectiveness of this action, we will track behavioral interventions, behavioral incidents, suspension and expulsion data. We will also track Behavioral Support Plans for our low income, foster youth and English Learner students who also have a 504 or IEP. This real time data analysis will allow us to refine our MTSS system and identify students with behavioral needs early and intervene in a timely manner. It will also allow us to monitor progress and

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			adjust supports accordingly.
3.1	**Action:** The District will ensure parents, students and staff have access to clean facilities that support a safe learning environment. **Need:** BESD is committed to ensure that our facilities are designed for rich, robust learning to take place every day. This includes ensuring our facilities are well kept and maintained on a regular basis (inclusive of after school and intersession opportunities) to maintain a clean, safe and engaging climate in which students will feel connected and be successful. BESD wants to make sure students are able to stay after school to engage in these learning opportunities and be afforded transportation, if needed. Low income students, English Learners, and foster youth students have demonstrated lower levels of student engagement and higher levels of absenteeism. Additionally, families have continued to express a need for extended and varied learning opportunities for their children. Families have shared they would like the learning opportunities to prepare them for the world outside of school - to prepare them for college, career and life. Supporting our students with added transportation as needed, especially our foster youth and homeless students allows them to	Action 3.1 is designed to meet those unique needs as it continues to expand and refine its safe, clean, and inviting learning spaces throughout each school campus. To increase support Itinerant Custodians are maintained to enable a focused approach to campus beautification to promote a positive climate. To increase student engagement and to decrease chronic absenteeism rates, additional bus drivers are maintained for supplemental transportation. Supplemental van drivers are provided for special circumstances. Foster Youth and Homeless students are considered on a case-by-case basis, if they need additional transportation support. Professional development for our transportation staff is vital as they continue to learn about trauma based approaches, safety procedures and de-escalating techniques. Transportation needs have been examined every year with special attention to our homeless and foster youth. Improving our learning spaces, reinvigorating the activities in those learning spaces and then ensuring all students can participate is a winning combination to allow every child to find highly engaging opportunities that allow them to excel. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income including	To monitor effectiveness of this action, we will continue to conduct Facilities Inspections annually and plan out any campus improvements. We will report to our partners as to progress on any projects. We will also track transportation to examine trends and needs. In relation to student data, we will track after school, intersession and summer school participation. We will survey students annually to engage their level of safety, connectedness and overall well being. Finally, we will track (through our tiered system) our students' attendance and chronic absenteeism rates.

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	engage more fully in learning beyond the regular school day. BESD will continue to work with students, staff and families to define what makes them feel connected in order to continuously improve the activities, environment and ultimately, the school climate. **Scope:** LEA-wide	increased engagement, reduced absenteeism and improved academic outcomes. As it is likely that other students may benefit from these actions, they will be provided on an LEA-wide basis	
3.2	**Action:** BESD will team up with parents/guardians to work together to ensure student academic success. **Need:** Our educational partners (staff and families) have expressed every year the power of continuing to strengthen our home-school connections. Families of unduplicated pupils have been surveyed annually to determine the best ways to engage them as well as what. topics they would like additional support on. This year, we have increased our case management and family outreach for our students who have the most needs (as evidenced by attendance, behavior and academic progress). One-on-one interviews with these families have illuminated how we can continue to partner with these families and their input has shaped these actions moving forward. Many (if not most) of these targeted	Action 3.2 was designed to address this need. BESD will continue to provide school site activities, supplies, staff, and services to engage our unduplicated families, support school culture, and enhance learning for our unduplicated student population. As requested by parents, BESD will provide high-quality targeted parenting classes to assist parents in addressing the needs of our students. For the 24-25 school year, BESD will target the refining of strong, positive parent connections through outreach to parents of dually identified students with disabilities to increase parent and student engagement. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income students, however it is likely that other low-performing students may benefit from these actions. To maximize the impact of these supports throughout	Since its inception, this action has resulted in increased academic achievement and the engagement of unduplicated students. We will continue to monitor effectiveness through analysis of our annual parent survey, synthesis of results from evaluation tools used for family learning opportunities. We will also track # of parents who engage in each of our family engagement opportunities to determine trends and determine which venues and modalities seem to work best.

