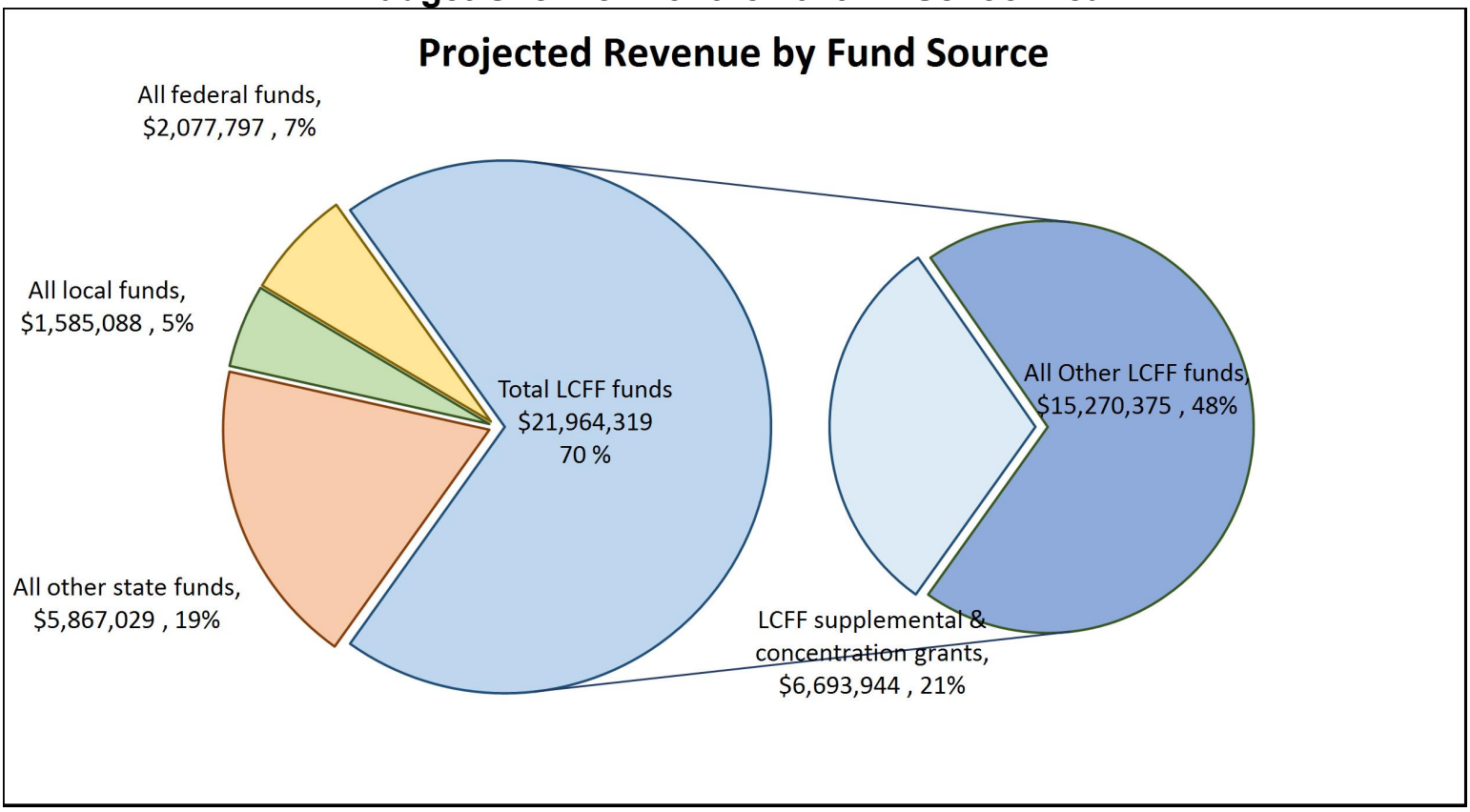
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Earlimart School District
CDS Code: 54719020000000
School Year: 2026-27
LEA contact information:
Jaime Robles
Superintendent
jrobles@earlimart.org
(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 2026-27 School Year

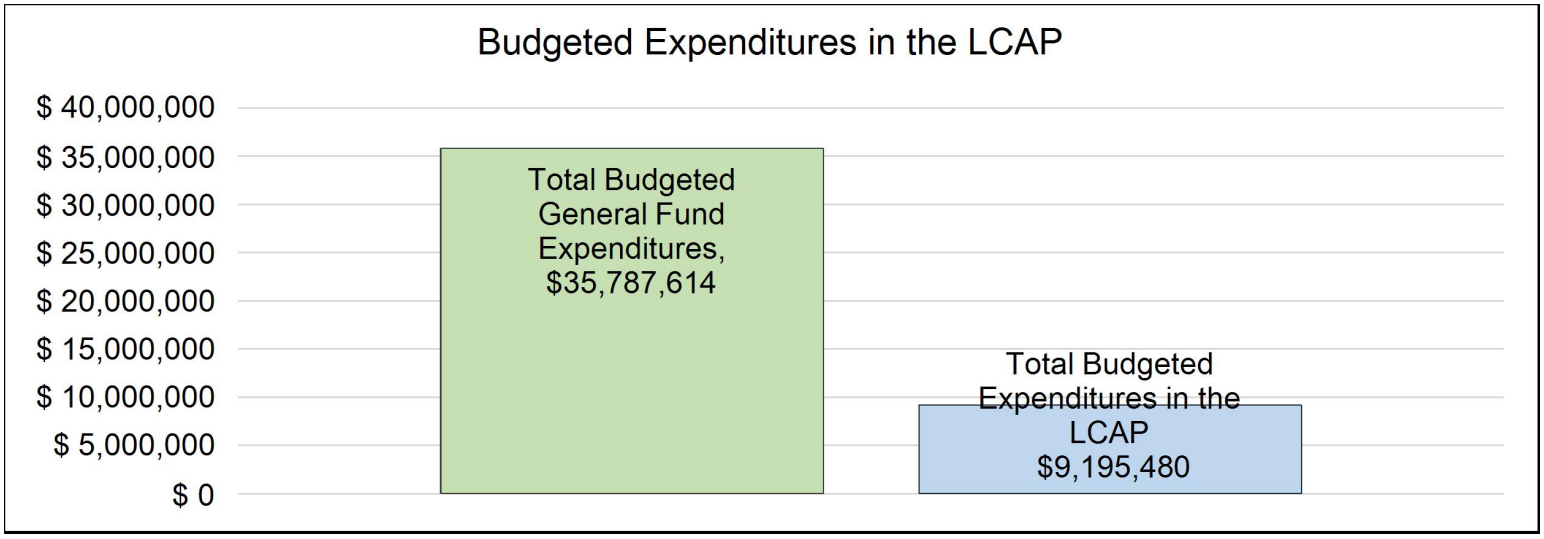


This chart shows the total general purpose revenue Earlimart School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Earlimart School District is $31,494,233, of which $21,964,319 is Local Control Funding Formula (LCFF), $5,867,029 is other state funds, $1,585,088 is local funds, and $2,077,797 is federal funds. Of the $21,964,319 in LCFF Funds, $6,693,944 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 2026-27. 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 $35,787,614 for the 2026-27 school year. Of that amount, $9,195,480 is tied to actions/services in the LCAP and $26,592,134 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

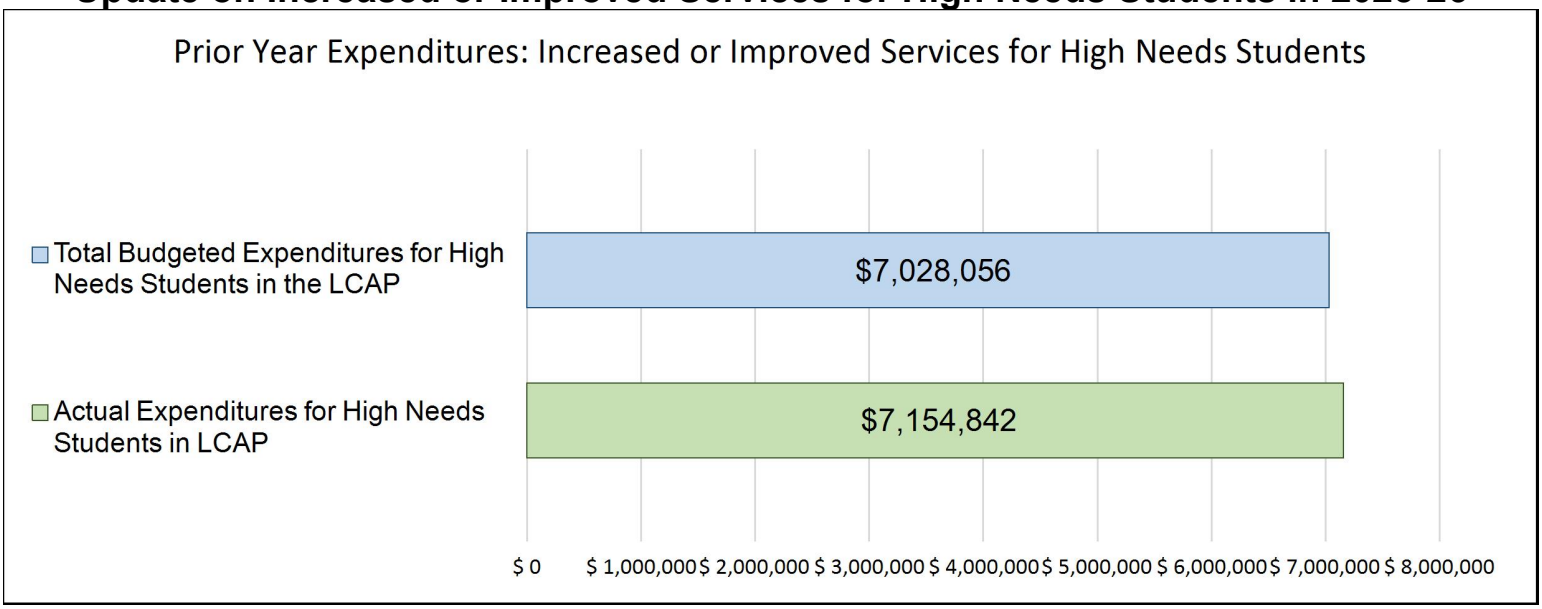
Earlimart School District also supports special education needs, district administration and department staff, site utilities and operating expenses, maintenance and transportation, required core curriculum, and general education classroom teachers.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Earlimart School District is projecting it will receive $6,693,944 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 $7,144,473 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 2025-26



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 2025-26, Earlimart School District's LCAP budgeted $7,028,056 for planned actions to increase or improve services for high needs students. Earlimart School District actually spent $7,154,842 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

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

The Earlimart Elementary School District is comprised of two elementary sites and one middle school, preschool - 8th grade. Earlimart Elementary School serves approximately 494 students, Alila Elementary School serves approximately 396 students, and Earlimart Middle School serves approximately 439 students. Our state preschool currently serves 69 students. This small rural school district strives to prepare its students with twenty-first century learning skills. We have been working to improve math instruction as we partner with our local county office of education and other content experts. We are also working to deepen our implementation of professional learning communities. We have also begun to implement the science of reading through structured literacy and science instruction K-5.

OUR STUDENTS: With an enrollment of approximately 1,330, preschool through 8th-grade students, the demographic makeup of the district reflects that of the community; 96.7% of our students are Hispanic, 1.7% Filipino, 0.21% Asian, 0.5% White, with other ethnicities including American Indian, Alaskan National, Pacific Islander, African American making up less than 1% combined. 54.96% of our students are English Learners and 90.98% 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. Tulare County is part of one of the world’s most productive agricultural regions. 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 only positively impact student achievement, and the community.

OUR SERVICES: The district has three parent liaisons and parent centers located at each campus, in addition to a Parent Resource Center which houses the F.A.C.E. (Family and Community Engagement) Coordinator. The district also holds monthly parent meetings, monthly board Award nights, as well as a variety of parent education classes and school family events. Each school site hosts many parent engagement activities that include: Back to School Night, Open House, Math Night, Proficiency Celebrations for both California Assessment of Student Performance and Progress (CASSPP) and English Language Performance Assessment of California (ELPAC), Donuts with Grownups, walking clubs, family nights, computer classes, School Site Council (SSC) and English Learner Advisory Committee (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, Akhavahn Consulting, curriculum experts and our District Instructional Coaches. Earlimart School District has two Instructional Coaches available to assist the implementation of new learning, model and co-teaching lessons, and provide personalized support when requested. We also have an English Language Development (ELD) Coordinator to support teachers, students and families with language development support.

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 2025 Dashboard:

1. English Language Arts (ELA)
883 students took the state assessment. We scored an overall Orange, maintained by -1.5 points and were 57.4 points below standard.
English Learners (553): Red, maintained by -1.7 points and were 75.5 points below standard.
Hispanic (856): Orange, maintained by -1.8 points and were 58.8 points below standard.
Socio-economically Disadvantaged (849): Orange, maintained by -2.2 points and were 59.2 points below standard.
Students with Disabilities (85): Orange, Increased by 10.9 points and were 120.4 points below standard.
Long Term English Learners (148): Yellow, Increased 14.4 points, and were 65 points below standard.
There were no student groups in the green or blue categories.
We have implemented structured literacy in grades K-2. Our Reading Specialists have worked with one another and alongside teachers to share LETRS resources as they are finishing up the year 2 cohort. School sites have begun a vocabulary initiative. We have also implemented novels to support reading. Schools have begun data analysis protocols and discussions after each district assessment and the dashboard release. We implemented Tier 3 literacy supports this year. We have also begun to plan next year by piloting a middle school reading intervention, research literacy tools, provided library assistants with training, and adopted the newest version of our adopted reading program. This version integrated writing in a more seamless way and includes science of reading K-5. We have also begun a guiding coalition to support PLC activities. They have worked with their teams to identify key ELA standards, common formative and summative curriculum assessments and revise pacing guides.

2. Mathematics (Math)
893 students took the state assessment. We scored an overall level of Red, maintained 0.4 points and are 107.4 points below standard.

English Learners (563): Red, maintained -0.2 points and were 121.6 points below standard.
Hispanic (866): Red, maintained 0.2 points and were 109.1 points below standard.
Homeless (22): Red, declined by 25.4 points and were 175.1 points below standard.
Socio-economically Disadvantaged (859): Red, maintained -0.5 points and were 109.4 points below standard.
Students with Disabilities (86): Red, maintained by -0.1 points and were 163.4 points below standard.
Long Term English Learners (160): Orange, increased 7 points, and were 160.4 points below standard.
There were no student groups in the yellow, green or blue categories.
In the area of mathematics, we have continued to be involved with the Illustrative Math Professional Learning Network at the Tulare County Office of Education. We also received coaching and grade level and vertical grade level lesson studies implementation through the county office. Administrators had coaching walks with the TCOE consultants and we also had administrative walks to support implementation with Imagine Learning Consultants. Our guiding coalition worked with their grade level teams to identify key math standards, common formative and summative curriculum assessments and revise pacing guides. We also hosted observational days with two other school district teams. Transitional Kindergarten and our four year old preschool teachers implemented the TK Math material pilot this spring and received coaching from a TCOE and Imagine Learning consultant.

3. English Learner Progress Indicator (ELPI)
659 students were included in this indicator. We were Orange, declined by 8.9% and had 45.1% of students making progress.
Our English Language Development Coordinator held support days once per month with each grade level during Art, Music and Physical Education (AMP) time. They planned lessons, support for groups, reviewed data, received resources and discussed assessments. The Coordinator also supported reclassification by providing student awards and recognition at board meetings, sharing data with teachers and monitoring student state assessment progress.

4. Chronic Absenteeism
1,460 students were included in this indicator. We were Orange, increased by 1.7% and had a chronic absenteeism rate of 17.3%.
Homeless (66): Red, Increased by 9.2% and 31.8% were chronically absent.
Long Term English Learners (168): Red, increased by 3.9% and were 20.2% chronically absent.
Students with Disabilities (132): Red, increased by 2.5% and were 31.1% chronically absent.
English Learners (875): Orange, increased by 2.6% and were 15% chronically absent.
Hispanic (1,405): Orange, increased by 1.5% and were 17.1% chronically absent.
Socio-economically Disadvantaged (1,399): Orange, increased by 1.4% and were 17.3% chronically absent.
There were no student groups in the Yellow, Green or Blue categories.
We have continued our work with the District Attendance and Review Team. Our Vice Principals have led this work and have supported improvement learning cycles at each school site. In addition, we have implemented student attendance recovery Mondays and Saturdays. Students are recognized and awarded for attendance.

5. Suspension
1,491 students were included in this indicator. We were Red overall, increased by 3.5% and suspended 6.9% of our students at least one day.
English Learners (887): Red, increased 2.9% and suspended 6.3% of our students.
Hispanic (1,435): Red, increased 3.4% and suspended 6.8% of our students.

Homeless (101): Red, increased 6.6% and suspended 8.6% of our students.
Long Term English Learners (169): Red, increased 5% and suspended 13% of our students.
Socio-economically Disadvantaged (1,421): Red, increased, 3.6% and suspended 13% of our students.
Students with Disabilities (136): Red, increased, 7.6% and suspended 12.5% of our students.
There were no student groups on the Orange, Yellow, Green or Blue categories.
Each site has a Multi-Tiered Systems of Support (MTSS) teacher lead. They are working collaboratively with teachers to support engagement and structures. They also work with counselors to support our Social Emotional Learning (SEL) curriculum and student check ins. Their work includes Coordination of Services Team (COST) and Student Study Teams (SST) to support students by planning based on needs.

6. Science:
297 students took the assessment. We were orange overall, maintained 0.3 points and scored 38.8 science points.
Long Term English Learners (76): Red, maintained 1.5 points and scored 32.4 science points.
English Learners (171): Orange, maintained 0.9 points and scored 36.2 science points.
Hispanic (287): Orange, maintained 0 points and scored 38.5 points.
Socioeconomically Disadvantaged (285): Orange, maintained -0.2 points and scored 38.3 science points.
There were no student groups in the yellow, green or blue categories.
We have worked to implement our new science adoption this year. The instruction includes hands on materials, as well as informational reading and comprehension supports. We look forward to growing and improving our science instruction next year.

