



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Earlimart School District

CDS Code: 54719020000000

School Year: 2024-25

LEA contact information:

Jaime Robles

Superintendent

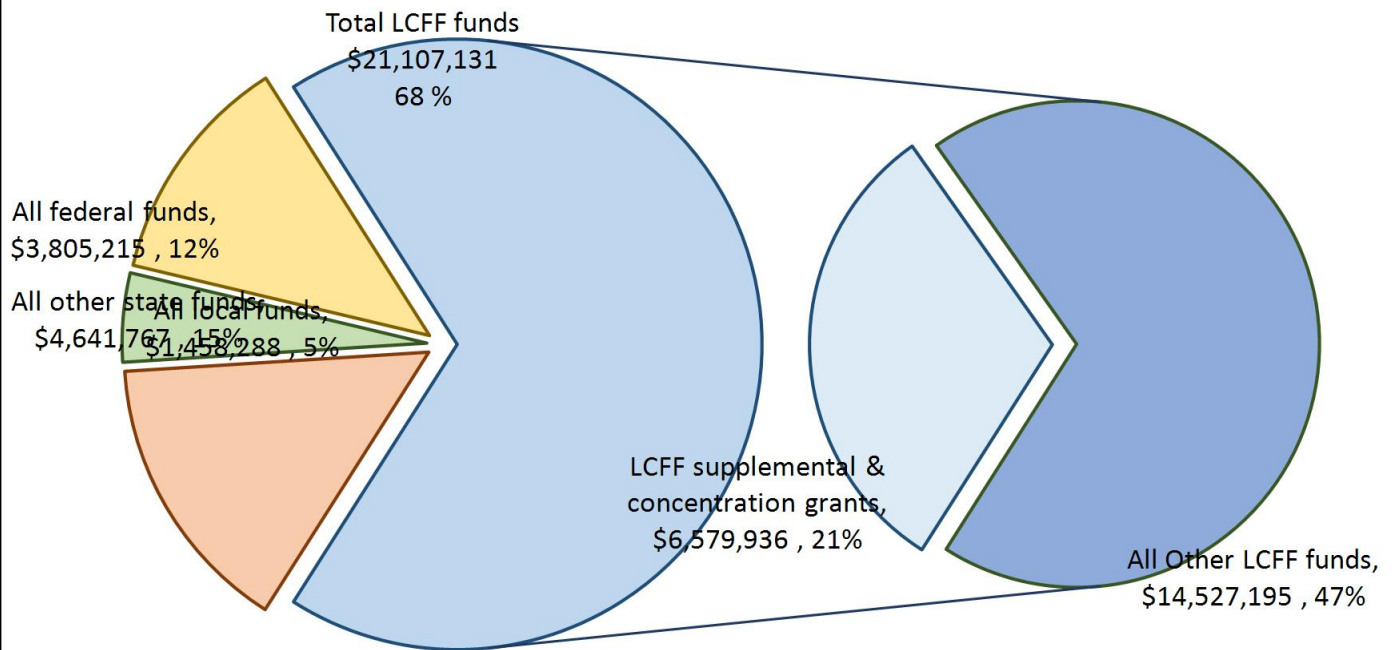
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(661) 849-4142

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 2024-25 School Year**

## Projected Revenue by Fund Source

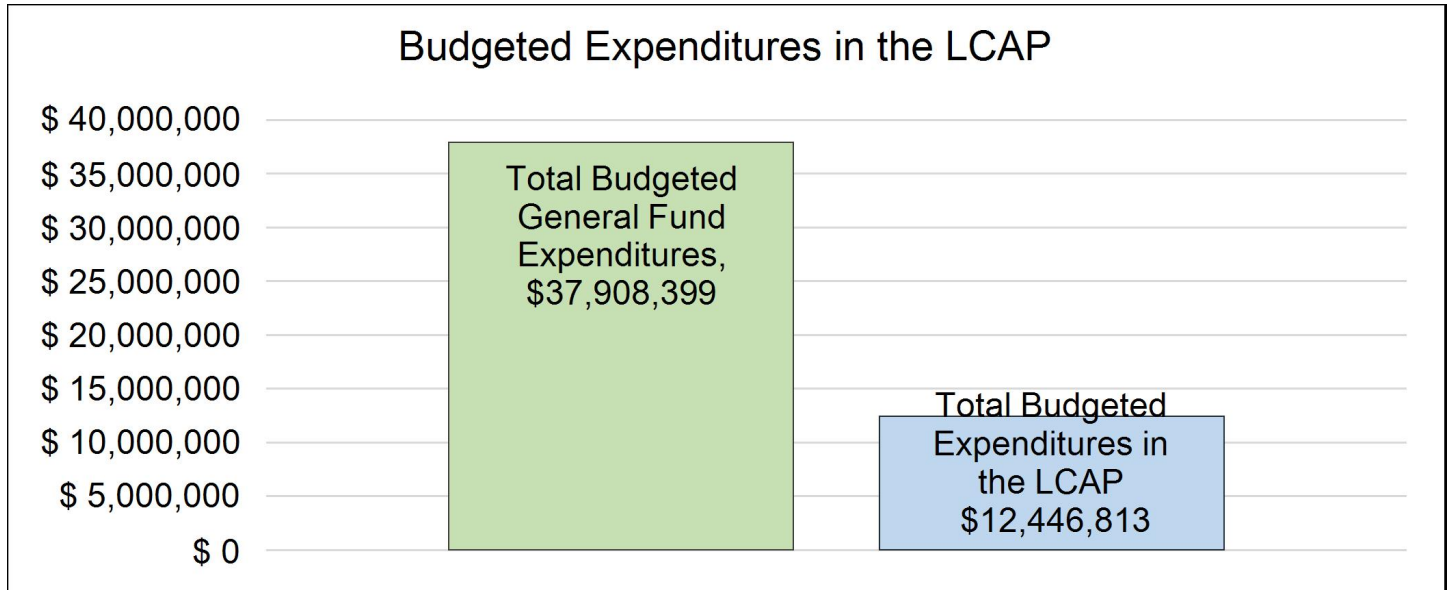


This chart shows the total general purpose revenue Earlimart School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Earlimart School District is \$31,012,401, of which \$21,107,131 is Local Control Funding Formula (LCFF), \$4,641,767 is other state funds, \$1,458,288 is local funds, and \$3,805,215 is federal funds. Of the \$21,107,131 in LCFF Funds, \$6,579,936 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 Earlimart School District plans to spend for 2024-25. 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: Earlimart School District plans to spend \$37,908,399 for the 2024-25 school year. Of that amount, \$12,446,813 is tied to actions/services in the LCAP and \$25,461,586 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

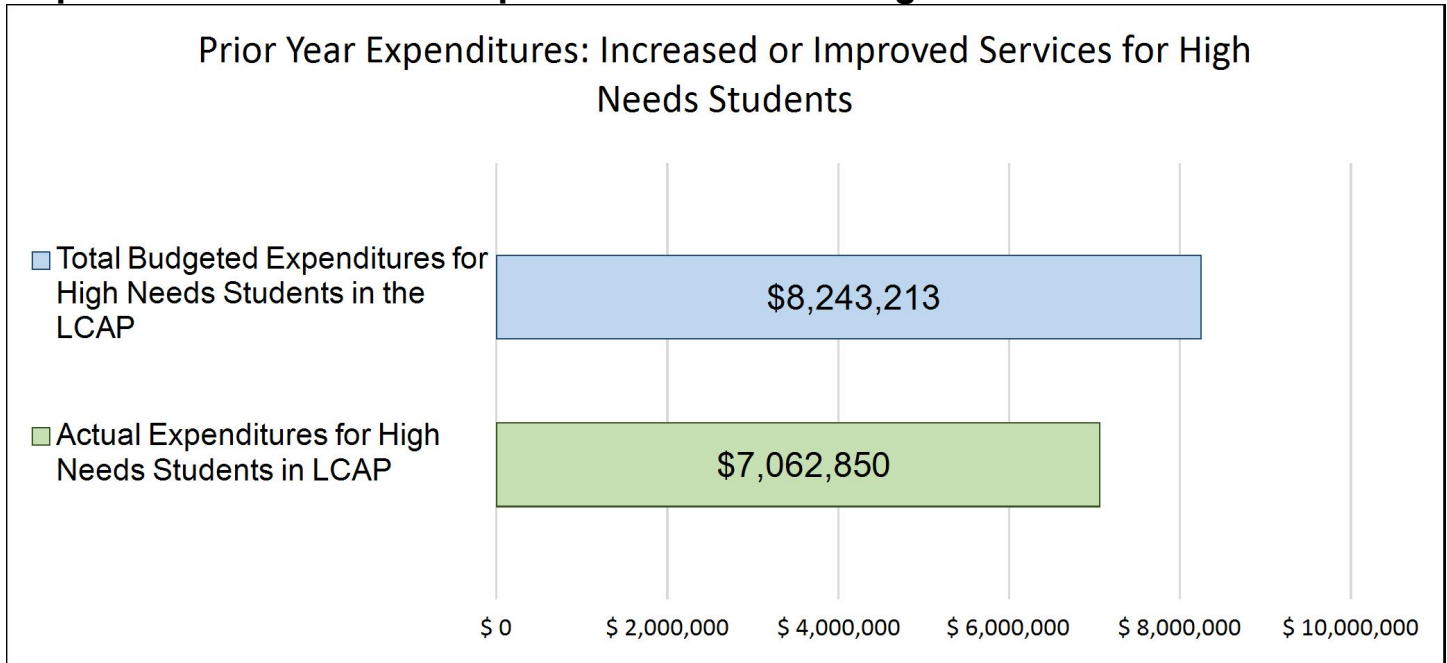
Earlimart Elementary School District budgets for other services that are not included in our LCAP. These include: district administration (Superintendent and Executive Administrative Assistant), maintenance and operation staff, food services staff, core instructional materials, basic materials and supplies, special education staff, business services district office staff, Human Resources staff, federally funded supplemental support services, state funded preschool program, capital facilities projects and transportation costs. We strive to include and highlight services to student and families that demonstrate the comprehensive educational experience we provide.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Earlimart School District is projecting it will receive \$6,579,936 based on the enrollment of foster youth, English learner, and low-income students. Earlimart School District must describe how it intends to increase or improve services for high needs students in the LCAP. Earlimart School District plans to spend \$9,681,510 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 2023-24



This chart compares what Earlimart School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Earlimart School District 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 2023-24, Earlimart School District's LCAP budgeted \$8,243,213 for planned actions to increase or improve services for high needs students. Earlimart School District actually spent \$7,062,850 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,180,363 had the following impact on Earlimart School District's ability to increase or improve services for high needs students:

We were able to utilize other state and federal funding sources in support of educational opportunities and services during the 2023-2024 school year. In doing so, we carried over a fund balance in our LCFF supplemental concentration funding. We are planning to utilize this amount, and additional funds, in the 2024-25 school year to support expenditures for high needs students.



# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Earlimart School District	Jaime Robles Superintendent	jrobles@earlimart.org (661) 849-4142