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	families are either EL, low income, foster youth, homeless or students with disabilities. **Scope:** LEA-wide	the LEA, these actions are being provided on an LEA-wide basis.	
3.3	**Action:** BESD will work to ensure student and staff safety so that the focus is on learning. **Need:** A student's sense of safety on campus is a key motivator for attendance.Our low income students, English Learners and foster youth have disproportionately higher rates of chronic absenteeism than other student groups. Our most recent data also shows 62% of our students feel safe at school. In addition, staff working with some of our most chronically absent students have identified that sense of safety is a root cause of not attending school for some of our students, specifically our unduplicated pupils. Therefore, there is a significant need for increase students' overall safety and perception of safety as well/ **Scope:** LEA-wide	Action 3.3 focuses on supporting students to ensure they are healthy, engaged, safe and secure. BESD accomplishes these goals in a variety of ways. To support students' health, supplemental Health Staff (LVNs and Health Assistant) support our District Nurse (Base Funded). These staff members allow for more targeted and tiered health services for our students. We are continuing to add tele-health services to our students. Site levels are building a tiered engagement plan that includes attendance incentives, mentoring and other tiered interventions. This includes 2 Child Welfare and Attendance staff members that are focused on tier two and tier three services. To support safety on campus, Campus Security, and additional Noon Duty Supervisors provide supplemental safety support. Programs such as our Visitor Screening System also support campus safety. Lastly, we have added a District Safety Coordinator. This position will allow us to expand our safety procedures and continue to connect us to aligned community agencies. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income including reduced absenteeism and wellness outcomes. As it is likely that other students may benefit from	We will continue to monitor effectiveness through examination of chronic absenteeism data. This analysis will allow our tiered system of reengagement to be flexible and responsive. We will also track safety and pertinent behavioral incidents. Lastly, we will track students' and families' perception of safety annually to examine trends and progress.

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		these actions, they will be provided on an LEA-wide basis	
3.4	**Action:** Students will be serviced in a clean and safe learning environment that is conducive to academic success. **Need:** Throughout the last year, there has been a marked increase the the number of families interested in having their child attend programs outside of the school day. This includes after school programs, intersession programs and summer school activities. These increases in extended day enrollment has put considerable strain on our school facilities for adequate places for all activities to take place. Moreover, teachers and students alike have appreciated outdoor learning spaces as they craft highly motivating, projects based, hands on learning opportunities. Unduplicated pupils have proportionately lower ELA, Math and Science mastery and would benefit most from these novel, rigorous and engaging opportunities. Therefore, there is a significant need to continue to ensure our learning spaces are beautiful, safe, welcoming and cutting edge. **Scope:** LEA-wide	Action 3.4 focuses on campus beautification to enhance our campuses in order to promote a welcoming atmosphere and improved outdoor learning opportunities. We will continue Painting Projects at at least one of our school sites each year. We will continue enhancing our landscaping through more grassy areas, more trees and streamlined irrigation. We will expand our outdoor learning spaces to promote physical and overall wellness. These areas will allow for continued innovative learning spaces. Outdoor equipment is improving our learning and play spaces on campus. We are installing additional picnic tables and supplemental playground equipment. Lastly, we are strategically adding shade structures to allow for more year-long use of particular spaces on our school campuses. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income including a significant increase in outdoor learning opportunities, increase in student engagement and increased attendance in after school and intersession events. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis	We will continue to monitor effectiveness through delineating and reporting on campus improvement/beautification projects annually, tracking the number of outdoor learning opportunities, increase in student engagement and increased attendance in after school and intersession events.