Summary of results, indicated on the 2024 Dashboard:
1. English Language Arts (ELA)
844 students took the state assesment. We scored an overall Yellow, increased by 4.4 points and were 56 points below standard.
English Learners (510): Orange, Increased 8.3 points and were 73.9 points below standard.
Hispanic (820): Yellow, Increased by 4.7 points and were 57 points below standard.
Homeless (26): Yellow, Increased by 63.9 points and were 62.3 points below standard.
Long Term English Learners (148): Orange, Increased 16.9 points, and were 79.3 points below standard.
Socio-economically Disadvantaged (821): Yellow, Increased by 4.3 points and were 57 points below standard.
Students with Disabilities (64): Orange, Increased by 6.2 points and were 131.3 points below standard.
There were no student groups in the red, green or blue category.
Our local data demonstrated a 44% increase in students mastering standard on DRA and 5.21% increase on Fountas and Pinnell. We had a slight 1% decrease on our iReady Reading data.
We attribute the growth to our professional development learning, implementation of the Science of Reading led by instructional coaches and reading specialists, guided reading instruction, and literacy program implementation. We also have a team attending the LETRS training to support our early literacy needs.

2. Mathematics (Math)
849 students took the state assessment. We scored an overall level of Red, maintained 2.5 points and are 107.8 points below standard.
English Learners (515): Orange, Increased 3.4 points and were 121.4 points below standard.
Hispanic (825): Red, Maintained 2.5 points and were 109.2 points below standard.

Homeless (26): Orange, Increased by 4.2 points and were 149.8 points below standard.
Long Term English Learners (148): Orange, Increased 18.6 points, and were 167.4 points below standard.
Socio-economically Disadvantaged (826): Red, Maintained 2.1 points and were 108.9 points below standard.
Students with Disabilities (64): Orange, Increased by 5.3 points and were 163.3 points below standard.
There were no student groups in the yellow, green or blue categories.
Our local iReady data demonstrated a 1% increase in mid/above grade level and 5% increase in the early on grade level areas.
We had slight increases in math, which we attribute to our continued implementation of Illustrative Math, participation in the Tulare County Office of Education (TCOE) Illustrative Math network and Tulare County Office of Education (TCOE) Mathematics coaching support.

3. English Learner Progress Indicator (ELPI)
678 students were included in this indicator. We were Green, Increased by 4.9% and had 54% of students making progress. Our local data included the reclassification of 51 students, which increased from 19 students the prior year. We estimate a 6.227% reclassification rate and 212 total students reclassified district-wide. This will be a rate of 15.28% rate.
We believe the increase in this space is due to the extensive work of the ELD Coordinator this year, implementation of our Ellevation program and participation in the EL Network at TCOE.

4. Chronic Absenteeism
1,500 students were included in this indicator. We were Yellow, Declined by 19.5% and had a chronic absenteeism rate of 15.6%.
English Learners (898): Yellow, Declined by 19.9% and were 12.4% chronically absent.
Hispanic (1,447): Yellow, Declined by 19.4% and were 15.5% chronically absent.
Homeless (93): Orange, Declined by 22.9% and were 122.6% chronically absent.
Long Term English Learners (1171): Yellow, Declined 21% and were 16.4% chronically absent.
Socio-economically Disadvantaged (1,420): Yellow, Declined by 19.4% and were 15.9% chronically absent.
Students with Disabilities (119): Orange, Declined by 28.4% and were 28.6% chronically absent.
There were no student groups in the Red, Green or Blue categories. We had great declines in chronic absenteeism and were no longer eligible for differentiated assistance. We believe that the improvement is attributable to the work we did during Differentiated Assistance and continue to do as a district District Attendance Review Team (DART) effort. We continue to implement and improve our attendance processes, review data and work on improvement cycles.

5. Suspension
1,532 students were included in this indicator. We were Orange overall, Increased by 1.5% and suspended 3.4% of our students at least one day.
English Learners (914): Orange, Increased 1.8% and suspended 3.4% of our students.
Hispanic (1.479): Orange, Increased 1.5% and suspended 3.4% of our students.
Homeless (101): Green, Declined 2.%% and suspended 2% of our students.
Long Term English Learners (174): Red, Increased 3.6% and suspended 8% of our students.
Socio-economically Disadvantaged (1,441): Orange, Increased 2.9% and suspended 4.9% of our students.
Students with Disabilities (119): Orange, Increased 2.9% and suspended 4.9% of our students.
There were no student groups on the Yellow and Blue categories.

6. Science:
This is the first year of accountability, so there is no color assigned to the indicator.
District: 286 students took the state assessment. We decreased by 1.1 points, and were 26 points below standard.
Alila Elementary (69): Increased 4.3 points, and were 22.4 points below standard.
Earlimart Elementary (69): Increased 1.7 points and were 24.8 points below standard.

Earlimart Middle School (147): Decreased 4.6 points and were 28.3 points below standard.
7. 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.

2023 Dashboard:
Earlimart School District: Chronic absenteeism: All Students, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities were red. English Language Arts: English Learners and Homeless students were red. Mathematics: English Learners and Homeless students were red.
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.
Alila Elementary did not have any student groups in the red.
Earlimart Elementary School's English Learners were red in English Language Arts (ELA) and Math.
Earlimart Middle School: All students, English Learners, Hispanic and Socioeconomically Disadvantaged students were red. English Learners were red in English Language Arts. English Learners and Hispanic students were red in Mathematics.

2024 Dashboard:
Alila Elementary: Suspension Indicator (43): Students with Disabilities were Red, Increased 7% and we suspended 7% of students.
Earlimart Elementary had no student groups in any indicator in the Red category.

Earlimart Middle School: English Language Arts (436):
English Learners were Red, Declined 5.1 Points and were 85.3 points below standard.
Mathematics: All Students (438): Red, Maintained 2.3 points and were 137.9 points below standard.
English Learners (240): Red, Maintained -2 points and were 164.8 points below standard.
Hispanic (430): Red, Maintained 2.9 points and were 138.7 points below standards.
Socio-Economically Disadvantaged: Red, Maintained 2.2 points and were 137.7 points below standard.

8. Earlimart School District did have unexpended LREBG funds for the 2025-26 school year, and plan to expend our apportionment for 2026-2027 in the current plan. The amount that will be carried over is $145,725 (LCAP Goal 1 Action 1.20).

Reflections: Technical Assistance

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

Our district has been working with staff from the Tulare County Office of Education to support differentiated assistance areas of need. We are collaborating to gain a better understanding of our data, discover root causes of performance issues, and build internal capacity for long term continuous improvement. We were eligible for these areas: students with disabilities in academics, chronic absenteeism and suspension; long term English Learners and Homeless students in chronic absenteeism and suspension and English Learners, Hispanic students and Socioeconomically Disadvantaged students in academmics and suspension. After lengthy analysis and consideration, we are focusing on academics in mathematics for English Learners, Hispanic students, Socioeconomically Disadvantaged and Students with Disabilities. We have met with the county office six times, as well as met with our internal leadership team six additional times. At our first county office meeting, we established our improvement team, discussed the purpose for assistance, and mapped out our meeting cadence. Our internal team then completed a dashboard analysis, which was reviewed with the county at meeting two. The internal team met several times between meetings two and three to review data and complete the MTSS LEA Self Assessment or LEASA. The team reviewed additional state and local data at meeting three to complete the data analysis and root cause investigation. We discussed student outcomes, professional development support and math classroom structures. We also completed an iceberg analysis. Our action work consisted of reviewing student and teacher survey data that focused on mathematics. We utilized the survey provided to us during the professional learning network supported by our county office and the Gates Foundation grant. Meeting 4 focused on organizational capacity and professional development structures. Team members discussed the frequency of professional development, accountability and implementation difficulties. Action period work consisted of completing empathy interviews. Analysis of the interviews led to the identification of building improved classroom connections and community. We also discussed ways in which we might connect and integrate work into other areas of focus, such as MTSS. Action period work consisted of reviewing professional development plans and creating a cadence that included internal capacity building, professional development, lesson studies, and focus walks. At our next meeting, we created our if/then statement to connect building internal capacity, instruction and student performance. We are working to finalize contracts and dates with our county office experts and curriculum teams during the 26-27 school year.
LCAP Alignment Metrics: Mathematics 1.1, 1.2, 1.3, 1.4, 1.5, 1.20
LCAP Alignment Actions: 1.7 Core Curriculum Texts, 1.15 Mathematics & Science Programs, 1.16 Professional Learning Communities PLC, 1.19 Intensive Tier 3 Intervention Supports

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	The Educational Services Director and Chief Business Officer met with groups and individuals to review plans for the 25-26 school year, gather needs for the 26-27 school year and finalize plans. We also administered a new Google survey to garner input about goals, actions and services. The survey was administered beginning in March 2026. In addition, each school site had an in-person Local Control & Accountability (LCAP) educational partner meeting on the following dates: • Alila Elementary School: 3/19/26 • Earlimart Elementary School: 3/9/26 • Earlimart Middle School: 3/16/26 Art Teachers: 3/17/26 Earlimart Middle School (EMS) Electives: 1/16/26, 4/2/26 Transitional Kindergarten Teachers (TK): 2/26/26 Music Teachers: 3/25/26, 4/15/26 Athletic Director Middle School (EMS): 10/2/25, 11/13/25, 3/18/26, 4/13/26 ELD Coordinator: 8/21/25, 8/29/25, 9/9/25, 9/17/25, 9/26/25, 10/2/25, 10/22/25, 11/5/25, 11/13/25, 11/19/25, 12/3/25, 12/11/25, 12/16/25, 1/15/26, 1/22/26, 1/29/26, 2/5/26, 2/11/26, 2/26/25, 3/12/26, 3/19/26, 3/27/26, 4/16/26, 4/23/26, 5/8/26, 5/14/26, 5/21/26, 5/28/26, 6/4/26 Guiding Coalition (Groups): 10/20/26, 11/14/25, 2/4/26, 2/18/26, 2/19/26, 2/20/26, 2/23/26, 2/25/26, 3/4/26, 4/8/26, 4/15/26, 5/6/26, 5/19/26, 5/20/26, 5/21/26

Educational Partner(s)	Process for Engagement
Principals	District Leaders met with Principals and discussed Local Control & Accountability (LCAP) during leadership meetings, EAE leadership, and individual meetings to review plan feedback, implementation and gather needs for the upcoming school year. Principals participated in the Local Control & Accountability (LCAP) meetings held on their site and facilitated conversations with staff, parents and families. We also administered a Google survey from March 2026. • Alila Elementary School: 3/19/26 • Earlimart Elementary School: 3/9/26 • Earlimart Middle School: 3/16/26 Business Services & Principals: EES: 8/25/25, 9/30/25, 10/28/25, 1/27/26, 2/24/26 AES: 8/26/25, 11/5/25, 1/28/26, 3/5/26. EMS: 8/28/25, 9/25/25, 10/30/25, 1/30/26, 2/26/26, 3/26/26 Middle School STEAM & Electives: 1/16/26, 4/24/26, 5/4/26 All Sites Professional Development: 2/10/26
Administrators	District, school and extended leadership members were involved in the implementation, revision, development processes. All district administrators were sent a Google survey to provide input and feedback on goals, actions and services. The survey was administered beginning in March 2026. Cabinet meetings (Superintendent, Chief Business Official, Educational Services Director, Student Support Services Director and Executive Assistant to the Superintendent) where the Local Control & Accountability (LCAP) was discussed and feedback was solicited: 7/7/25, 7/14/25, 7/21/25, 7/28/25, 8/5/25, 8/11/25, 8/18/25, 8/25/25, 9/2/25, 9/8/25, 9/15/25, 9/22/25, 9/29/25, 10/6/25, 10/13/25, 10/21/25, 10/27/25, 11/3/25, 11/10/25, 11/17/25, 11/24/25, 12/8/25, 12/15/25, 12/22/25, 12/29/25, 1/5/26, 1/12/26, 1/20/26, 1/26/26, 2/2/26, 2/10/26, 2/17/26, 2/23/26, 3/3/26, 4/6/26, 4/13/26, 4/20/26, 4/27/26, 5/4/26, 5/11/26, 5/18/26, 5/26/26, 6/1/26, 6/8/26, 6/15/26, 6/22/26, 6/29/26. Differentiated Assistance Continuous Improvement for Equity (with County and internal team) met to complete a dashboard analysis, review our needs assessment, discuss and plan actions for improving student outcomes. We met: 12/12/25, 1/26/26, 2/12/26, 3/3/26, 2/17/26, 3/3/26, 3/4/26, 3/9/26, 3/11/26, 4/8/26, 4/10/26, 4/29/26, 5/4/26, 5/13/26.

Educational Partner(s)	Process for Engagement
	Chief Business Official and Educational Services Director met to discuss the Local Control & Accountability (LCAP) on the following dates: 7/23/26, 8/7/25, 8/19/25, 9/3/26, 9/17/25, 10/1/25, 10/15/25, 10/29/25, 11/26/25, 12/10/25, 1/7/26, 1/21/26, 2/4/26, 2/18/26, 3/4/26, 3/18/26, 3/31/26, 4/15/26, 4/28/26, 5/7/26, 5/11/26, 5/12/26, 5/13/26, 5/27/26, 6/10/26, 6/16/26 We also attended Tulare County Office of Education 's (TCOE) Leadership Support Service (LSS) Check-ins: 5/4/2026. Data Analyst and Educational Services Director met to review and update data for the plan needs assessment on: 7/8/25, 7/22/25, 8/7/25, 8/19/25, 9/3/25, 9/17/25, 10/1/25, 10/14/25, 10/30/25, 11/12/25, 11/26/25, 12/10/25, 12/16/25, 1/7/26, 2/4/26, 2/19/26, 3/4/26, 3/18/26, 3/31/26, 4/16/26, 4/27/26, 5/13/26, 5/27/26, 6/10/26, 6/24/26. Student Services Director attended the Tulare County Office of Education (TCOE) Special Education Local Plan Area (SELPA) to gather information, learn from others, and develop strategies to support students with special needs. They met: Directors of Special Education (DOSE Meetings) 10/6/25, 11/3/25, 12/1/25, 2/2/26, 3/2/26, 4/13/26, 6/1/26. In addition, the Director weekly on Tuesdays with the TCOE SELPA Program Specialist. Summer School Administrators met as a team to review, plan and implement the 2026 summer program: 1/27/26, 2/11/26, 2/27/26, 3/4/26, 3/13/26, 4/10/26, 5/13/26 Instructional Technology Director & Educational Services Director met to discuss the Local Control and Accountability (LCAP) plan: 7/18/25, 7/30/25, 8/13/25, 8/27/25, 1/27/26, 2/10/26, 2/25/26, 4/23/26, 5/20/26. Family & Community Engagement Coordinator, Chief Business Officer, and Educational Services met to review actions and plan for 26-27 needs on 2/11/26.
Other School Personnel	The Chief Business Official and Educational Services Director met with other school personnel to gather feedback and input. We also administered a survey to garner additional input on goals, actions and services in March 2026. Local Control & Accountability (LCAP) meetings were held at the school sites. • Alila Elementary School: 3/19/26

Educational Partner(s)	Process for Engagement
	• Earlimart Elementary School: 3/9/26 • Earlimart Middle School: 3/16/26 Library Assistants, Chief Business Official and Educational Services Director met to review library needs, professional development and literacy programs on 1/16/26. Counselors, Chief Business Official and Educational Services Director met to review social emotional support needs, curriculum and professional learning on 2/12/26. Licensed Vocational Nurse (LVN), Registered Nurse, Chief Business Official and Educational Services Director met to discuss student health needs supports on 3/18/26. Tulare County Office of Education (TCOE) Choices Leader, Chief Business Official and Educational Services Director met to review school site implementation and plan for 26-27 on the following dates: 9/9/25, 1/28/26, 1/30/26, 3/13/26.
Local Bargaining Units (Earlimart Teachers Association & California School Employees Association)	In-person meetings were held with the following bargaining units on the following dates to review and revise the goals, align metrics and provide feedback on actions and services. Earlimart Teachers Association: 11/10/25 & 3/2/26 California School Employees Association: 12/17/25 & 4/14/26
Parents	We worked to provide multiple opportunities for parent feedback and planning. Input from the parents was solicited via a Google Survey. The survey was administered in March 2026. Community Meetings were held on the following dates and locations (in-person): • Alila Elementary School: 3/19/26 • Earlimart Elementary School: 3/9/26 • Earlimart Middle School: 3/16/26 School Board Meetings included information, updates, review and approval of the Local Control & Accountability Plan (LCAP). We shared the Local Control and Accountability Plan (LCAP) Mid-Year Report on 2/17/26. We also provided monthly update on program implementation, committee work and planning to the board. We held the hearing on 6/02/26. The board approval was 6/16/26. We also reviewed and approved the local indicator report and the Local Control and Accountability Plan (LCAP) Federal Addendum on 6/16/26. We will be sharing any clarifications at the first October board meeting on 10/6/26.

Educational Partner(s)	Process for Engagement
	In addition to the community meetings, parents, families, staff, teachers, and administrators met to provide Local Control & Accountability (LCAP) input and hear information at School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. Earlimart Elementary School School Site Council Meetings: 9/22/25, 11/10/25, 1/15/26, 3/9/26 English Learner Advisory Committee: 10/6/25, 11/5/25, 1/15/26, 3/24/26, 5/12/26 Alila Elementary School School Site Council Meetings: 9/30/25, 11/10/25, 1/27/26, 2/17/26, 3/26/26, 5/19/26 English Learner Advisory Committee: 9/23/25, 11/3/25, 1/15/26, 2/12/26, 3/24/26, 5/4/26 Earlimart Middle School School Site Council Meetings: 10/30/25, 11/13/25, 1/16/26, 3/18/26, 5/27/26 English Learner Advisory Committee: 10/30/25, 11/13/25, 1/16/26, 3/18/26, 5/27/26 Earlimart School District English Learner Committee (DELAC) meetings were held to review and revise goals, and provide input into actions and services for the mid year update and the 26-27 plan. 12/4/25, 2/5/26, 4/16/26, 5/21/26. We also reviewed a completed draft plan on 5/21/26. Earlimart Parent Advisory Committee (PAC) meetings were held to review and revise goals, and provide input into actions and services for the mid year update and the 26-27 plan. 10/9/25, 12/18/25, 1/29/26, 4/9/26, 5/14/26. We also reviewed a completed draft plan on 5/14/26.
Students	Input from the students was solicited via a Google Survey. The survey was administered beginning in March 2026 and students were given opportunities to attend the in-person meetings held on the following dates: -Alila Elementary School: 3/19/26 • Earlimart Elementary School: 3/9/26 • Earlimart Middle School: 3/16/26

Educational Partner(s)	Process for Engagement
	Student Advisory Committee: Two middle school students joined the Parent Advisory Committee (PAC) for the meetings on 10/9/25, 12/18/25, 1/29/26, 4/9/26, 5/14/26. We also reviewed a completed draft plan on 5/14/26.

