2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Parlier Unified School District
CDS Code:	10623640000000
LEA Contact Information:	Name: Dr. Altagracia Guerrero Position: Superintendent Email: altagracia.guerrero@parlierunified.org Phone: 559-646-2731
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$42,570,490
LCFF Supplemental & Concentration Grants	$12,026,187
All Other State Funds	$3,219,862
All Local Funds	$1,762,698
All federal funds	$5,385,764
Total Projected Revenue	$52,938,814

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$54,315,052
Total Budgeted Expenditures in the LCAP	$50,420,440
Total Budgeted Expenditures for High Needs Students in the LCAP	$14,208,150
Expenditures not in the LCAP	$3,894,612

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$0
Actual Expenditures for High Needs Students in Learning Continuity Plan	$0

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$2,181,963
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget Expenditures also include expenditures related to school instruction, school site administration, maintenance of facilities and grounds, transportation, district administration, Special Education, federal programs, and other State programs that do not fall under the Local Control Funding Formula category.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Parlier Unified School District

CDS Code: 10623640000000

School Year: 2021-22

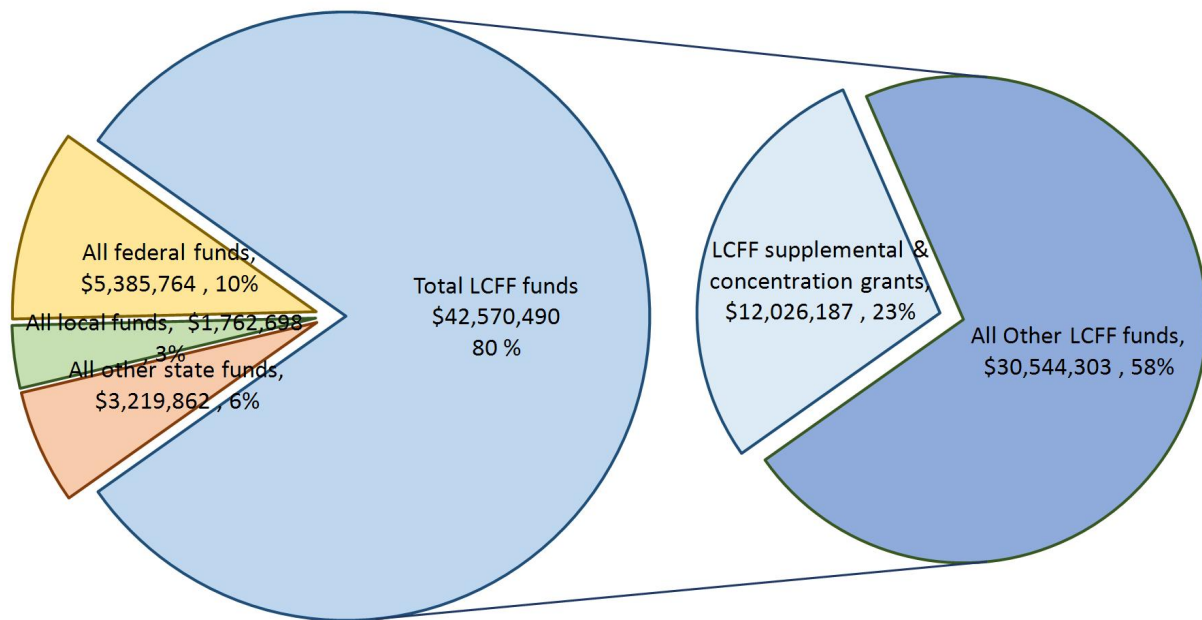LEA contact information:

Dr. Altagracia Guerrero

Superintendent

altagracia.guerrero@parlierunified.org

559-646-2731

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $5,385,764 , 10%

All local funds, $1,762,698 , 3%

All other state funds, $3,219,862 , 6%

Total LCFF funds $42,570,490 80 %

LCFF supplemental & concentration grants $12,026,187 , 23%

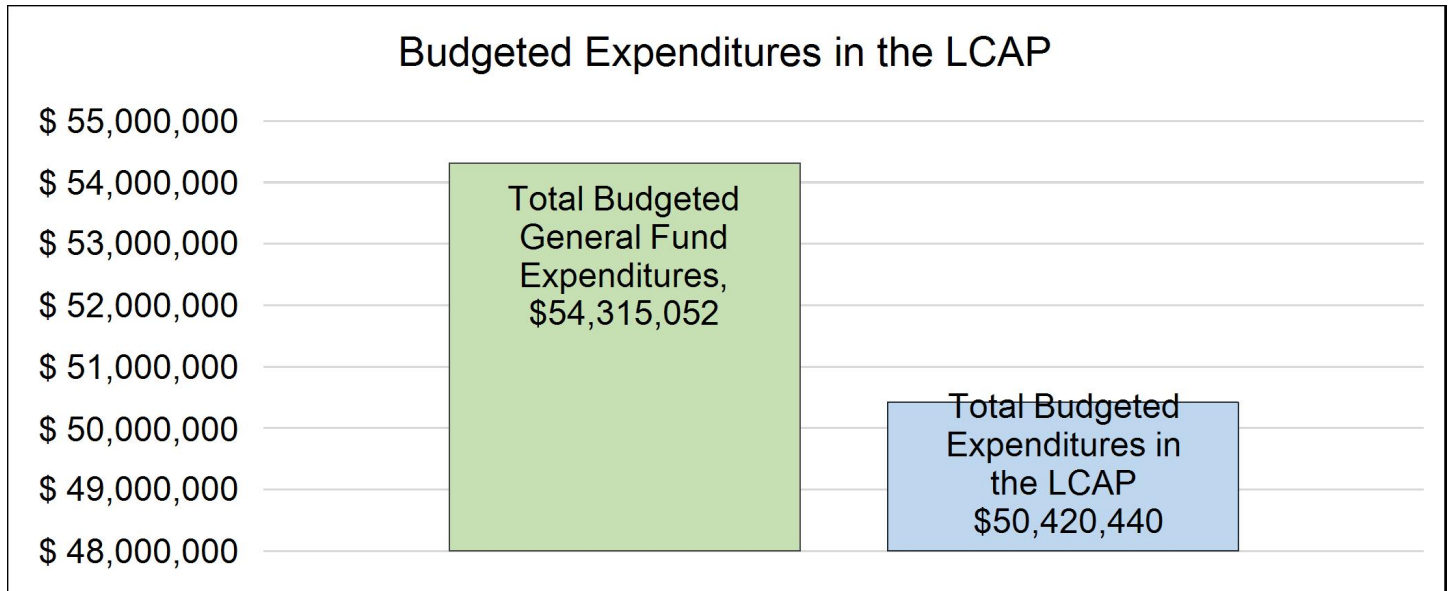All Other LCFF funds, $30,544,303 , 58%

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

The total revenue projected for Parlier Unified School District is $52,938,814, of which $42,570,490 is Local Control Funding Formula (LCFF), $3,219,862 is other state funds, $1,762,698 is local funds, and

$5,385,764 is federal funds. Of the $42,570,490 in LCFF Funds, $12,026,187 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $54,315,052	Total Budgeted Expenditures in the LCAP $50,420,440

Chart y-axis values: $55,000,000 / $54,000,000 / $53,000,000 / $52,000,000 / $51,000,000 / $50,000,000 / $49,000,000 / $48,000,000