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3.6	**Action:** Students will be serviced in an engaging learning environment. **Need:** Educational partners have prioritized that we continue to build engaging learning environments for our students. Parents have expressed the need to incorporate character education into their children's school day. Families have also expressed the desire to continue to expand library services and culturally responsive books on each campus. When polled and asked what activities make you want to come to school, students have expressed a desire to increase clubs, sports and competitions. Our unduplicated pupils show lower rates of school connectedness and lower rates of academic success. By enriching our learning environments, we intend to address both of these needs. **Scope:** LEA-wide	Action 3.6 continues to provide a rich and engaging learning environment that promotes student success. This action focuses on a variety of supplemental opportunities for all unduplicated students. BESD continues to provide supplemental character education opportunities for students. These opportunities strive to build individual character, cement interpersonal relationships and solidify the togetherness of our community, In addition, we are providing extra-curricular activities such as supplemental clubs, sports and competitions. Furthermore, transportation is provided to teams as they travel throughout the county to compete. Transportation is also provided for a variety of field trips during the school year. Another area that we are expanding is our library services. expand our library of books. Supplemental books and materials are purchased every year to ensure we are stocked with books of high interest, diverse perspectives and are culturally responsive in nature. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income, as mentioned above. To maximize the impact of these supports throughout the LEA, these actions are being provided on an LEA-wide basis.	We will continue to monitor effectiveness by tracking a variety of metrics including student connectedness data, overall achievement data, participation rates in extra-curricular activities and library use rates. We will monitor progress and it will help shape this action over the course of this 3 year plan.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Ensure EL students receive high quality targeted instructional services to increase language proficiency and student outcomes. **Need:** In 2023, 42.8% of BESD English Learners did not make progress toward English language proficiency as measured by the ELPAC. In addition, our reclassification rate was 11% district-wide. There was great variance between school sites in terms of their reclassification rates, ranging from 4% to 22%. We have 7.6% of our English Learners that are long-term English Learners (LTELs). 11.2% of our English Learners are considered at risk of becoming LTELs. **Scope:** Limited to Unduplicated Student Group(s)	Action 1.9 is designed to provide targeted support for our EL student population. We will provide expanded learning opportunities before and after school as appropriate. We will secure supplemental language acquisition programs and supplies to ensure that EL students are given the opportunity to successfully complete all courses and to receive academic support. Supplemental instructional programs will be made available to EL students with the goal of increasing language proficiency which will lead to reclassification. EL Mentors will work directly with Long-Term English Learners (LTELs) to set goals for reclassification and academic success. Intervention focused primarily on language acquisition will be implemented at each site for LTELs and students at-risk of becoming LTELs. EL Leads will work directly with site administration to plan specific activities for ELs and LTELs, including, but not limited to parent events that focus on the importance of increasing language acquisition and reclassification.	To monitor effectiveness, BESD will track ELPAC scores over time to gauge progress. The district will also examine reclassification rates and determine specific reasons why our LTELs are not eligible for reclassification. This data will help our teaching teams in targeting support in pertinent areas.
3.5	**Action:** Student's physiological needs will be addressed and met. **Need:** Conversations with our tier 3 unduplicated families has uncovered the following needs: food insecurity, clothing and school supply needs and a need to be connected to outside	Action 3.5 aims to provide some of the "extras" when focusing on serving the whole child/whole family We continue to provide clothing and other school supplies to targeted unduplicated students. We are also continuing to support are families that are facing food insecurity through our neighborhood bag program. Our Weekend Food Distribution is in collaboration with Imperial Valley Food Bank. Student Service Mentors are provided	We will continue to monitor effectiveness through tracking our referrals to outside agencies, the numbers of families we have supported related to school supplies, clothing and/or food. BorderLink access will be tracked as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	agencies to receive more intensive support and care. This action is a targeted action specifically for our unduplicated pupils to be able to identify the most pressing needs of the family and connect them to the assistance they are requiring. **Scope:** Limited to Unduplicated Student Group(s)	stipends to help identify and service our students in need. BESD also provides Internet access (through BorderLInk) to families who need connectivity.	