## Goals and Actions

### Goal

Goal #	Description
1	Increase Academic success in English Language Arts and Mathematics while closing the achievement gap for English Language Learners, Foster Youth, Homeless Youth , socioeconomically disadvantaged and students with disabilities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation for unduplicated students and students with special needs	Collect and monitor parent participation with sign-in sheets at all school events including Back to School Night, Open House, Literacy Fair, Donuts with Guardians, Parent Conferences, Spring Parent Conferences, LCAP meetings, School Site Council and English Language Advisory Council meetings	All three schools were able to collect parent signatures from all events listed. 2021-2022	All three schools were able to collect parent signatures from all events listed. 2022-2023	All three schools were able to collect parent signatures from all events listed. 2023-2024	Increase parent participation in the listed subgroups by offering childcare and activities to encourage parent participation.
CAASPP - Mathematics All students	YELLOW 89 points below standard Increased 5.4 points 2019	Very Low (2021-2022) 117.4 points below standard California School Dashboard	Very Low (2021-2022) 117.4 points below standard California School Dashboard	Orange (2022-2023) 110.3 points below standard Increased 7.1 points California School Dashboard	Increase 25 points above Baseline result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - Mathematics Students with Disabilities	RED 188.9 points below standard Declined 3.6 points 2019	Very Low (2021-2022) 185.7 points below standard California School Dashboard	Very Low (2021-2022) 185.7 points below standard California School Dashboard	Orange (2022-2023) 168.6 points below standard Increased 17.1 points California School Dashboard	Increase 20 points above Baseline result
CAASPP - Mathematics English Learners	ORANGE 96.7 points below standard Increased 5.4 points 2019	Very Low (2021-2022) 122.8 points below standard California School Dashboard	Very Low (2021-2022) 122.8 points below standard California School Dashboard	Red (2022-2023) 124.8 points below standard Maintained -2 points California School Dashboard	Increase 20 points above Baseline result
CAASPP - Mathematics Socioeconomically disadvantaged	YELLOW 89.5 points below standard Increased 6 points 2019	Very Low (2021-2022) 118.1 points below standard California School Dashboard	Very Low (2021-2022) 118.1 points below standard California School Dashboard	Orange (2022-2023) 110.9 points below standard Increased 7.2 points California School Dashboard	Increase 20 points above Baseline result
CAASPP - ELA All students	ORANGE 51.9 points below standard Maintained 1.2 points 2019	Very Low (2021-2022) 70 points below standard California School Dashboard	Very Low (2021-2022) 70 points below standard California School Dashboard	Yellow (2022-2023) 60.4 points below standard Increased 9.6 points California School Dashboard	Increase 25 points above Baseline result
CAASPP - ELA Students with Disabilities	RED 161.3 points below standard Declined 8.5 points 2019	Very Low (2021-2022) 159.2 points below standard California School Dashboard	Very Low (2021-2022) 159.2 points below standard California School Dashboard	Orange (2022-2023) 137.4 points below standard Increased 21.8 points	Increase 20 points above Baseline result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				California School Dashboard	
CAASPP - ELA English Learners	ORANGE 59.7 points below standard Maintained 2.2 points 2019	Very Low (2021-2022) 75.3 points below standard California School Dashboard	Very Low (2021-2022) 75.3 points below standard California School Dashboard	Red (2022-2023) 82.1 points below standard Declined 6.8 points California School Dashboard	Increase 20 points above Baseline result
CAASPP - ELA Socioeconomically disadvantaged	ORANGE 52.3 points below standard Maintained 1.5 points 2019	Very Low (2021-2022) 70.9 points below standard California School Dashboard	Very Low (2021-2022) 70.9 points below standard California School Dashboard	Yellow (2022-2023) 61.2 points below standard Increased 9.6 points California School Dashboard	Increase 20 points above Baseline result
STAR - Reading All Students	Evaluate students based on STAR reading - administered 4 times a year (Beginning of the Year, Trimester 1, Trimester 2 and Trimester 3) Administering test district wide to students in grades 3rd-8th grade 2021	Data was administered to students at the Beginning of the Year, end of Trimester 1, end of Trimester 2 and end of Trimester 3. Earlimart School District was able to administer an aligned test to all students in grades 3rd-8th grade. 2021-2022	No longer using STAR-Reading as a reading assessment (iReady)	No longer using STAR-Reading	Increase unknown baseline result by 10% and implement professional development to increase student reading levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR - Math All Students	Evaluate students based on STAR math - administered 4 times a year (Beginning of the Year, Trimester 1, Trimester 2 and Trimester 3) Administering test district wide to students in grades 3rd-8th grade 2021	Data was administered to students at the Beginning of the Year, end of Trimester 1, end of Trimester 2 and end of Trimester 3. Earlimart School District was able to administer an aligned test to all students in grades 3rd-8th grade. 2021-2022	No longer using STAR-Math as a math assessment (iReady)	No longer using STAR-Math	Increase unknown baseline result by 10% and implement professional development to increase student math levels
DRA - Guided Reading	Evaluate students reading levels - administered 4 times a year (Beginning of the Year, Trimester 1, Trimester 2 and Trimester 3) Administering test district wide to students in grades K-5th grade 2021	Data was administered to students at the Beginning of the Year, end of Trimester 1, end of Trimester 2 and end of Trimester 3. Earlimart School District was able to administer an aligned test to all students in grades K-5th grade. 2021-2022	Data was administered to students at the Beginning of the Year, end of Trimester 1, end of Trimester 2 and end of Trimester 3. Earlimart School District was able to administer an aligned test to all students in grades K-5th grade. In addition, Earlimart School District will continue a pilot of Fountas & Pinnell guided reading products, in an effort	DRA test was administered at the end of Trimester 1. Earlimart School District continues to pilot Fountas & Pinnell guided Reading products in an effort to align the school district.  Results from the conclusion of Trimester 1 DRA (2023-2024): 0% of students Mastered 100% of students Not Mastered	Increase baseline result by 10% and implement professional development to increase student reading levels. Earlimart School District will continue with piloting Fountas & Pinnell for new Guided Reading products.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>to align the school district. 2022-2023</p> <p>Results from the conclusion of Trimester 3 DRA (2022-2023): 1.1% of students Mastered 98.9% of students Not Mastered</p>	<p>Results from the conclusion of Trimester 1 F&amp;P (2023-2024): 24.39% of students Meet/Exceed expectations 75.61% of students Approaching/Did Not Meet expectations</p>	
Implementation of CCSS, including ELD	Conduct and implement an Earlimart School District Walkthrough Form to measure the implementation of Common Core State Standards and English Language Development 2019-2020	Walkthrough Form was not completed and is expected to be completed during the 2022-2023 school year. 2022-2023	<p>Walkthrough Form was not completed. The district and school sites will meet to develop a form for use in January 2024.</p> <p>Local Indicator information relative to implementation levels on Content Standards can be accessed via the Dashboard.</p>	We are continuing to work on building a walk through form for ELD. As of June 2024, this was not completed.	Full implementation of Common Core State Standards and English Language Development
Reclassification Rate	Students redesignated: 267 % redesignated: 22.18% 2019-2020	Students redesignated in 2021-2022: 1 % redesignated: .001% 2021-2022	Students redesignated in 2022-2023: 13 % redesignated: .02% 2022-2023	Students redesignated in 2023-2024: 19 (CalPads 2.16) % redesignated: 19/816 is 2.33% (CalPads 1.1 & Dataquest Total EL	Increase redesignation rate to 25% above Baseline result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				and Reclass in 23-24/Reclass 23-24) 161 total students are reclassified, or 11.6% (Dataquest) 2023-2024	
Properly credentialed teachers with no mis-assignments , nor vacancies measured by credentials and SARC review-Priority 1: Basic Services A.	100% of teachers appropriately assigned  100% of teachers are fully credentialed (defined as those holding a Clear or Preliminary credential)	100% of teachers appropriately assigned  100% of teachers are fully credentialed 2021-2022	100% of teacher appropriately assigned  100% of teachers are fully credentialed 2022-2023	100% of teacher appropriately assigned  100% of teachers are fully credentialed 2023-2024	Maintain 100% of teachers being appropriately assigned  Maintain 100% of teachers being fully credentialed (defined as those holding a Clear or Preliminary credential)
Sufficient core instructional materials measured by annual board resolution of "Sufficiency of Instructional Materials" or SARC review - Priority 1: Basic Services B. To supplement and provide access to our unduplicated student population, supplemental	School board adoption of "Sufficiency of Instructional Materials resolution" 2021-2022	Resolution was approved by the school board on September 21, 2021.	Resolution was approved by the school board on September 20, 2022.	Resolution was approved by the school board on September 19, 2023.	Sufficient core materials to all student, with new textbook adoptions to English Language Arts, Mathematics, Science and History Resolution will be submitted to the school board for approval on September 19, 2023.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials are needed. These materials provide for hands on activities, reading materials at varying levels, visual and auditory supports, and multiple opportunities to practice and learn subject matter.					
Earlimart School District Student Survey (local measure) will indicate an increase in positive indicators in the area of school safety and school connectedness.	Survey results indicated the following: 65% of students like coming to school everyday 70% of students feel safe at school 90% of students feel their school provides a good education for all students 2018-2019	Pending availability of Year 1 data 2021-2022 Will be administered January/February 2023	California Healthy Kids Survey was administered and data revealed the following: 51% of students feel connected to the school 61% of students feel safe at school 67% of students feel academically motivated 2022-2023	California Healthy Kids Survey was administered and data revealed the following: 53% of students feel connected to the school 76% of students feel safe at school 50% of students feel academically motivated 2023-2024	Increase 5% above Baseline results, of students: <ul style="list-style-type: none"> <li>connected to the school</li> <li>feel safe at school</li> <li>feel academically motivated</li> </ul>
Parent communication/input	Earlimart School District seeks parent input through a local survey (Google Form) sent to parents at each school site; in addition to school board meetings, School Site Council Meetings, English	Earlimart School District continued to send local surveys (Google Form) to parents to solicit feedback for School Board meetings, School Site Council, English Language Advisory meetings,	Earlimart School District continued to send local surveys (Google Form) to parents to solicit feedback for School Board meetings, School Site Council, English Language Advisory meetings,	Earlimart School District continued to send local surveys (Google Form) to parents to solicit feedback for School Board meetings, School Site Council, English Language Advisory meetings,	Utilize results to improve in areas deemed insufficient by parents in the local survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Language Advisory Meetings, Back to School night, Open House and technology via Class Dojo, Twitter, Facebook, Blackboard and our website. 2021-2022	Back to School night, Open House and also continued using Class Dojo, Twitter, Facebook, Blackboard and school/district website. In addition, our district is looking to adopt Aeries Parent Square for the 2022-2023 school year. 2021-2022	Back to School night, Open House and also continued to use Class Dojo, Twitter, Facebook, Blackboard and school/district website. In addition, our district will utilize Aeries Parent Square during the 2023-2024 school year. 2022-2023	Back to School night, Open House, Twitter, Facebook, school/district website. In addition, our district will utilize Aeries We discontinued the use of Class Dojo district-wide and Blackboard. We currently use ParentSquare for district-wide communication. 2023-2024.	
Repair conditions/status of school facilities by increasing the availability of safe outdoor equipment for students to use during recess, lunch and PE	Exemplary overall ranking of school facilities at Alila Elementary, Earlimart Elementary School and Earlimart Middle School. Facility Inspection Tool 2020-2021	Exemplary overall rankings at Alila Elementary, Earlimart Elementary School and Earlimart Middle School. Facility Inspection Tool 2021-2022	Exemplary overall rankings at Alila Elementary, Earlimart Elementary School and Earlimart Middle School. Facility Inspection Tool. In addition, Earlimart School District will solicit the services of an outside company to conduct the FIT reports for the 2023-2024 school year. 2022-2023	Outside company conducted the FIT reports for the 2023-2024 school year. Exemplary ranking: Alila Elementary School Good ranking: Earlimart Elementary School and Earlimart Middle School	Maintain exemplary overall ranking of school facilities at Alila Elementary, Earlimart Elementary School and Earlimart Middle School.
Maintain school and district schedules to verify that 100% of	100% of students, including unduplicated and exceptional needs	100% of students, including unduplicated and exceptional needs	100% of students, including unduplicated and exceptional needs	100% of students, including unduplicated and exceptional needs	Maintain 100% of students, including unduplicated and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students, including unduplicated and exceptional needs students have access to a broad course of study (art, PE, music) - Priority 7: Course Access A, B, C.	students, will have access to a broad course of study (art, PE, music) - maintain school and district schedules to verify. 2021-2022	students, have access to a broad course of study (art, PE, music). 2021-2022	students, have access to a broad course of study (art, PE, music). 2022-2023	students, have access to a broad course of study (art, PE, music). 2023-2024	exceptional needs students, will have access to a broad course of study (art, PE, music) - maintain school and district schedules to verify.
Middle School dropout rate	0% of students from Earlimart Middle School dropped out of school 2021-2022	0% drop out rate from students at Earlimart Middle School 2021-2022	0% drop out rate from students at Earlimart Middle School 2022-2023	0% drop out rate from students at Earlimart Middle School as of January 2024	Maintain 0% drop out rate from students at Earlimart Middle School
Student attendance rate	Attain a 90% Average Daily Attendance at all three schools in Earlimart School District. 2021-2022	Earlimart Elementary School had an Average Daily Attendance of 91.28%, Alila School had an Average Daily Attendance of 90.5% and Earlimart Middle School had an Average Daily Attendance of 92.14%. 2021-2022	Earlimart Elementary School had an Average Daily Attendance of 91.04%, Alila School had an Average Daily Attendance of 90.11% and Earlimart Middle School had an Average Daily Attendance of 91.22%. 2022-2023	Average Daily Attendance as of December 2023: Alila Elementary School: 89.34% Earlimart Elementary School: 94.74% Earlimart Middle School: 92.44%	Increase Average Daily Attendance at all three sites to be 93% or higher.
iReady - Reading	Evaluate students based on iReady Reading - administered 4 times a year (Beginning of		Results at the end of Trimester 3 (2022-2023): Mid or Above Grade Level: 11%	Results at the end of Trimester 1 (2023-2024): Mid or Above Grade Level: 6%	Increase students at Mid or Above Grade Level and Early on Grade Level by 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the Year, Trimester 1, Trimester 2 and Trimester 3) Administering test district wide to students in grades 1st-8th grade 2022-2023</p> <p>Results at the end of Trimester 3 (2022-2023): Mid or Above Grade Level: 11% Early on Grade Level: 12% One Grade Level Below: 30% Two Grade Levels Below: 18% Three or More Grade Levels Below: 29%</p>		<p>Early on Grade Level: 12% One Grade Level Below: 30% Two Grade Levels Below: 18% Three or More Grade Levels Below: 29%</p>	<p>Early on Grade Level: 9% One Grade Level Below: 32% Two Grade Levels Below: 21% Three or More Grade Levels Below: 32%</p>	
iReady - Math	<p>Evaluate students based on iReady Math- administered 4 times a year (Beginning of the Year, Trimester 1, Trimester 2 and Trimester 3) Administering test district wide to</p>		<p>Results at the end of Trimester 3 (2022-2023): Mid or Above Grade Level: 5% Early on Grade Level: 10% One Grade Level Below: 41% Two Grade Levels Below: 17%</p>	<p>Results at the end of Trimester 1 (2023-2024): Mid or Above Grade Level: 2% Early on Grade Level: 5% One Grade Level Below: 36% Two Grade Levels Below: 26%</p>	<p>Increase students at Mid or Above Grade Level and Early on Grade Level by 10%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students in grades 1st-8th grade 2022-2023  Results at the end of Trimester 3 (2022- 2023): Mid or Above Grade Level: 5% Early on Grade Level: 10% One Grade Level Below: 41% Two Grade Levels Below: 17% Three or More Grade Levels Below: 27%		Three or More Grade Levels Below: 27%	Three or More Grade Levels Below: 31%	

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1.3 was implemented as planned.

Action 1.5 was implemented by the elementary school in support of literacy as they purchased Scholastic novels to support independent reading, literature circles and reading comprehension.

1.6, ELD Amplify Additional PD, was not planned for 23-24 to be implemented at the middle school and was not provided.

Action 1.7, Professional Learning Communities and Data Analysis, was implemented district-wide as data walls in classrooms for all teachers and aligned to state assessments.

Action 1.8, Provide Intensive Tier 3 Intervention and Support, was implemented to support data analysis aligned to state assessment data and student demographics using classroom data wall protocols district-wide.

Action 1.11, Custodial Assistance, was implemented at an increased service to support additional cleaning of classrooms, grounds projects, and maintenance support for the two elementary schools in support of the additional class size reduction classrooms.

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, Supplemental Instructional Materials for Mathematics and STEM Labs, were planned to be implemented at all three school sites for a budget of \$75,000. Our actual expenditure was \$16,000 as we implemented at the Middle School. We purchased materials and supplies, include a college career, hands on, STEM learning lab, which cost less than we had originally anticipated.

Action 1.2, Math and STEM Lab and Instructional Support for TK-8, was planned to for a budget of \$533,400, and our estimated actions were \$103,000. This was due to the plan to have instructional aides to support the STEM program at all sites. We were only able to implement at the middle school. The cost included is the cost for salaries and benefits for the instructional aide at the middle school.

Action 1.4, Class Size Reduction in TK-8, was planned for a budget of \$1,255,994 and the estimated action was \$828,550. This action was implemented in grades TK-3rd at both elementary sites. We were able to decrease class sizes in all classrooms to allow for a lower ratio of students-teacher than our contracted bargaining agreement. We averaged 16-17 students per class in grades TK-3rd.

Action 1.5, Supplemental materials for Literacy, was planned for a budget of \$100,000, and estimated actuals were \$60,000. All sites were able to purchase novels, laminating machine for literacy posters and additional materials and supplies to support literacy. The cost for materials were less than anticipated.

Action 1.7, Professional Learning Communities and Data Analysis, was planned for a total cost of \$30,000. We are estimating the actual to be \$100. We provided supplemental time for one teacher for one hour to attend a student services support meeting. The other data work was completed by staff during the course of their normal duties and no additional costs were incurred.

Action 1.8, Provide Intensive Tier 3 Intervention and Support, was planned to be a cost of \$30,000 and is estimated at \$200. We purchased materials and supplies for student intervention. Costs were less than anticipated.

1.9 Before and Afterschool learning opportunities were budgeted at \$2,595,703 and the estimated actuals were \$2,200,000. This was due to a later start in the fall than originally planned.

Action 1.11, Custodial Assistance, was planned at a budget of \$283,000 and is estimated at \$680,000. We were able to hire two additional staff to support the additional classes that were created out of the class size reduction action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Working with Tulare County Office of Education, via Differentiated Assistance, we were able to improve our Chronic Absenteeism rate in the 2023-2024 school year.

Actions 1.1, Effective Supplemental Instructional Materials for Mathematics and STEM Labs 7.96% of EMS student met/exceeded standards on the California state science assessment in the spring of 2022. This increased to 9.68% in the spring of 2023. EMS students outscored district students. Our district score in 2023 was 8.64%. The increase in science scores demonstrates a trend towards effectiveness in the action centered on STEM. At the time of this writing, the latest test scores publicly released are spring 2023.

Action 1.3 Effective Two Preschool Teachers and 2 Preschool Instructional Assistants: Our average daily attendance for 2021-2022 was 80.46% in our district funded preschools. Our average daily attendance for 2023-2024 was 82.90%. This increase demonstrates a trend towards effectiveness of the preschool action.

Actions 1.4, Effective Class Size Reduction in TK-8, Action 1.2: Effective Math and STEM Lab and Instructional Support for TK-8, & Action 1.11, Effective Custodial Assistance: We had 14.58% in third grade scoring meet/exceeds standard in the spring of 2022 in ELA. In the spring of 2023, we had 25.72% students scoring meets/exceeds standards in ELA. This demonstrates a trend towards effectiveness of class size reduction in grades TK-3rd, which allow for small group instruction. The additional custodians also contributes to the ability to allow for class size reduction, as more classes are required and utilized.

Action 1.5, Effective Supplemental materials for Literacy: 21.41% of students met or exceeded standards in the area of literacy on the state assessment in the spring of 2022 district-wide. 25.72% of students met or exceeded standards in the area of literacy on the state assessment in the spring of 2023. This increase demonstrates a trend towards effectiveness of the action.

Action 1.7, Effective Professional Learning Communities and Data Analysis. During the spring of 2022, EMS students 27.33% met or exceeded standards in ELA. Earlimart Middle School students met or exceeded standards at a rate of 30.36%. (spring of 2023). The increase demonstrates a trend towards effectiveness.

Action 1.8, Effective Provide Intensive Tier 3 Intervention and Support: 0% of students with disabilities scored met/exceeds standards in ELA and math in the spring of 2022. 2.5% of students with disabilities scored met/exceeds in spring of 2023 in ELA and 2.44% in Math. The increase in academic data demonstrates a trend towards effectiveness of the action.

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

STAR Reading/Math is no longer being used by Earlimart School District, iReady is being used instead. The Goal will be replaced in the 2024-2025 LCAP.

Goal action numbers have changed, because we have removed action 1.7 (PLC and Data Analysis). Therefore, the actions in the 2024-2025 plan are moved up and renumbered. We also removed action 1.10 as we are no longer participating in SEAL. We added action 1.9 for middle school electives materials and supplies, 1.10 textbook adoptions, and 1.12 Education Services Contracts.

We removed STAR Reading and Math metrics as we no longer use that program assessment. As a result of deleting 1.10 and 1.11, the others were renumbered. We also added metrics for any district, student group, school or school level student group dashboard indicators that were red. We re-ordered them, to ensure that they fell in place with their alike indicators, This impacted the order and number of metrics. Reclassification rate did not meet desired outcome for 2023-2024. English Language Development will continue to be implemented at all three school sites.

Action 1.77 PLD and data analysis will be action 1.6 in 2023-24. PLC Time/Prep Coverage will be added to the 2023-24 plan to support teacher pedagogy at the middle school. This is a change from PLC and Data Analysis.

Action 1.8 provide intensive Tier 3 intervention supports will now be 1.7 due to the renumbering.

Action 1.9 Before and after school learning opportunities will now be number 1.8 in 2023-24. The budget will also be changed to \$2,108,823.

Action 1.11 Custodial assistance will remain 1.11, but the budget will update to be 145,510. This impacted the order and number of metrics.

We also added short descriptions to our action titles to make them clearer.

**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.**

## Goals and Actions

### Goal

Goal #	Description
2	Increase Academic success in, English language development, science, history-social sciences, physical education, and VAPA while closing the achievement gap for English Language Learners, Foster Youth, Homeless Youth , socioeconomically disadvantaged and students with disabilities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA All students	ORANGE 51.9 points below standard Maintained 1.2 points 2019	Very Low (2021-2022) 70 points below standard California School Dashboard	Very Low (2021-2022) 70 points below standard California School Dashboard	Yellow (2022-2023) 60.4 points below standard Increased 9.6 points California School Dashboard	Increase 40 points above Baseline result
CAASPP ELA Students with Disabilities	RED 161.3 points below standard Declined 8.5 points 2019	Very Low (2021-2022) 159.2 points below standard California School Dashboard	Very Low (2021-2022) 159.2 points below standard California School Dashboard	Orange (2022-2023) 137.4 points below standard Increased 21.8 points California School Dashboard	Increase 30 points above Baseline result
CAASPP ELA English Learners	ORANGE 59.7 points below standard Maintained 2.2 points 2019	Very Low (2021-2022) 75.3 points below standard California School Dashboard	Very Low (2021-2022) 75.3 points below standard California School Dashboard	Red (2022-2023) 82.1 points below standard Declined 6.8 points California School Dashboard	Increase 30 points above Baseline result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Socially Economically Disadvantaged	ORANGE 52.3 points below standard Maintained 1.5 points 2019	Very Low (2021-2022) 70.9 points below standard California School Dashboard	Very Low (2021-2022) 70.9 points below standard California School Dashboard	Yellow (2022-2023) 61.2 points below standard Increased 9.6 points California School Dashboard	Increase 30 points above Baseline result
Percentage of English Learners making progress toward English language proficiency as measured by ELPAC	Medium 54.5% making progress towards English language proficiency 2021	Medium (2021-2022) 50.5% making progress towards English language proficiency California School Dashboard	Medium (2021-2022) 50.5% making progress towards English language proficiency California School Dashboard	Yellow (2022-2023) 49.1% making progress towards English language proficiency California School Dashboard	No Color Indicator Result Very High 65% or higher making progress towards English language proficiency
Healthy Kids Survey	Section 8 Student Risk Behavior and Prevention A8.1: Student responses for Alcohol Tobacco and Other Drug use at 44% 2020	Pending availability of Year 1 data Will be administered January/February 2023	Test was issued in February 2023. Section 9 Summary Measures of Level of AOD Use and Perceptions use at 12.33% 2023	14.5% of students in grades 5-8 responded to the survey regarding Alcohol, Tobacco and Other Drug Use (March 2024)	Decrease Alcohol, Tobacco and Other Drug use to 30%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2.1, English Language Development Professional Learning (TCOE) was implemented district-wide to support integrated ELD strategies for a total of 32.5 days of service. The county consultant supported all school sites with professional learning, our administrative team, and instructional coaches district-wide.

Action 2.2, STEM Professional Learning Opportunities, was implemented at the middle school on a limited basis via our instructional coach. The elementary schools were not provided professional learning in STEM as their labs were not implemented.

Action 2.3, Visual and Performing Arts Teachers 2 Arts teachers, 2 music teachers was modified. We were unable to recruit a music teacher for each elementary. We were able to create a schedule that allowed for a music teacher to be shared between the two elementary sites. This provides all elementary students with access to music instruction. We were able to hire a full time art teacher for each elementary school. The expertise of the teaching staff at the elementary schools allows for multiple subject teaching staff to collaborate during AMP time, or Art, Music and PE time.

Action 2.4, Physical education/Health Teachers, was fully implemented at our school sites. The expert teaching staff allows for additional elementary collaboration AMP time at the elementary schools.

Action 2.6, Educational Opportunities beyond the traditional school day, was fully implemented. Students were able to experience opportunities that they would not otherwise have access to. These include art, music, history, culture, science and physical activity.

Action 2.7, Purchase appropriate technology and replacement devices and software, was fully implemented. We were able to provide new devices to students that were in need of replacement per our technology replacement cycle. This supports their access to online supplemental materials and individualized instruction. In addition to technology devices and software, this action includes the cost of technology staff.

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 2.2, STEM Professional Learning Opportunities, were planned for at \$65,000. Our estimated actuals for this action is \$0. This action was supported via our instructional coach at our middle school. Our elementary schools did not implement STEM labs, so professional learning did not occur in this area.