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

Our educational partner engagement process was extensive this year. We met with individuals, small groups and larger groups of parents, families, staff, leaders, students and external partners. During larger meetings we posted each goal with corresponding actions and services. We began sessions by providing an overview of our vision, mission, funding sources, state priorities, metrics and current goals. Groups discussed what is currently working, what we can improve on and asked questions to gather additional clarity. Smaller groups discussed goals and actions in depth. We also met with individuals to gather input on needs, gather feedback on current services and discuss plan adjustments. We began the process with our union partners.

Teachers: We met with teachers in small groups as they appear in the plan, provided opportunities for in-person at each school site and sent out a survey for additional input. Each school site also reviewed dashboard and local district benchmark data with teachers using a shared data analysis protocol. (Goal 1 Metrics 1.1-1.16 & 1.20 and 1.22). Art teacher requested to continue to utilize online art program to support lesson and unit planning. The teacher requested membership to the National Art Education Association (NAEA). (Action 1.9). The music teachers met to review upcoming needs. They requested to continue to utilize music software, instrument repairs and continue to provide students with band materials and printed curriculum resources The middle school is continuing to purchase band shirts and needs to replace music stands and carts. They will also be purchasing pianos for an upcoming elective. They would like to continue their membership with the National Association for Music Educators (NAFME) and participate in professional development. (Action 1.10). The athletic director met tp review inventory, discuss upcoming sports needs and expansion of new sports (cheerleading, track, wrestling, cross country). We will need additional referees and coaches to expand all sports to include an opportunity for intramural sports. We celebrated our first year of wrestling and had one student compete at the state championship this school year. This action is not part of the plan. The English Language Development Coordinator (ELD) teacher met to plan student supports. Pacing guides will include newcomer supports in collaboration with the district's Newcomer Committee. We will be purchasing novels to align to and supplement our English Language Development curriculum. We will also be expanding our use of Ellevation to include English Learner progress monitoring assessments per this input. (Action 1.8). The Guiding Coalition has been working to identify key standards, common pacing and common formative and summative assessments alongside receiving professional learning community training. They will be receiving support in implementing professional learning communities in items such as agendas, data informed practices and implementation of intervention and enrichment. (Action 1.16)

Principals: We met with Principals during department check-ins, at our leadership meetings, and in small groups. They were also present at each school site's meeting and had the opportunity to complete the staff survey. Principals provided input into the professional development needs of their site. We have worked on a math support plan to continue to improved instruction and student math outcomes (Goal 1 Metrics 1.1-1.9, 1.20, 1.23 and Actions 1.4, 1.7, 1.15, 1.11, 1.18). We also met to review and plan for middle school STEAM, electives and teacher professional development (1.1 & 1.6).

Administrators: Cabinet and site leaders met to discuss the budget and plans throughout the school year. Our differentiated assistance team met to plan math support and improvement. The Chief Business Officer and the Educational Services Director met to review budgets, requested services, orders and plans for all actions and services throughout the school year. The Data Analyst and Educational Services Director met to review local metrics, data systems support and accompanying actions. The Technology Director and Educational Services Director met to review technology needs and student input. The Family and Community Engagement Coordinator met with the Chief Business Officer and Educational Services Director to review family needs. (Action 1.9, 1.15, 1.16).

Other School Personnel: Other personnel were included in the survey, in-person meetings and individual meetings to discuss needs. Library Assistants and expressed the need for additional Accelerated Reader training (provided in 2025-2026), request to attend a regional library day in Clovis, continue to particpate in the Tulare County Library Network meetings and request additional books and materials. (Action 1.3). Counselors also met and requested an additional program to support Tier 2 and 3 social-emotional student needs. They reviewed the staff rotation for professional learning, and discussed the need for an aligned program to support student check-in and check-out. (Action 2.2). The Licensed Vocational Nurses and Registered Nurses also met. Based on the need, we reduced the Tulare County Office of Education's contract for support. We also planned professional development and will continue the school nurse organization membership. We also met with the Tulare County Office of Education to discuss attendance trends, student county-wide events, material needs and student field trips. (Action 1.5).

Local Bargaining Units (Earlimart Teachers' Association & California School Employees Association): The Earlimart Teachers' Association had questions about staffing, expenditures and interventions. We discussed these in detail. They had feedback about instructional aide and literacy supports (Actions 1.2 & 1.4). They also had questions about attendance processes and training. (Action 2.4). This led to the identified need for a program to support student tardies and tracking for student location during middle school class periods (Action 2.4). They also had a request to provide and support the California Junior Scholarship Federation (CJSF) for 7th and 8th grade students. We have negotiated the stipend, flown the assignment and have begun to implement. We will plan additional volunteer opportunities and meetings for 26-27 (Action 1.6). The California School Employees Association had questions about position openings in the fall (Action 2.6). They had positive input about Choices (Action 1.5), Classroom Instructional Assistants (Action 1.2), student health supports (Action 2.1) and student achievement awards (Action 1.18).

Parents: We held site and district committee meetings, extended a survey, and held school-wide in-person forums. Parents continued to emphasize the need to continue safety measures. (Metric 2.2 Action 2.6). There was interest in increasing parent volunteers to support crossing students at more intersections. They shared the need to continue field trip opportunities. (Action 2.8)There was appreciation for student incentives and recognition. (Action 1.18) They were also interested in English Learner progress monitoring to support instruction. (Action 1.8) They also mentioned the need to increase parent attendance at parent meetings. Parent Liaisons and parent classes were also a service they wish to continue. (Action 3.1 & 3.2) Parents also mentioned the need to continue our after school program. (Action 1.5). Parents asked for more information about student events and increased opportunities for students in this area. (Action 2.10) There was also a request to offer additional Extended Learning Opportunities Program Clubs. For example, offering language clubs. We are exploring this withing our ELOP program, but it is not included in the plan.

Students: We sent a survey to students in grades 3-8 and created a way for students in K-2 to also provide input via a structured student discussion. Students were invited to the in-person meetings. We also had two students on our District Parent Advisory Committee. They expressed interest in continuing field trips. (Action 2.8) They also appreciate student incentives and recognition. (Action 1.18) They want to

continue middle school elective opportunities. (Action 1.1 & 1.6) They did mention the need to continue to improve physical education, so we are contracting for professional development to support key standard identification, common and summative assessment planning and pacing. (Action 1.11) There were also requests for better headphones. We will be ordering a better version. (Action 1.13)

We answered questions and clarified during in-person meetings. The Superintendent joined several of the in-person meetings to answer questions directly. 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	Support student growth to increase academic progress and achievement for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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 the California Assessment of Student Progress (CAASPP) demonstrates a great need for continued growth. In the area of math, our all students were orange and were 107.4 points below standard. English Learners were in the red category, 3 additional student groups were in the orange category and Long Term English Learners were yellow. We ranged from 3.9 points above standard to 137.4 points below. In the area of English Language Arts (ELA), our all student group was orange and were 57.4 points below standard. English Learners were in the red, 3 student groups were orange and one was yellow. We ranged from 3.9 points above standard to 120.4 points below standard.

The results from our local district Developmental Reading Assessment (DRA) assessments also demonstrated great need. We collected and review baseline data when we established the goal in 2018.

0% of students mastered standards on the Developmental Reading Assessment (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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP - Mathematics All students	Orange (Fall 2023) 110.3 points below standard Row Very Low Column Increased 7.1 points California School Dashboard	Red (Fall 2024) 107.8 points below standard Row Very Low Column Maintained 2.5 points California School Dashboard	Red (Fall 2025) 107.4 points below standard Row Very Low Column Maintained 0.4 points California School Dashboard	Yellow (Fall 2026) 25.0 points below standard Row Medium Column Maintained Increased by 1.3 points California School Dashboard	+2.9 point increase toward standard
1.2	CAASPP - Mathematics Students with Disabilities	Orange (Fall 2023) 168.6 points below standard Row Very Low Column Increased 17.1 points California School Dashboard	Orange (Fall 2024) 163.3 points below standard Column Increased 5.3 points California School Dashboard	Red (Fall 2025) 163.4 points below standard Row Very Low Column Maintained -0.1 points California School Dashboard	Orange (Fall 2026) 95.1 points below standard Row Very Low Column Increased 8.9 points California School Dashboard	+5.2 point increase toward standard
1.3	CAASPP - Mathematics English Learners	Red (Fall 2023) 124.8 points below standard Row Very Low Column Maintained -2 points California School Dashboard	Red (Fall 2024) Column 121.4 points below standard Row Very Low Column Increased 3.4 points California School Dashboard	Red (Fall 2025) Column 121.6 points below standard Row Very Low Column Maintained -0.2 points California School Dashboard	Yellow (Fall 2026) Column 95 points below standard Row Low Column Increased Significantly 15.0 points California School Dashboard	+3.2 point increase toward standard
1.4	CAASPP - Mathematics Homeless Students	Red (Fall 2023) 153.9 points below standard Row Very Low Column Declined 22.1 points California School Dashboard	Orange (Fall 2024) 149.8 points below standard Row Very Low Column Increased 4.2 points California School Dashboard	Red (Fall 2025) 175.1 points below standard Row Very Low Column Declined 25.4 points California School Dashboard	Orange (Fall 2026) 95 points below standard Row Low Column Increased Significantly 15.0 points California School Dashboard	-21.2 point decrease from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	CAASPP - Mathematics Socioeconomically Disadvantaged	Orange (Fall 2023) Column 110.9 points below standard Row Very Low Column Increased 7.2 points California School Dashboard	Red (Fall 2024) 108.9 points below standard Row Very Low Column Maintained 2.1 points California School Dashboard	Red (Fall 2025) 109.4 points below standard Row Very Low Column Maintained -0.5 points California School Dashboard	Yellow (Fall 2026) 25 points below standard Row Medium Column Maintained 2.9 points California School Dashboard	+1.5 point increase toward standard
1.6	CAASPP - Mathematics Earlimart Elementary School English Learners	Red (Fall 2023) 103 points below standard Row Very Low Column Declined 13.1 points California School Dashboard	Yellow (Fall 2024) 91.2 points below standard Row Low Column Increased 3.4 points California School Dashboard	Orange (Fall 2025) 90.1 points below standard Row Very Low Column Maintained 1.2 points California School Dashboard	Yellow (2026) 95 points below standard Row: Low Column Increased 3 points California School Dashboard	+12.9 point increase toward standard
1.7	CAASPP - Mathematics Earlimart Middle School All Students	Red (Fall 2023) 140.2 points below standard Row Very Low Column Maintained 1.8 points California School Dashboard	Red (Fall 2024) 137.9 points below standard Row Very Low Column Maintained 2.3 points California School Dashboard	Red (Fall 2025) 137 points below standard Row Very Low Column Maintained 0.9 points California School Dashboard	Yellow (Fall 2026) 95 points below standard Row Low Column Increased 3.0 points California School Dashboard	+3.2 point increase toward standard
1.8	CAASPP - Mathematics Earlimart Middle School English Learners	Red (Fall 2023) 162.8 points below standard Row Very Low Column Declined 12.3 points California School Dashboard	Red (Fall 2024) 164.8 points below standard Row Very Low Column Maintained -2 points California School Dashboard	Orange (Fall 2025) 161.4 points below standard Row Very Low Column Increased 3.5 points California School Dashboard	Yellow (Fall 2026) 95 points below standard Row Low Column Increased 3.0 points California School Dashboard	+1.4 point increase toward standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	CAASPP - Mathematics Earlimart Middle School Hispanic Students	Red (Fall 2023) 141.6 points below standard Row Very Low Column Maintained 1.1 points California School Dashboard	Red (Fall 2024) 138.7 points below standard Row Very Low Column Maintained 2.9 points California School Dashboard	Red (Fall 2025) 139.1 points below standard Row Very Low Column Maintained -0.4 points California School Dashboard	Yellow (Fall 2026) 95 points below standard Row Low Column Increased 3.0 points California School Dashboard	+2.5 point increase toward standard
1.10	CAASPP - ELA All students	Yellow (Fall 2023) 60.4 points below standard Row Low Column Increased 9.6 points California School Dashboard	Yellow (Fall 2024) 56 points below standard Row Low Column Increased 4.4 points California School Dashboard	Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School Dashboard	Green (Fall 2026) 5 points below standard Rowl Medium Column Increased 3.0 points California School Dashboard	+3 point increase toward standard
1.11	CAASPP - ELA Students with Disabilities	Orange (Fall 2023) 137.4 points below standard Row Very Low Column Increased 21.8 points California School Dashboard	Orange (Fall 2024) 131.3 points below standard Row Very Low Column Increased 6.2 points California School Dashboard	Orange (Fall 2025) 120.4 points below standard Row Very Low Column Increased 10.9 points California School Dashboard	Yellow (Fall 2026) 70 points below standard Row Low Column Increased 3.0 points California School Dashboard	+17 point increase toward standard
1.12	CAASPP - ELA Homeless Students	Red (Fall 2023) 126.2 points below standard Row Very Low Column Declined 40.1 points California School Dashboard	Yellow (Fall 2024) 62.3 points below standard Row Low Column Increased 63.9 points California School Dashboard	No Color (Fall 2025) 137.4 points below standard Row NA due to low student number Column Declined -75.1 points California School Dashboard	Yellow (Fall 2026) 70 points below standard Row Low Column Increased 3.0 points California School Dashboard	-11.2 decreasae from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	CAASPP - ELA English Learners	Red (Fall 2023) 82.1 points below standard Row Very Low Column Declined 6.8 points California School Dashboard	Orange (Fall 2024) 73.9 points below standard Row Very Low Column Increased 8.3 points California School Dashboard	Red (Fall 2025) 75.5 points below standard Row Very Low Column Maintained -1.7 points California School Dashboard	Yellow (Fall 2026) 70 points below standard Row Low Column Increased 3.0 points California School Dashboard	+6.6 point increse toward standard
1.14	CAASPP - ELA Socioeconomically Disadvantaged	Yellow (Fall 2023) 61.2 points below standard Row Low Column Increased 9.6 points California School Dashboard	Yellow (Fall 2024) 57 points below standard Row Low Column Increased 4.3 points California School Dashboard	Orange (Fall 2025) 59.2 points below standard Row Low Column Maintained -2.2 points California School Dashboard	Green (Fall 2026) 5 points below standard Row Medium Column Increased 3.0 points California School Dashboard	+2 point increase toward standard
1.15	CAASPP - ELA Earlimart Middle School English Learners	Red (Fall 2023) 80.3 points below standard Row Very Low Column Declined 12.3 points California School Dashboard	Red (Fall 2024) 85.3 points below standard Row Very Low Column Declined 5.1 points California School Dashboard	Orange (Fall 2025) 54.2 points below standard Row Very Low Column Increased 4.4 points California School Dashboard	Yellow (Fall 2026) 70 points below standard Row Low Column Increased 3.0 points California School Dashboard	+26.1 point increase toward standard
1.16	CAASPP - ELA Earlimart Elementary School English Learners	Red (Fall 2023) 96.4 points below standard Row Very Low Column Declined 11.2 points California School Dashboard	Yellow (Fall 2024) 67.9 points below standard Row Very Low Column Increased 28.5 points California School Dashboard	Red (Fall 2025) 85.1 points below standard Row Very Low Column Declined Significantly -17.2 points California School Dashboard	Yellow (Fall 2026) 70 points below standard Row Low Column Increased 3.0 points California School Dashboard	+11.3 point increase toward standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Implementation of California Common Core State Standards (CCSS), including English Language Development (ELD)	District Walkthrough Form to measure the implementation of Common Core State Standards and English Language Development Baseline to be set 2024-2025	We are working on developing a walkthrough form.	We are working on developing a walkthrough form via our differentiated assistance process. Score of Met Standard Local Indicator LCFF Priority 2: Implementation State Academic Standards.	100% of Walkthroughs will be completing utilizing the tool that includes providing instructional feedback	We are working on developing a walkthrough form.
1.18	Reclassification Rate	Students redesignated in 2023-2024: 19 (CalPads 2.16) % redesignated: 19/816 is 2.33% (CalPads 1.1 & Dataquest Total Eglish Learner (EL) and Reclass in 23-24/Reclass 23-24) 161 total students are reclassified, or 11.6% (Dataquest) 2023-2024	Students redesignated in 2024-2025: 51 (CalPads 2.16) % redesignated: 51/819 is 6.227% (CalPads 1.1 & Dataquest Total English Learner (EL) and Reclass in 24-25/Reclass 24-25) 212 total students are reclassified, or 15.328% (Dataquest) 2024-2025	Students redesignated in 2025-2026: 58 (CalPads 2.16) % redesignated: 58/731 is 7.93% (CalPads 1.1 & Dataquest Total English Learner (EL) and Reclass in 25-26/Reclass 25-26) 109 total students are reclassified, or 8.2% (Dataquest) 2025-2026	15% of students will be reclassified	+39 Redesignated Students +5.6% Redesignated Students -52 total Redesignated Students
1.19	Percentage of English Learners making progress toward English language proficiency as measured by English Language Proficiency	Yellow (Fall 2023) 49.1% making progress towards English language proficiency Column Maintained - 1.4%	Green (Fall 2024) 54% making progress towards English language proficiency Row Medium	Orange (Fall 2025) 45.1% making progress towards English language proficiency Row Medium	Green (Fall 2026) 54.9% making progress towards English language proficiency Row Medium	-4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment for California (ELPAC)	California School Dashboard	Column Increased 4.9% California School Dashboard	Column Declined 8.9% California School Dashboard	Column Increased 2.0 points California School Dashboard	
1.20	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%	Results at the end of Trimester 1 (2024-2025): Mid or Above Grade Level: 3% Early on Grade Level: 7% One Grade Level Below: 39% Two Grade Levels Below: 21% Three or More Grade Levels Below: 29%	Results Mid Year (2025-2026): Mid or Above Grade Level: 5% Early on Grade Level: 8% One Grade Level Below: 45% Two Grade Levels Below: 20% Three or More Grade Levels Below: 22%	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%	Mid or Above Grade Level: +3% Early on Grade Level: +3% One Grade Level Below: +9% Two Grade Levels Below: -6% Three or More Grade Levels Below: -9%
1.21	Developmental Reading Assessment (DRA) - Guided Reading	Trimester 1 DRA (2023-2024): 0% of students Mastered 100% of students Not Mastered Trimester 1 F&P (2023-2024): 24.39% of students Meet/Exceed expectations 75.61% of students Approaching/Did Not Meet expectations	Trimester 1 DRA (2024-2025): 44% of students Mastered 56% of students Not Mastered Trimester 1 F&P (2024-2025): 29.6% of students Meet/Exceed expectations 70.4% of students Approaching/Did Not Meet expectations	Mid-Year DRA (2025-2026): 44% of students Mastered 39% of students Not Mastered 17% of students did not have a score We will no longer take the Fountas and Pinnell assessment.	DRA/Fountas & Pinnell 70% Meet/Exceed Expectations 25% Approaching 5% Not meeting	+44% Mastered
1.22	iReady - Reading	Results at the end of Trimester 1 (2023-2024):	Results at the end of Trimester 1 (2024-2025):	Results Mid Year (2025-2026):	Mid or Above Grade Level: 30%	Mid or Above Grade Level: +0%