well to determine our families technological needs. Moreover, Student Service Mentors will regularly collect information regarding how we are supporting families. Data and trends will be examined annually to determine next steps and prioritized needs for each upcoming year.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

BESD does not have any limited actions contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services. All of our contributing actions include an expenditure of LCFF Funds.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All schools in the Brawley Elementary School District have high concentrations (above 55 percent) of foster youth, English learners, and low-income students. Additional concentration grant add-on funding will continue funding staff to provide direct services to students in the following ways:
Goal 1:
New positions: Middle School Music Teacher (1.1), Middle School Art Teacher (1.1), CTE Agriculture Science Teacher (1.2), (1.9) 4 TK Para-educators to support UPK (1.5), 1 new Teacher to support the expansion of the DLI Program (1.10), Expansion of the music and art program (1.5)

Continue funding positions during budgetary uncertainty: Middle School Electives (1.1/1.2) (Art, Music, Graphic Design, and Maker Space), 1 Academic Coach- Literacy (1.3), 9 Instructional Technology Support Staff (1.8), 6 EL Para-educators (1.9), 2 DLI Para-educators (1.10), 2 Assessment Clerks (1.11)

Goal 2:
New positions: 2 Speech Support Staff (2.1)
Continue funding positions during budgetary uncertainty: Educational Specialist Administrator (2.1), 4 Reading Intervention Teachers (2.2), 4 Reading Intervention Para-educators (2.2), 3 Intervention Teachers (2.4), Coordinator of Academic and Student Services (2.1)

Goal 3:
New positions: Parent Engagement Staff (3.3)
Continue funding positions during budgetary uncertainty: Parent Liaisons (3.2), Campus Security Officers (3.3) to provide a safe learning environment during expanded learning for our unduplicated student groups, Itinerant Custodian for Beautification (3.1), 4 Health and Wellness staff members (3.3) to provide supplemental services to unduplicated students, additional office staff to build relationships with families and students, Tiered re-engagement staff (3.3) to work with families struggling with attendance

BESD opened a new school this year and will continue have balanced enrollment during the 25-26 school year. While we are not increasing in enrollment, we are increasing in need. Based on the California School Dashboard data and educational partner feedback, staff, students and parents have advocated for mental health and wellness staff, intervention for students with behavioral and social emotional needs, engaging hands-on learning experiences at both the middle schools and the elementary schools and educational technology. During this time of budgetary uncertainty, we will continue to fund positions that have previously been added as a result of needs assessment analysis and educational partner input.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$39,696,500.00	14,983,818.00	37.746%	0.000%	37.746%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,813,776.00	$14,486,940.00	$0.00	$1,879,000.00	$37,179,716.00	$24,232,331.00	$12,947,385.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Enhance the quality of instruction for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,633,715.00	$88,500.00	$2,231,715.00	$414,000.00		$76,500.00	$2,722,215.00	
1	1.2	Supplement the implementation of State standards aligned STEAM instruction for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25 through 26-27	$490,000.00	$604,000.00	$670,000.00	$341,000.00		$83,000.00	$1,094,000.00	
1	1.3	Ensure instructional staff is trained and supported to utilize high leverage, research based, high-yield instructional strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25 through 26-27	$1,018,500.00	$160,000.00	$772,500.00	$261,000.00		$145,000.00	$1,178,500.00	
1	1.4	Provide additional support to ensure administrators are equipped to support high quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$50,000.00	$134,000.00	$154,000.00			$30,000.00	$184,000.00	
1	1.5	Expand opportunities to equitable access to robust, varied , rigorous and well -rounded curriculum for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25 through 26-27	$961,900.00	$2,042,500.00	$1,303,400.00	$1,669,000.00		$32,000.00	$3,004,400.00	