Action 2.3, Visual and Performing Arts Teachers 2 Arts teachers, 2 music teachers, was planned for at \$665,000. Our estimated actuals are \$495,00. The difference was due the inability to hire an individual music teacher for each elementary site. We did not incur the costs of this staff person's salary and benefits. The music teacher is shared between the sites. We did hire an individual art teacher for each elementary school.

Action 2.5 Expanded Learning Summer Program was budgeted at \$445,000 and our estimated actuals are \$375,000. We had less students sign up than we had originally estimated, so costs were lower.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The percentage of English Learners making progress towards English language proficiency as measured by the ELPAC is effective; however, progress has decreased.

Action 2.1, English Language Development Professional Learning (TCOE) : Effective 40.03% of students scored levels 3-4 on the summative ELPAC during the spring 2022. 44.15% of students scored levels 3-4 on the summative ELPAC during the spring of 2023. This increase is evidence of positive action impact effectiveness.

Action 2.2, STEM Professional Learning Opportunities: Effective 7.96% of EMS student met/exceeded standards on the California state science assessment in the spring of 2022. This increased to 9.68% in the spring of 2023. EMS students outscored district students. Our district score in 2023 was 8.64%. The increase in science scores demonstrates a trend towards effectiveness in the action centered on STEM. At the time of this writing, the latest test scores publicly released are spring 2023.

Action 2.3, Visual and Performing Arts Teachers 2 Arts teachers, 2 music teachers: Effective 68.3% and 67.3% of students responded that they felt their school provided social emotional learning supports during the spring of 2023 and 2024. The art and music teachers integrate social emotional learning into each lesson as they support student learning and expand visual and performing arts opportunities. We believe that the action is effective as it continues to support positive indications for social emotional learning supports.

Action 2.4, Physical education/Health Teachers: Effective 66.67% of students reported a feeling of wellness on the Healthy Kids Survey during the spring of 2023. We also had 66.67% of students indicated wellness when asked about their wellbeing on the spring 2024 Healthy Kids Survey. These students receive the specialized instruction by single subject physical education teachers that provide expert PE instructional content. We believe that the action is effective as it continues to support a high level of wellness.

Action 2.6, Educational Opportunities beyond the traditional school day: During fall 2022, 34.2% of our students were chronically absent. We were very high on the California Dashboard. We have been monitoring this data locally. We are anticipating a much lower rate on the fall 2024 dashboard, based on the Calpads 14.1 report. We estimate the percent to be 15.39%. We have determined the action to be effective based on the decreased chronic attendance rates.

Action 2.7, Purchase appropriate technology and replacement devices and software: Effective Our students have increased IReady end of year scores from 13% (met or early on) in the spring of 2022 as compared to 25% in the spring of 2024. This personalized learning is a supportive supplemental instructional component. Based on the increased trend, we have determined the action to be effective.

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

Action 2.2 continues to be an action, but the budget has increased to \$161,605.

Action 2.3 continues to be an action, but the budget has been increased to \$665,000.

Action 2.4 continues, and the budget has decreased to \$608,620.

Action 2.5 continues, and the new budget is \$386,680.

Action 2.6 continues, and the budget is \$124,000.

Action 2.7 continues, and we have added data and fiscal analyst positions. This increased the budget to \$1,246,080.

We also added metrics for any district, student group, school or school level student group dashboard indicators that were red. We re-ordered them, to ensure that they fell in place with their alike indicators. This impacted the order and number of metrics. We also added short descriptions to our action titles to make them clearer.

**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.**

## Goals and Actions

### Goal

Goal #	Description
3	Create and maintain a safe and positive learning environment, while increasing student participation, student engagement, attendance, and promote the social and emotional well being of the whole child.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey	Table 4.5 School Connectedness 64% of students felt connected to their school 2020	Pending availability of Year 1 data Will be administered January/February 2023	Test was administered in February 2023. Results indicate 51% of students felt connected to their school. 2023	39.67% of students reported feeling connected to their school (March 2024)	Increase 10% above Baseline result
Chronic Absenteeism	9.1% (2018-2019) California School Dashboard	Very High (2021-2022) 34.2% chronically absent California School Dashboard	Very High (2021-2022) 34.2% chronically absent California School Dashboard	Red (2022-2023) 35.1% chronically absent California School Dashboard	Decrease 4% above Baseline result
Suspension Rate	1.4% (2019-2020) California School Dashboard	Low (2021-2022) 1.4% suspended at least one day California School Dashboard	Low (2021-2022) 1.4% suspended at least one day California School Dashboard	Orange (2022-2023) 1.9% suspended at least one day California School Dashboard	Decrease 0.5% below Baseline result
Expulsion Rate	0% (2019-2020)	0% (2021-2022)	0% (2021-2022)	0% (2022-2023)	0% - maintain Baseline result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	California School Dashboard				

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1, Provide a Registered nurse (district) and three site licensed nurses, was fully implemented. All three sites have full time LVNs for all school days to support student health needs. Our registered nurse oversees the LVNs and provides the district staff with health and safety training.

Action 3.2, School Site Counselors, was fully implemented. All three school sites have a full time counselor to support students social-emotional learning needs.

Action 3.3, Provide a Multi-Tiered System of Support, was fully implemented to support our student services team's attendance at the annual MTSS conference. This learning is supporting our MTSS implementation efforts.

Action 3.4, Clinical Social Worker and a School Psychologist, was fully implemented. The action should have included 2 school psychologists. We were able to hire a clinical social worker to support tier 3 intervention services to students in addition to the two school psychologists. This position also connects families to mental health services as needed.

Action 3.5, Provide incentives to promote and improve attendance, behavior and social emotional well-being of students was increased based on school need and student support. Some highlighted examples are items such as: pencil cases, fidget spinners, stickers, erasers and sensory items.

Action 3.6, Vice Principals to lead Multi-Tiered System of Support, was fully implemented. All sites had a full time Vice Principal that supported MTSS.

Action 3.7, Maintain Safety on School Campuses, was implemented in a different way as we hired internal staff to support a safe and nurturing climate. This position monitors unstructured time, supports student behaviors and provides de-escalation techniques, and supports teachers with students upon requests.

Action 3.8, Student Support Services, was fully implemented as planned. We were to recruit and hire a Director of Student Support Services to serve in the position all year. We also have provided an Administrative Assistant to support the Student Support Services team.

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 3.3, Provide a Multi-Tiered System of Support, was budgeted for a total of \$48,000, but we are estimated to spend \$34,000. We were under budget as we had three less staff attend the annual conference. We were still working on the planning phase of our MTSS plan and the three positions had yet to be filled.

Action 3.4, Clinical Social Worker and a School Psychologist, was planned for at \$485,750. we are estimated to spend \$542,000. The difference in cost was due to the salary placement schedule for the newly hired staff.

Action 3.5, Provide incentives to promote and improve attendance, behavior and social emotional well-being of students was planned for at \$70,000. We are estimated to spend \$85,000. Each site is provided with a budget based on enrollment. The budget was increased with the consideration of the difficulty with implementing STEM from Goal 1 for elementary schools.

Action 3.6, Vice Principals to lead Multi-Tiered System of Support, was budgeted at \$503,750 and is estimated to be at \$531,000 due to the cost of a medical leave.

Action 3.7, Maintain Safety on School Campuses, was planned for at \$503,750 and is estimated at \$312,000. We had budgeted for a contract with a school resource officer. Our local agency did not have one available. Rather than that contract, we hired a campus supervisor to support safety monitors. The cost for this position was less than the anticipated cost of the contract.

Action 3.8, Student Support Services, was budgeted at \$282,653 and is estimated at \$242,000. The cost was less than we had anticipated as we had budgeted based on a prior staff person and the incoming person entered at a different point on the salary schedule.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Chronic Absenteeism goal was effective in helping Earlimart School District decrease the Chronic Absenteeism rate during the 2023-2024 school year.

Action 3.1, Provide a Registered nurse (district) and three site licensed nurses & Action 3.5, Provide incentives to promote and improve attendance, behavior and social emotional well-being of students, Action 3.6, Vice Principals to lead Multi-Tiered System of Support, Action 3.3, Provide a Multi-Tiered System of Support, Action 3.2, School Site Counselors, & Action 3.4, Clinical Social Worker and a School Psychologist: : Effective 66.67% of students reported a feeling of wellness on the Healthy Kids Survey during the spring of 2023. We also had 66.67% of students indicated wellness when asked about their wellbeing on the spring 2024 Healthy Kids Survey. We believe that the action is effective as it continues to support a high level of wellness.

Action 3.7, Maintain Safety on School Campuses: Effective. 76% of students indicated they felt safe at school on the California Healthy Kids Survey as compared to 70% in 2019. This 6% increase indicates an positive trend and effective action.

Action 3.8, Student Support Services: Effective Our students with disabilities were red on the 2019 California School Dashboard in the area of ELA and Math and improved to be orange in both areas in 2023 per the student group report. The student services team facilitates tiered intervention supports and implements programs that have contributed to this improvement. This positive trend indicates effectiveness.

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

We have added metrics for reclassification and chronic absenteeism data.

Action 3.1 is now budgeted at \$501,195.

Action 3.2 is newly budgeted for \$514,955.

Action 3.3: We added three behavior support specialists to support each site. This increased the budget to \$250,255.

Action 3.4 is now budgeted at \$570,160.

Action 3.5 has been reduced to \$50,000.

Action 3.6 has been increased to \$560,370 to support salaries and benefits.

Action 3.7: We added six safety monitors to support safety at sites. The new budget is \$392,620.

Action 3.8 We increased the budget to \$331,290 to account for salary and benefit increases.

**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.**

## Goals and Actions

### Goal

Goal #	Description
4	Create and maintain an environment that engages, supports and empowers parents to promote student achievement and student success.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Healthy Kids Survey (Students)	Table 4.5 School Connectedness- 64% of students feel connected to their school. 2020	Pending availability of Year 1 data Will be administered January/February 2023	Test administered in February 2023. Results indicated 51% of students felt connected to the school.	39.67% of students reported feeling connected to their school (March 2024)	Table A 4.0 School Connectedness- 80% of students feel connected to school.
CA Healthy Kids Survey (Parents)	Table A 4.1 88% agree or strongly agree that schools welcome parental input. 2020	Pending availability of Year 1 data Will be administered January/February 2023	Test administered in February 2023. Results indicated 42% of parents feel welcome to participate at the school.	98% of parents agreed or strongly agreed	Table 4.1 90% agree or strongly agree that schools welcome parental input.
CA Healthy Kids Survey - Staff School Safety/Connectedness	Staff sense of school safety and connectedness: 34% feel work is a safe place for staff 26% feel school is a safe place for students	Staff sense of school safety and connectedness: 34% feel work is a safe place for staff 26% feel school is a safe place for students	This is a new metric for 2023-24. The baseline will be established with results in the 2023-2024 school year.	Staff sense of school safety and connectedness: 43% feel work is a safe place for staff 43% feel school is a safe place for students	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	42% feel there are caring adult relationships	42% feel there are caring adult relationships		50% feel there are caring adult relationships	
CA Healthy Kids Survey - Parents School Safety/Connectedness	Parent sense of school safety and connectedness: 44% of parents feel the district promotes parental involvement 36% of parents feel school is a safe place for my child	Parent sense of school safety and connectedness: 44% of parents feel the district promotes parental involvement 36% of parents feel school is a safe place for my child	This is a new metric for 2023-24. The baseline will be established with results in the 2023-2024 school year.	Parent sense of school safety and connectedness: 46% of parents feel the district promotes parental involvement 39.67% of parents feel school is a safe place for my child	

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 4.1, Establish and maintain a Parent Resource Center was fully implemented as planned in 2022-2023. We continued to provide the service in 2023-24 to parents at the Center. Our FACE Coordinator leads the community engagement efforts from the Parent Resource Center.

Action 4.2, Parent Liaisons/FACE Coordinator. Our FACE Coordinator provides classes for parents to complete job applications, coordinates district and site communications, supports community engagement, leads our site parent liaisons and composes flyers, pamphlets and presentations for parents and families. Each site had a full time Parent Liaison. This position supports the school community with communication, engagement, events, activities, and supports chronic absenteeism efforts.

Action 4.3, Parent Recognition and Family Centered Activities (Literacy Fair, Multicultural Fair), was implemented in a different way. The district decided to hold the first annual showcase event to bring together community resources to showcase district offerings and highlight our student and staff. This event was held in the spring of 2024. This large event took the place and included aspects of the literacy and multicultural fairs.

Action 4.4, Provide translation services, devices and materials for parent engagement, was implemented as planned. We provided oral translation services at district and site meetings. We also provided written translations of items such as our family handbook.

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 4.1, Establish and maintain a Parent Resource Center (Planning year 2021-2022 then full implementation 2023-2024) was planned at \$232,600, but estimated actuals were \$0. We were able to purchase all materials, furniture and items in the 2022-2023 fiscal year.

Action 4.2, Parent Liaisons/FACE Coordinator, was planned for at \$369,750 and totaled \$390,000. The difference in cost was due to costs in substitutes to support coverage.

Action 4.3, Parent Recognition and Family Centered Activities (Literacy Fair, Multicultural Fair), was planned for at \$100,000 and is estimated at \$20,000. We did not hold a literacy or multi-cultural fair. We held a district-wide showcase event. The cost was less because materials and supplies were not needed as we displayed student work and items that had been previously created.

Action 4.4, Provide translation services, devices and materials for parent engagement, was planned for at \$30,000 and is estimated to cost \$23,000. The difference was due to a plan to utilize external interpretation services. There were instances in which the external provider was not available due to scheduling, so we were able to utilize internal staff at a lesser cost.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The implementation of the CA Healthy Kids Survey has helped school sites become aware of data from the perspective of the student, parent and staff member.

Action 4.1, Establish and maintain a Parent Resource Center Action 4.2, Parent Liaisons/FACE Coordinator, Action 4.3, Parent Recognition and Family Centered Activities (Literacy Fair, Multicultural Fair): Effective 51% of parents responded that they felt positive about the parent involvement in their child's school on the 2024 spring Healthy Kids Survey. This was a large increase from our 2023 results of 41%. This increase indicates the effective impact of the action.

Action 4.4, Provide translation services, devices and materials for parent engagement: Effective Our spring 2024 parent survey indicated that 90% agree or strongly agree that schools welcome parental input. This was an increase from our baseline of 88%. This increase indicates that the action is having a positive trend.

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

We have added metrics for facilities and school connectedness.

Action 4.1 is less for next year as we have implemented the program and are planning to hold English classes. This cost is \$20,000.

Action 4.2: We added the FACE Coordinator, which increased the budget to \$425,525.

Action 4.3 continues to be an action. We have reduced the budget, due to combining the events into one district showcase. The new budget is \$50,000.

Action 4.4 continues to be the same action at the same budget.

**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.**

# Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023



# 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
Earlimart School District	Jaime Robles Superintendent	jrobles@earlimart.org (661) 849-4142

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Earlimart Elementary School District is comprised of two elementary sites and one middle school, PK-8th grade. Earlimart Elementary School serves approximately 521 students, Alila Elementary School serves approximately 453 students, and Earlimart Middle School serves approximately 491 students. Our state preschool currently serves 29 students. This small rural school district strives to prepare its students with twenty-first century learning skills. The district has launched a comprehensive STEM lab at the middle school and is in the process of building STEM labs at the elementary sites. In addition, in order to serve the large English Learner population, the district has collaborated with the Tulare County Office of Education consultants as they provide rigorous high-quality instruction for all students; especially English Learners.

**OUR STUDENTS:** With an enrollment of approximately 1,494, preschool through 8th-grade students, the demographic makeup of the district reflects that of the community; 98.3% of our students are Hispanic, .07% Asian, .71% White, with other ethnicities including American Indian, Alaskan National, Pacific Islander, African American making up less than .92% combined. 59% of our students are English Learners and 93% of our students come from socioeconomically disadvantaged (SED) households. The students in Earlimart have access to high-quality research-based instruction and opportunities to succeed in college and career. Individuals in our school system focus on student success and are committed to helping all children achieve their goals.

**OUR COMMUNITY:** Earlimart School District is located in Earlimart, California. It is a small, rural unincorporated town located in southern Tulare County, which lies in the southern portion of California's San Joaquin Valley. It is a productive agricultural county in the world's most productive region. Earlimart School District values its close-knit community, and through strong community partnerships and a commitment to quality parent engagement. Parents of the Earlimart community are engaged in their student's education through multiple opportunities and events at each school site and at the district level. Earlimart School District will use all available resources to not only positively impact student achievement, but the community as well.

**OUR SERVICES:** The district has three parent liaisons and parent centers located at each campus, in addition to a newly constructed Parent Resource Center which houses the newly hired F.A.C.E. (Family and Community Engagement) Coordinator. The district also holds monthly parent meetings, monthly board Award nights, Annual District Literacy Fair, a Multicultural Night, ESD District Showcase and English classes for parents. Each school site hosts many parent engagement events/activities that include Back to School Night, Open House, Math Night, Proficiency Celebrations for both CASSPP and ELPAC, Donuts for Dads, Muffins for Mom, walking clubs, family nights, computer classes, School Site Council and ELAC. Professional development is an important part of our continual improvement process in the Earlimart School District and the staff attends learning opportunities provided. Our staff receives professional learning opportunities on the best instructional and engagement strategies through conferences as well as on-site support from our Tulare County Office of Education and our Content (Academic) Coaches. Earlimart School District has five Content (Academic) Coaches available to assist the implementation of new learning, model and co-teaching lessons, and provide personalized support when requested.

## Reflections: Annual Performance

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

Summary of results, indicated on the 2023 Dashboard:

1. English Language Arts (ELA) assessment indicator indicates that the ALL Students subgroup scored YELLOW, 60.4 points below standard and increasing 9.6 points. Specific subgroup information is as follows:

- English Learners scored RED, 82.1 points below standard, declining 6.8 points
- Homeless scored RED, 126.2 points below standard, declining 40.1 points
- Students with Disabilities scored ORANGE, 137.4 points below standard, increasing 21.8 points

- Hispanic scored YELLOW, 61.7 points below standard, increasing 9 points
- Socioeconomically Disadvantaged scored YELLOW, 61.2 points below standard, increasing 9.6 points

Earlimart School District seen tremendous growth in the amount of students who have Met/Exceeded standards in ELA. In 2021-2022, 17.39% of students Met/Exceeded Standards. In 2022-2023, 19.19% of students Met/Exceeded standards. We attribute the percentage growth to our professional development pedagogy help with Nancy Akhavan Consulting, Inc. and the textbook adoption of our ELA curriculum (Houghton Mifflin Harcourt: Into Reading/Into Literature).