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%	Mid or Above Grade Level: 5% Early on Grade Level: 10% One Grade Level Below: 32% Two Grade Levels Below: 21% Three or More Grade Levels Below: 33%	Mid or Above Grade Level: 6% Early on Grade Level: 12% One Grade Level Below: 34% Two Grade Levels Below: 18% Three or More Grade Levels Below: 30%	Early on Grade Level: 35% One Grade Level Below: 15% Two Grade Levels Below: 10% Three or More Grade Levels Below: 10%	Early on Grade Level: +3% One Grade Level Below: +2% Two Grade Levels Below: -3% Three or More Grade Levels Below: -2%
1.23	Sufficient Core Instructional Materials	Resolution was approved by the school board on September 19, 2023. 100% sufficiency	Resolution was approved by the school board on September 3, 2024 100% sufficiency	Resolution was approved by the school board on September 3, 2025 100% sufficiency	100% sufficiency of instructional materials	Continued 100% sufficiency
1.24	Teacher Assignment & Credentialing	100% teachers appropriately assigned 100% of teachers fully credentialed 2023-2024 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 Inexperienced baseline to be set in 2024-2025	100% of teachers are appropriately assigned 100% of teachers are fully credentialed 2024-2025 Teacher Assignment Monitoring Outcome Data 2024-2025 FTE 113 Clear 69 Out of Field 1 Intern 7 Ineffective 11 Incomplete 0 Inexperienced 17	100% of teachers appropriately assigned 100% of teachers are fully credentialed 2025-2026 Teacher Assignment Outcome Data 2025-2026 FTE 81 Clear 71 Out of Field 1 Intern 0 Ineffective 1 Incomplete 0 Inexperienced 2	100% teachers appropriately assigned 100% teachers fully credentialed (2025-2026) Teacher Assignment Monitoring Outcome Data 2025-2026 FTE 113 Clear 80 Out of Field 2 Intern 5 Ineffective 3 Incomplete 1 Inexperienced 15	Continued 100% appropriately assigned Continued 100% fully credentialed Decreased FTE -9.1 Decreased Clear -1.1 Decreased Out of Field -1.3 Decreased Intern -8 Decreased Ineffective -5 Decreased Incomplete -1.7 Decreased Inexperiencd -15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	Student Access to a Broad Course of Study	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).	100% of students, including unduplicated and exceptional needs students, have access to a broad course of study (art, PE, music).	100% of students, including unduplicated and exceptional needs students, have access to a broad course of study (art, PE, music).	Continued 100% access

Goal Analysis [2025-26]

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.

1.1 Science Middle School Science, Technology, Art and Math (STEAM) Lab: There were not substantive differences in this planned action, no relevant challenges. We were successful in providing materials as planned, which included: engaging food labs, health lab supplies to support College Career Readiness High School pathway transitions. Students participated in this elective and learned about electricity, engergy, health, culinary and veterinary medicine.
1.2 Classroom Instructional Assistants: There were not substantive differences in this planned aciton and no relevant challenges. Instructional aides supported teachers with small group instruction in reading and other academic areas.
1.3 Additional Literacy Supports: Library Assistants also attended the Tulare County Library network and received professional develoment from Accelerated Reader. We also expanded our use of the book tracking software to support classroom and teacher curriculum tracking processes.
1.4 Literacy Programs We purchased new books that were identified by student request and interest in support of student independent reading. We also provided consultant coaching in the areas of student engagement, depth of knowledge questioning and writing. Specialists and coaches participated in professional development to support the implementation of our reading difficulties screener. Early grades were provided with additional online and print letter learning materials. Our middle school teachers are utilzing Newsela to support differentiated reading materials and comprehsension. We also implemented the latest version of the DRA Developmental Reading Assessment edition and leveled readers to support guiding reading groups.
1.5 Choices After School Program: There was no substantive change to the planned action or challenges in implementation. Students attended a county-wide Choices event at a local baseball stadium, attended a field trip, provided community service and were provided with academic tutoring at all three school sites.
1.6 College & Career Readiness Middle School Electives: There were no challenges in implementation. The middle school offered ASB or Associated Study Body, Advancement Via Individual Determinatin (AVID) and journalism. Students attended an anti-bullying event, a field trip and a summer leadership camp. We also expanded to offer the California Junior Scholarship Foundation to 7-8th grade students. This will provide additional opportunities for student leadership development, potential scholarships and community service.

1.7 Core Curriculum Texts: There were no relevant challenges. We were able to order all core materials for teachers and students in the areas of English Language Arts, Mathematics, English Language Development, and Science. We received consumables and online access to core programs to support academic learning and instruction. We did open an additional Kindergarten classroom due to enrollment and provided students and teachers with materials.
1.8 Multi-Lingual Learners: There was no substantive change to the planned action or challenges in implementation. The English Language Development Coordinator attended trainings and has begun to develop a district English Learner Master Plan. She has also continued to attend the local county office English Learner network to support continued learning and attended the California Association for Bilingual Education (CABE) event with our Family and Community Engagement Coordinator. This work will be shared with families and staff. We began a district Newcomer Committee that has plans for the 26-27 school year in support of students and teachers. She has worked to continue to improve curriculum implementation in support of teacher professional learning communities during Art, Music and Physical Education (AMP) time. Our District English Learner Committee has continued to expand, improve and develop under her leadership. We have also continued to implement Ellevation in support of English Learner data.
1.9 Visual & Performing Arts Teachers: Art Program: There was no substantive change to the planned action or challenges in implementation. Teachers have continued to provide art education to students at both elementary sites as teachers are meeting to collaborate and learn from one another during Professional Learning Communities. They utilized the supplemental art curriculum online, developed additional student art projects and shared these with families at conferences.
1.10 Visual & Performing Arts Teacher: Music Program: There was no substantive change to the planned action or challenges in implementation. Music teachers have provided service to students using online supplemental curriculum, new instruments and supported our second graders as they attended a county-wide music event.
1.11 Elementary Physical Education Program: There was no substantive change to the planned action or challenges in implementation. Physical education teachers participated in professional development this year to prepare for our aquatics program. They supported student's learning as they mastered motor skills and prepare for a healthier future.
1.12 Summer School & Extended School Year: There was no substantive change to the planned action or challenges in implementation. We will be holding summer school during the month of June for approximately 200 students. They will be participated in structured literacy, engaging mathematics learning and STEM activities. Students will be provided with on site events, a sponsored book fair and field trips. For the first time, we will be providing art, music and structured physical education for students over the month.
1.13 Instructional Technology Support: There was no substantive change to the planned action or challenges in implementation. The technology department provided staff and students with access and support for supplemental online curriculum programs, data, safety monitoring and instructional support. They worked alongside our elementary music teacher to support the implementation of our new online music software. They continue to work to support application implementation that considers student and staff safety.
1.14 Student Data Systems: There was no substantive change to the planned action or challenges in implementation. This position worked to improve our data systems integration for all grades and departments. We have been able to share data with leaders, staff, families, students and the school board more readily. This was helpful in developing plans and improving outcomes. He also worked to set up efficiencies and connect systems to our single user sign on program. We continue to broaden our use of the student data system for professional learning community learning and personalized intervention programs.
1.15 Mathematics & Science Programs: There was no substantive change to the planned action or challenges in implementation. Content experts from our local county office of education supported instructional coaches' facilitation of lesson studies, provided teacher feedback and connected learning to the network for participating teachers. We also provided teachers with center kits to support preparation and student engaging mathematics. We provided each grade level span with professional development in science.

1.16 District Instructional Coaching: There was no substantive change to the planned action or challenges in implementation. Coaches provided teachers with support in math lesson study planning during art, music and physical education (AMP) time as well as professional learning community (PLC) work. They particated in the guiding coalition and worked to support teachers as they identified key standards, common formative and summative curriculum assessments and revised pacing guides in Math and English Language Arts.
1.17 Student Materials: There was no substantive change to the planned action or challenges in implementation. Teachers ordered student classroom materials to support learning environments and instruction. Each teacher was provided a beginning of the year kit, as well as a budget for the remaining of the school year to order supplemental materials.
1.18 Student Achievement & Assessment: There was no substantive change to the planned action or challenges in implementation. We celebrated student outcomes and growth for local and state assessments. Students attended a field trip to the movies at the beginning of the school year, received academic pins, certificates and were recognized at school sites. English Learner students that reclassified were also recognized by the school board at a meeting and celebrated by staff and families.
1.19 Intensive Tier 3 Intervention Supports: There was no substantive change to the planned action or challenges in implementation. We provided English Language Arts and Mathematics materials for K-2 students and 3-8 students needing intensive intervention in support of student learning and foundational skills. Teachers also received professional learning to support implementation.

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

1.17 Student Materials: This action was planned for $45,300, but we are estimating our actuals to be $38,640. We spent less than anticipated, because not all teachers needed their entire budget for classroom materials.
1.18 Student Achievement & Assessment: We planned this action for $25,000 and our estimated actuals are for $14,925. We provided rewards and incentives, but the cost was less this year than we had anticipated. We plan to expand this idea next year to include special event days in support of kindness, literacy, mathematics and art.

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

1.1 Science Middle School Science, Technology, Art and Math (STEAM) Lab: This action is effective based on the aligned indicator. Baseline: Science Indicator Earlimart Middle School (Fall 2024) No Color, 28.3 points below standard, Declined -4.6 points. California School Dashboard. Year 2: Science Indicator Earlimart Middle School Orange (Fall 2025) 37.5 science points Row Low Column Maintained +0.8 points California School Dashboard. +2.9 point increase toward standard. Comparison: +0.8 point increase toward standard.

1.2 Classroom Instructional Assistants: Although there was a slight decline in our data, this action was found to be effective based on the aligned indicator. Baseline: Yellow (Fall 2023) 60.4 points below standard Row Low Column Increased 9.6 points California School Dashboard Year 2: CAASPP - ELA All students Metric 1.10 Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School Dashboard. Comparison: +3 point increase toward standard.

1.3 Additional Literacy Supports: Although there was a slight decline in our data, this action was found to be effective based on the aligned indicator. Baseline: Yellow (Fall 2023) 60.4 points below standard Row Low Column Increased 9.6 points California School Dashboard Year 2: CAASPP - ELA All students Metric 1.10 Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School Dashboard. Comparison: +3 point increase toward standard.

1.4 Literacy Programs: This action is effective based on the aligned indicator. Baseline: Yellow (Fall 2023) 60.4 points below standard Row Low Column Increased 9.6 points California School Dashboard Year 2: CAASPP - ELA All students Metric 1.10 Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School Dashboard. Comparison: +3 point increase toward standard.

1.5 Choices After School Program: This action is effective based on the aligned indicators. Baseline: Orange (Fall 2023) 110.3 points below standard Row Very Low Column Increased 7.1 points California School Dashboard CAASPP - Mathematics All students Metric 1.1, Yellow (Fall 2023) 60.4 points below standard Row Low Column Increased 9.6 points California School Dashboard CAASPP - ELA All Students Metric 1.10. Year 2: CAASPP - Mathematics All students Metric 1.1 Red (Fall 2025) 107.4 points below standard Row Very Low Column Maintained 0.4 points California School Dashboard CAASPP - ELA All students Metric 1.10 Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School DashboardComparision: Mathematics Metric 1.1. Comparison Mathematics Metric 1.1: +2.9 point toward standard. ELA Metric 1.10: +3 point increase toward standard.

1.6 College & Career Readiness Middle School Electives: Baseline: This action is effective based on the aligned indicator. 100% of students, including unduplicated and exceptional needs students, have access to a broad course of study (art, PE, music). 2023-2024. Year 2: Student Access to a Broad Course of Study Metric 1.25 100% of students, including unduplicated and exceptional needs students, have access to a broad course of study (art, PE, music). Comparison: Continued 100% student access.

1.7 Core Curriculum Texts: his action is effective based on the aligned indicator. Baseline: Resolution was approved by the school board on September 19, 2023. 100% sufficiency. Year 2: Sufficient Core Instructional Materials Metric 1.23 Resolution was approved by the school board on September 3, 2025 100% sufficiency. Comparision: Continued 100% Sufficiency.

1.8 Multi-Lingual Learners: Although there was a slight decline in our data, this action was found to be effective based on the aligned indicators and are working to adjust the action to continue to improve English Learner outcomes. Baseline: Yellow (Fall 2023) 49.1% making progress towards English language proficiency Column Maintained -1.4% California School Dashboard. Year 2: Percentage of English Learners making progress toward English language proficiency as measured by English Language Proficiency Assessment for California (ELPAC) Metric 1.19 Orange (Fall 2025) 45.1% making progress towards English language proficiency Row Medium Column Declined 8.9% California School Dashboard. Comparison: -4% making progress.

1.9 Visual & Performing Arts Teachers: Art Program: This action is effective based on the aligned indicator. 100% of students, including unduplicated and exceptional needs students, have access to a broad course of study (art, PE, music). 2023-2024. Year 2: Student Access to a Broad Course of Study Metric 1.25 100% of students, including unduplicated and exceptional needs students, have access to a broad course of study (art, PE, music). Comparison: Continued 100% student access.

1.10 Visual & Performing Arts Teacher: Music Program: This action was effective based on the aligned indicator. Baseline: 100% teachers appropriately assigned 100% of teachers fully credentialed 2023-2024 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 Inexperienced baseline to be set in 2024-2025. Year 2: Teacher Assignment & Credentialing Metric 1.24 100% of teachers appropriately assigned 100% of teachers are fully credentialed 2025-2026 Teacher Assignment Outcome Data 2025-2026 FTE 81 Clear 71 Out of Field 1 Intern 0 Ineffective 1 Incomplete 0 Inexperienced 2. Comparison: Continued 100% apropriately assigned and fully credentialed. FTE: reduced positions due to declining enrollment -9.1, Clear:

reduced due to staff reductions and retirements -1.1, Out of Field: reduced -1.3, Intern: reduced -1, Ineffective: reduced -5, Incomplete: reduced -1.7, Inexperienced reduced-15.

1.11 Elementary Physical Education Program: This action was effective based on the aligned indicator. This action was effective based on the aligned indicator. Baseline: 100% teachers appropriately assigned 100% of teachers fully credentialed 2023-2024 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 Inexperienced baseline to be set in 2024-2025. Year 2: Teacher Assignment & Credentialing Metric 1.24 100% of teachers appropriately assigned 100% of teachers are fully credentialed 2025-2026 Teacher Assignment Outcome Data 2025-2026 FTE 81 Clear 71 Out of Field 1 Intern 0 Ineffective 1 Incomplete 0 Inexperienced 2. Comparison: Continued 100% apropriately assigned and fully credentialed. FTE: reduced positions due to declining enrollment -9.1, Clear: reduced due to staff reductions and retirements -1.1, Out of Field: reduced -1.3, Intern: reduced -1, Ineffective: reduced -5, Incomplete: reduced -1.7, Inexperienced reduced-15.

1.12 Summer School & Extended School Year: This action has yet to occur, and will be evaluated following the closing of summer school on June 30, 2026. It has been found to be effective as of the summer of 2025. This action is aligned to Mathematics and ELA. Baseline: Orange (Fall 2023) 110.3 points below standard Row Very Low Column Increased 7.1 points California School Dashboard CAASPP - Mathematics All students Metric 1.1, Yellow (Fall 2023) 60.4 points below standard Row Low Column Increased 9.6 points California School Dashboard CAASPP - ELA All Students Metric 1.10. Year 2: CAASPP - Mathematics All students Metric 1.1 Red (Fall 2025) 107.4 points below standard Row Very Low Column Maintained 0.4 points California School Dashboard CAASPP - ELA All students Metric 1.10 Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School Dashboard. Comparision: Mathematics Metric 1.1: +2.9 point toward standard. ELA Metric 1.10: 3 point increase toward standard.

1.13 Instructional Technology Support: This action was effective based on the aligned indicator. iReady Math & iReady Reading

1.14 Student Data Systems: This action was effective based on the aligned indicator. iReady Math & iReady Reading

1.15 Mathematics & Science Programs: This action was effective based on the aligned indicator. Baseline: Orange (Fall 2023) 110.3 points below standard Row Very Low Column Increased 7.1 points California School Dashboard CAASPP - Mathematics All students Metric 1.1. Year 2: Red (Fall 2025) 107.4 points below standard Row Very Low Column Maintained 0.4 points California School Dashboard. Comparison: Mathematics Metric 1.1: +2.9 point increase toward standard.

1.16 District Instructional Coaching: This action will be discontinued in the 2026-2027 school year and will be revised to become Professional Learning Communities (PLC). Baseline: Orange (Fall 2023) 110.3 points below standard Row Very Low Column Increased 7.1 points California School Dashboard CAASPP - Mathematics All students Metric 1.1, Yellow (Fall 2023) 60.4 points below standard Row Low Column Increased 9.6 points California School Dashboard CAASPP - ELA All Students Metric 1.10. Year 2: CAASPP - Mathematics All students Metric 1.1 Red (Fall 2025) 107.4 points below standard Row Very Low Column Maintained 0.4 points California School Dashboard CAASPP - ELA All students Metric 1.10 Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School DashboardComparision: Mathematics Metric 1.1. Comparison Mathematics Metric 1.1: +2.9 point increase toward standard. ELA Metric 1.10: +3 point increase toward standard.

1.17 Student Materials: Baseline: Resolution was approved by the school board on September 19, 2023. 100% sufficiency. Year 2: Sufficient Core Instructional Materials Metric 1.23 Resolution was approved by the school board on September 3, 2025 100% sufficiency. Comparision: Continued 100% Sufficiency.

1.18 Student Achievement & Assessment: This action is effective based on the aligned indicators. Baseline: Orange (Fall 2023) 110.3 points below standard Row Very Low Column Increased 7.1 points California School Dashboard CAASPP - Mathematics All students Metric 1.1, Yellow (Fall 2023) 60.4 points below standard Row Low Column Increased 9.6 points California School Dashboard CAASPP - ELA All Students Metric 1.10. Year 2: CAASPP - Mathematics All students Metric 1.1 Red (Fall 2025) 107.4 points below standard Row Very Low Column Maintained 0.4 points California School Dashboard CAASPP - ELA All students Metric 1.10 Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School DashboardComparision: Mathematics Metric 1.1. Comparison Mathematics Metric 1.1: +2.9 point increase toward standard. ELA Metric 1.10: +3 point increase toward standard.