1	1.6	Ensure administrative team is equipped with current research on best instructional practices to support instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$268,000.00	$0.00	$268,000.00				$268,000.00	
1	1.7	Train staff to successfully implement a tiered systems of support for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25 through 26-27	$35,000.00	$1,000.00	$36,000.00				$36,000.00	
1	1.8	Secure and leverage available technologies to support high quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	24-25 through 26-27	$1,002,500.00	$762,781.00	$1,741,281.00			$24,000.00	$1,765,281.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	**1.9**	Ensure EL students receive high quality targeted instructional services to increase language proficiency and student outcomes.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$1,472,000.00	$153,000.00	$1,052,000.00	$186,000.00		$387,000.00	$1,625,000.00	
1	**1.10**	Implement DLI program to support student biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,697,000.00	$57,000.00	$1,714,000.00	$30,000.00		$10,000.00	$1,754,000.00	
1	**1.11**	Ensure targeted support is provided for students based on diagnostic information	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$189,000.00	$82,000.00	$271,000.00				$271,000.00	
1	**1.12**	Ensure the unique needs of students are targeted at the site level. (Individual school sites have financial support so they may target unique student needs in addition to district-wide student initiatives).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$118,866.00	$475,464.00	$594,330.00				$594,330.00	
1	**1.13**	Provide focused support to underrepresented students to address academic achievement, social-emotional learning, behavior and attendance (ELs, LTELs, SED, FY and dually identified students with disabilities)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25 through 26-27	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	**2.1**	Provide staffing and support systems that address the academic, physical and social emotional needs of our students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25 through 26-27	$4,083,000.00	$106,200.00	$1,985,200.00	$2,184,000.00		$20,000.00	$4,189,200.00	
2	**2.2**	Implement a Multi-tiered System of Support (MTSS) for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,097,500.00	$882,500.00	$755,000.00	$1,577,500.00		$647,500.00	$2,980,000.00	
2	**2.3**	Students will receive extended-day learning opportunities based on identified needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$415,000.00	$4,699,440.00	$18,000.00	$5,066,440.00		$30,000.00	$5,114,440.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Implementation of a Positive Behavior Intervention and Supports (PBIS) for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25 through 26-27	$675,000.00	$36,000.00	$656,000.00	$32,000.00		$23,000.00	$711,000.00	
3	3.1	The District will ensure parents, students and staff have access to clean facilities that support a safe learning environment.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,577,000.00	$992,500.00	$1,996,500.00	$573,000.00			$2,569,500.00	
3	3.2	BESD will team up with parents/guardians to work together to ensure student academic success.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$458,000.00	$194,000.00	$403,000.00	$45,000.00		$204,000.00	$652,000.00	
3	3.3	BESD will work to ensure student and staff safety so that the focus is on learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$4,612,350.00	$1,001,000.00	$3,538,350.00	$2,075,000.00			$5,613,350.00	
3	3.4	Students will be serviced in a clean and safe learning environment that is conducive to academic success.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$225,000.00	$192,000.00	$33,000.00			$225,000.00	
3	3.5	Student's physiological needs will be addressed and met.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	$192,000.00	$30,000.00	$106,000.00			$116,000.00	$222,000.00	Child Nutrition
3	3.6	Students will be serviced in an engaging learning environment.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$186,000.00	$200,500.00	$335,500.00			$51,000.00	$386,500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$39,696,500.00	14,983,818.00	37.746%	0.000%	37.746%	$20,813,776.00	0.000%	52.432 %	**Total:**	$20,813,776.00
								LEA-wide Total:	$19,655,776.00
								Limited Total:	$1,158,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Enhance the quality of instruction for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,231,715.00	
1	1.2	Supplement the implementation of State standards aligned STEAM instruction for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$670,000.00	
1	1.3	Ensure instructional staff is trained and supported to utilize high leverage, research based, high-yield instructional strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$772,500.00	
1	1.4	Provide additional support to ensure administrators are equipped to support high quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,000.00	