2. Math assessment indicator indicates that the ALL Students subgroup scored ORANGE, 110.3 points below standard, increasing 7.1 points. Specific subgroup information is as follows:

- English Learners scored RED, 124.8 points below standard, maintaining -2 points
- Homeless scored RED, 153.9 points below standard, declining 22.1 points
- Students with Disabilities scored ORANGE, 168.6 points below standard, increasing 17.1 points
- Hispanic scored ORANGE, 111.8 points below standard, increasing 6.8 points
- Socioeconomically Disadvantaged scored ORANGE, 110.9 points below standard, increasing 7.2 points

Earlimart School District recently adopted a new Math curriculum during the 2023-2024 school year. Prior to this school year, each school used a different math curriculum and often utilized supplemental curriculum without progress monitoring. With the new adoption of Illustrative Math, our professional development needs are now aligned across all three school sites, including help from Tulare County Office of Education math consultants and Imagine Learning to ease the transition for teachers.

3. English Learner Progress assessment indicator indicates an overall score of YELLOW, 49.1% of English Learners making progress towards English Language proficiency, maintaining -1.4% on the ELPAC test.

4. Chronic Absenteeism indicates a score of RED, 35.1% of students chronically absent, increasing 0.9%. Specific subgroup information is as follows:

- English Learners scored YELLOW, 32.3% of students chronically absent, declining 4%
- Homeless scored ORANGE, 45.5% of students chronically absent, declining 13.8%
- Students with Disabilities scored RED, 57% of students chronically absent, increasing 10.7%
- Hispanic scored RED, 34.9% of students chronically absent, maintaining 0.4%
- Socioeconomically Disadvantaged scored RED, 35.3% of students chronically absent, increasing 0.6%

During the 2023-2024 school year, Earlimart School District received assistance from Tulare County Office of Education for Chronic Absenteeism, via Differentiated Assistance. Through the work with TCOE, our school district revised our district attendance policy, created advertisements and informed parents of students being absent.

5. Suspension RATE indicator indicates an overall score of ORANGE, 1.9% of students suspended at least one day, increasing 0.5%. Specific subgroup information is as follows:

- English Learners scored ORANGE, 1.6% of students suspended at least one day, increasing 0.7%
- Homeless scored ORANGE, 4.4% of students suspended at least one day, increasing 4.4%
- Students with Disabilities scored ORANGE, 2% of students suspended at least one day, increasing 0.8%
- Hispanic scored ORANGE, 2% of students suspended at least one day, increasing 0.5%
- Socioeconomically Disadvantaged scored ORANGE, 2% of students suspended at least one day, increasing 0.5%

6. LEAs are also required to identify any school within the district 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. With the assistance of our county office of education, we have identified these areas of need. Earlimart Middle School had all students in the red category in both chronic absenteeism and math. English learners at this site were also red in ELA and Math. Hispanic students were red in math and chronic absenteeism. Socio-economically disadvantaged students were red in chronic absenteeism. Earlimart Elementary School's English Learners were red in ELA and Math.

Local assessment data from iReady (End of the Year testing at the conclusion of the 3rd trimester) indicated the following:

Reading

- 13% of students are Mid or Above Grade Level
- 12% of students are Early on Grade Level
- 29% of students are One Grade Level Below
- 19% of students are Two Grade Levels Below
- 28% of students are Three or More Grade Levels Below

Math

- 10% of students are Mid or Above Grade Level
- 11% of students are Early on Grade Level
- 36% of students are One Grade Level Below
- 17% of students are Two Grade Levels Below
- 26% of students are Three or More Grade Levels Below

In addition, at the conclusion of the 2022-2023 school year (April 26-28, 2023), Earlimart School District (and Earlimart Elementary School) received an on-site Federal Program Monitoring evaluation. Three programs were evaluated: Compensatory Education, English Learner and Early Childhood. After the visit, we had 11 total findings (Compensatory Education: 3, English Learner: 8 and Early Childhood: 0). To date, we have remedied each finding and are now in compliance with the three areas reviewed. Systems were built to ensure that the work will continue to occur, benefiting students, staff and the community in Earlimart School District.

Reflections: Technical Assistance

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

N/A

# 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.

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# 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
Teachers	<p>Input from the teachers was solicited via a Google Survey, sent directly to their principals on 10/11/2023 and were asked to participate in an Educational Partner survey during Spring Parent Conferences (3/18-22/2024). In addition, each school site had an in-person LCAP educational partner meeting on the following dates:</p> <ul style="list-style-type: none"><li>• Alila Elementary School: 5/3/2024</li><li>• Earlimart Elementary School: 5/2/2024</li><li>• Earlimart Middle School: 5/3/2024</li></ul>
Principals	<p>Principals were sent a Google Survey to discuss with their staff members on 10/11/2023. In addition, the following LCAP budget development meetings were occurred to discuss the 2024-2025 LCAP and subsequent budget:</p> <ul style="list-style-type: none"><li>• 9/5/2023</li><li>• 9/19/2023</li><li>• 10/11/2023</li><li>• 11/1/2023</li><li>• 12/5/2023</li><li>• 2/14/2024</li><li>• 4/10/2024</li></ul>
Administrators	<p>Administrators were asked to solicit the input of their departments via a Google Survey. The form was sent to administrators with the instruction to meet with their departments/schools and solicit feedback on ways to improve the LCAP and give input on ways to improve</p>

Educational Partner(s)	Process for Engagement
	<p>services to the students/staff/community. Notification discussed on 8/23/2023 and the Google Survey was sent on 10/11/2023.</p> <p>Responses from the following departments were received:</p> <ul style="list-style-type: none"> <li>• M.O.T. (Maintenance/Operations/Transportation) department</li> <li>• Earlimart Middle School</li> <li>• Business department</li> <li>• Early Childhood department</li> <li>• Student Support Services department</li> <li>• Earlimart Elementary School</li> <li>• Human Resources department</li> </ul> <p>Cabinet meetings (Superintendent, Chief Business Official, Educational Services Director, Human Resources Director, Student Support Services Director and Executive Assistant to the Superintendent) where the LCAP was discussed and feedback was solicited:</p> <ul style="list-style-type: none"> <li>• 8/14/2023</li> <li>• 8/21/2023</li> <li>• 10/2/2023</li> <li>• 10/16/2023</li> <li>• 10/23/2023</li> <li>• 10/30/2023</li> <li>• 11/20/2023</li> <li>• 11/27/2023</li> <li>• 12/11/2023</li> <li>• 1/2/2024</li> <li>• 1/8/2024</li> <li>• 1/16/2024</li> <li>• 1/22/2024</li> <li>• 2/5/2024</li> <li>• 2/13/2024</li> <li>• 2/20/2024</li> <li>• 2/26/2024</li> <li>• 3/4/2024</li> <li>• 3/11/2024</li> <li>• 3/18/2024</li> <li>• 4/15/2024</li> <li>• 5/13/2024</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• 5/20/2024</li> </ul> <p>Chief Business Official and Educational Services Director met to discuss the LCAP on the following dates:</p> <ul style="list-style-type: none"> <li>• 8/15/2023</li> <li>• 8/29/2023</li> <li>• 10/23/2023</li> <li>• 11/8/2023</li> <li>• 1/10/2024</li> <li>• 1/30/2024</li> <li>• 3/21/2024</li> <li>• 3/26/2024</li> <li>• 4/19/2024</li> <li>• 4/22/2024</li> <li>• 5/29/2024</li> </ul> <p>Student Services Director TCOE SELPA:</p> <p>8/28/23  9/4/23  10/2/23  11/6/23  11/6/23  12/4/23  2/5/24  3/4/24  4/8/24  6/3/24</p>
Other school personnel	<p>LCAP meetings were held at the school sites, in addition to a Community Meeting on the following dates:</p> <ul style="list-style-type: none"> <li>• Alila Elementary School: 5/3/2024</li> <li>• Earlimart Elementary School: 5/2/2024</li> <li>• Earlimart Middle School: 5/3/2024</li> <li>• Community Meeting: 5/10/2024</li> </ul> <p>Personnel were also asked to fill out the Google Survey sent during</p>

Educational Partner(s)	Process for Engagement
	Spring Parent Conferences on 3/18-22/2024.
Local bargaining units of the LEA (Earlimart Teachers Association/California School Employees Association)	<p>In-person meetings were held with the following bargaining units on the following dates:</p> <p>Earlimart Teachers Association: 2/29/2024</p> <p>California School Employees Association: 3/1/2024</p>
Parents	<p>Community Meetings were held on the following dates and locations (in-person):</p> <ul style="list-style-type: none"> <li>• Alila Elementary School: 5/3/2024</li> <li>• Earlimart Elementary School: 5/2/2024</li> <li>• Earlimart Middle School: 5/3/2024</li> <li>• Community Meeting: 5/10/2024</li> </ul> <p>In addition to the community meetings, parents/school personnel/teachers were shared LCAP information at School Site Council and ELAC meetings.</p> <p>Earlimart Elementary School</p> <p>School Site Council Meetings English Learner Advisory Committee</p> <p>9/18/23 9/25/23</p> <p>11/27/23 12/4/23</p> <p>1/22/24 4/8/24</p> <p>3/11/24 5/20/24</p> <p>5/20/24</p> <p>Alila Elementary School</p> <p>School Site Council Meetings English Learner Advisory Committee</p> <p>10/10/23 10/10/23</p> <p>11/28/23 11/28/23</p> <p>4/23/24 4/23/24</p> <p>5/21/24 5/21/24</p> <p>Earlimart Middle School</p> <p>School Site Council Meetings English Learner Advisory Committee</p> <p>9/21/23 9/21/23</p> <p>1/10/24 1/10/24</p> <p>1/31/24 1/31/24</p>

Educational Partner(s)	Process for Engagement
	<p>5/2/24 5/2/24 5/20/24 5/20/24</p> <p>Earlimart School District DELAC meetings were held on the following dates, where the LCAP was discussed and feedback was solicited:</p> <ul style="list-style-type: none"> <li>• 11/16/2023</li> <li>• 2/8/2024</li> <li>• 4/12/2024</li> <li>• 5/17/2024</li> </ul>
Students	<p>Students were asked to fill out the Google Survey sent during Spring Parent Conference week (3/18-22/2024) and were given opportunities to attend the in-person meetings held on the following dates:</p> <ul style="list-style-type: none"> <li>• Alila Elementary School: 5/3/2024</li> <li>• Earlimart Elementary School: 5/2/2024</li> <li>• Earlimart Middle School: 5/3/2024</li> <li>• Community Meeting: 5/10/2024</li> </ul>

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

Educational Partners provided valuable input for the development of the LCAP. Parent input demonstrated the desire for continued support in the classroom (instructional aides), increased parent involvement by having meetings at a later time, increasing safety staff for students before and after school and having more activities for the students. The parent survey included the following questions, asking to rate the district's performance on each Priority, then give feedback on how to improve or comment. Using a Likert Scale, each question was based on a 1-5 scale, 1 indicating the school district needs improvement and 5 indicating the school district is doing an excellent job. The average results for each Priority are as follows:

Priority 1: 4.45  
Priority 2: 4.37  
Priority 3: 4.33  
Priority 4: 4.37  
Priority 5: 4.37  
Priority 6: 4.21  
Priority 7: 4.39  
Priority 8: 4.34

Teachers/Earlimart Teachers Association and Classified staff members/CSEA indicated a need for the 2023-2024 LCAP plan to remain the same; as it included the hiring of employees to services the needs of the district (and students), with the addition of hiring more safety

personnel. The Directors of Educational Services and Human Services met with association members to review planned actions and services. Updates to budgets, actions and services were discussed at that time and input was sought. There was agreement to continue services as planned.

Site administrators echoed the same as the teachers and classified staff, a need for the plan to remain the same and to see the goals carried out. Other information included the following: the need for an ELD curriculum, maintain lower class sizes, training in addressing the needs of behavior students, and providing Social Emotional training for parents and students.

SELPA had no specific feedback.

ELAC/SSC committee members continued to indicate a need for an aligned curriculum in our school district and wanted increased safety. This was reflected in the notes taken and reviewed.

DELAC committee members indicated Earlimart School District was doing a great job communicating with parents. In addition, the DELAC members also echoed the need for having meetings at a later time to increase parent involvement.

A parent survey was conducted to gather additional feedback.

There were minimal clarifying questions about actions, services, and enrollment per the notes taken. There were no questions sent to the Superintendent, so there were no written responses provided as required.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Increase Academic success in English Language Arts and Mathematics while closing the achievement gap for English Language Learners, Foster Youth, Homeless Youth , socioeconomically disadvantaged and students with disabilities.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

Through the Educational Partner process, data analysis, LCAP review, and planning; the need to improve academics and close the achievement gap for historically underserved students. Although we have made progress, we continue to need to focus on pupil achievement. Our academic data from CAASPP demonstrates a great need for continued growth. In the area of math, our all students were orange and were 110.3 points below standard. Two of our student groups were in the red category and 3 were orange. We ranged from 110.9 points below standard to 168.6 points below. In the area of ELA, our all student group was yellow and were 60.4 points below standard. We had 2 student groups in the red, 1 in the orange and 2 in the yellow range. We ranged from 61.2 points below standard - 137.4 points below standard.