1.19 Intensive Tier 3 Intervention Supports: This action was effective based on the aligned indicator. Baseline: CAASPP - Mathematics All students CAASPP - Mathematics Students with Disabilities CAASPP - ELA All students CAASPP - ELA Students with Disabilities Metrics 1.1, 1.2, 1.10 & 1.11 Red (Fall 2025) 107.4 points below standard Row Very Low Column Maintained 0.4 points California School Dashboard Red (Fall 2025) 163.4 points below standard Row Very Low Column Maintained -0.1 points California School Dashboard Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School Dashboard Orange (Fall 2025) 120.4 points below standard Row Very Low Column Increased 10.9 points California School Dashboard. Year 2: CAASPP - Mathematics All students Metric 1.1 Red (Fall 2025) 107.4 points below standard Row Very Low Column Maintained 0.4 points California School Dashboard. Mathematics Students with Disabilities Metric 1.2: Red (Fall 2025) 163.4 points below standard Row Very Low Column Maintained -0.1 points California School Dashboard. CAASPP - ELA All students Metric 1.10 Orange (Fall 2025) 57.4 points below standard Row Low Column Maintained -1.5 points California School DashboardComparision: Mathematics Metric 1.1. Comparison Mathematics Metric 1.1: +2.9 point toward standard. ELA Metric 1.10: +3 point increase toward standard. ELA Students with Disabilities Metric 1.11: Orange (Fall 2025) 120.4 points below standard Row Very Low Column Increased 10.9 points California School Dashboard. Comparison: ELA All Students Metric 1.10: +3 point increase toward standard. ELA Students with Disabilities Metric 1.11: +17 point increase toward standard. Mathematics All Students Metric 1.1: +2.9 point increase toward standard. Mathematics Students with Disabilties Metric 1.2: +5.2 point increase toward standard.

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.

Metrics
1.17 Implementation of California Common Core State Standards (CCSS), including English Language Development. We continue to work to develop a walk through form, but did score a Met Standard on our Local Indicator Self- Reflection Priority 2: Implementation of State Academic Standards.
1.20 & 1.22 iReady Math & Reading: We have re-aligned our district assessments to better balance assessment and instructional time. We are now giving the iReady assessment at mid-year rather than at the end of the trimester.
1.21 Developmental Reading Assessment (DRA) - Guided Reading: We are also assessment at the mid-year point, rather than at the end of trimester 1. We will no longer be taking the Fountas & Pinnell assessment.
Actions1.1 Science Middle School Science, Technology, Art and Math (STEAM) Lab: We have increased the budget to provide additional matrials and supplies. The salary and benefits were also increased due to step and column. ($41,000 - $44,940)

Action 1.2 Classroom Instructional Assistants: We increased the number of assistants from 18 - 22. ($662,000 - $745,400)
Action 1.3 Additional Literacy Supports: We had a increase in contracts. ($67,390 - $69,350)
Action 1.4 Literacy Programs: We have completed our contract with Akhavahn. Structured literacy will now be included in our updated English Language Arts program K-5 rather than at an additional supplemental cost. We are also purchasing additional classroom and student supplies. ($209,445 - $273,165)
Action 1.5 Choices After School Program: We had a reduction in student attendance and no longer need additional tutors. ($301,458 - $209,767)
Action 1.6 College & Career Readiness Middle School Electives: We have now included the California Junior Scholarship Federation (CJSF). This action will no longer be contributing. ($25,200 - $33,500)
Action 1.7 Core Curriculum Texts: We will be utilizing the updated version 3 HMH Into Reading K-5 program to support the implementation of the Science of Reading and improved writing components. We have also purchased TK Math materials from Illustrative Math, Newcomer English Language Development materials and decodables. ($334,050 - $487,125)
Action 1.8 Multi-Lingual Learners: We have increased our Ellevation contract to include English Learner progress monitoring assessments. ($168,488 - $240,100)
Action 1.9 Visual & Performing Arts Teachers: Art Program: We have removed the reference to the music association and included the National Art Education professional membership. We also have reduced the number of art teachers to one elementary art teacher. ($248,059 - $142,610)
Action 1.10 Visual & Performing Arts Teacher: Music Program: We have included the National Association for Music Educators (NAFME). There is also an increase in salaries and benefits. ($272,848 - $284,531)
Action 1.11 Elementary Physical Education Program: We have added the contract for professional development to support identification of key standards, common formative and summative assessments, and pacing. There is also an increase in salaries and benefits. ($280,061 - $316,195)
Action 1.12 Summer School & Extended School Year: We have reduced the number of summer school days from 18 to 16 with educational partner feedback about the program extending into July. We need less staff this year due to enrollment. ($446,880 - $354,705)
Action 1.13 Instructional Technology Support: There were increases in contracts, salaries, benefits and we are ordering an improved headphone model. ($1,033,762 - $1,043,768)
Action 1.14 Student Data Systems: One of the contracts came in slightly lower than last year due to decreased enrollment. ($256,582 - $259,040)
Action 1.15 Mathematics & Science Programs: We reduced the number of days in our math contract and removed reference to the district instructional coaches. However, we are also contracted for additional days to support our TK Math pilot program and support professional development needs for grades 6-8 with an additional organization. ($91,775 - $138,080)
Action 1.16 Professional Learning Communities (PLC): This action replaced District Instructional Coaches to support teacher leader development and internal capacity building. ($342,508 - $330,000).
Action 1.17 Student Materials: We had a very slight increase for classroom student materials. ($45,508 - $45,600)
Action 1.19 Intensive Tier 3 Intervention Supports: We aligned materials to pacing and individualized student needs and instructional levels. We ordered replacements for students and did not need to order all new teacher materials. ($155,410 - $47,000)
Action 1.20 Learning Recovery Emergency Block Grant: Tier 2 - 3. This action was added to support the identified needs of students. We plan to carry over funding to the 27-28 school year of $145,725.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Science Middle School Science, Technology, Art and Math (STEAM) Lab	The district will supplement and provide access to our unduplicated student population, with supplemental instructional materials, an instructional aide and Paxton Patterson College and Career Ready Lab materials. These materials and supports provide an opportunity for hands on STEAM activities, visual and auditory supports, and multiple opportunities to practice and learn subject matter. Materials include STEAM Lab materials, expository text, and miscellaneous materials and supplies. These supplemental materials give the appropriate scaffolding for our students and will lead to growth in science proficiency and on state assessments. Needs assessments and Educational Partners suggested the need for additional intervention supports. Provide Paxton Patterson professional learning at Earlimart Middle School. The course will help students navigate the STEAM 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. 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.	$44,940.00	No
1.2	Classroom Instructional Assistants	The district will arrange for 22 instructional assistants to support English Language Arts and Math intervention opportunities in small group settings. 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).	$745,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Additional Literacy Supports	These materials will give the appropriate scaffolding for our students and will lead to growth in reading, writing and math proficiency on state assessments. Our Accelerated Reader program and professional development provides support for students in reading comprehension and staff progress monitoring reading growth. The Educational Resource Services (ERS) contract provided by the Tulare County Office of Education (TCOE) supports additional online library resources and provides the district librarian of record. The site Library Technicians are included in school plans and supported by other federal funds. Technicians utilize our School Library Management System, Follett, to support student check in and out.	$69,350.00	Yes
1.4	Literacy Programs	Our literacy supports include Literacy Footprints guided reading books, the new Developmental Reading Assessment (DRA) 3 assessment system and replacement alphabet letters and white boards. We are also providing the HMH Structured Literacy Supplemental component and professional develoment. Classrooms will also be getting new alphabet sound cards, sound wall cards and small student unbreakable mirrors to support sound learning in Kindergarten - second grades. Newsela will be utilized to tailor Lexile levels to students while they access text and work on reading comprehension skills. Transitional Kindergarten (TK) and Kindergarten will be utilizing Handwriting Without Tears for letters and numbers. TK will also be renewing their online portal access to Frog Street and getting Starfall to support letter sounds and identification. School sites will be ordering class novel sets. We will also be participting professional development for the writing component of our curriculum, and professional learning for the reading difficulties screener, Multitudes. These programs will be utilized to support students in a tiered instruction model in the area of literacy. 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).	$273,165.00	Yes
1.5	Choices After School Program	Provide afterschool programs to ensure students are prepared academically, socially and emotionally. Partner with the Tulare County Office of Education (TCOE) Choices to continue to provide after school program support at all three schools. Staff include academic tutoring	$209,767.00	No

Action #	Title	Description	Total Funds	Contributing
		support, healthy snacks and physical activity. Our contract includes two additional tutors at each elementary site. Choices will also provide this service to students after the summer school program. This is an extension of our Extended Learning Opportunities Program grant. These programs will target English Learners, Foster youth, Homeless students and students with disabilities. 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).		
1.6	College & Career Readiness Middle School Electives	Earlimart Middle School will support students in preparing for college and career by offering Advancement Via Individual Determiniation (AVID), Journalism, Associated Student Body (ASB), and California Junior Scholarship Federation (CJSF). The Advancement Via Individual Determiniation (AVID) program will include materials & supplies, student college tours, professional learning for staff and the contract with AVID to support students as they develop strategies they need to succeed in college. The Associated Student Body (ASB) will provide an opportunity for student leadership development and increase inolvement and school spirit. Three staff will be joining the California Association of Directors of Activities (CADA). They will also attend the October regional CADA event in Madera. The journalism offering will introduce students to the fundamentals of journalism as they learn about the role of journalism in society and develop writing skills. The California Junior Scholarship Federation (CJSF) will support students with opportunities for leadership growth, scholarships and community involvement. 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).	$33,500.00	Yes
1.7	Core Curriculum Texts	Adopt, purchase and utilize curriculum that aligns to the latest instructional frameworks and standards. We will review the need annually and adopt on a rotating basis. (English Language Arts, English Language Development, Mathematics, Science, and History Social Science). We will be purchasing	$487,125.00	No

Action #	Title	Description	Total Funds	Contributing
		English 3D English Language Development Student and Teacher digital licenses and print materials. This includes professional development to support the new K-3 component (2 hour Getting Started teachers virtual teacher session, 1 hour Leader Success virtual session, 2 hours of Coachly support and digital license to access additional resources, professional development and student strategies. This program will support English Learner language development, Newcomers, and Long Term English Learners. We will also be replacing core student consumable materials for Into Reading Kindergarten - 5th grades and Into Literature 6th - 8th grades.		
1.8	Multi-Lingual Learners	English Language Development: English Language Development Coordinator, Ellevation Platform and California Association for Bilingual Education professional development (CABE). This action will support increased outcomes of our English Learner students as we support instruction with coaching, resources and professional learning. Our parent and staff Multilingual English Learner leadership committee will participate in the annual event. Ellevation will be implemented to support progress monitoring and reporting to support improved instruction and increase reclassification.	$240,100.00	No
1.9	Visual & Performing Arts Teachers: Art Program	One Elementary Arts Teachers, Online Art of Education, Online Kids Art Projects 101 and Materials & Supplies. 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. Art teachers will be joining the National Art Education Association (NAEA) professional membership for Elementary and Middle School to access professional learning webinars, resources, and online periodicals. The expertise of the teaching staff at the elementary schools allows for multiple subject teaching staff to collaborate during Art, Music and Physical Education (AMP) time.	$142,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Visual & Performing Arts Teacher: Music Program	One Elementary Music Teacher and one Middle School Music Teacher, Online technology based music curriculum Quaver, and technology music platforms Soundtrap and Soundmusic. Music education boosts school attendance, academic achievement and promotes higher self-esteem. Students will be utilzing the online software to create and collaborate on original music projects. We will also purchase SoundMusic (makemusic.com) subscription for Elementary Music Teacher and students in 4th & 5th grades to support student creativity, composition and skill development. Music teachers will be joining the National Association for Music Educators (NAFME). This also supports a broad course of study. The students of Earlimart will improve connectedness to school and social emotional development with the added support of music 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 Art, Music, Physical Education (AMP) time.	$284,531.00	Yes
1.11	Elementary Physical Education Program	Elementary Physical Education teachers will provide support to the elementary sites and professional development. 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 Physical Education (PE) and health instruction. Physical education teachers will be provided with professional development. The expert teaching staff allows for additional elementary collaboration Art, Music and Physical Educaiton (AMP) time at the elementary schools. Materials will be allocated on a per student basis and included in the School Plan for Student Achievement (SPSA).	$316,195.00	Yes
1.12	Summer School & Extended School Year	Expanded Learning Opportunities Program (ELOP) Summer School and Extended School Year Staffing, Materials & Supplies. Summer programs will help mitigate learning loss experienced by the pandemic. The summer program will provide intensive supports for a four-week period over 16 instructional days. We include engaging materials, assemblies and field trips.	$354,705.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Instructional Technology Support	Student Technology Support, Devices and Staff Purchase appropriate technology and replacement technology, including personnel to support the technology department. This personnel consists of site technicians and a department Director. This action includes the Technology Staff, Materials and Supplies, Professional Development, Kinder, Third and Sixth Grade Chromebook replacements. We will continue to provide Ditto access for instructional screensharing, student hot spots, Zoom collaboration platform licenses, Google Workspace for Education Plus, Microsoft 365 communication platform, Creative Cloud Enterprise Adobe licenses and student headphone replacements.	$1,043,768.00	Yes
1.14	Student Data Systems	Data Analyst, Illuminate DnA and iReady platforms, Universal Benefits Application (UBA) Image One contract, Aeries platform integration and professional development. This action was designed to support student achievement differentiation, monitoring and instructional assessment and evaluations of students and programs.	$259,040.00	Yes
1.15	Mathematics & Science Programs	Mathematics Instructional Coaching by expert Tulare County Office of Education Consultants for 32.75 days, Imagine Learning Online student platform, Year 2 Illustrative Mathematics Professional Learning Network, Imagine Learning Instructional Centers Kits Kindergarten - 5th grades, and Science professional development to supprt engaging implementation, instructional routines, formative and summative assessment processes. We will provide instructional coaching to support our teaching staff utilizing a lesson study model to build internal capacity. Students will have access to an online educational platform that includes personalized learning that is engaging, interactive and research based. We will also have grade level teams attend the county facilitated professional learning network. We are also providing professional development for our science teachers to support engaging implementation.	$138,080.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Professional Learning Communities (PLC)	Professional Learning Communities (PLC) effort to support teachers and students in the areas of literacy and mathematics, data, leadership and professional development. We will be provided with professional development that includes feedback cycles and improvement support. Professional development will support their internal capacity building in support of our teachers and students.	$330,000.00	No
1.17	Student Materials	Student supplemental materials to support interactive and engaging lessons. Each teacher will receive a beginning of the year kit and a budget for needs throughout the year. We will also provide them paper for printing unique lesson materials and one ink cartridge. This action will be allocated on a per student basis and included in the School Plan for Student Achievement (SPSA).	$45,600.00	No
1.18	Student Achievement & Assessment	Assessment, Reclassification and iReady growth awards for students demonstrating growth and testing snacks for assessments, assessment snacks growth awards reclassification and iReady. We will also provide staff to assess Kindergarten students prior to the school year to support improved small group instruction and language development support.	$25,000.00	Yes
1.19	Intensive Tier 3 Intervention Supports	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 Tier 1 and Tier 2 efforts (Students with significant learning loss).This action supports the purchase of Read 180, Math 180, Orton Gillingham, and Touch Math materials and professional development.	$47,000.00	Yes
1.20	Learning Recovery Block Grant	Tier 2 & 3 Intervention will be implemented to support students identified as needing additional intervention during the 2026-2027 school year to support the achievement gap for students based on state and local assessment identification in the areas of Math and English Language Arts.	$145,725.00	No

Action #	Title	Description	Total Funds	Contributing
		Teachers will use the professional learning community process to plan, reflect, and adjust for student intervention supports. (b) Explanation of the rationale for selecting each Action funded with LREBG funds: Pursuant to EC Section 32526 (d)(1), we developed an annual needs assessment regarding the use and expenditure of funds for 2025–26, 2026–27, and 2027–28 school years. We ensured that the needs assessment included the following: Identified pupils in the greatest need of learning recovery supports and the interventions that the LEA has selected to address those pupils' needs pursuant to paragraph (2) of subdivision (c). Included a review of each of the following metrics: State Assessment at the district and each school site of academic performance in English language arts and mathematics that identified groups of students in the Very Low and Low California School Dashboard categories. We also included all pupils within the LEA whose scale score places them in the lowest achievement level or on the low end of the second lowest achievement level. In addition, we included an assessment of chronic absenteeism across school sites, and the district level for groups of students at the Very High or High levels on the California School Dashboard. (c) Explanation of how the Action is aligned to allowable uses of LREBG funds: Pursuant to EC Section 32526(c)(2)(A-F), we will use funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. (d) Explanation of how the Action is expected to address the area(s) of need of students and schools identified in the required needs assessment. We expect to improve our student outcomes in the aligned metric areas of state academic assessments, including acceleration progress to close learning gaps. (e) Explanation of how research supports selected action: Wide research on Professional Learning Communiities and the impact to student learning and intervention is widley published. According to reserach done by Teacher and Teacher Education, A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning, well developed Professional Learning Communities have positive impact on both teaching practice and student achievement. John Hattie's		

Action #	Title	Description	Total Funds	Contributing
		research into this area also includes that collective teacher efficacy has a high impact on student learning to accelerate progress to close learning gaps. Metric to Monitor Effectiveness: CAASPP - Mathematics All students CAASPP - ELA All students Metrics 1.1 & 1.10		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student attendance and engagement in a safe environment.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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 in March of 2024. Although, this has increased to 64%, it remains a high need. Our rates of chronic absenteeism were very high at 35.1%. In 2023, all six student groups were orange, medium or high, in the area of suspension. We have made improvements, however 17.3% of students were still chronically absent per the fall 2025 California Dashboard release. We had three student groups in the red category and 3 in the orange. There were not student groups in the yellow, green or blue areas. During We will continue to work to promote the social and emotional well being of the whole child. Our need for increased connectedness, motivation, safety and engagement is high.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Healthy Kids Survey Students Connectedness	39.67% of students reported feeling connected to their school (March 2024)	64% of students reported feeling connected to their school (May 2025)	64% of students reported feeling connected to their school (November 2025) California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each	75% of students will report feeling connected to their school.	24.33% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				fall. (November 2025)		
2.2	Healthy Kids Survey Students Safety, Academically Motivated	76% of students feel safe at school 50% of students feel academically motivated California Healthy Kids Survey 2023-2024	89% of students feel safe at school 90% of students feel academically motivated California Healthy Kids Survey 2024-2025	72% of students feel safe at school 81% of students feel academically motivated California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025)	85% of students feel safe at school 75% of students feel academically motivated	-4% decrease safety +31% increase academic motivation
2.3	Healthy Kids Survey Students Alcohol, Tobacco and Other Drug Use	14.5% of students in grades 5-8 responded to the survey regarding Alcohol, Tobacco and Other Drug Use (March 2024)	8% of students in grades 5-8 responded to the survey regarding Alcohol, Tobacco and Other Drug Use (May 2025)	6.25% of students in grades 5-8 responded to the survey regarding Alcohol, Tobacco and Other Drug Use California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025)	10% of students will respond as as having used Alcohol, Tobacco and Other Drug Use	-8.25% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Healthy Kids Survey Parents Safety	39.67% of parents feel school is a safe place for my child 2023-2024	89.5% of parents feel school is a safe place for my child 2024-2025	94% of parents feel school is a safe place for my child California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall.	70% - School is a safe place for my child	+54.33% increase
2.5	CA Healthy Kids Survey Staff 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	Staff sense of school safety and connectedness: 96% feel work is a safe place for staff 96% feel school is a safe place for students 38% feel there are caring adult relationships 2024-2025	Staff sense of school safety and connectedness: 79% feel work is a safe place for staff 86% feel school is a safe place for students 82% feel there are caring adult relationships 2025-2026 California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025)	75% - Safe place for staff 85% - Safe place for students 75% - Caring adult relationships	+36% increase safety +43% increase staff safety +32% increase caring relationships