1	1.5	Expand opportunities to equitable access to robust, varied , rigorous and well -	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,303,400.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		rounded curriculum for students						
1	1.6	Ensure administrative team is equipped with current research on best instructional practices to support instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$268,000.00	
1	1.7	Train staff to successfully implement a tiered systems of support for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,000.00	
1	1.8	Secure and leverage available technologies to support high quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,741,281.00	
1	1.9	Ensure EL students receive high quality targeted instructional services to increase language proficiency and student outcomes.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,052,000.00	
1	1.10	Implement DLI program to support student biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,714,000.00	
1	1.11	Ensure targeted support is provided for students based on diagnostic information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$271,000.00	
1	1.12	Ensure the unique needs of students are targeted at the site level. (Individual school sites have financial support so they may target unique student needs in addition to district-wide student initiatives).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$594,330.00	
1	1.13	Provide focused support to underrepresented students to address academic achievement, social-emotional learning, behavior and attendance (ELs, LTELs, SED, FY and dually	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		identified students with disabilities)						
2	2.1	Provide staffing and support systems that address the academic, physical and social emotional needs of our students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,985,200.00	
2	2.2	Implement a Multi-tiered System of Support (MTSS) for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$755,000.00	
2	2.3	Students will receive extended-day learning opportunities based on identified needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
2	2.4	Implementation of a Positive Behavior Intervention and Supports (PBIS) for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$656,000.00	
3	3.1	The District will ensure parents, students and staff have access to clean facilities that support a safe learning environment.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,996,500.00	
3	3.2	BESD will team up with parents/guardians to work together to ensure student academic success.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$403,000.00	
3	3.3	BESD will work to ensure student and staff safety so that the focus is on learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,538,350.00	
3	3.4	Students will be serviced in a clean and safe learning environment that is conducive to academic success.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$192,000.00	
3	3.5	Student's physiological needs will be addressed and met.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$106,000.00	Child Nutrition

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Students will be serviced in an engaging learning environment.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$40,105,468.00	$35,677,484.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Enhance the quality of instruction for all students	Yes	$2,464,800.00	$2,428,118.14
1	**1.2**	Supplement the implementation of State standards aligned STEAM instruction for students	Yes	$687,000.00	$517,222.58
1	**1.3**	Ensure instructional staff is trained and supported to utilize high leverage, research based instructional strategies	Yes	$1,818,000.00	$1,021,903.10
1	**1.4**	Provide additional support to ensure administrators are equipped to support high quality instruction	Yes	$202,400.00	$112,899.67
1	**1.5**	Expand opportunities to equitable access to robust, varied , rigorous and well -rounded curriculum for students	Yes	$2,363,900.00	$1,519,292.54
1	**1.6**	Ensure administrative team is equipped with current research on best instructional practices to support instruction	Yes	$585,000.00	$565,374.36
1	**1.7**	Train staff to successfully implement a tiered systems of support for students	Yes	$80,000.00	$224.50
1	**1.8**	Secure and leverage available technologies to support high quality instruction	Yes	$1,695,798.00	$2,210,596.90
1	**1.9**	Ensure EL students receive high quality targeted instructional services to increase language proficiency and student outcomes.	Yes	$1,842,000.00	$1,676,307.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Implement DLI program to support student biliteracy	Yes	$1,586,796.00	$1,528,191.54
1	1.11	Ensure targeted support is provided for students based on diagnostic information	Yes	$298,872.00	$177,645.31
1	1.12	Ensure the unique needs of students are targeted at the site level. (Individual school sites have financial support so they may target unique student needs in addition to district-wide student initiatives).	Yes	$605,940.00	$605,940.00