The results from our local district DRA and F&P Guided Reading assessments also demonstrated great need. 0% of students mastered standards on the DRA, according to the data reported in June of 2018, and 24.39% met or exceeded standards on our Fountas and Pinnell guided reading assessment. 85% of students were 1-3 grade levels behind as indicated by our district IReady assessment in reading. 93% were 1 or more grade levels below in the area of math per our district IReady assessment. We reclassified 19 students in grades 4-8 in 23-24. Many students did not meet our district benchmark in order to be reclassified. Our pupil engagement and school climate data also supports that the need for the development of this goal. Only 53% of students indicated that they felt connected to school and 50% felt academically motivated. We also had two student groups in the orange and one in yellow levels in chronic absenteeism. Our percentages ranged from 27.5-33.1%. These rates are very high. We continue to work on chronic absenteeism through our district DART projects and have seen growth. We continue to work to review our data, reflect on the implementation of our instructional program and work to continuously improve services to students in priorities 1-8.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Parent participation for unduplicated students and students with special needs	Parent Square Communication Use Data Baseline to be set Fall 2024			85% of parents will be utilizing Parent Square	
1.2	CAASPP - Mathematics All students	Orange (2022-2023) 110.3 points below standard Increased 7.1 points California School Dashboard			Yellow (5x5: Column Maintained, Row: Medium) 25.0 points below standard	
1.3	CAASPP - Mathematics Students with Disabilities	Orange (2022-2023) 168.6 points below standard Increased 17.1 points California School Dashboard			Orange (5x5: Column Increased, Row: Very Low) 95.1 points below standard	
1.4	CAASPP - Mathematics English Learners	Red (2022-2023) 124.8 points below standard Maintained -2 points California School Dashboard			Yellow (5x5: Column Increased Significantly, Row: Low) 95 points below standard	
1.5	CAASPP - Math Homeless Students	Red (2022-2023) 153.9 points below standard Declined 22.1 points California School Dashboard			Orange (5x5: Column Increased Significantly, Row: Low) 95 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP - Mathematics Socioeconomically disadvantaged	Orange (2022-2023) 110.9 points below standard Increased 7.2 points California School Dashboard			Yellow (5x5: Column Maintained, Row: Medium) 25 points below standard	
1.7	CAASPP - Mathematics Earlimart Elementary School English Learners	Red (2022-2023) 103 points below standard Declined 13.1 points California School Dashboard			Yellow (5x5: Column Increased Significantly, Row: Low) 95 points below standard	
1.8	CAASPP - Mathematics Earlimart Middle School All Students	Red (2022-2023) 140.2 points below standard Maintained 1.8 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 95 points below standard	
1.9	CAASPP - Mathematics Earlimart Middle School English Learners	Red (2022-2023) 162.8 points below standard Declined 12.3 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 95 points below standard	
1.10	CAASPP - Mathematics Earlimart Middle School Hispanic Students	Red (2022-2023) 141.6 points below standard Maintained 1.1 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 95 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	CAASPP - ELA All students	Yellow (2022-2023) 60.4 points below standard Increased 9.6 points California School Dashboard			Green (5x5: Column Increased, Row Medium) 5 points below standard	
1.12	CAASPP - ELA Students with Disabilities	Orange (2022-2023) 137.4 points below standard Increased 21.8 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 70 points below standard	
1.13	CAASPP - ELA Homeless Students	Red (2022-2023) 126.2 points below standard Declined 40.1 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 70 points below standard	
1.14	CAASPP - ELA English Learners	Red (2022-2023) 82.1 points below standard Declined 6.8 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 70 points below standard	
1.15	CAASPP - ELA Socioeconomically disadvantaged	Yellow (2022-2023) 61.2 points below standard Increased 9.6 points California School Dashboard			Green (5x5: Column Increased, Row Medium) 5 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	CAASPP - ELA Earlimart Middle School English Learners	Red (2022-2023) 80.3 points below standard Declined 12.3 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 70 points below standard	
1.17	CAASPP - ELA Earlimart Elementary School English Learners	Red (2022-2023) 96.4 points below standard Declined 11.2 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 70 points below standard	
1.18	DRA - Guided Reading	<p>DRA test was administered at the end of Trimester 1. Earlimart School District continues to pilot Fountas &amp; Pinnell guided Reading products in an effort to align the school district.</p> <p>Results from the conclusion of Trimester 1 DRA (2023-2024): 0% of students Mastered 100% of students Not Mastered</p> <p>Results from the conclusion of Trimester 1 F&amp;P (2023-2024): 24.39% of students Meet/Exceed expectations</p>			<p>DRA/Fountas &amp; Pinnell 70% Meet/Exceed Expectations 25% Approaching 5% Not meeting</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75.61% of students Approaching/Did Not Meet expectations				
1.19	Implementation of CCSS, including ELD	Conduct and implement an Earlimart School District Walkthrough Form to measure the implementation of Common Core State Standards and English Language Development Baseline to be set 2024-2025			100% of Walkthroughs will be completing utilizing the tool that includes providing instructional feedback	
1.20	Reclassification Rate	Students redesignated in 2023-2024: 19 (CalPads 2.16) % redesignated: 19/816 is 2.33% (CalPads 1.1 & Dataquest Total EL and Reclass in 23-24/Reclass 23-24) 161 total students are reclassified, or 11.6% (Dataquest) 2023-2024			15% of students will be reclassified	
1.21	Sufficient core instructional materials measured by annual board resolution of "Sufficiency of Instructional Materials" or SARC review - Priority 1: Basic Services B. To supplement and provide	Resolution was approved by the school board on September 19, 2023. 100% sufficiency			100% sufficiency of instructional materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access to our unduplicated student population, supplemental materials are needed. These materials provide for hands on activities, reading materials at varying levels, visual and auditory supports, and multiple opportunities to practice and learn subject matter.					
1.22	Properly credentialed teachers with no mis-assignments, nor vacancies measured by credentials and SARC review-Priority 1: Basic Services A.	<p>100% of teachers appropriately assigned</p> <p>100% of teachers are fully credentialed 2023-2024</p> <p>Teacher Assignment Monitoring Outcome Data 2022-23 FTE 90.1 Clear 72.1 Out of Field 2.3 Intern 8.0 Ineffective 6.0 Incomplete 1.7</p>			<p>100% appropriately assigned</p> <p>100% fully credentialed</p> <p>Clear 80/90</p> <p>Out of Field 2</p> <p>Intern 5</p> <p>Ineffective 3</p> <p>Incomplete 1</p>	
1.23	Earlimart School District Student Survey (local measure) will indicate an increase in positive indicators in the area of school safety and school connectedness.	California Healthy Kids Survey was administered and data revealed the following: 53% of students feel connected to the school 76% of students feel safe at school			<p>70% of students feel connected to the school</p> <p>85% of students feel safe at school</p> <p>75% of students feel academically motivated</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% of students feel academically motivated 2023-2024				
1.24	Parent communication/input	<p>Earlimart School District continued to send local surveys (Google Form) to parents to solicit feedback for School Board meetings, School Site Council, English Language Advisory meetings, Back to School night, Open House, Twitter, Facebook, school/district website. In addition, our district will utilize Aeries We discontinued the use of Class Dojo district-wide and Blackboard. We currently use Parent Square for district-wide communication. 2023-2024.</p> <p>Parent Square Communication Use Data Baseline to be set Fall 2024</p>			85% of parents will be utilizing Parent Square	
1.25	Repair conditions/status of school facilities by increasing the availability of safe outdoor equipment for students	Outside company conducted the FIT reports for the 2023-2024 school year.			Good or Exemplary ranking: Alila Elementary School, Earlimart	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to use during recess, lunch and PE	Exemplary ranking: Alila Elementary School Good ranking: Earlimart Elementary School and Earlimart Middle School			Elementary and Earlimart Middle	
1.26	Maintain school and district schedules to verify that 100% of students, including unduplicated and exceptional needs students have access to a broad course of study (art, PE, music) - Priority 7: Course Access A, B, C.	100% of students, including unduplicated and exceptional needs students, have access to a broad course of study (art, PE, music). 2023-2024			100% of students, including unduplicated and exceptional needs students, have access to a broad course of study (art, PE, music).	
1.27	Middle School dropout rate	0% drop out rate from students at Earlimart Middle School as of January 2024			0% drop out rate from students at Earlimart Middle School	
1.28	Student attendance rate	Average Daily Attendance as of December 2023: Alila Elementary School: 89.34% Earlimart Elementary School: 94.74% Earlimart Middle School: 92.44%			Alila Elementary School: 95% Earlimart Elementary School: 97% Earlimart Middle School: 95%	
1.29	iReady - Reading	Results at the end of Trimester 1 (2023-2024):			Mid or Above Grade Level: 30% Early on Grade Level: 35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mid or Above Grade Level: 6% Early on Grade Level: 9% One Grade Level Below: 32% Two Grade Levels Below: 21% Three or More Grade Levels Below: 32%			One Grade Level Below: 15% Two Grade Levels Below: 10% Three or More Grade Levels Below: 10%	
1.30	iReady - Math	Results at the end of Trimester 1 (2023-2024): Mid or Above Grade Level: 2% Early on Grade Level: 5% One Grade Level Below: 36% Two Grade Levels Below: 26% Three or More Grade Levels Below: 31%			Mid or Above Grade Level: 30% Early on Grade Level: 35% One Grade Level Below: 15% Two Grade Levels Below: 10% Three or More Grade Levels Below: 10%	
1.31	Chronic Absenteeism-All Students	Red (2022-2023) 35.1% Chronically Absent Increased 0.9% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
1.32	Chronic Absenteeism-Hispanic	Red (2022-2023) 34.9% Chronically Absent Maintained 0.4%			Green (5x5: Column Declined, Row Medium) 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California School Dashboard				
1.33	Chronic Absenteeism-Socio-Economically Disadvantaged	Red (2022-2023) 35.3% Chronically Absent Increased 0.6% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
1.34	Chronic Absenteeism-Students with Disabilities	Red (2022-2023) 57% Chronically Absent Increased 10.7% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
1.35	Chronic Absenteeism Earlimart Middle School All Students	Red (2022-2023) 34.1% Chronically Absent Increased 5.5% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
1.36	Chronic Absenteeism Earlimart Middle School All Students	Red (2022-2023) 34.1% Chronically Absent Increased 5.5% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
1.37	Chronic Absenteeism Earlimart Middle School English Learners	Red (2022-2023) 36.3% Chronically Absent Increased 2.7% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.38	Chronic Absenteeism Earlimart Middle School Hispanic Students	Red (2022-2023) 34.2% Chronically Absent Increased 5.4% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
1.39	Chronic Absenteeism Earlimart Middle School Low Income	Red (2022-2023) 34.3% Chronically Absent Increased 4.8% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Instructional Materials for Mathematics and STEM Labs (STEM LAB and Materials)	<p>The district will supplement and provide access to our unduplicated student population, with supplemental instructional materials. These materials provide an opportunity for hands on MATH activities, visual and auditory supports, and multiple opportunities to practice and learn subject matter. These materials include STEAM Lab materials, expository text, and miscellaneous materials/supplies. These supplemental materials give the appropriate scaffolding for our students and will lead to growth in math proficiency and on state assessments. Needs assessments and Educational Partners suggested the need for additional intervention supports.</p> <p>This action was developed to support our district red indicators for Chronic Absenteeism for Earlimart Middle School All students, English Learners, Hispanic students and Low Income students.</p>	\$8,000.00	Yes
1.2	Instructional Support for TK-8 (Instructional Assistants TK-8)	<p>The district will arrange for instructional assistants to support English Language Arts, Math interventions and STEM lab opportunities in small group settings. Over the course of the LCAP plan, additional instructional assistants may be hired and assist with TK-8 student needs.</p> <p>This action was developed to support our district red indicators for Math (Homeless, English Learners). Earlimart Elementary School English Language Arts and Math (English Learners). Earlimart Middle School Math red (All, English Learners, Hispanic Low Income).</p>	\$830,490.00	Yes
1.3	Earlimart School District preschool: 3 Preschool Teachers and 6 Preschool Instructional Assistants	<p>Students in rural areas have less access to quality early education opportunities. The district will strengthen early childhood education (preschool) academic learning opportunities for English learners, socio-economically disadvantaged students, and foster youth at all elementary sites. Alila Elementary School will now have the opportunity to provide early learning opportunities to their students, adding to our school district</p>	\$532,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(District Preschool Staff)	preschool classrooms at Earlimart Elementary School. Research shows that students that receive early educational opportunities often experience greater success in school. In our rural community there is less access to preschool opportunities. During Educational Partner meetings and surveys, parents expressed the need to expand opportunities for early learning education. By providing preschool opportunities for both elementary sites students will have greater access to quality early education. Early learning materials and supplies to support language development will also be provided to staff and students.		
1.4	Class size reduction in (TK-3) (Teachers TK-3)	<p>The unduplicated students in our district (98%) live in a high poverty, under-served, and isolated rural community and it remains a challenge to recruit, hire, assign, and retain high quality teachers against the backdrop of other districts within the county that are closer to or within communities where most teaching staff resides.</p> <p>Given the research on teacher quality and instruction having the biggest impact on student success, additional certificated staff working directly with unduplicated pupils at the school sites will be funded in order to remain competitive with neighboring districts, and lower the student to teacher ratio in our classrooms.</p> <p>Providing reliable and consistent teaching staff that provide high-quality educational opportunities will benefit students by providing a stable learning environment.</p> <p>This action will result in lower teacher attrition rates, higher rates of appropriately assigned teachers, and ultimately an upward trajectory of student achievement in ELA, English language development, and math.</p> <p>The district provides quality professional development and teacher support that enable continued growth and learning. Without the addition of supplemental and concentration funding, class sizes in kindergarten through 3rd grade would be above 25 students per class. With the additional supplemental and concentration grant funding, the class size averages are estimated to be lower, approximately 21-22 students demonstrating an improved service for our unduplicated students.</p>	\$977,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action was developed to support our district red indicators for Math (Homeless, English Learners). Earlimart Elementary School English Language Arts and Math (English Learners).		
<b>1.5</b>	Supplemental Materials for Literacy/Mathematics (Site Library Materials)	The district will supplement and provide access to our unduplicated student population, with supplemental instructional literacy materials including classroom libraries and materials/supplies. These materials will give the appropriate scaffolding for our students and will lead to growth in reading, writing and math proficiency on state assessments.	\$75,000.00	Yes
<b>1.6</b>	PLC Time/Prep coverage (PLC Prep Time Teacher Compensation)	Provide additional English Language Development, Professional Learning Community and lesson pedagogy training for middle school teachers. Help teachers effectively identify and address the strengths and needs of English learners by providing targeted scaffolds and supports to actively deepen students' academic language demands in middle school. Principal will utilize prep time during the school day/after school to meet with teachers and strategize ways to increase student achievement	\$30,000.00	Yes
<b>1.7</b>	Provide Intensive Tier 3 Intervention Supports (Guided Reading Materials)	Purchase evidence based Tier 3 Intervention programs/training for literacy and math to support students with special needs and students with significant learning loss. This Tier of support is designed to address the needs of students who are experiencing significant problems and/or who are not responsive to Tier1 and Tier 2 efforts (Students with significant learning loss) . This action was developed to support our district red indicators for ELA and Math (Homeless, English Learners). Earlimart Elementary School English Language Arts (English Learners).	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.8</b>	Before and Afterschool learning opportunities (ELO-P) (Choices Contracts)	<p>Provide before or afterschool programs to ensure students are prepared academically, socially and emotionally. Partner with TCOE Choices to add 2 additional classes at each elementary site. These programs will target English Learners, Foster youth, Homeless students and students with disabilities.</p> <p>This action was developed to support our district red indicator in Chronic Absenteeism (All Students, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities) and Earlimart Middle School (All Students, English Learners, Hispanic students and Low income students).</p>	\$2,108,823.00	No
<b>1.9</b>	Earlimart Middle School electives (Elective Materials and Supplies)	<p>Educational partner survey results indicated a need to increase the class offerings at Earlimart Middle School. During the 2024-2025 school (and ongoing), Earlimart Middle School will add elective classes to their course offerings to increase school belongingness and increase academic achievement. Funds will be utilized to fund additional materials/supplies for the added course offerings.</p> <p>This action was developed to support Earlimart Middle School's red indicator in chronic absenteeism (All Students, English Learners, Hispanic students and Low income students).</p>	\$20,000.00	Yes
<b>1.10</b>	Textbook adoptions (Science Adoption Spring)	Earlimart School District recognizes the need to purchase and utilize curriculum that aligns school district schools. Funds will be for future textbook adoptions (Science, History, Guided Reading, etc.)	\$75,000.00	No
<b>1.11</b>	Custodial assistance (Class Size Reduction Custodians)	Extra custodial assistance is needed to help service the additional teachers/classrooms for our Class Size Reduction teachers (Action/Goal: 1.4) in Earlimart School District.	\$145,510.00	Yes
<b>1.12</b>	Educational Services contracts	Annual educational services contracts will continue to help service the needs of students and staff in Earlimart School District. Supplemental	\$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(Supplemental Contracts)	<p>expenditures include: ERS Library contract, Aeries, Parent Square, Document Tracking Services, Age of Learning My Math/My Reading Kinder Intervention, Mystery Science, Renaissance AR K-8, Illuminate, Parent University, RocketScan, TCOE Math TK-8, IReady, Akhavan Teacher Pedagogy Coaching, ELlevation, Art of Education Online Lesson Planning &amp; Professional Development, Imagine Learning Illustrative Math, Journalism Education Elective materials, TCOE Math contract PK professional learning, Navigate 360 Alisla Elementary culture incentives</p> <p>This action was developed to support our district red indicators for Math (Homeless, English Learners). Earlimart Elementary School English Language Arts and Math (English Learners).</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Increase Academic success in, English language development, science, history-social sciences, physical education, and VAPA while closing the achievement gap for English Language Learners, Foster Youth, Homeless Youth , socioeconomically disadvantaged and students with disabilities.	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 5: Pupil Engagement (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

This goal creates a road map targeting and identifying an area of need and systematically work towards improving in these areas. Tracking progress along the way will benefit students reach their language goals while improve content knowledge and a broader course of study through VAPA. As we review our ELA data on the dashboard 3/6 student groups fall into the lowest row, or Very Low Red or Orange. Students with disabilities increased significantly. While all students, SED and Hispanic students increased, they fall into the second lowest row, or low category. 6/6 of the student groups in math fell into the lowest row, or were Very Low. All students, Hispanic, and SED students increased, and students with disabilities increased significantly. 46% of our 252 English Learners made progress. This was basically a stall of maintaining at -0.2%. All six student groups were in the very last, or Very High row, for chronic absenteeism. Homeless students declined and English Learners did decline significantly. We continue to work in the area of conditions of learning, state standards, pupil achievement, engagement and course access.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP - Math Homeless Students	Red (2022-2023) 153.9 points below standard Declined 22.1 points			Orange (5x5: Column Increased Significantly, Row: Low)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California School Dashboard			95 points below standard	
2.2	CAASPP ELA All students	Yellow (2022-2023) 60.4 points below standard Increased 9.6 points California School Dashboard			Green (5x5: Column Increased, Row Medium) 5 points below standard	
2.3	CAASPP - Mathematics English Learners	Red (2022-2023) 82.1 points below standard Declined 6.8 points California School Dashboard			Yellow (5x5: Column Increased Significantly, Row: Low) 95 points below standard	
2.4	CAASPP - Mathematics Earlimart Elementary School English Learners	Red (2022-2023) 103 points below standard Declined 13.1 points California School Dashboard			Yellow (5x5: Column Maintained, Row: Medium) 25 points below standard	
2.6	CAASPP ELA Students with Disabilities	Orange (2022-2023) 137.4 points below standard Increased 21.8 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 70 points below standard	
2.7	CAASPP ELA English Learners	Red (2022-2023) 82.1 points below standard Declined 6.8 points			Yellow (5x5: Column Increased, Row Low) 70 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California School Dashboard				
2.8	CAASPP ELA Socially Economically Disadvantaged	Yellow (2022-2023) 61.2 points below standard Increased 9.6 points California School Dashboard			Green (5x5: Column Increased, Row Medium) 5 points below standard	
2.9	CAASPP - ELA Homeless Students	Red (2022-2023) 126.2 points below standard Declined 40.1 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 70 points below standard	
2.10	CAASPP - ELA Earlimart Elementary School English Learners	Red (2022-2023) 96.4 points below standard Declined 11.2 points California School Dashboard			Yellow (5x5: Column Increased, Row Low) 70 points below standard	
2.11	Percentage of English Learners making progress toward English language proficiency as measured by ELPAC	Yellow (2022-2023) 49.1% making progress towards English language proficiency California School Dashboard			Green (5x5: Column Increased, Row Medium) 54.9%	
2.12	Healthy Kids Survey	14.5% of students in grades 5-8 responded to the survey regarding Alcohol, Tobacco and			10% of students will respond as as having used Alcohol, Tobacco	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other Drug Use (March 2024)			and Other Drug Use	
2.13	Chronic Absenteeism-All Students	Red (2022-2023) 35.1% Chronically Absent Increased 0.9% California School Dashboard			Green (5x5: Column Medium, Row Declined)	
2.14	Chronic Absenteeism-Hispanic	Red (2022-2023) 34.9% Chronically Absent Maintained 0.4% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
2.15	Chronic Absenteeism-Socio-Economically Disadvantaged	Red (2022-2023) 35.3% Chronically Absent Increased 0.6% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
2.16	Chronic Absenteeism-Students with Disabilities	Red (2022-2023) 57% Chronically Absent Increased 10.7% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
2.17	Chronic Absenteeism Earlimart Middle School All Students	Red (2022-2023) 34.1% Chronically Absent Increased 5.5% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Development Professional Learning (TCOE) (Professional Learning Contract In-Person)	English Language Development Consultants from the Tulare County will provide support and best practices for teachers and support staff in improving the language acquisition of English Learners.	\$40,000.00	Yes
2.2	STEM Professional Learning opportunities (Professional Learning Contract Online)	Provide Paxton Patterson professional learning at Earlimart Middle School. The course will help students navigate the STEM platform, which promotes ingenuity, creativity and collaboration. The class will help to provide rigorous hands-on content experiences helps student become critical thinkers and problem solvers. Students will learn how to apply what they learn in a variety of scenarios and applications.	\$161,605.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.3</b>	Visual and Performing Arts Teachers: 2 Arts Teachers, 2 Music Teachers (Elementary Expert VAPA Teachers)	Provide music instruction, instrumental band, and at all three school sites to promote a developmentally enriching educational program for the students of Earlimart. VAPA materials to support student learning. Arts education boosts school attendance, academic achievement and promotes higher self-esteem. The students of Earlimart will improve connectedness to school and social emotional development with the added support of arts instruction. This also supports a broad course of study. The expertise of the teaching staff at the elementary schools allows for multiple subject teaching staff to collaborate during AMP time, or Art, Music and PE time.	\$649,135.00	Yes
<b>2.4</b>	Physical Education/Health Teachers (Elementary & Middle School Expert PE/Health Teachers)	Physical Education teachers (and an instructional aide) will provide support to the elementary sites and middle school. They will help students focus on healthy habits. They will also work with nutrition staff to promote healthy eating habits. According to the Centers for Disease Control, "healthy students are better learners. Studies have shown that healthy children get better grades, attend school more often and behave better in class." Materials and supplies to support P.E. and health instruction. The expert teaching staff allows for additional elementary collaboration AMP time at the elementary schools.	\$608,620.00	Yes
<b>2.5</b>	Expanded Learning Summer Program (Summer School)	Summer programs will help mitigate learning loss experienced by the pandemic. The summer program will provide intensive supports for a four-week period.	\$486,880.00	No
<b>2.6</b>	Educational Opportunities beyond the traditional school day (Study Trips)	Provide educational opportunities for students to build background knowledge and expand student learning beyond the scope of the regular school day by providing field trips.	\$124,000.00	Yes
<b>2.7</b>	Purchase appropriate technology,	Purchase appropriate technology and replacement technology, including personnel to support the technology department. In addition, Earlimart	\$1,246,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
	replacement technology devices and software (Student Technology Support, Devices & Staff)	School District will also employ a Data System Analyst and Fiscal Support Analyst to monitor data usage and provide additional financial support.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Create and maintain a safe and positive learning environment, while increasing student participation, student engagement, attendance, and promote the social and emotional well being of the whole child.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The creation of this goal stemmed from parent and staff input on keeping students safe and in school, in addition to the results from the Healthy Kids Survey trends. Only 39.7% of students reported feeling connected to school. Our rates of chronic absenteeism were very high at 35.1%. All six student groups were orange, medium or high, in the area of suspension. 11.6% of our students are reclassified. This is lower than the county rate of 15.2% and state rate of 15.8%. We will continue to work to promote the social and emotional well being of the whole child.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Healthy Kids Survey	39.67% of students reported feeling connected to their school (March 2024)			75% of students will report feeling connected to their school.	
3.2	Chronic Absenteeism	Red (2022-2023) 35.1% chronically absent California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Suspension Rate	Orange (2022-2023) 1.9% suspended at least one day California School Dashboard			Green (5x5 Column Declined Row Medium) 3%	
3.4	Expulsion Rate	0% (2022-2023)			0%	
3.5	Reclassification Rate	Students redesignated in 2023-2024: 19 (CalPads 2.16) % redesignated: 19/816 is 2.33% (CalPads 1.1 & Dataquest Total EL and Reclass in 23-24/Reclass 23-24) 161 total students are reclassified, or 11.6% (Dataquest) 2023-2024			15% of students will be reclassified (Dataquest)	
3.6	Chronic Absenteeism-All Students	Red (2022-2023) 35.1% Chronically Absent Increased 0.9% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
3.7	Chronic Absenteeism-Hispanic	Red (2022-2023) 34.9% Chronically Absent Maintained 0.4% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Chronic Absenteeism-Socio-Economically Disadvantaged	Red (2022-2023) 35.3% Chronically Absent Increased 0.6% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
3.9	Chronic Absenteeism-Students with Disabilities	Red (2022-2023) 57% Chronically Absent Increased 10.7% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
3.10	Chronic Absenteeism Earlimart Middle School All Students	Red (2022-2023) 34.1% Chronically Absent Increased 5.5% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
3.11	Chronic Absenteeism Earlimart Middle School All Students	Red (2022-2023) 34.1% Chronically Absent Increased 5.5% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
3.12	Chronic Absenteeism Earlimart Middle School English Learners	Red (2022-2023) 36.3% Chronically Absent Increased 2.7% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Chronic Absenteeism Earlimart Middle School Hispanic Students	Red (2022-2023) 34.2% Chronically Absent Increased 5.4% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	
3.14	Chronic Absenteeism Earlimart Middle School Low Income	Red (2022-2023) 34.3% Chronically Absent Increased 4.8% California School Dashboard			Green (5x5: Column Declined, Row Medium) 10%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Provide a Registered nurse (district) and three site Licensed nurses (1RN 3 LVN)	Our unduplicated student population often times does not have immediate access to quality health advice nor is there access to medical assistance during the day when parents are at work and students are in school. In order to provide the medical assistance, advice, and preventative care our students need, the district will provide one District Nurse, as well as one Health Clerk/LVN at each of the three main campuses to address these student health issues. With health issues promptly and properly addressed, there will be an increase in attendance rates from each student group. In addition LVN's will increase their work calendar by 5 days. This action was developed to support our district red indicators for Chronic Absenteeism for Earlimart Middle School All students, English Learners, Hispanic students and Low Income students.	\$501,195.00	Yes
<b>3.2</b>	School Site Counselors (3 Social Emotional Learning Counselors)	Fund school counselors to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social emotional success.	\$514,955.00	Yes
<b>3.3</b>	Provide a Multi-Tiered System of Support (Professional Learning Contract & 3 Behavior Support Specialists)	Provide and coordinate a structured behavior management program (MTSS/via Behavior Specialist) and as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. In addition, provide leadership training and support for staff and students through "Leader in Me" As a result, schools will create a positive school culture, decrease suspensions and expulsions, increase attendance, and increase student achievement.	\$250,255.00	Yes
<b>3.4</b>	Clinical Social Worker and a School Psychologist (1 Social Worker 2 Psychologists)	A clinical social worker and an additional school psychologist will focus on providing support and resources for students experiencing trauma or distress.	\$570,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.5</b>	Provide incentives to promote and improve attendance, behavior and social emotional well-being of students (Student Assemblies & Culture Incentives)	Provide incentives for students who maintain perfect attendance, meet established academic citizenship and behavior goals, and achieve academic and social goals in order to foster a positive school culture, and as a result, increase the number of students who come to school, on time, every day, and decrease the number of students with referrals, suspension, and expulsions. This action was developed to support our district red indicators for Chronic Absenteeism for Earlimart Middle School All students, English Learners, Hispanic students and Low Income students.	\$50,000.00	Yes
<b>3.6</b>	Vice-Principals to lead the Multi-Tiered-System-of Support (MTSS Site Leads)	The district will provide Vice-Principals to lead the Multi-Tiered-System-of Support endeavor and promote positive behavior and appropriate supports.	\$560,370.00	Yes
<b>3.7</b>	Maintain Safety on School Campuses (Campus Supervisor, Safety Monitors & Safety Equipment)	Invest in security cameras, security gates, and lighting to ensure safety for students and staff. Lighted pathways, cameras, assistance from Tulare County Sheriff's Department to allow for proper signage. All site administrators have been trained on the camera software, in addition to updating our Safe School Plans, in case of an emergency. Earlimart School District will also employ Safety Monitors to increase safety on school campuses.	\$392,620.00	Yes
<b>3.8</b>	Student Support Services (Student Support Services Director & Administrative Assistant)	The district will provide a Director of Student Support Services and an assistant to monitor attendance, oversee the Multi-Tiered System of Supports and Special Education programs. These positions utilizes a portion of time to support attendance, SEL intervention, MTSS efforts, COST (Coordinated of Services Teams), and counselors. These positions also support our special education programs. As such, they are multi-funded to align to their program service.	\$331,290.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Create and maintain an environment that engages, supports and empowers parents to promote student achievement and student success.	Focus Goal