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Suspension Rate	Orange (Fall 2023) 1.9% Row Medium Column Increased 0.5% California School Dashboard	Orange (Fall 2024) 3.4% Row High Column Increased 1.5% California School Dashboard	Red (Fall 2025) 6.9% Row Very High Column Increased Significantly 3.5% California School Dashboard	Green (Fall 2026) 3% Row Medium Column Declined 0.3 points California School Dashboard	+5%
2.7	Expulsion Rate	0% (2022-2023)	0.07% 1/1383 (2024-2025)	0.0% 0/1,330 (2025-2026)	0%	+0%
2.8	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 as of January 2025	0% drop out rate from students at Earlimart Middle School as of January 2026	0%	+0%
2.9	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%	Average Daily Attendance as of December 2024: Alila Elementary School: 94.40% Earlimart Elementary School: 95.31% Earlimart Middle School: 93.43%	Average Daily Attendance as of December 2025: Alila Elementary School: 95.17% Earlimart Elementary School: 96.15% Earlimart Middle School: 94.31%	Alila Elementary School: 95% Earlimart Elementary School: 97% Earlimart Middle School: 95%	Alila Elementary School: +5.83% Earlimart Elementary School: +1.41% Earlimart Middle School: +1.87%
2.10	Chronic Absenteeism-All Students	Red (Fall 2023) 35.1% Row Very High Column Increased 0.9% California School Dashboard	Yellow (Fall 2024) 15.6% Row High Column Declined Significantly 19.5% California School Dashboard	Orange (Fall 2025) 17.3% Row High Column Increased 1.7% California School Dashboard	Green (Fall 2026) 10% Row Medium Column Declined 0.5 points California School Dashboard	-17.8% decrease
2.11	Chronic Absenteeism-Hispanic	Red (Fall 2023) 34.9% Row Very High Column Maintained 0.4% California School Dashboard	Yellow (Fall 2024) 15.5% Row Very High Column Declined Significantly 19.4%	Orange (Fall 2025) 17.1% Row High Column Increased 1.5% California School Dashboard	Green (Fall 2026) 10% Row Medium Declined 0.5 points California School Dashboard	-17.8% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			California School Dashboard			
2.12	Chronic Absenteeism-Socio-Economically Disadvantaged	Red (Fall 2023) 35.3% Row Very High Column Increased 0.6% California School Dashboard	Yellow (Fall 2024) 15.9% Row High Column Declined 19.4% California School Dashboard	Orange (Fall 2025) 17.3% Row High Column Increased 1.4% California School Dashboard	Green (Fall 2026) 10% Row Medium Column Declined 0.5 points California School Dashboard	-18% decrease
2.13	Chronic Absenteeism-Students with Disabilities	Red (Fall 2023) 57% Row Very High Column Increased 10.7% California School Dashboard	Orange (Fall 2024) 28.6% Row Very High Column Declined 28.4% California School Dashboard	Red (Fall 2025) 31.1% Row Very High Column Increased 2.5% California School Dashboard	Green (Fall 2026) 10% Row Medium Column Declined 0.5 points California School Dashboard	-25.9% decrease
2.14	Chronic Absenteeism Earlimart Middle School All Students	Red (Fall 2023) 34.1% Row Very High Column Increased 5.5% California School Dashboard	Yellow (Fall 2024) 19% Row High Column Declined 15.1% California School Dashboard	Red (Fall 2025) 22.2% Row Very High Column Increased Significantly 3.2% California School Dashboard	Green (Fall 2026) 10% Row Medium Column Declined 0.5 points California School Dashboard	-11.9% decrease
2.15	Chronic Absenteeism Earlimart Middle School English Learners	Red (Fall 2023) 36.3% Row Very High Column Increased 2.7% California School Dashboard	Yellow (Fall 2024) 15.1% Row Very High Column Declined 21.3% California School Dashboard	Red (Fall 2025) 20.8% Row Very High Column Increased Significantly 5.8% California School Dashboard	Green (Fall 2026) 10% Row Medium Column Declined 0.5 points California School Dashboard	-15.5% decrease
2.16	Chronic Absenteeism Earlimart Middle School Hispanic Students	Red (Fall 2023) 34.2% Row Very High Column Increased 5.4% California School Dashboard	Yellow (Fall 2024) 18.6% Row Very High Column Declined 15.7% California School Dashboard	Red (Fall 2025) 21.8% Row Very High Column Increased Significantly 3.3% California School Dashboard	Green (Fall 2026) 10% Row Medium Column Declined 0.5 points California School Dashboard	-12.4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	Chronic Absenteeism Earlimart Middle School Low Income	Red (Fall 2023) 34.3% Row Very High Column Increased 4.8% California School Dashboard	Yellow (Fall 2024) 18.8% Row High Column Declined 15.5% California School Dashboard	Red (Fall 2025) 21.7% Row Very High Column Increased Significantly 2.9% California School Dashboard	Green (Fall 2026) 10% Row Medium Column Declined 0.5 points California School Dashboard	-12.6% decrease
2.18	School Facility Conditions	Outside company conducted the Facility Inspection Tool (FIT) reports for the 2023-2024 school year. Exemplary ranking: Alila Elementary School Good ranking: Earlimart Elementary School and Earlimart Middle School	Outside company conducted the FIT reports for the 2024-2025 school year. Exemplary ranking: Alila Elementary School Good ranking: Earlimart Elementary School and Earlimart Middle School	Outside company conducted the FIT reports for the 2025-2026 school year. Good ranking: Alila Elementary School Fair ranking: Earlimart Elementary School Good ranking: Earlimart Middle School	Good or Exemplary ranking: Alila Elementary School, Earlimart Elementary and Earlimart Middle	Alila Elementary: Moved from Exemplary to Good Earlimart Elementary: Moved from Good to Fair Earlimart Middle: Continued at Good

Goal Analysis [2025-26]

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.

2.1 Student Health Supports: There were no substantive differences in planned actions or relevant challenges. We continued to provide one Licensed Vocational Nurse (LVN) at each school site, and one district Registered Nurse. The Tulare County Office of Education supported this position with onsite support throughout the school year. Staff was also provided with professional development.
2.2 Student Social Emotional Learning Supports: There were no substantive differences in planned actions or relevant challenges. Each school site continues to have one counselor position. They all received professional development to support learning growth. The positions support sites with risk assessments and student emotional supports, including check ins and positive reinforcements.
2.3 Student Behavior Supports: There were no substantive differences in planned actions or relevant challenges. We continue to have student behavior specialists at all sties to support students with positive culture. These positions had the opportunity to attend a restorative practices training held locally and have been utilizing this learning with students to support conflict resolution.

2.4 Student Engagement & Attendance Supports: There were no substantive differences in planned actions or relevant challenges. Each school site continues to provide student incentives to support engagement and attendance. Students have been involved in off site and on site activities, received recognitions and were able to purchase items at the school positive incentive store using credits they have earned.
2.5 Student Social-Emotional Learning and Behavior Leadership Support: There were no substantive differences in planned actions or relevant challenges. Vice Principals coninue to lead and support our Multi-Tiered Systems of Support (MTSS) effort.
2.6 Student Safety Supports: There were no substantive differences in planned actions or relevant challenges. We have continued to provide staffing to support safety at all sites. We have continued to support the implementation of ActVNet and have replaced lighting and added camers to increase safety.
2.7 Student Support Services: There were no substantive differences in planned actions or relevant challenges. The Student Services Director and Administrative Assistant continue to support students services, safety, attendance and engagement. We held our first community schools fair and safety forum this year, which was organized and implemented by the Student Services Department. There were over 800 attendees at the community schools fair.
2.8 Educational Opportunities beyond the traditional school day (Study Trips): There were no substantive differences in planned actions or relevant challenges. Field trips to locations such as the zoo, colleges, Circle J Ranch, Imagine U Museum, Scicon, Camp Ocean Pines, Six Flags and the Science Center have been organized and implemented to support student experiences beyond our community.
2.9 Promotion Events: There were no substantive differences in planned actions or relevant challenges. Promotion events for students in preschool, Transitional Kindergarten, Kindergarten and 8th grade are being held in June of 2026. We are underway in planning efforts in order to celebrate student success and transition with families.
2.10 Student Events: There were no substantive differences in planned actions or relevant challenges. Students participated in Poetry and Prose, Science Olympiad, Math Bowl, Spelling Bee and our District All Inclusive Track Meet.
2.11 Campus Beautification: There were no substantive differences in planned actions or relevant challenges. School sites continue to improve campus environments and identify areas of need.
2.12 Staff Culture: There were no substantive differences in planned actions or relevant challenges. We have held our Welcome Back event. There were safety presentations, position trainings, Earlimart Proud work and tier one student supports. In October we held our all staff professional develoment. This day included safety, student supports, and professional learning communities. Winter and spring staff appreciations highlighted staff contributions. Our leadership and cabinet summits support our leadership development, planning and alignment.

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.

2.11 Campus Beautification: This action has a material difference between our planned budget of $6,000 and estimated actuals of $3,383. One of our school sites needed less materials and supplies than planned this school year.

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

2.1 Student Health Supports: This action has been found to be effective. Baseline: Healthy Kids Survey Students Alcohol, Tobacco and Other Drug Use Metric 2.3: 14.5% of students in grades 5-8 responded to the survey regarding Alcohol, Tobacco and Other Drug Use (March 2024). Year 2: Healthy Kids Survey Students Alcohol, Tobacco and Other Drug Use Metric 2.3: 6.25% of students in grades 5-8 responded to the survey regarding Alcohol, Tobacco and Other Drug Use California Healthy Kids Survey 2025-2026. We have realigned survey

windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: 8.25% reduction in students in grades 5-8 reponding to the survey about alcohol, tobacco and other drug use.
2.2 Student Social Emotional Learning Supports: We had growth in our rates for connectedness, and have additional work to do on suspension. Based on this, the action has been found to be effective. Baseline: 2.1 Connectedness: 39.67% of students reported feeling connected to their school (March 2024), 2.6: Metric Suspension: Orange (Fall 2023) 1.9% Row Medium Column Increased 0.5% California School Dashboard Year 2: Healthy Kids Survey Students Connectedness Suspension Rate Metrics 2.1 & 2.6. Connectedness 2.1: 64% of students reported feeling connected to their school (November 2025) California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025) Metric 2.6: Suspension Rates Red (Fall 2025) 6.9% Row Very High Column Increased Significantly 3.5% California School Dashboard. Comparison: Metric 2.1 Connectedness: 24.33% increase in students feeling connected to school. Metric 2.6: Increase of 5% in suspensions. We determined effectiveness as there was an increase in students feeling connected from 39.67% to 64%, which is a 24.33%.
2.3 Student Behavior Supports: We have additional work to do on suspension. Based on this, the action has been found to be effective. Baseline: Metric Suspension 2.6: Orange (Fall 2023) 1.9% Row Medium Column Increased 0.5% California School Dashboard. Year 2: Suspension Rate Metric 2.6 Red (Fall 2025) 6.9% Row Very High Column Increased Significantly 3.5%. Comparison: Metric 2.6: Increase of 5% in suspensions. We determined effectiveness as there was an increase in students feeling connected from 39.67% to 64%, which is a 24.33%
2.4 Student Engagement & Attendance Supports: This action has been found to be effective. Baseline: Chronic Absenteeism Metic 2.10: Red (Fall 2023) 35.1% Row Very High Column Increased 0.9% California School Dashboard. Year 2: Chronic Absenteeism- All Students Metric 2.10 Orange (Fall 2025) 17.3% Row High Column Increased 1.7% California School Dashboard. Comparison: 17.8% reduction in chronic absenteeism rates.
2.5 Student Social-Emotional Learning and Behavior Leadership Support: We have additional work to do on suspension. Based on this, the action has been found to be effective. Baseline: Metric Suspension 2.6: Orange (Fall 2023) 1.9% Row Medium Column Increased 0.5% California School Dashboard. Year 2: Suspension Rate Metric 2.6 Red (Fall 2025) 6.9% Row Very High Column Increased Significantly 3.5%. Comparison: Metric 2.6: Increase of 5% in suspensions. We determined effectiveness as there was an increase in students feeling connected from 39.67% to 64%, which is a 24.33%
2.6 Student Safety Supports: We have additional work to do on suspension and a continued focus on safety. Based on this, the action has been found to be effective. Baseline: Metric 2.2: Healthy Kids Survey Students Safety, Academically Motivated: 76% of students feel safe at school 50% of students feel academically motivated California Healthy Kids Survey 2023-2024. Metric Suspension 2.6: Orange (Fall 2023) Orange (Fall 2023) 1.9% Row Medium Column Increased 0.5% California School Dashboard. Metric 2.1: Healthy Kids Survey Students Connectedness: 39.67% of students reported feeling connected to their school (March 2024). Year 2: Healthy Kids Survey Students Safety, Academically Motivated CA Healthy Kids Survey Staff Safety & Connectedness Metrics 2.2, 2.4 & 2.1. Metric 2.2: Healthy Kids Survey Students Safety, Academically Motivated: 72% of students feel safe at school 81% of students feel academically motivated California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025) Suspension Metric 2.6: Orange (Fall 2023) 1.9% Row Medium Column Increased 0.5% California School Dashboard. Metric 2.1: Healthy Kids Survey Students Connectedness: 64% of students reported feeling connected to their school (November 2025) California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: Metric 2.2: Healthy Kids Survey Students Safety, Academically Motivated: -4% decline in student responses for feeling safe at school and +31% increase in students feeling academically motivated. Metric 2.6: Increase of 5% in suspensions. Metric 2.1: Healthy Kids Survey Students Connectedness: 24.33% increase in student responess feeling connected to school.

2.7 Student Support Services: This action has been found to be effective. Baseline: Chronic Absenteeism Metic 2.10: Red (Fall 2023) 35.1% Row Very High Column Increased 0.9% California School Dashboard. Year 2: Chronic Absenteeism- All Students Chronic Absenteeism- Students with Disabilities Metric 2.10 & 2.13 2.10 All Students Orange (Fall 2025) 17.3% Row High Column Increased 1.7% 2.13 Students with Disabilities Red (Fall 2025) 31.1% Row Very High Column Increased 2.5% California School Dashboard. Comparison: 17.8% reduction in chronic absenteeism rates.
2.8 Educational Opportunities beyond the traditional school day (Study Trips): This action has been found to be effective. Baseline: Baseline: Chronic Absenteeism Metic 2.10: Red (Fall 2023) 35.1% Row Very High Column Increased 0.9% California School Dashboard. Year 2: Chronic Absenteeism- All Students Metric 2.10 Orange (Fall 2025) 17.3% Row High Column Increased 1.7% California School Dashboard. Comparison: 17.8% reduction in chronic absenteeism rates.
2.9 Promotion Events: This action has been found to be effective. Baseline: Chronic Absenteeism Metic 2.10: Red (Fall 2023) 35.1% Row Very High Column Increased 0.9% California School Dashboard. Year 2: Chronic Absenteeism- All Students Metric 2.10 Orange (Fall 2025) 17.3% Row High Column Increased 1.7% California School Dashboard. Comparison: 17.8% reduction in chronic absenteeism rates.
2.10 Student Events: Although we had a slight decline in student safety responses, we had a large increase in student's feeling more academically motivated. This action has been found to be effective. Baseline: Healthy Kids Survey Students Safety, Academically Motivated Metric 2.2: 76% of students feel safe at school 50% of students feel academically motivated California Healthy Kids Survey 2023-2024. Year 2: Healthy Kids Survey Students Safety, Academically Motivated Metric 2.2: 72% of students feel safe at school 81% of students feel academically motivated California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: Metric 2.2: Healthy Kids Survey Students Safety, Academically Motivated: -4% decline in student responses for feeling safe at school and +31% increase in students feeling academically motivated.
2.11 Campus Beautification: Although we had a slight decline in student safety responses, we had a large increase in student's feeling more academically motivated. This action has been found to be effective. Metric 2.2: 76% of students feel safe at school 50% of students feel academically motivated California Healthy Kids Survey 2023-2024. Year 2: Healthy Kids Survey Students Safety, Academically Motivated Metric 2.2: 72% of students feel safe at school 81% of students feel academically motivated California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: Metric 2.2: Healthy Kids Survey Students Safety, Academically Motivated: -4% decline in student responses for feeling safe at school and +31% increase in students feeling academically motivated.
2.12 Staff Culture: Although we had a slight decline in student safety responses, we had a large increase in student's feeling more academically motivated. This action has been found to be effective. Baseline: Healthy Kids Survey Students Safety, Academically Motivated Metric 2.2: 76% of students feel safe at school 50% of students feel academically motivated California Healthy Kids Survey 2023-2024. Year 2: Healthy Kids Survey Students Safety, Academically Motivated Metric 2.2: 72% of students feel safe at school 81% of students feel academically motivated California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: Metric 2.2: Healthy Kids Survey Students Safety, Academically Motivated: -4% decline in student responses for feeling safe at school and +31% increase in students feeling academically motivated.

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.

Metrics
2.1, 2.2, 2.3, 2.4 and 2.5 California Healthy Kids Survey: This will be administered in November of each year. This will separate the surveys, which were both in spring in the past. We are working to increase participation and engage in staff and committee data analysis discussions.