1	1.13	Provide focused support to underrepresented students to address academic achievement, social-emotional learning, behavior and attendance (ELs, LTELs, SED, FY and dually identified students with disabilities)	Yes	$36,000.00	$36,000.00
2	2.1	Provide staffing and support systems that address the academic, physical and social emotional needs of our students	Yes	$4,643,650.00	$3,854,399.93
2	2.2	Implement a Multi-tiered System of Support (MTSS) for all students	Yes	$5,635,801.00	$4,229,817.59
2	2.3	Students will receive extended-day learning opportunities based on identified needs	Yes	$5,175,690.00	$6,090,262.92
2	2.4	Implementation of a Positive Behavior Intervention and Supports (PBIS) for students	Yes	$632,000.00	$513,844.15
3	3.1	The District will ensure parents, students and staff have access to clean facilities that support a safe learning environment.	Yes	$2,747,214.00	$2,074,558.25
3	3.2	BESD will team up with parents/guardians to work together to ensure student academic success.	Yes	$609,051.00	$610,131.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	BESD will work to ensure student and staff safety so that the focus is on learning.	Yes	$5,104,456.00	$5,081,814.91
3	**3.4**	Students will be serviced in a clean and safe learning environment that is conducive to academic success.	Yes	$550,000.00	$339,739.89
3	**3.5**	Student's physiological needs will be addressed and met.	Yes	$271,400.00	$175,281.03
3	**3.6**	Students will be serviced in an engaging learning environment.	Yes	$469,700.00	$307,917.92

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$14,679,257.00	$25,801,394.00	$20,460,416.92	$5,340,977.08	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Enhance the quality of instruction for all students	Yes	$2,067,300.00	$2,124,848.17		
1	1.2	Supplement the implementation of State standards aligned STEAM instruction for students	Yes	$502,000.00	$361,305.87		
1	1.3	Ensure instructional staff is trained and supported to utilize high leverage, research based instructional strategies	Yes	$1,473,000.00	$729,638.60		
1	1.4	Provide additional support to ensure administrators are equipped to support high quality instruction	Yes	$142,400.00	$48,950.67		
1	1.5	Expand opportunities to equitable access to robust, varied , rigorous and well - rounded curriculum for students	Yes	$1,283,900.00	$1,198,656.59		
1	1.6	Ensure administrative team is equipped with current research on best instructional practices to support instruction	Yes	$585,000.00	$565,374.36		
1	1.7	Train staff to successfully implement a tiered systems of support for students	Yes	$80,000.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Secure and leverage available technologies to support high quality instruction	Yes	$1,663,798.00	$1,576,292.66		
1	1.9	Ensure EL students receive high quality targeted instructional services to increase language proficiency and student outcomes.	Yes	$1,336,000.00	$1,290,385.14		
1	1.10	Implement DLI program to support student biliteracy	Yes	$1,546,796.00	$1,528,191.54		
1	1.11	Ensure targeted support is provided for students based on diagnostic information	Yes	$298,872.00	$168,456.31		
1	1.12	Ensure the unique needs of students are targeted at the site level. (Individual school sites have financial support so they may target unique student needs in addition to district-wide student initiatives).	Yes	$605,940.00	$605,940.00		
1	1.13	Provide focused support to underrepresented students to address academic achievement, social-emotional learning, behavior and attendance (ELs, LTELs, SED, FY and dually identified students with disabilities)	Yes	$36,000.00	$36,000.00		
2	2.1	Provide staffing and support systems that address the academic, physical and social emotional needs of our students	Yes	$3,209,650.00	$1,977,559.16		
2	2.2	Implement a Multi-tiered System of Support (MTSS) for all students	Yes	$1,786,480.00	$1,804,081.62		
2	2.3	Students will receive extended-day learning opportunities based on identified needs	Yes	$18,000.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Implementation of a Positive Behavior Intervention and Supports (PBIS) for students	Yes	$589,000.00	$496,098.93		
3	**3.1**	The District will ensure parents, students and staff have access to clean facilities that support a safe learning environment.	Yes	$2,314,214.00	$1,306,460.94		
3	**3.2**	BESD will team up with parents/guardians to work together to ensure student academic success.	Yes	$487,051.00	$341,977.78		
3	**3.3**	BESD will work to ensure student and staff safety so that the focus is on learning.	Yes	$4,691,893.00	$3,891,039.72		
3	**3.4**	Students will be serviced in a clean and safe learning environment that is conducive to academic success.	Yes	$550,000.00	$108,134.63		
3	**3.5**	Student's physiological needs will be addressed and met.	Yes	$159,400.00	$62,166.49		
3	**3.6**	Students will be serviced in an engaging learning environment.	Yes	$374,700.00	$238,857.74		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$38,803,372.00	$14,679,257.00	0	37.830%	$20,460,416.92	0.000%	52.728%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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