State Priorities addressed by this goal.

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.

Educational Partner input from our LCAP surveys indicated from staff and parents stated the need to have parents more involved in the school process; before, during and after school. In addition, our high English Learner population sought the need for more communication and ways to connect to their school. Only 39.7% of our students reported feeling connected to school. Less than half of staff feel that work is a safe place for staff and students. Less than 40% of parents felt that school was safe for their child. However, 76% of students felt safe. We still have quite a lot of work to do in the area of safety. While most, or 98%, of parents feel we welcome input. Only 46% felt that we promote parental involvement. We continue to work to update our facilities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Healthy Kids Survey (Students) Earlimart School District Student Survey California Healthy Kids Survey will indicate an increase in positive indicators in the area of school safety and school connectedness	California Healthy Kids Survey was administered and data revealed the following: 53% of students feel connected to the school 76% of students feel safe at school 50% of students feel academically motivated 2023-2024			70% of students feel connected to the school 85% of students feel safe at school 75% of students feel academically motivated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CA Healthy Kids Survey (Parents)	98% of parents agreed or strongly agreed that the school is welcomes input 2023-2024			Maintain 98% or higher agree or strongly agree that the school welcomes input	
4.3	CA Healthy Kids Survey - Staff School Safety/Connectedness	Staff sense of school safety and connectedness: 43% feel work is a safe place for staff 43% feel school is a safe place for students 50% feel there are caring adult relationships 2023-2024			CA Healthy Kids Survey results indicated the following from staff at Earlimart School District: 75% - Safe place for staff 85% - Safe place for students 75% - Caring adult relationships	
4.4	CA Healthy Kids Survey - Parents School Safety/Connectedness	Parent sense of school safety and connectedness: 46% of parents feel the district promotes parental involvement 39.67% of parents feel school is a safe place for my child 2023-2024			CA Healthy Kids Survey results indicated the following from parents at Earlimart School District: 75% - Promotion of parental involvement 70% - School is a safe place for my child	
4.5	Repair conditions/status of school facilities by increasing the availability of safe outdoor	Outside company conducted the FIT reports for the 2023-2024 school year.			Good or Exemplary ranking: Alila Elementary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	equipment for students to use during recess, lunch and PE	Exemplary ranking: Alila Elementary School Good ranking: Earlimart Elementary School and Earlimart Middle School			School, Earlimart Elementary and Earlimart Middle	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Establish and maintain a Parent Resource Center (Parent English Class Contract)	Establish and maintain a family resource center that is district based, flexible, family-focused, and culturally sensitive hub of support and resources that provide programs and targeted services based on the needs and interests of Earlimart Elementary families. Services may include, parent skill training, services for children with special needs, and literacy support.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>4.2</b>	Parent Liaisons/FACE Coordinator (3 Site Liaisons 1 FACE Coordinator)	Each site will have a parent liaison who will work to bridge the communication between school and home by helping parents get the information, support, and help they need to ensure their child's academic and social success in school. In addition, Earlimart School District will employ a FACE Coordinator to help coordinate the school district parent involvement needs.	\$425,525.00	Yes
<b>4.3</b>	Parent Recognition and family centered activities (Literacy Fair, Multicultural Fair, Earlimart School District Showcase)	Establish parent recognition and family centered activities that develop a strong school-to-home connection. Parent liaisons will lead the charge in developing regular parent centered activities once per trimester at each school site. These activities will build parent capacity and build a positive and trusting relationship between the home and school community.	\$50,000.00	Yes
<b>4.4</b>	Provide translation services, devices, and materials for parent engagement (Translation Contract)	Provide translation services, devices, and materials for parent engagement.	\$30,000.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,579,936	\$885,955

## 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
46.031%	7.930%	\$1,186,590.17	53.961%

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	<p><b>Action:</b> Supplemental Instructional Materials for Mathematics and STEM Labs (STEM LAB and Materials)</p> <p><b>Need:</b> Only 9.68% of all EMS students and 9.87% Low Income students met/exceeded standards on the California state science assessment in the spring of 2023. Foster Youth data is</p>	This action was developed to deepen student learning in the area of STEM. The additional Science support will increase hands on content learning during labs. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented School-Wide to benefit all students, as many other students exhibited similar needs.	California State Science Assessment EMS

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
	<p>unavailable at the school site level due to the low numbers of students in this group in order to protect student privacy. This is much lower than the state average of 30.18%</p> <p><b>Scope:</b> Schoolwide</p>		
1.2	<p><b>Action:</b> Instructional Support for TK-8 (Instructional Assistants TK-8)</p> <p><b>Need:</b> 25.72% of all students in our district met/exceeded standards in ELA on the spring of 2023 state assessment. 25.47% of Low Income students met/exceeded standards and 10.15% of English Learners met/exceeded standards. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. This is much lower than the state average of 46.66%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action was developed to support small group instruction, specifically in the area of reading. We have a deep need to continue to grow in this area. Our Low income students are scoring well below the state average and below our all student group. Our English Learners are scoring much lower than either of these groups. This action was designed to support the need of our English Learners, because smaller class sizes allows for small group instruction that is differentiated based on student need. We are using small group instruction to support students in the area of guided reading and other small group instructional supports. This action was developed to support the needs of Unduplicated Pupils, it will be implemented LEA-Wide to benefit all students, because the demonstrated need was significant among all.</p>	<p>California State Assessment ELA District All Grades</p>
1.3	<p><b>Action:</b> Earlilmart School District preschool: 3 Preschool Teachers and 6 Preschool Instructional Assistants (District Preschool Staff)</p>	<p>We have a need to increase our preschool attendance. Preschool attendance will support greater school readiness and student achievement. This service also provides an all day preschool option for families needing an extended instructional schedule. Our unduplicated families have expressed the need for a longer day,</p>	<p>District Preschool Average Daily Attendance</p>

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
	<p><b>Need:</b> Our preschool average daily attendance for 2023-24 was 82.90%. Sixty percent of our preschool students are English Learners, and are in need of an all day instructional program that includes language supports. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. Our preschool student attendance is much lower than our elementary school attendance of 89.34% and 94.74%.</p> <p><b>Scope:</b> Schoolwide</p>	<p>which promoted the offering of a district preschool. Half day state preschool was an access obstacle for some. We are able to provide early language instruction utilizing preschool curriculum and engage students in an all day instructional program. This action was developed to principally support the needs of Unduplicated Pupils, it will be implemented on a School-Wide basis, to support the similar needs students.</p>	
1.4	<p><b>Action:</b> Class size reduction in (TK-3) (Teachers TK-3)</p> <p><b>Need:</b> 25.72% of students in our district met/exceeded standards in ELA on the spring of 2023 state assessment. 25.47% of Low Income students met/exceeded standards and 10.15% of English Learners met/exceeded standards. This is much lower than the state average of 46.66%. Only 11.08% of students scored met/exceeded in math. 10.88% of low income students and 4.58% of English Learners met/exceeded standards in Math. Foster Youth data is unavailable for these reports due to the low numbers of students in this group in order to protect student privacy.</p>	<p>This action was developed to support small group instruction, specifically in the area of reading. We have a deep need to continue to grow in this area. Our Low income students are scoring well below the state average and below our all student group. Our English Learners are scoring much lower than either of these groups. This action was designed to support the need of our English Learners, because smaller class sizes allows for small group instruction that is differentiated based on student need. We are using small group instruction to support students in the area of guided reading and other small group instructional supports. In order to most effectively and efficiently implement this action to address the needs of Unduplicated Pupils, this action is being implemented on a School-Wide basis. This will maximize the impact to Unduplicated Pupils, as well as other students that demonstrated similar need.</p>	<p>California State Assessment ELA &amp; Math District All Grades</p>

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
	<p>This is much lower than the state average of 34.62%.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>1.5</b>	<p><b>Action:</b> Supplemental Materials for Literacy/Mathematics (Site Library Materials)</p> <p><b>Need:</b> 25.72% of students in our district met/exceeded standards in ELA on the spring of 2023 state assessment. 25.47% of Low Income students met/exceeded standards and 10.15% of English Learners met/exceeded standards. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. This is much lower than the state average of 46.66%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action was developed to support small group instruction, specifically in the area of reading. We have a deep need to continue to grow in this area. Our Low income students are scoring well below the state average and below our all student group. Our English Learners are scoring much lower than either of these groups. This action was designed to support the need of our English Learners, because smaller class sizes allows for small group instruction that is differentiated based on student need. We are using small group instruction to support students in the area of guided reading and other small group instructional supports. By offering literacy materials, or site library materials, LEA-Wide, the district ensures that all students, regardless of their background, have access to these enriching educational materials. This promotes the district vision of equity and excellence.</p>	<p>California State Assessment ELA District All Grades</p>
<b>1.6</b>	<p><b>Action:</b> PLC Time/Prep coverage (PLC Prep Time Teacher Compensation)</p> <p><b>Need:</b> 30.36% of Earlimart Middle School all students met/exceeded standards. 30.83% of Low</p>	<p>This action was developed to support teacher time to collaborate, analyze, reflect, and plan for instruction. Teachers are working to include SMART goals, formative and summative assessment methods to support improved student outcomes. We have a deep need to continue to grow in this area of analyzing student data for all student groups, but especially for our low income</p>	<p>California State Assessment ELA EMS All Grades</p>

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
	<p>Income and 9.69% of English Learner students met/exceeded standards. 25.47% of Low Income students met/exceeded standards and 10.15% of English Learners met/exceeded standards. and 25.72% of students in our district met/exceeded standards in ELA on the spring of 2023 state assessment. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. This is much lower than the state average of 46.66%.</p> <p><b>Scope:</b> Schoolwide</p>	<p>and English Learner students. We are working on data practices that include student group data to support instructional planning efforts and improved student outcomes. This action is principally directed towards Unduplicated Pupils. In order to support planning for student success, we are planning it on a School-Wide basis. This supports the similar need other students also demonstrated.</p>	
1.7	<p><b>Action:</b> Provide Intensive Tier 3 Intervention Supports (Guided Reading Materials)</p> <p><b>Need:</b> 60.48% of students in our district were above or near standards in the reading area of the ELA assessment on the spring of 2023 state assessment. 60.16% of low income students and 49% of English Learners were above or near standard in reading. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. This is much lower than the state average of 75.36%.</p> <p><b>Scope:</b></p>	<p>This action was developed to support improved outcomes in the area of reading comprehension, phonics, and fluency for students that are continuing to develop reading skills in support of our low income and English Learner students. Reading continues to be an area of challenge for our students. We have developed Tier 3 supports, or guided reading, to support developing readers. In order to most effectively and efficiently implement this action to address the needs of Unduplicated Pupils of Unduplicated Pupils, this action is being implemented on a LEA-Wide basis. This will maximize the impact to Unduplicated Pupils, as well as other students that demonstrated similar need.</p>	<p>California State Assessment ELA Reading Area Results All Grades</p>

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		
<b>1.9</b>	<p><b>Action:</b> Earlimart Middle School electives (Elective Materials and Supplies)</p> <p><b>Need:</b> EMS had a chronic absenteeism rate of 34.1% on the 2023 dashboard. This resulted in a red indicated and had increased by 5.5% from the year prior. Our English Learners were red, 36.3%, and increased by 2.7%. Our Low Income students were 34.3%, red, and increased by 4.8%. This was higher than the state average of 24.3%, yellow, which declined by 5.7%. Our Foster Youth students were chronically absent 15.4% of the time and had no performance color on the dashboard. This is due to the low number, 13, in the student group.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This action was developed to support increased engagement of our middle school students. Our English Learners and Socio-Economically Disadvantaged Students were both in the red categories and increased. These high levels of chronic absenteeism were indicators of low levels of student engagement. We worked to create solutions to support these students with opportunities and choice for courses that would motivate and increase engagement. Students were provided the opportunity to select elective options. We have increased our options by 4 times the number of electives as compared to past years. As we identified our Unduplicated Pupil need, we recognized that other students also were in need of support. Therefore, while the focus remains on Unduplicated Pupils, we are offering this action on a School-Wide basis to a broader group of students to promote equity and success across the entire student population.</p>	Chronic Absenteeism Rates California Dashboard EMS
<b>1.11</b>	<p><b>Action:</b> Custodial assistance (Class Size Reduction Custodians)</p> <p><b>Need:</b> 25.72% of students in our district met/exceeded standards in ELA on the spring of 2023 state assessment. 25.47% of Low Income students met/exceeded standards and</p>	<p>This action was developed to support the additional classrooms that were opened as a result of the class size reduction action. That action facilitated ability to provide additional small group instruction, specifically in the area of reading. We have a deep need to continue to grow in this area. Our Low income students are scoring well below the state average and below our all student group. Our English Learners are scoring much lower than either of these groups. This action was designed</p>	California State Assessment ELA District All Grades