Actions
Action 2.1 Student Health Supports: We decreased the nursing support contract and the new nurse salary was at the beginning of the pay scale. ($611,325 - $563,868)
Action 2.2 Student Social Emotional Learning Supports: There was an increase in cost due to the inclusion of a new tier 2-3 social-emotional program and increased salaries and benefits. ($534,445 - $556,020)
Action 2.3 Student Behavior Supports: Our Positive Behavior Intervention program now includes check-in and out for all sites. We also added two Registered Behavior Technicians. ($277,410 - $393,641)
Action 2.4 Student Engagement & Attendance Supports: This budget decreased due to student enrollment declines. We also had a new attendance staff person that came in at the beginning of the salary schedule. ($355,655 - $344,675)
Action 2.5 Student Social Emotional Learning and Behavior Leadership Support: This cost decreased as we had two new Vice Principals. ($599,016 - $583,185)
Action 2.6 Student Safety Supports: We were able to garner a grant that helped off-set the cost of security cameras. ($514,430 - $513,331.00)
Action 2.7 Student Support Services: We had an increase due to a change in work percentages. These align with current work patterns. ($312,425 - $340,440)
Action 2.8 Educational Opportunities beyond the traditional school day (Study Trips): We had increases in costs due to rising prices and transportation. ($91,991 - $122,300)
Action 2.12 Staff Culture: We had a slight increase due to rising costs. ($26,000 - $30,000)

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Health Supports	One District Registered Nurse, three Licensed Vocational Nurses, Tulare County Office of Education Health Support & Professional Development Contract, California School Nurses Organization Professional Membership, Professional Development and materials & supplies. 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 Licensed Vocational Nurse (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. The District Nurse will be provided support through a Tulare County Office of Education (TCOE) nurse contract and California School Nursing	$563,868.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Organization membership. The nurses will be provided professional development, and will purchase school site materials and supplies. 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.		
2.2	Student Social Emotional Learning Supports	Three School Counselors, professional development and materials and supplies to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social emotional success. The counselors will be joining the California Association of School Counselors to support growth and access to resources. They will be provided with professional development and materials to utilize with students.	$556,020.00	Yes
2.3	Student Behavior Supports	Three Student Behavior Specialists and two Registered Behavior Technicians (RBT) will provide and coordinate a structured behavior management program (MTSS/via Behavior Specialists) and as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. As a result, schools will create a positive school culture, decrease suspensions and expulsions, increase attendance, and increase student achievement. each specialist will be provided behavior health professional development at a local county office of education.	$393,640.64	Yes
2.4	Student Engagement & Attendance Supports	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. Three Attendance Assistants, one per site. Actions to support increased numbers of students who come to school, on time, every day, and decrease the number of students with referrals, suspension, and expulsions. Each school will be provided with a per student allocation and school spirit shirts for all students. This will be included in the School Plan for Student Achievement (SPSA).	$344,675.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.5	Student Social-Emotional Learning and Behavior Leadership Support	Vice-Principals to lead the Multi-Tiered-System-of Support endeavor and promote positive behavior, social emotional learning and appropriate supports. We will also continue our use of Go Guardian to support student technology and monitoring.	$583,185.00	Yes
2.6	Student Safety Supports	Student Safety Monitors, Campus Supervisor, ActvNet Safety Program Contract, Campus Cameras, Technology Monitoring, and Navigate 360 Campus Visitor Monitoring System to increase safety on school campuses. We continue to monitor, update and replace 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. We are partnering with the Tulare County Office of Education's ActvNet team to provide an innovative school safety program in collaboration with other agencies. Safety Monitors and a Campus Supervisor to increase safety on school campuses.	$540,920.00	Yes
2.7	Student Support Services	50% Director of Student Support Services and an 50% 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, Socio-Emotional Learning (SEL) intervention, MTSS efforts, Coordinated of Services Teams (COST), and counselors. These positions also support our special education programs. As such, they are multi-funded to align to their program service.	$340,440.00	Yes
2.8	Educational Opportunities beyond	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. Each site will be provided a budget to	$122,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
	the traditional school day (Study Trips)	support grade level trips. This will be included in the School Plan for Student Achievement (SPSA).		
2.9	Promotion Events	Tranitional Kindergarten (TK), Kindergarten (K) & 8th Grade Promotion Events to highlight student acheivement, engagement and support school climate. This will be included in the School Plan for Student Achievement (SPSA).	$15,800.00	Yes
2.10	Student Events	Students will be provided opportunities to engage in learning events that promote friendly competition and collaboration. The All Inclusive Track Meet will be held at the middle school to support engagement and welcome all students as athletes to compete district-wide. We will also provide each site an allocation for student participation in county operated student events. This will be included in the School Plan for Student Achievement (SPSA).	$6,500.00	Yes
2.11	Campus Beautification	School sites will receive an apportionment to support campus beautification in order to create a more welcoming and attractive environment. Each site will be provided an allocation to support beautification efforts. This will be included in the School Plan for Student Achievement (SPSA).	$6,000.00	Yes
2.12	Staff Culture	Welcome Back, Winter and Spring Staff Appreciation, All Staff Professional Development Fall, Certificated Staff Professional Development Spring, Leadership Summit Summer, Leadership Summit Winter, Cabinet Summit Summer, and Cabinet Summit Winter.	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create and maintain an environment that engages, supports and empowers parents.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (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. Although 98% of parents agreed that the school welcomes input in our baseline year, we continue to show great need for parent participation in our district Local Control & Accountability Planning Meetings, on committees, and in survey reponses. We continue to work to have more parents download our Parent Square application to support better school to home communicationas 56-58% is much lower than our three year target.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Healthy Kids Survey (Parents)	98% of parents agreed or strongly agreed that the school is welcomes input 2023-2024	85.5% of parents agreed or strongly agreed that the school is welcomes input 2024-2025	95% of parents agreed or strongly agreed that the school is welcomes input California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025)	Maintain 98% or higher agree or strongly agree that the school welcomes input	-3% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent Participation for Unduplicated Students and Students with Exceptional Needs	Parent Square Communication Use Data Baseline to be set Fall 2024	56% of parents have the Parent Square application 2024-2025	72% of parents have the Parent Square application 2025-2026	85% of parents will have the application Parent Square	+16% increase
3.3	Parent Communication & Input	Parent Square Communication Use Data Baseline to be set Fall 2024	56% of parents have the Parent Square application 2024-2025	72% of parents have the Parent Square application 2025-2026	85% of parents will have the application Parent Square	+16% increase

Goal Analysis [2025-26]

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.

3.1 Parent Resource Center & Education Classes: There were no substantive differences in planned actions or relevant challenges. We have continued to provide parent resource and language classes at our parent resource center. Additional classes on nutrition, employment, and technology platforms are also provided.
3.2 Family & Community Engagement: There were no substantive differences in planned actions or relevant challenges. Each school site has a Parent Liaison and the district continues to have a Family and Community Engagement Coordinator. We have continued to expand our use of Parent Square to better communicate with parents, enroll students in expanded learning opportunities and respond to inquiries.
3.3 Parent Recognition & Family Centered Activities: There were no substantive differences in planned actions or relevant challenges. We have held fall and winter events at each school site. These events have included Fall Festival, Bingo for Books, Donuts with Grownups, Coffee Clubs, Family Breakfast and Student performances.
3.4 Translation Services: We did not have an substanticl challenges, but we did have an implementation difference from our plan. We have been working to support family translations, and have been able to support this with internal staff rather than utilizing external staff contracts.

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.

3.3 Parent Recognition & Family Centered Activities: We had a material difference between our budget of $15,000 and our estimated actuals of $10,000. The community school fair was not as expensive as we had estimated.
3.4 Translation Services: There was a difference between the planned budget of $5,000 and estimated actuals of $1,500. We were able to utilize internal staff to translate during meetings this year.

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

3.1 Parent Resource Center & Education Classes: Although there was a slight decline in respones, we have determined this action to be effective. Baseline: California Healthy Kids Survey (Parents) Metric 3.1: 98% of parents agreed or strongly agreed that the school is

welcomes input 2023-2024. Year 2: 95% of parents agreed or strongly agreed that the school is welcomes input. California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: -3% of parents agreed or strongly agreed that the school welcomes input.
3.2 Family & Community Engagement: Baseline: Although there was a slight decline in respones, we have determined this action to be effective. Baseline: California Healthy Kids Survey (Parents) Metric 3.1: 98% of parents agreed or strongly agreed that the school is welcomes input 2023-2024. Year 2: 95% of parents agreed or strongly agreed that the school is welcomes input. California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: -3% of parents agreed or strongly agreed that the school welcomes input.
3.3 Parent Recognition & Family Centered Activities: Although there was a slight decline in respones, we have determined this action to be effective. Baseline: California Healthy Kids Survey (Parents) Metric 3.1: 98% of parents agreed or strongly agreed that the school is welcomes input 2023-2024. Year 2: 95% of parents agreed or strongly agreed that the school is welcomes input. California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: -3% of parents agreed or strongly agreed that the school welcomes input.
3.4 Translation Services: Although there was a slight decline in respones, we have determined this action to be effective. Baseline: California Healthy Kids Survey (Parents) Metric 3.1: 98% of parents agreed or strongly agreed that the school is welcomes input 2023-2024. Year 2: 95% of parents agreed or strongly agreed that the school is welcomes input. California Healthy Kids Survey 2025-2026. We have realigned survey windows to better increase participation. This survey will be administered each fall. (November 2025). Comparison: -3% of parents agreed or strongly agreed that the school welcomes input.

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.

Metrics
3.1 California Healthy Kids Survey: This will be administered in November of each year. This will separate the surveys, which were both in spring in the past. We are working to increase participation and engage in staff and committee data analysis discussions.
Actions
3.1 Parent Resource Center & Education Classes: We have increased the budget due to increased staff costs and additional parent classes. ($37,371 - $51,180)
3.2 Family & Community Engagement: We have decreased the budget as we have a new Liaison that started at the beginning salary step. ($448,648 - $389,350)
3.4 Translation Services: We have decreased this budget as we are able to utilize internal staff to translate at a lesser cost. ($5,000 - $1,000)

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Resource Center & Education Classes	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. Parent English Classes are provided to support the language development of our families through a contract with a Tulare Joint Union High School District. Child care for families wil be provided to support participation. We offer a variety of classes at no cost to the district in collaboation with UC Cooperative Extension, Cal Fresh and the National Council of Alcoholism and Drug Dependancy. Our Family and Community Engagement Coordinator also offers workshops on resume building and job searches. Supplies for parent classes are included. Parent volunteers are required to have a clear background check, we reimburse parents for fingerprint fees.	$51,180.00	Yes
3.2	Family & Community Engagement	Family and Community Engagement (FACE) Coordinator and 3 Parent Liaisons. 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. This group will have an organizational membership to the National Association for Family, School, and Community Engagement. This resource will provide professional development, engagement planning, toolkits and opportunities for communities of practice. The group will also organize fall and spring family pictures in service of our school community. Staff will also have Parent Square technlogy application to support family and school connection and communication.	$389,350.00	Yes
3.3	Parent Recognition & Family Centered Activities	Parent recognition and family centered activities that develop a strong school-to-home connection. Parent Liaisons and Family and Community Engagement Coordinator 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. Sites will hold a variety of	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		events such as: Fall Festival, Trunk or Treat, Family Dances, Winter Events, Donuts with Grownups, Coffee Clubs, Craft Nights and Parent Committee Leadership Recognitions. Site allocations will appear in their School Plans for Student Achievement (SPSA).		
3.4	Translation Services	Provide translation services, devices, and materials for parent engagement at board meetings and other district-wide community events.	$1,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,693,944	$895,227

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
44.551%	0.000%	$0.00	44.551%

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
1.2	**Action:** Classroom Instructional Assistants **Need:** 25.72% of all students in our district met/exceeded standards in English Language Arts (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	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	CAASPP - ELA All students Metric 1.10

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
	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%. **Scope:** LEA-wide	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 School-Wide to benefit all students, because the demonstrated need was significant among all.	
1.3	**Action:** Additional Literacy Supports **Need:** 25.72% of students in our district met/exceeded standards in English Language Arts (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%. **Scope:** LEA-wide	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.	CAASPP - ELA All students Metric 1.10
1.4	**Action:** Literacy Programs **Need:** 60.48% of students in our district were above or near standards in the reading area of the English Language Arts (ELA) assessment on the spring of 2023 state assessment. 60.16%	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.	CAASPP - ELA All students Metric 1.10

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
	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%. **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the needs 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.	
1.6	**Action:** College & Career Readiness Middle School Electives **Need:** EMS offered two choices for electives in 2022-2023.This resulted in limited student choice in enhanced courses and many of our students. Now 100% of students are enrolled in a college readiness course of their choice, have 9 options to choose from, including English Learners and Foster Students. **Scope:** Schoolwide	This action was developed to support increased access to additional courses for all students to develop college and career readiness. Prior to developing additional classes, students had access to minimal choices. We offered one art and one music course. We worked to create solutions to support these students with opportunities and choice for courses that would motivate college readiness 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.	Student Access to a Broad Course of Study Metric 1.25
1.9	**Action:** Visual & Performing Arts Teachers: Art Program **Need:**	This action was developed to support our multiple subject teachers with expert content teachers in the area of art, and provide students to a broad course of study. 55% of student responses to our Local Control and Accountability Plan survey	Student Access to a Broad Course of Study Metric 1.25

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
	Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, and 0.8% are Foster Youth. 55% of student responses to our Local Control and Accountability Plan survey indicated they this action is somewhat or very supportive. Unduplicated students are in need of specialized instruction that is optimally offered by expert teachers. **Scope:** Schoolwide	indicated they this action is somewhat or very supportive. There is a great need to provide students with VAPA learning and a well rounded educational, broad course of study, 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 for Unduplicated Pupils, and it promotes inclusivity and supports engagement and success for all students in a well-rounded educational experience on an School-Wide basis.	
1.10	**Action:** Visual & Performing Arts Teacher: Music Program **Need:** Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, and 0.8% are Foster Youth. 55% of student responses to our Local Control and Accountability Plan survey indicated they this action is somewhat or very supportive. Unduplicated students are in need of specialized instruction that is optimally offered by expert teachers. **Scope:** Schoolwide	This action was developed to support our multiple subject teachers with expert content teachers in the area of music. There is a great need to provide students with VAPA learning, a broad course of study, 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 for Unduplicated Pupils, and it promotes inclusivity and supports engagement and success for all students in a well-rounded educational experience on an School-Wide basis.	Teacher Assignment & Credentialing Metric 1.24
1.11	**Action:** Elementary Physical Education Program **Need:**	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	Teacher Assignment & Credentialing Metric 1.24

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
	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. 70.4% 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. **Scope:** Schoolwide	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 School-Wide basis.	
1.13	**Action:** Instructional Technology Support **Need:** 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% 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.	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 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	iReady - Math iReady - Reading Metrics 1.20 & 1.22

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	be offered LEA-Wide to serve students that have exhibited similar needs.	
1.14	**Action:** Student Data Systems **Need:** 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% 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. **Scope:** LEA-wide	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 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.	iReady - Math iReady - Reading Metrics 1.20 & 1.22
1.15	**Action:** Mathematics & Science Programs **Need:** Our students were 110.3 points below standard in math overall. We also had two student groups in the red, which comprises the majority of our students. English Learners were 124.8 points below standard and Low income students were 110.9 points below. 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, which	This action was developed to support improved outcomes in the area of mathematics for students in the areas of concepts and procedures, problem solving, modeling and data analysis and communicating reasoning, which continues to be a challenge for our students. 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.	CAASPP - Mathematics All students Metric 1.1

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
	was 49.1 points below standard in the spring of 2023. **Scope:** LEA-wide		
1.18	**Action:** Student Achievement & Assessment **Need:** 26.85% of all students in our district met/exceeded standards in ELA on the spring of 2023 state assessment. 26.44% of Low Income students met/exceeded standards and 14% 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 47.04%. 11.83% of all students in our district met/exceeded standards in Math on the spring of 2023 state assessment. 11.63% of Low Income students met/exceeded standards and 6.49% 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 35.54%. **Scope:** LEA-wide	This action was developed to support student academic achievement growth. 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 needs of our English Learners, and recognize their academic growth and achievement on the state and language assessments. 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.	CAASPP - Mathematics All students CAASPP - ELA All students Metrics 1.1 & 1.10

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
1.19	**Action:** Intensive Tier 3 Intervention Supports **Need:** 26.85% of all students in our district met/exceeded standards in ELA on the spring of 2023 state assessment. 26.44% of Low Income students met/exceeded standards and 14% 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 47.04%. **Scope:** LEA-wide	This action was developed to support accelerated academic growth for our identified tier three students. 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 lowest performing students, including low income and English Learners. They will receive instruction that include individualized, small group and personalized learning experiences. These strategies allow for differentiated based instruction that is tailored to student need. 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.	CAASPP - Mathematics All students CAASPP - Mathematics Students with Disabilities CAASPP - ELA All students CAASPP - ELA Students with Disabilities Metrics 1.1, 1.2, 1.10 & 1.11
2.1	**Action:** Student Health Supports **Need:** 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. 64% 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. Per our Healthy Kids baseline survey, 8% of students in grades 5-8 responded to the survey regarding Alcohol, Tobacco and Other Drug Use. 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	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 Registered Nurse and three Licensed Vocational Nurses. There is a great need to provide students in this area per our wellness data reflected in the Healthy Kids survey. There was also a high percent of students that indicated they had used alcohol, tobacco or other drugs. Nurses will support, educate and inform students about the potential dangers of these substances. 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	Healthy Kids Survey Students Alcohol, Tobacco and Other Drug Use Metric 2.3

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
	need to provide additional health support to our unduplicated students to provide needed health and wellness service access. **Scope:** LEA-wide	will maximize the impact to Unduplicated Pupils and to other students who exhibit similar need for services.	
2.2	**Action:** Student Social Emotional Learning Supports **Need:** 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. 69% 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. **Scope:** Schoolwide	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 School-Wide. This will maximize the impact to Unduplicated Pupils and to other students who exhibit similar need for services.	Healthy Kids Survey Students Connectedness Suspension Rate Metrics 2.1 & 2.6
2.3	**Action:** Student Behavior Supports	This action was developed to support student behavior in a proactive and restorative way. We have had high suspension rates. Our Foster	Suspension Rate Metric 2.6