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
	<p>10.15% of English Learners met/exceeded standards. This is much lower than the state average of 46.66%. Only 11.08% of students scored met/exceeded in math. 10.88% of low income students and 4.58% of English Learners met/exceeded standards in Math. Foster Youth data is unavailable for these reports due to the low numbers of students in this group in order to protect student privacy. This is much lower than the state average of 34.62%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>to support the need of our English Learners, because smaller class sizes allows for small group instruction that is differentiated based on student need. In order to most effectively and efficiently implement this action to address the needs of Unduplicated Pupils, this action is being implemented on a School-Wide basis. This will maximize the impact to Unduplicated Pupils, as well as other students that demonstrated similar need.</p>	
1.12	<p><b>Action:</b> Educational Services contracts (Supplemental Contracts)</p> <p><b>Need:</b> Our students were 110.3 points below standard and orange on the California Dashboard in Math. English Learners were 124.8 points below standard and Red. Low Income students were orange and 110.9 points below standard. The state results are 49.1 points below standard. They were also 60.4 points below standard in the area of ELA. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. The state results are 13.6 points below standard.</p> <p><b>Scope:</b></p>	<p>In order to meet academic needs of our English Learners and Low Income students, we added supplemental services and programs. These academic programs were designed to support the achievement of these groups in the area of Math, Literacy and ELA based on the outcome levels designated as points below standard on the Dashboard. By offering STEM professional learning to teachers LEA-Wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby preparing them for the next step in their educational development and equipping them for a successful future. To better meet the needs of unduplicated students, we have additional professional learning, intervention, and supplemental materials to support teaching and learning. We have a need to improve our student outcomes in ELA and Math for all students and all student groups. These contracts provides services include supplemental ELA and Math supports.</p>	<p>Math &amp; ELA Outcomes California Dashboard District</p>

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	They also includes contract for library services for online reading literacy resources, and academic services to support unduplicated students in ELA and math content areas.	
<b>2.2</b>	<p><b>Action:</b> STEM Professional Learning opportunities (Professional Learning Contract Online)</p> <p><b>Need:</b> Only 9.68% of all EMS students and 9.87% Low Income students met/exceeded standards on the California state science assessment in the spring of 2023. Foster Youth data is unavailable at the school site level due to the low numbers of students in this group in order to protect student privacy. This is much lower than the state average of 30.18%</p> <p><b>Scope:</b> Schoolwide</p>	This action was developed to deepen student learning in the area of STEM. The additional Science support will increase hands on content learning during labs. Our Low Income students are meeting/exceeding standards at low levels and there is a need to design instruction in a way that scaffolds, includes opportunities for collaboration and communication. To address the Science need of our Low Income students, we designed STEM professional learning opportunities for teachers. By offering STEM professional learning to teachers School-Wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby preparing them for the next step in their educational development and equipping them for a successful future.	California State Science Assessment EMS
<b>2.3</b>	<p><b>Action:</b> Visual and Performing Arts Teachers: 2 Arts Teachers, 2 Music Teachers (Elementary Expert VAPA Teachers)</p> <p><b>Need:</b> Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth.</p>	This action was developed to support our multiple subject teachers with expert content teachers in the area of art and music, and purposefully integrate SEL into lessons. Low Income and English Learner student responses around feelings of social emotional support led to the creation of the action to hire expert art and music teachers. There is a great need to provide students with VAPA learning and a well rounded educational experience. The VAPA beyond the traditional school day for all students to foster holistic development and offer an enriching education. This approach is particularly beneficial	Social Emotional Learning Question California Healthy Kids Student Survey Responses

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
	<p>Unduplicated students are in need of specialized instruction that is optimally offered by expert teachers.</p> <p><b>Scope:</b> LEA-wide</p>	<p>for Unduplicated Pupils, and it promotes inclusivity and supports engagement and success for all students in a well-rounded educational experience on an LEA-Wide basis.</p>	
2.4	<p><b>Action:</b> Physical Education/Health Teachers (Elementary &amp; Middle School Expert PE/Health Teachers)</p> <p><b>Need:</b> Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth. 66.67% of students, including Low Income, English Learners and Foster Youth, reported a feeling of wellness on the Healthy Kids Survey in the spring of 2024. We continue to need to provide additional physical education support to our students in support of health and wellness. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. Unduplicated students are in need of specialized instruction that is optimally offered by expert teachers.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action was developed to support our unduplicated students with expert content teachers in the area of physical education. Our Low Income students and English Learner responses around feelings of wellness indicated a need for specific health support. This is provided by the expert physical education/ health teachers. There is a great need to provide unduplicated students with expert physical education learning and a well rounded educational experience. Our wellness data outcomes support the need for improvement. The district will ensure equitable access to expert physical education for all students to foster holistic development and offer an enriching education. This approach is particularly beneficial for Unduplicated Pupils, and it promotes inclusivity and supports engagement and success for all students in a well-rounded educational experience on an LEA-Wide basis.</p>	<p>Feeling of Wellness Question California Healthy Kids Student Survey Responses</p>

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
2.6	<p><b>Action:</b> Educational Opportunities beyond the traditional school day (Study Trips)</p> <p><b>Need:</b> Our district had a chronic absenteeism rate of 35.1% on the 2023 dashboard. This resulted in a red indicated and had increased by 0.9% from the year prior. Our Low Income students were red, 35.3% chronically absent and increased by 0.6%. Although our English Learners were Yellow, they were chronically absent at a rate of 32.3%. Our Foster Youth students were chronically absent 15.4% of the time and had no performance color on the dashboard. This is due to the low number, 13, in the student group. This was higher than the state average of 24.3%, yellow, which declined by 5.7%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action was developed to support increased engagement at all of our school sites. Our high rates of chronic absenteeism for Low Income students and Red outcomes indicated a great need for improvement of student engagement. We developed opportunities to increase the attendance and engagement of these students by providing study trips that extend beyond the traditional school day. Study trips allow for cultural experiences that connect to learning in the real world. The district will ensure equitable access to Educational Opportunities beyond the traditional school day for all students to foster holistic development and offer an enriching education. This approach is particularly beneficial for Unduplicated Pupils, as it promotes inclusivity and supports engagement and success in a well-rounded educational experience on an LEA-Wide basis.</p>	Chronic Absenteeism Rates California Dashboard District
2.7	<p><b>Action:</b> Purchase appropriate technology, replacement technology devices and software (Student Technology Support, Devices &amp; Staff)</p> <p><b>Need:</b> 25% of students met or were early on standard on the end of year district IReady assessment. This is in comparison to the 20% of English learners met or were early on standard. 24%</p>	<p>We have developed this action to support personalized learning and assessment. Low Income and English Learner outcomes were in great need of specific personalized support, which the creation of technology devices, personalized learning software support and staff serve to meet. Data methods, devices and staff support our work in supplemental technological methods that individualize instruction to meet learning needs of students. This is meant to accelerate learning. In identifying the needs of Unduplicated Pupils, the</p>	District Spring IReady Assessment Results

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
	<p>of Low Income students met or were early on standard on the end of year assessment. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. This is an early indicator for the CAASPP.</p> <p><b>Scope:</b> LEA-wide</p>	<p>district recognized that other students, beyond the Unduplicated category exhibited similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions will be offered LEA-Wide to serve students that have exhibited similar needs.</p>	
3.1	<p><b>Action:</b> Provide a Registered nurse (district) and three site Licensed nurses (1RN 3 LVN)</p> <p><b>Need:</b> Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth. 66.67% of students, including Low Income, English Learners and Foster Youth, reported a feeling of wellness on the Healthy Kids Survey in the spring of 2024. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. We continue to need to provide additional health support to our unduplicated students to provide needed health and wellness service access.</p> <p><b>Scope:</b></p>	<p>This action was developed to support students health and wellbeing. Our Low Income students and English Learner responses around feelings of wellness indicated a need for specific health support, which was supported by the hiring of an RN and three LVNs. There is a great need to provide students in this area per our wellness data reflected in the Healthy Kids survey. This service provides a tier one medical service for our unduplicated students that are limited in medical access. In order to most effectively implement the action to address the needs of our Unduplicated Pupils, the action is being offered LEA-Wide. This will maximize the impact to Unduplicated Pupils and to other students who exhibit similar need for services.</p>	<p>Feeling of Wellness Question California Healthy Kids Student Survey Responses</p>

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		
<b>3.2</b>	<p><b>Action:</b> School Site Counselors (3 Social Emotional Learning Counselors)</p> <p><b>Need:</b> Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth. 68.3% of students, including Low Income, English Learners and Foster Youth, reported that they felt their school provided social emotional learning supports during the school day on the Health Kids Survey. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. There is a need to increase our SEL outcomes. We have had high suspension rates. Our Foster Youth students were suspended at very high rates, our English Learners and Low Income students had high rates of suspensions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action was developed to support school sites with social emotional, behavior and MTSS implementation. We created positions, Counselors, to support social-emotional and assist in behavior implementation and Multi-Systems of Support strategies based on the identified need of our foster and English Learner students. There is a great need to provide students with social emotional learning and counseling support. Our SEL data outcomes support the need for improvement. In order to most effectively implement the action to address the needs of our Unduplicated Pupils, the action is being offered LEA-Wide. This will maximize the impact to Unduplicated Pupils and to other students who exhibit similar need for services.</p>	<p>Social Emotional Learning Question California Healthy Kids Student Survey Responses</p>
<b>3.3</b>	<p><b>Action:</b> Provide a Multi-Tiered System of Support (Professional Learning Contract &amp; 3 Behavior Support Specialists)</p>	<p>This action was developed to support student behavior in a proactive and restorative way. We have had high suspension rates. Our Foster Youth, English Learners and Low Income students had high rates of suspensions, so we created positions, Behavior Support Specialists, to support</p>	<p>Suspension Rates California Dashboard District</p>

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
	<p><b>Need:</b> We had a 1.9% suspension rate and were orange on the California Dashboard. This was in increase of 0.5%. Our English Learners were Orange and were suspended at a rate of 1.6%. This increased by 0.7%. Our Low Income students were suspended at a rate of 2% and were Orange. This increased by 0.5%. Foster Youth were suspended at a very high rate of 7.7%, which increased by 1.4%. There was no color on the dashboard, due to the low number of students in the group. There were 13 students in the student group.</p> <p><b>Scope:</b> LEA-wide</p>	<p>social-emotional and assist in behavior implementation and Multi-Systems of Support strategies. We are also supporting staff with professional learning to support implementation in support for these students. 6/6 student groups were in the orange, and had increased. There is a great need to provide students with supports and positive behavior methods, and interpersonal communication skills. Our suspension data outcomes support the need for improvement. This action is principally directed to address the needs of Unduplicated Pupils, and is being offered LEA-Wide to support the similar needs of students to create a culture of empathy.</p>	
3.4	<p><b>Action:</b> Clinical Social Worker and a School Psychologist (1 Social Worker 2 Psychologists)</p> <p><b>Need:</b> We had a 1.9% suspension rate and were orange on the California Dashboard. This was in increase of 0.5%. Our English Learners were Orange and were suspended at a rate of 1.6%. This increased by 0.7%. Our Low Income students were suspended at a rate of 2% and were Orange. This increased by 0.5%. Foster Youth were suspended at a very high rate of 7.7%, which increased by 1.4%. There was no color on the dashboard, due to the low number of students in the group. There were 13 students in the student group.</p>	<p>This action was developed to support student behavior in a proactive and restorative way. We have had high suspension rates. Our Foster Youth, English Learners and Low Income students had high rates of suspensions, so we created positions, Social Worker and a School Psychologist, to support social-emotional and assist in behavior implementation and Multi-Systems of Support strategies. 6/6 student groups were in the orange, and had increased. There is a great need to provide students with supports and positive behavior methods, and interpersonal communication skills. Our suspension data outcomes support the need for improvement. This action is principally directed to address the needs of Unduplicated Pupils. The services is being offered LEA-Wide to support students with similar needs, so all experience a supportive and equitable environment.</p>	<p>Suspension Rates California Dashboard District</p>

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
	<b>Scope:</b> LEA-wide		
<b>3.5</b>	<p><b>Action:</b> Provide incentives to promote and improve attendance, behavior and social emotional well-being of students (Student Assemblies &amp; Culture Incentives)</p> <p><b>Need:</b> Our district had a chronic absenteeism rate of 35.1% on the 2023 dashboard. This resulted in a red indicated and had increased by 0.9% from the year prior. Our Low Income students were red, 35.3% chronically absent and increased by 0.6%. Although our English Learners were Yellow, they were chronically absent at a rate of 32.3%. Our Foster Youth students were chronically absent 15.4% of the time and had no performance color on the dashboard. This is due to the low number, 13, in the student group. This was higher than the state average of 24.3%, yellow, which declined by 5.7%.</p> <p><b>Scope:</b> LEA-wide</p>	We have a great need to increase attendance and reduce chronic absenteeism. Our English Learners and Low Income students were absent at very high rates, so we developed incentives to promote increased attendance, behavior and social-emotional well-being. We were eligible for differentiated assistance in the past in this area and continue this effort as we have made progress. We continue to see the great need and are working with teams to support students, parents and site staff. This action is principally directed to address the needs of Unduplicated Pupils in the area of engagement and chronic absenteeism. District data studies and reflection have shown that other students have similar needs, so the action will be supported LEA-Wide.	Chronic Absenteeism Rates California Dashboard District
<b>3.6</b>	<p><b>Action:</b> Vice-Principals to lead the Multi-Tiered-System-of Support (MTSS Site Leads)</p>	This action was developed to support student behavior in a proactive and restorative way. There is a great need to provide students with supports and positive behavior methods, and interpersonal communication skills. Vice Principals will	Suspension Rates California Dashboard District

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
	<p><b>Need:</b> We had a 1.9% suspension rate and were orange on the California Dashboard. This was in increase of 0.5%. Our English Learners were Orange and were suspended at a rate of 1.6%. This increased by 0.7%. Our Low Income students were suspended at a rate of 2% and were Orange. This increased by 0.5%. Foster Youth were suspended at a very high rate of 7.7%, which increased by 1.4%. There was no color on the dashboard, due to the low number of students in the group. There were 13 students in the student group. We have had high suspension rates. 6/6 student groups were in the orange, and had increased. Our Foster Youth students were suspended at very high levels, our English Learners and Low Income students were both suspended at increasing levels, so we developed leveled behavior support systems.</p> <p><b>Scope:</b> LEA-wide</p>	<p>implement our COST (Coordination of Services Team) process, which supports the MTSS system. Our suspension data outcomes support the need for improvement. This action is principally directed to address the needs of Unduplicated Pupils, and is being offered LEA-Wide to support the similar needs of students to create a culture of empathy.</p>	
3.7	<p><b>Action:</b> Maintain Safety on School Campuses (Campus Supervisor, Safety Monitors &amp; Safety Equipment)</p> <p><b>Need:</b> Earlilmart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth. 76% of</p>	<p>As we considered the responses and need for increasing the feeling of safety for parents, students and staff of Foster Youth, Low Income and English Learners, we developed a plan for campus safety. This is a continuing focus for our schools and districts. We strive to improve in the area of safety. This action was developed to increase safety and supervision during breaks and to support teachers during instructional time. This action is principally directed to address the needs of Unduplicated Pupils. The services is being</p>	<p>Safety Question California Healthy Kids Student, Parent and Staff Survey Responses</p>

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
	<p>students, including Low Income, English Learners and Foster Youth, feel safe at school. 39.67% of parents, including parents of Low Income, English Learners and Foster Youth students, feel school is a safe place for their children per the California Healthy Kids Survey. 43% of staff feel work is a safe place. 43% of staff feel school is a safe place for students. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. Safety remains a high need expressed by students, parents and staff during educational partner engagement meetings.</p> <p><b>Scope:</b> LEA-wide</p>	<p>offered LEA-Wide to support students with similar needs, so all experience a supportive and equitable environment.</p>	
3.8	<p><b>Action:</b> Student Support Services (Student Support Services Director &amp; Administrative Assistant)</p> <p><b>Need:</b> Students with disabilities were at the very low status and orange in ELA. Although they did increase significantly, they were 137.4 points below standard. In the area of Math, they were also orange and very low. Although they increased significantly, they were 168.6 points below standard. This was the farthest student group from standard in both content areas. 25.47% of Low Income students met/exceeded standards and 10.15% of</p>	<p>A portion of the Student Services Director and Administrative Assistant will focus on meeting the needs of unduplicated students by addressing the need to increase our academic outcomes for English Learners and Low Income students. Our students with disabilities continues to be a student group with great need. In order to address the need to increase our academic outcomes for English Learners and Low Income students in the area of ELA and Math, we developed a Student Support Services team to focus on tiered intervention and Multi-Tiered Systems of Support. These positions will work together to coordinate, support and lead the work in the are of tiered intervention and Multi-Systems of Support. We work to better support their growth and are making progress in closing the achievement gap.</p>	<p>ELA and Math Students with Disabilities Outcomes California Dashboard District</p>

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
	<p>English Learners met/exceeded standards. This is much lower than the state average of 46.66%. Only 11.08% of students scored met/exceeded in math. 10.88% of low income students and 4.58% of English Learners met/exceeded standards in Math. Foster Youth data is unavailable for these reports due to the low numbers of students in this group in order to protect student privacy. This is much lower than the state average of 34.62%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>However, they are still well below standard in both content areas. This action was developed to support our Multi-Systems of Support intensive intervention programs. While the district identified the needs of Unduplicated Pupils, it also recognized that other students, beyond the unduplicated category, had similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students. This promotes the district mission for approaching work through the lens of equity.</p>	
4.1	<p><b>Action:</b> Establish and maintain a Parent Resource Center (Parent English Class Contract)</p> <p><b>Need:</b> Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth. 88% of parents, including parents of Low Income, English Learners and Foster Youth students, agree or strongly agree that schools welcome parental input per the California Healthy Kids Survey. The need is that 12% did not feel that the school welcomed parental input. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. Parents have requested opportunities to participate in</p>	<p>This action was developed in partnership with our parents, liaisons, FACE Coordinator and neighboring high school district. In order to address the feeling for the need to welcome parental input for our parents of Low Income and English Learners, we developed an opportunity for parents to attend a learning opportunity that will help create a sense of community. This action was developed to support the our Unduplicated Pupils, in particular our English Learners. It is principally directed to support our English Learners, and extends to other families that have similar needs. By offering parent English classes LEA-Wide, the district ensures that all students and families have the educational opportunity.</p>	<p>Schools welcome parental input Question California Healthy Kids Student, Parent and Staff Survey Responses</p>

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
	<p>evening English courses to further their language development.</p> <p><b>Scope:</b> LEA-wide</p>		
4.2	<p><b>Action:</b> Parent Liaisons/FACE Coordinator (3 Site Liaisons 1 FACE Coordinator)</p> <p><b>Need:</b> Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth. 44% of parents, including Low Income, English Learners and Foster Youth, feel the district promotes parental involvement per the California Healthy Kids Survey. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. The small percentage of positive responses indicates a great need for growth, as does parental input during our educational engagement sessions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action was developed to increase levels of parent engagement, connectedness and communication. In order to address the need to increase the feeling of parental involvement for the parents of our English Learners and Low Income students, we have established positions that will be dedicated to outreach and parent coordination. We value input and seek to strengthen the parent-school connection. This action was developed to support the our Unduplicated Pupils. It is principally directed to support our English Learners, and extends to other families that have similar needs. By offering parent liaisons and a FACE Coordinator LEA-Wide, the district ensures that all students and families have the educational opportunity.</p>	<p>Promotion of parent involvement Question California Healthy Kids Student, Parent and Staff Survey Responses</p>
4.3	<p><b>Action:</b> Parent Recognition and family centered activities (Literacy Fair, Multicultural Fair, Earlimart School District Showcase)</p>	<p>This action was developed to increase levels of parent engagement, connectedness and communication. In order to address the need to increase the feeling that the district promotes parental involvement for parents of Low Income</p>	<p>Promotion of parent involvement Question California Healthy Kids Student, Parent and Staff Survey Responses</p>

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
	<p><b>Need:</b> Earlismart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth. 44% of parents, including parents of Low Income, English Learners and Foster Youth, feel the district promotes parental involvement per the California Healthy Kids Survey. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order to protect student privacy. The small percentage of positive responses indicates a great need for growth, as does parental input during our educational engagement sessions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and English Learner students, we have planned parent engagement events. We value input and seek to strengthen the parent-school connection. This action was developed to support the our Unduplicated Pupils. It is principally directed to support our English Learners, and extends to other families that have similar needs. By offering parent recognition and family centered activities LEA-Wide, the district ensures that all students and families have the educational opportunity.</p>	
4.4	<p><b>Action:</b> Provide translation services, devices, and materials for parent engagement (Translation Contract)</p> <p><b>Need:</b> Earlismart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English Learners, and 0.8% are Foster Youth. 44% of parents, including parents of Low Income, English Learners and Foster Youth, feel the district promotes parental involvement per the California Healthy Kids Survey. Foster Youth data is unavailable for this report due to the low numbers of students in this group in order</p>	<p>This action was developed to increase levels of parent engagement, connectedness and communication. In order to increase the feeling of parental involvement for the parents of our Low Income and English Learner students, we developed a communication plan in the form of translation services. We value input and seek to strengthen the parent-school connection. This action was developed to support the our Unduplicated Pupils, in particular our English Learners. It is principally directed to support our English Learners, and extends to other families that have similar needs. By offering translation services LEA-Wide, the district ensures that all students and families have the educational opportunity.</p>	<p>Promotion of parent involvement Question California Healthy Kids Student, Parent and Staff Survey Responses</p>

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
	<p>to protect student privacy. The small percentage of positive responses indicates a great need for growth, as does parental input during our educational engagement sessions.</p> <p><b>Scope:</b> LEA-wide</p>		

### **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
<b>2.1</b>	<p><b>Action:</b> English Language Development Professional Learning (TCOE) (Professional Learning Contract In-Person)</p> <p><b>Need:</b> 49.1% of students made progress towards English language proficiency. We had a slight decline of -1.4% and were yellow. In addition, our English Learners were red in ELA and Math. They were orange in suspension. We reclassified 19 students in grades 4-8.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	We developed this action to support our designated ELD instruction. The professional development was planned to support small group language instruction as a strategic support to better accelerate language development and improve reclassification rates. This action was limited to English Learner students.	English Learner Progress, Math, ELA and Suspension California Dashboard and Number of students reclassified

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.

N/A

**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.

Earlimart School District continued to offer smaller class sizes at both elementary schools in grades TK-3. Staffing meetings began to occur in September 2023, with plans to maintain newly added teachers at the beginning of the 2023-2024 school year. With the newly added staff, Earlimart School District hired additional custodians to ensure upkeep of the classrooms/facilities. The following action supports Earlimart School District's desire to keep small class sizes, district-wide:  
1.4 - Class size reduction (TK-3)  
This action item is utilizing the entire 15% of Concentration Add-on funding.

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	1:11.5 Elementary 1:16 Middle School
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14 Elementary 1:17 Middle School

2024-25 Total 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	14,294,462	6,579,936	46.031%	7.930%	53.961%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,681,510.00	\$2,670,703.00	\$0.00	\$94,000.00	\$12,446,213.00	\$9,607,390.00	\$2,838,823.00

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	Supplemental Instructional Materials for Mathematics and STEM Labs (STEM LAB and Materials)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Middle School	Ongoing	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
1	1.2	Instructional Support for TK-8 (Instructional Assistants TK-8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$830,490.00	\$0.00	\$830,490.00				\$830,490.00	
1	1.3	Earlimart School District preschool: 3 Preschool Teachers and 6 Preschool Instructional Assistants (District Preschool Staff)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alila Elementary and Earlimart Elementary Preschool	Ongoing	\$527,900.00	\$5,000.00	\$532,900.00				\$532,900.00	
1	1.4	Class size reduction in (TK-3) (Teachers TK-3)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alila and Earlimart Elementary	Ongoing	\$977,100.00	\$0.00	\$977,100.00				\$977,100.00	
1	1.5	Supplemental Materials for Literacy/Mathematics (Site Library Materials)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	
1	1.6	PLC Time/Prep coverage (PLC Prep Time Teacher Compensation)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Middle School	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	

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	1.7	Provide Intensive Tier 3 Intervention Supports (Guided Reading Materials)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.8	Before and Afterschool learning opportunities (ELO-P) (Choices Contracts)	All	No			All Schools	Ongoing	\$1,000,000.00	\$1,108,823.00		\$2,108,823.00			\$2,108,823.00	
1	1.9	Earlimart Middle School electives (Elective Materials and Supplies)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Middle School	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.10	Textbook adoptions (Science Adoption Spring)	All	No			All Schools		\$0.00	\$75,000.00		\$75,000.00			\$75,000.00	
1	1.11	Custodial assistance (Class Size Reduction Custodians)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$145,510.00	\$0.00	\$145,510.00				\$145,510.00	
1	1.12	Educational Services contracts (Supplemental Contracts)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	
2	2.1	English Language Development Professional Learning (TCOE) (Professional Learning Contract In-Person)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
2	2.2	STEM Professional Learning opportunities (Professional Learning Contract Online)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Middle School	Ongoing	\$161,605.00	\$0.00	\$161,605.00				\$161,605.00	
2	2.3	Visual and Performing Arts Teachers: 2 Arts Teachers, 2 Music Teachers (Elementary Expert VAPA Teachers)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$599,135.00	\$50,000.00	\$649,135.00				\$649,135.00	
2	2.4	Physical Education/Health Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$593,620.00	\$15,000.00	\$608,620.00				\$608,620.00	

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
		(Elementary & Middle School Expert PE/Health Teachers)														
2	2.5	Expanded Learning Summer Program (Summer School)	All	No			All Schools	Ongoing	\$386,880.00	\$100,000.00		\$486,880.00			\$486,880.00	
2	2.6	Educational Opportunities beyond the traditional school day (Study Trips)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$124,000.00	\$124,000.00				\$124,000.00	
2	2.7	Purchase appropriate technology, replacement technology devices and software (Student Technology Support, Devices & Staff)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$896,780.00	\$350,000.00	\$1,246,780.00				\$1,246,780.00	
3	3.1	Provide a Registered nurse (district) and three site Licensed nurses (1RN 3 LVN)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$501,195.00	\$0.00	\$501,195.00				\$501,195.00	
3	3.2	School Site Counselors (3 Social Emotional Learning Counselors)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$514,955.00	\$0.00	\$514,955.00				\$514,955.00	
3	3.3	Provide a Multi-Tiered System of Support (Professional Learning Contract & 3 Behavior Support Specialists)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$202,255.00	\$48,000.00	\$250,255.00				\$250,255.00	
3	3.4	Clinical Social Worker and a School Psychologist (1 Social Worker 2 Psychologists)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$560,160.00	\$10,000.00	\$570,160.00				\$570,160.00	
3	3.5	Provide incentives to promote and improve attendance, behavior and social emotional well-being of students (Student Assemblies & Culture Incentives)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
3	3.6	Vice-Principals to lead the Multi-Tiered-System-of Support (MTSS Site Leads)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$560,370.00	\$0.00	\$560,370.00				\$560,370.00	

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
3	3.7	Maintain Safety on School Campuses (Campus Supervisor, Safety Monitors & Safety Equipment)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$362,620.00	\$30,000.00	\$392,620.00				\$392,620.00	
3	3.8	Student Support Services (Student Support Services Director & Administrative Assistant)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$331,290.00	\$0.00	\$237,290.00			\$94,000.00	\$331,290.00	
4	4.1	Establish and maintain a Parent Resource Center (Parent English Class Contract)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
4	4.2	Parent Liaisons/FACE Coordinator (3 Site Liaisons 1 FACE Coordinator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$425,525.00	\$0.00	\$425,525.00				\$425,525.00	
4	4.3	Parent Recognition and family centered activities (Literacy Fair, Multicultural Fair, Earlimart School District Showcase)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
4	4.4	Provide translation services, devices, and materials for parent engagement (Translation Contract)	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	

# 2024-25 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
14,294,462	6,579,936	46.031%	7.930%	53.961%	\$9,681,510.00	0.000%	67.729 %	<b>Total:</b>	\$9,681,510.00
								<b>LEA-wide Total:</b>	\$7,911,905.00
								<b>Limited Total:</b>	\$40,000.00
								<b>Schoolwide Total:</b>	\$1,729,605.00

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	Supplemental Instructional Materials for Mathematics and STEM Labs (STEM LAB and Materials)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Middle School	\$8,000.00	
1	1.2	Instructional Support for TK-8 (Instructional Assistants TK-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$830,490.00	
1	1.3	Earlimart School District preschool: 3 Preschool Teachers and 6 Preschool Instructional Assistants (District Preschool Staff)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alila Elementary and Earlimart Elementary Preschool	\$532,900.00	
1	1.4	Class size reduction in (TK-3) (Teachers TK-3)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alila and Earlimart Elementary	\$977,100.00	
1	1.5	Supplemental Materials for Literacy/Mathematics (Site Library Materials)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.6	PLC Time/Prep coverage	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Earlimart Middle	\$30,000.00	

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 (%)
		(PLC Prep Time Teacher Compensation)			Low Income	School		
1	1.7	Provide Intensive Tier 3 Intervention Supports (Guided Reading Materials)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.9	Earlimart Middle School electives (Elective Materials and Supplies)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Middle School	\$20,000.00	
1	1.11	Custodial assistance (Class Size Reduction Custodians)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,510.00	
1	1.12	Educational Services contracts (Supplemental Contracts)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	
2	2.1	English Language Development Professional Learning (TCOE) (Professional Learning Contract In-Person)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.2	STEM Professional Learning opportunities (Professional Learning Contract Online)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Middle School	\$161,605.00	
2	2.3	Visual and Performing Arts Teachers: 2 Arts Teachers, 2 Music Teachers (Elementary Expert VAPA Teachers)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$649,135.00	
2	2.4	Physical Education/Health Teachers (Elementary & Middle School Expert PE/Health Teachers)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$608,620.00	
2	2.6	Educational Opportunities beyond the traditional school day (Study Trips)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,000.00	
2	2.7	Purchase appropriate technology, replacement	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,246,780.00	

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 (%)
		technology devices and software (Student Technology Support, Devices & Staff)			Low Income			
3	3.1	Provide a Registered nurse (district) and three site Licensed nurses (1RN 3 LVN)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$501,195.00	
3	3.2	School Site Counselors (3 Social Emotional Learning Counselors)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$514,955.00	
3	3.3	Provide a Multi-Tiered System of Support (Professional Learning Contract & 3 Behavior Support Specialists)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,255.00	
3	3.4	Clinical Social Worker and a School Psychologist (1 Social Worker 2 Psychologists)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$570,160.00	
3	3.5	Provide incentives to promote and improve attendance, behavior and social emotional well-being of students (Student Assemblies & Culture Incentives)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
3	3.6	Vice-Principals to lead the Multi-Tiered-System-of Support (MTSS Site Leads)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$560,370.00	
3	3.7	Maintain Safety on School Campuses (Campus Supervisor, Safety Monitors & Safety Equipment)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$392,620.00	
3	3.8	Student Support Services (Student Support Services Director & Administrative Assistant)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$237,290.00	

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 (%)
4	4.1	Establish and maintain a Parent Resource Center (Parent English Class Contract)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.2	Parent Liaisons/FACE Coordinator (3 Site Liaisons 1 FACE Coordinator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$425,525.00	
4	4.3	Parent Recognition and family centered activities (Literacy Fair, Multicultural Fair, Earlimart School District Showcase)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
4	4.4	Provide translation services, devices, and materials for parent engagement (Translation Contract)	Yes	LEA-wide	English Learners	All Schools	\$30,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,116,600.00	\$10,142,850.00

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	Supplemental Instructional Materials for Mathematics and STEM Labs	Yes	\$75,000.00	\$16,000
1	1.2	Math and STEM Lab and Instructional Support for TK-8	Yes	\$533,400.00	\$103,000
1	1.3	2 Preschool Teachers and 2 Preschool Instructional Assistants	Yes	\$460,000.00	\$457,000
1	1.4	Class size reduction in (TK-8)	Yes	\$1,255,994.00	\$828,550
1	1.5	Supplemental Materials for Literacy	Yes	\$100,000.00	\$60,000
1	1.6	ELD Amplify Additional PD			
1	1.7	Professional Learning Communities and Data Analysis	Yes	\$30,000.00	\$100
1	1.8	Provide Intensive Tier 3 Intervention Supports	Yes	\$30,000.00	\$200
1	1.9	Before and Afterschool learning opportunities	No	\$2,595,703.00	\$2,200,000
1	1.10	SEAL Sobrato Early Academic Learning Model			
1	1.11	Custodial assistance	Yes	\$283,000.00	\$680,000

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)
2	2.1	English Language Development Professional Learning (TCOE)	Yes	\$40,000.00	\$40,000
2	2.2	STEM Professional Learning Opportunities	Yes	\$65,000.00	\$0
2	2.3	Visual and Performing Arts Teachers 2 Arts teachers, 2 music teachers.	Yes	\$665,000.00	\$495,000
2	2.4	Physical Education/Health teachers	Yes	\$600,000.00	\$592,000
2	2.5	Expanded Learning Summer Program	No	\$445,000.00	\$375,000
2	2.6	Educational Opportunities beyond the traditional school day	Yes	\$220,000.00	\$220,00
2	2.7	Purchase appropriate technology and replacement technology devices and software.	Yes	\$1,135,800.00	\$1,126,000
3	3.1	Provide a Registered nurse (district) and three site Licensed nurses.	Yes	\$467,300.00	\$479,000
3	3.2	School Site Counselors	Yes	\$485,500.00	\$490,000
3	3.3	Provide a Multi-Tiered System of Support	Yes	\$48,000.00	\$34,000
3	3.4	Clinical Social Worker and a School Psychologist	Yes	\$485,750.00	\$542,000
3	3.5	Provide incentives to promote and improve attendance, behavior and social emotional well-being of students.	Yes	\$70,000.00	\$85,000
3	3.6	Vice-Principals to lead the Multi-Tiered-System-of Support	Yes	\$507,400.00	\$531,000

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	3.7	Maintain Safety on School Campuses	Yes	\$503,750.00	\$312,000
3	3.8	Student Support Services	Yes	\$282,653.00	\$242,000
4	4.1	Establish and maintain a Parent Resource Center (Planning year 2021-2022 then full implementation 2023-2024)	Yes	\$232,600.00	\$0
4	4.2	Parent Liaisons/FACE Coordinator	Yes	\$369,750.00	\$390,000
4	4.3	Parent Recognition and family centered activities (Literacy Fair, Multicultural Fair)	Yes	\$100,000.00	\$20,000
4	4.4	Provide translation services, devices, and materials for parent engagement.	Yes	\$30,000.00	\$23,000

# 2023-24 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)
\$6,895,275	\$8,243,213.00	\$7,062,850.00	\$1,180,363.00	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	Supplemental Instructional Materials for Mathematics and STEM Labs	Yes	\$75,000.00	\$16,000		
1	1.2	Math and STEM Lab and Instructional Support for TK-8	Yes	\$533,400.00	\$103,000		
1	1.3	2 Preschool Teachers and 2 Preschool Instructional Assistants	Yes	\$460,000.00	\$457,000		
1	1.4	Class size reduction in (TK-8)	Yes	\$423,310.00	\$828,550		
1	1.5	Supplemental Materials for Literacy	Yes	\$100,000.00	\$60,000		
1	1.7	Professional Learning Communities and Data Analysis	Yes	\$30,000.00	\$100		
1	1.8	Provide Intensive Tier 3 Intervention Supports	Yes	\$30,000.00	\$200		
1	1.11	Custodial assistance	Yes	\$283,000.00	\$379,000		
2	2.1	English Language Development Professional Learning (TCOE)	Yes	\$40,000.00	\$40,000		
2	2.2	STEM Professional Learning Opportunities	Yes	\$65,000.00	\$0		
2	2.3	Visual and Performing Arts Teachers 2 Arts teachers, 2 music teachers.	Yes	\$665,000.00	\$495,000		

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)
2	2.4	Physical Education/Health teachers	Yes	\$600,000.00	\$592,000		
2	2.6	Educational Opportunities beyond the traditional school day	Yes	\$220,000.00	\$72,000		
2	2.7	Purchase appropriate technology and replacement technology devices and software.	Yes	\$1,135,800.00	\$896,000		
3	3.1	Provide a Registered nurse (district) and three site Licensed nurses.	Yes	\$467,300.00	\$479,000		
3	3.2	School Site Counselors	Yes	\$485,500.00	\$490,000		
3	3.3	Provide a Multi-Tiered System of Support	Yes	\$48,000.00	\$10,000		
3	3.4	Clinical Social Worker and a School Psychologist	Yes	\$485,750.00	\$542,000		
3	3.5	Provide incentives to promote and improve attendance, behavior and social emotional well-being of students.	Yes	\$70,000.00	\$85,000		
3	3.6	Vice-Principals to lead the Multi-Tiered-System-of Support	Yes	\$507,400.00	\$531,000		
3	3.7	Maintain Safety on School Campuses	Yes	\$503,750.00	\$312,000		
3	3.8	Student Support Services	Yes	\$282,653.00	\$242,000		
4	4.1	Establish and maintain a Parent Resource Center (Planning year 2021-2022 then full implementation 2023-2024)	Yes	\$232,600.00	\$0		
4	4.2	Parent Liaisons/FACE Coordinator	Yes	\$369,750.00	\$390,000		
4	4.3	Parent Recognition and family centered activities (Literacy Fair, Multicultural Fair)	Yes	\$100,000.00	\$20,000		

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)
4	4.4	Provide translation services, devices, and materials for parent engagement.	Yes	\$30,000.00	\$23,000		

## 2023-24 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)
\$14,963,151	\$6,895,275	9.05%	55.132%	\$7,062,850.00	0.000%	47.202%	\$1,186,590.17	7.930%

# 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](mailto: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.

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.

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.
- 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.

### 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**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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 of 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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