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
	Need: 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. **Scope:** Schoolwide	Youth, English Learners and Low Income students had high rates of suspensions, so we created positions, Behavior Support Specialists, to support 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 School-Wide to support the similar needs of students to create a culture of empathy.	
2.4	**Action:** Student Engagement & Attendance Supports **Need:** 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%.	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 School-Wide.	Chronic Absenteeism- All Students Metric 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.5	**Action:** Student Social-Emotional Learning and Behavior Leadership Support **Need:** 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. **Scope:** Schoolwide	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 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 School-Wide to support the similar needs of students to create a culture of empathy.	Suspension Rate Metric 2.6
2.6	**Action:** Student Safety Supports	As we considered the responses and need for increasing the feeling of safety for parents, students and staff of Foster Youth, Low Income	Healthy Kids Survey Students Safety, Academically Motivated

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
	Need: 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. 76% of 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. **Scope:** Schoolwide	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 offered School-wide to support students with similar needs, so all experience a supportive and equitable environment.	CA Healthy Kids Survey Staff Safety & Connectedness Metrics 2.2, 2.4 & 2.1
2.7	**Action:** Student Support Services **Need:** Our district had a chronic absenteeism rate of 35.1% on the 2023 dashboard. This resulted in a red indicator 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%. Students with	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 attendance outcomes for English Learners and Low Income students in the area of Chronic Absenteeism, we developed a Student Support Services team to focus on tiered intervention and Multi-Tiered Systems of Support.	Chronic Absenteeism- All Students Chronic Absenteeism- Students with Disabilities Metric 2.10 & 2.13

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
	Disabilities were Red, 57% chronically absent and increased by 10.7%. 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. This was higher than the state average of 24.3%, yellow, which declined by 5.7%. **Scope:** LEA-wide	This department leads our DART (District Attendance Review Team). 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. 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.	
2.8	**Action:** Educational Opportunities beyond the traditional school day (Study Trips) **Need:** Our district had a chronic absenteeism rate of 35.1% on the 2023 dashboard. This resulted in a red indicator 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	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 School-Wide basis.	Chronic Absenteeism- All Students Metric 2.10

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
	state average of 24.3%, yellow, which declined by 5.7%. **Scope:** Schoolwide		
2.9	**Action:** Promotion Events **Need:** 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%. **Scope:** Schoolwide	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 opportunities to highlight achievements. 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 School-Wide basis.	Chronic Absenteeism- All Students Metric 2.10
2.10	**Action:** Student Events **Need:** Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English	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 additional athletic events. There is a great need to provide students in this area per our wellness data reflected in the Healthy Kids survey. In order to most effectively	Healthy Kids Survey Students Safety, Academically Motivated Metric 2.2

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
	Learners, and 0.8% are Foster Youth. 64% of students, including Low Income, English Learners and Foster Youth, reported a feeling of wellness on the Healthy Kids Survey in the spring of 2025. 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. **Scope:** Schoolwide	implement the action to address the needs of our Unduplicated Pupils, the action is being offered School-Wide. This will maximize the impact to Unduplicated Pupils and to other students who exhibit similar need for services.	
2.11	**Action:** Campus Beautification **Need:** 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. 89% of 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	This action was developed to support students feelings of safety. Low income and English learner responses to our survey regarding safety continue to be an area of great need. Campus beautification efforts focus on creating a safe and welcoming environment. There is a great need to provide students in this area per our wellness data reflected in the Healthy Kids survey. In order to most effectively implement the action to address the needs of our Unduplicated Pupils, the action is being offered School-Wide. This will maximize the impact to Unduplicated Pupils and to other students who exhibit similar needs.	Healthy Kids Survey Students Safety, Academically Motivated Metric 2.2

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
	during educational partner engagement meetings. **Scope:** Schoolwide		
2.12	**Action:** Staff Culture **Need:** 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%. **Scope:** LEA-wide	This action was developed to support students health and wellbeing as that is what we focus on during our staff culture professional learning sessions. Our Low Income students and English Learner responses around feelings of wellness indicated a need for additional safety and academic motivation. There is a great need to provide students in this area per our wellness data reflected in the Healthy Kids survey. 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.	Healthy Kids Survey Students Safety, Academically Motivated Metric 2.2
3.1	**Action:** Parent Resource Center & Education Classes **Need:** Earlimart Elementary School District has a large percent of 96.66% unduplicated pupils. 94.4% are low income, 57.6% are English	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	CA Healthy Kids Survey (Parents) Metric 3.1

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
	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 evening English courses to further their language development. **Scope:** LEA-wide	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.	
3.2	**Action:** Family & Community Engagement **Need:** 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.	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 Family and Community Engagement (FACE) Coordinator LEA-Wide, the district ensures that all students and families have the educational opportunity.	CA Healthy Kids Survey (Parents) Metric 3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.3	**Action:** Parent Recognition & Family Centered Activities **Need:** 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 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. **Scope:** Schoolwide	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 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 School-Wide, the district ensures that all students and families have the educational opportunity.	CA Healthy Kids Survey (Parents) Metric 3.1
3.4	**Action:** Translation Services **Need:** 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	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	CA Healthy Kids Survey (Parents) Metric 3.1

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
	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. **Scope:** LEA-wide	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.	

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

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 is working to continue to improve student health outcomes and increased attendance, safety and social emotional support. In order to support the progress monitoring and continuous improvement processes, we will support one District Registered Nurse, three Licensed Vocational Nurses (Action 2.1 personnel). We are also continuing to support structures for student behavior by providing three Student Behavior Specialists (Action 2.3 personnel). In addition, student safety is a continued need. We will be providing fourteen Student Safety Monitors to support climate and school safety (Action 2.6 personnel). We have designed this action to support student health, attendance, safety positive behavior and connectedness.

The following action supports Earlimart School District's desire to utilize data to provide valuable insights into student progress, needs and areas for improvement.
2.1 Student Health Supports: District Registered Nurse and Licensed Vocational Nurses personnel costs
2.3 Student Behavior Supports: Student Behavior Specialists personnel costs
2.6 Student Safety Supports: Student Safety Monitors personnel costs
These actions 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	1:12 Elementary 1:13 Middle School
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13 Elementary 1:9 Middle School

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$15,025,456	6,693,944	44.551%	0.000%	44.551%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,499,178.00	$898,237.00	$0.00	$798,064.64	$9,195,479.64	$6,260,161.00	$2,935,318.64

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	Science Middle School Science, Technology, Art and Math (STEAM) Lab	All	No			Specific Schools: Earlimart Middle School	Ongoing	$36,140.00	$8,800.00				$44,940.00	$44,940.00	
1	1.2	Classroom Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$745,400.00	$0.00	$745,400.00				$745,400.00	
1	1.3	Additional Literacy Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$69,350.00	$69,350.00				$69,350.00	
1	1.4	Literacy Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$273,165.00	$273,165.00				$273,165.00	
1	1.5	Choices After School Program	All	No			All Schools	Ongoing	$0.00	$209,767.00		$209,767.00			$209,767.00	
1	1.6	College & Career Readiness Middle School Electives	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earlimart Middle School	Ongoing	$0.00	$33,500.00	$2,500.00			$31,000.00	$33,500.00	
1	1.7	Core Curriculum Texts	All	No			All Schools	Ongoing	$0.00	$487,125.00		$487,125.00			$487,125.00	
1	1.8	Multi-Lingual Learners	English Learners	No			All Schools	Ongoing	$177,182.00	$62,918.00				$240,100.00	$240,100.00	
1	1.9	Visual & Performing Arts Teachers: Art Program	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Alila Elementary & Earlimart Elementar	Ongoing	$130,950.00	$11,660.00	$142,610.00				$142,610.00	

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
							y Schools									
1	1.10	Visual & Performing Arts Teacher: Music Program	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Alila Elementary & Earlimart Elementary and Earlimart Middle School	Ongoing	$255,773.00	$28,758.00	$284,531.00				$284,531.00	
1	1.11	Elementary Physical Education Program	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Alila Elementary & Earlimart Elementary Schools	Ongoing	$280,385.00	$35,810.00	$316,195.00				$316,195.00	
1	1.12	Summer School & Extended School Year	All	No			All Schools	Ongoing	$293,705.00	$61,000.00	$354,705.00				$354,705.00	
1	1.13	Instructional Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$664,910.00	$378,858.00	$1,043,768.00				$1,043,768.00	
1	1.14	Student Data Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$137,820.00	$121,220.00	$259,040.00				$259,040.00	
1	1.15	Mathematics & Science Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$138,080.00	$138,080.00				$138,080.00	
1	1.16	Professional Learning Communities (PLC)	All	No			All Schools	Ongoing	$0.00	$330,000.00				$330,000.00	$330,000.00	
1	1.17	Student Materials	All	No			All Schools	Ongoing	$0.00	$45,600.00				$45,600.00	$45,600.00	
1	1.18	Student Achievement & Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$15,000.00	$25,000.00				$25,000.00	
1	1.19	Intensive Tier 3 Intervention Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$47,000.00	$47,000.00				$47,000.00	
1	1.20	Learning Recovery Block Grant	All	No			All Schools	Ongoing	$0.00	$145,725.00		$145,725.00			$145,725.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Student Health Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$510,220.00	$53,648.00	$563,868.00				$563,868.00	
2	2.2	Student Social Emotional Learning Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	Ongoing	$541,560.00	$14,460.00	$556,020.00				$556,020.00	
2	2.3	Student Behavior Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	Ongoing	$386,496.00	$7,144.64	$387,996.00			$5,644.64	$393,640.64	
2	2.4	Student Engagement & Attendance Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	Ongoing	$276,275.00	$68,400.00	$344,675.00				$344,675.00	
2	2.5	Student Social-Emotional Learning and Behavior Leadership Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	Ongoing	$568,585.00	$14,600.00	$583,185.00				$583,185.00	
2	2.6	Student Safety Supports	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary and Earlimart Middle School	Ongoing	$507,320.00	$33,600.00	$540,920.00				$540,920.00	
2	2.7	Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$335,840.00	$4,600.00	$184,040.00	$55,620.00		$100,780.00	$340,440.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Educational Opportunities beyond the traditional school day (Study Trips)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	Ongoing	$0.00	$122,300.00	$122,300.00				$122,300.00	
2	2.9	Promotion Events	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	Ongoing	$0.00	$15,800.00	$15,800.00				$15,800.00	
2	2.10	Student Events	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	Ongoing	$0.00	$6,500.00	$6,500.00				$6,500.00	
2	2.11	Campus Beautification	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.12	Staff Culture	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	
3	3.1	Parent Resource Center & Education Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,700.00	$30,480.00	$51,180.00				$51,180.00	
3	3.2	Family & Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$380,900.00	$8,450.00	$389,350.00				$389,350.00	
3	3.3	Parent Recognition & Family Centered Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Alila Elementar	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	

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
						Low Income	y, Earlimart Elementary and Earlimart Middle School										
3	**3.4**	Translation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Onoging	$0.00	$1,000.00	$1,000.00				$1,000.00	

2026-27 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
$15,025,456	6,693,944	44.551%	0.000%	44.551%	$7,144,473.00	0.000%	47.549 %	**Total:**	$7,144,473.00
								LEA-wide Total:	$3,820,241.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,324,232.00

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	1.2	Classroom Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$745,400.00	
1	1.3	Additional Literacy Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,350.00	
1	1.4	Literacy Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$273,165.00	
1	1.6	College & Career Readiness Middle School Electives	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earlimart Middle School	$2,500.00	
1	1.9	Visual & Performing Arts Teachers: Art Program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Alila Elementary & Earlimart Elementary Schools	$142,610.00	
1	1.10	Visual & Performing Arts Teacher: Music Program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Alila Elementary & Earlimart Elementary and	$284,531.00	

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 (%)
						Earlimart Middle School		
1	1.11	Elementary Physical Education Program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Alila Elementary & Earlimart Elementary Schools	$316,195.00	
1	1.13	Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,043,768.00	
1	1.14	Student Data Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$259,040.00	
1	1.15	Mathematics & Science Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,080.00	
1	1.18	Student Achievement & Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.19	Intensive Tier 3 Intervention Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,000.00	
2	2.1	Student Health Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$563,868.00	
2	2.2	Student Social Emotional Learning Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	$556,020.00	
2	2.3	Student Behavior Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	$387,996.00	
2	2.4	Student Engagement & Attendance Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary,	$344,675.00	

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 (%)
						Earlimart Middle School		
2	2.5	Student Social-Emotional Learning and Behavior Leadership Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	$583,185.00	
2	2.6	Student Safety Supports	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary and Earlimart Middle School	$540,920.00	
2	2.7	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,040.00	
2	2.8	Educational Opportunities beyond the traditional school day (Study Trips)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	$122,300.00	
2	2.9	Promotion Events	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	$15,800.00	
2	2.10	Student Events	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	$6,500.00	
2	2.11	Campus Beautification	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Earlimart Elementary, Alila Elementary, Earlimart Middle School	$6,000.00	

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 (%)
2	2.12	Staff Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.1	Parent Resource Center & Education Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,180.00	
3	3.2	Family & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$389,350.00	
3	3.3	Parent Recognition & Family Centered Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alila Elementary, Earlimart Elementary and Earlimart Middle School	$15,000.00	
3	3.4	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,882,030.00	$8,864,600.00

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**	Science Middle School Science, Technology, Art and Math (STEAM) Lab	No	$41,000.00	$41,000
1	**1.2**	Classroom Instructional Assistants	Yes	$662,000.00	$662,000.00
1	**1.3**	Additional Literacy Supports	Yes	$67,390.00	$67,390.00
1	**1.4**	Literacy Programs	Yes	$209,445.00	$197,100.00
1	**1.5**	Choices After School Program	No	$301,458.00	$291,000.00
1	**1.6**	College & Career Readiness Middle School Electives	Yes	$25,200.00	$25,200.00
1	**1.7**	Core Curriculum Texts	No	$334,050.00	$353,332.00
1	**1.8**	Multi-Lingual Learners	No	$186,488.00	$188,628.00
1	**1.9**	Visual & Performing Arts Teachers: Art Program	Yes	$248,059.00	$251,477.00
1	**1.10**	Visual & Performing Arts Teacher: Music Program	Yes	$272,846.00	$272,288.00
1	**1.11**	Elementary Physical Education Program	Yes	$280,061.00	$261,608.00

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	1.12	Summer School & Extended School Year	No	$446,880.00	$446,800.00
1	1.13	Instructional Technology Support	Yes	$1,033,762.00	$1,051,762.00
1	1.14	Student Data Systems	Yes	$256,582.00	$260,948.00
1	1.15	Mathematics & Science Programs	Yes	$91,775.00	$93,800.00
1	1.16	District Instructional Coaching	No	$342,508.00	$345,358.00
1	1.17	Student Materials	No	$45,300.00	$38,640.00
1	1.18	Student Achievement & Assessment	Yes	$25,000.00	$14,925.00
1	1.19	Intensive Tier 3 Intervention Supports	Yes	$155,410.00	$158,814.00
2	2.1	Student Health Supports	Yes	$611,325.00	$634,075.00
2	2.2	Student Social Emotional Learning Supports	Yes	$534,445.00	$537,400.00
2	2.3	Student Behavior Supports	Yes	$277,410.00	$277,410.00
2	2.4	Student Engagement & Attendance Supports	Yes	$355,655.00	$345,000.00
2	2.5	Student Social-Emotional Learning and Behavior Leadership Support	Yes	$599,016.00	$579,000.00

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)
2	2.6	Student Safety Supports	Yes	$514,430.00	$518,331.00
2	2.7	Student Support Services	Yes	$312,425.00	$312,425.00
2	2.8	Educational Opportunities beyond the traditional school day (Study Trips)	Yes	$91,991.00	$101,022.00
2	2.9	Promotion Events	Yes	$15,600.00	$15,600.00
2	2.10	Student Events	Yes	$6,500.00	$6,500.00
2	2.11	Campus Beautification	Yes	$6,000.00	$3,383.00
2	2.12	Staff Culture	Yes	$26,000.00	$25,030.00
3	3.1	Parent Resource Center & Education Classes	Yes	$37,371.00	$37,854.00
3	3.2	Family & Community Engagement	Yes	$448,648.00	$438,000.00
3	3.3	Parent Recognition & Family Centered Activities	Yes	$15,000.00	$10,000.00
3	3.4	Translation Services	Yes	$5,000.00	$1,500.00

2025-26 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)
$6,526,756	$7,028,056.00	$7,154,842.00	($126,786.00)	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	1.2	Classroom Instructional Assistants	Yes	$662,000.00	$662,000.00		
1	1.3	Additional Literacy Supports	Yes	$67,390.00	$67,390.00		
1	1.4	Literacy Programs	Yes	$209,445.00	$197,100.00		
1	1.6	College & Career Readiness Middle School Electives	Yes	$25,200.00	$25,200.00		
1	1.9	Visual & Performing Arts Teachers: Art Program	Yes	$248,059.00	$251,477.00		
1	1.10	Visual & Performing Arts Teacher: Music Program	Yes	$272,846.00	$272,288.00		
1	1.11	Elementary Physical Education Program	Yes	$280,061.00	$261,608.00		
1	1.13	Instructional Technology Support	Yes	$1,033,762.00	$1,051,762.00		
1	1.14	Student Data Systems	Yes	$256,582.00	$260,948.00		
1	1.15	Mathematics & Science Programs	Yes	$91,775.00	$93,800.00		
1	1.18	Student Achievement & Assessment	Yes	$25,000.00	$14,925.00		
1	1.19	Intensive Tier 3 Intervention Supports	Yes	$155,410.00	$158,814.00		
2	2.1	Student Health Supports	Yes	$611,325.00	$634,075.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Student Social Emotional Learning Supports	Yes	$534,445.00	$537,400.00		
2	2.3	Student Behavior Supports	Yes	$277,410.00	$277,410.00		
2	2.4	Student Engagement & Attendance Supports	Yes	$355,655.00	$345,000.00		
2	2.5	Student Social-Emotional Learning and Behavior Leadership Support	Yes	$599,016.00	$579,000.00		
2	2.6	Student Safety Supports	Yes	$514,430.00	$513,331.00		
2	2.7	Student Support Services	Yes	$156,135.00	$312,425.00		
2	2.8	Educational Opportunities beyond the traditional school day (Study Trips)	Yes	$91,991.00	$101,022.00		
2	2.9	Promotion Events	Yes	$15,600.00	$15,600.00		
2	2.10	Student Events	Yes	$6,500.00	$6,500.00		
2	2.11	Campus Beautification	Yes	$6,000.00	$3,383.00		
2	2.12	Staff Culture	Yes	$26,000.00	$25,030.00		
3	3.1	Parent Resource Center & Education Classes	Yes	$37,371.00	$37,854.00		
3	3.2	Family & Community Engagement	Yes	$448,648.00	$438,000.00		
3	3.3	Parent Recognition & Family Centered Activities	Yes	$15,000.00	$10,000.00		
3	3.4	Translation Services	Yes	$5,000.00	$1,500.00		

2025-26 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)
$14,539,526	$6,526,756	0%	44.890%	$7,154,842.00	0.000%	49.210%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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