This chart provides a quick summary of how much Parlier Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Parlier Unified School District plans to spend $54,315,052 for the 2021-22 school year. Of that amount, $50,420,440 is tied to actions/services in the LCAP and $3,894,612 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
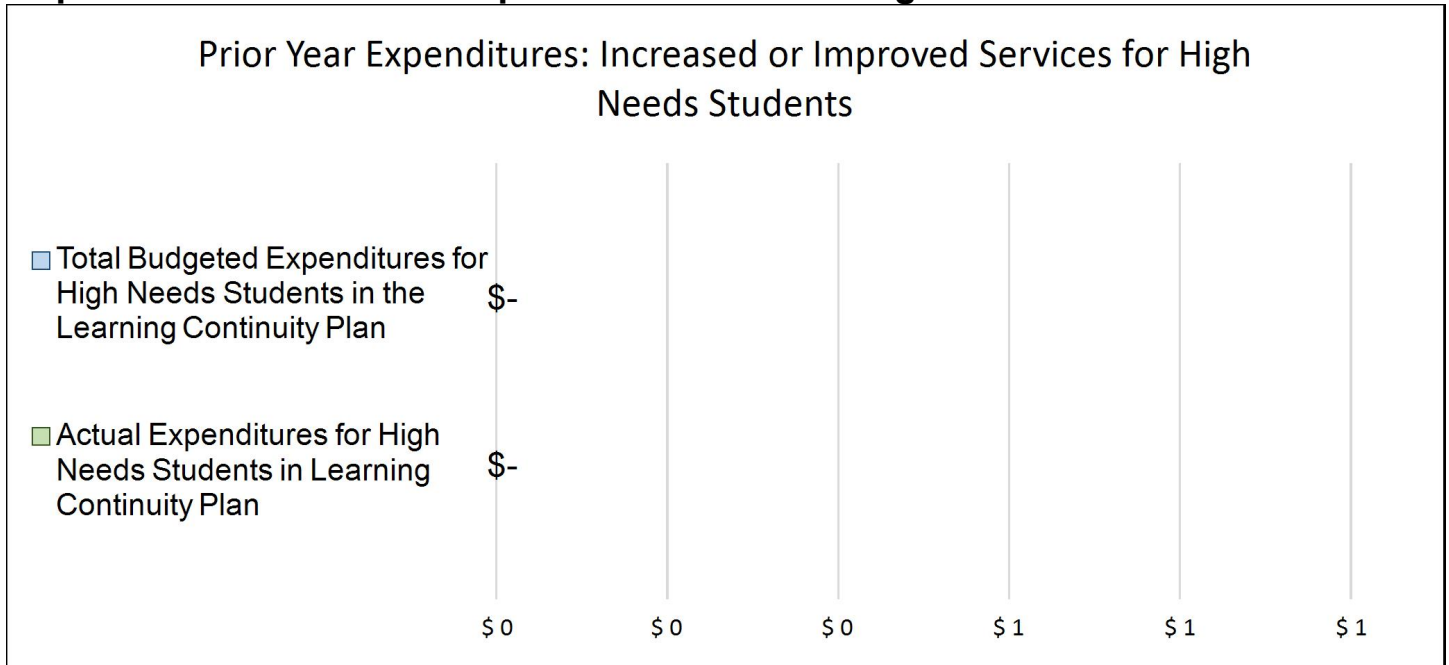
General Fund Budget Expenditures also include expenditures related to school instruction, school site administration, maintenance of facilities and grounds, transportation, district administration, Special Education, federal programs, and other State programs that do not fall under the Local Control Funding Formula category.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Parlier Unified School District is projecting it will receive $12,026,187 based on the enrollment of foster youth, English learner, and low-income students. Parlier Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Parlier Unified School District plans to spend $14,208,150 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan

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□ Actual Expenditures for High Needs Students in Learning Continuity Plan

$-

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This chart compares what Parlier Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Parlier Unified 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.

In 2020-21, Parlier Unified School District's Learning Continuity Plan budgeted $0 for planned actions to increase or improve services for high needs students. Parlier Unified School District actually spent $0 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Parlier Unified School District	Dr. Altagracia Guerrero Superintendent	altagracia.guerrero@ParlierUnified.org 559-646-2731

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Academic Achievement: Improve all areas of academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Standardized Assessments as measured by Math CAASPP scores Distance from level 3 **19-20** -23.8 points (or 26 points growth annually) **Baseline** 2015-16 DATA • 101.8 points (or 101.8 points below 'Met')	-105.8 distance from level 3. Maintained -2. Goal not met.
Metric/Indicator State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3 **19-20** target: 0.5 points (or 25 points growth annually). **Baseline** 2015-2016	-68.3 distance from level 3. Maintained -2.1. Goal not met.

Expected	Actual
• 74.5 points (or 74.5 points below 'Met')	
Metric/Indicator EL reclassification rate as measured by prior year number of re-designated students **19-20** minimum 10% of ELs redesignated annually **Baseline** 2015-16 Dataquest: 0% of students Redesignated	1.4% redesignated in 2018-2019. Goal not met.
Metric/Indicator EL annual growth as measured by State Identified EL Assessment **19-20** Increase annual EL growth rate minimum 10% **Baseline** 2016-17 annual growth is 30%	48.1% of English Learners are making progress towards English language proficiency as measured by CA Dashboard. Last year, the percentage of students making progress was not yet established on the Dashboard, therefore it is uncertain if the goal was met.
Metric/Indicator A-G: % pupils with successful course completion **19-20** increase A-G course completion rate by 5% **Baseline** A-G course completion is 52.7% for 16-17	26.8% of students completed A-G courses. Goal not met.
Metric/Indicator CTE Sequence of Study is % of students with two courses in the same pathway **19-20** Increase CTE course completion rate by 5% **Baseline**	2019-2020 - CTE Sequence of Study was 55.3% of students completed a CTE Course of study. Goal Not Met

Expected	Actual
74.8% of students completed a CTE course of study	
Metric/Indicator AP: Rate of Pupils Scoring 3 or higher **19-20** Increase AP course pass rate by 5 % **Baseline** 2017-2018 48 Students scoring a 3 or higher	AP: Rate of Pupils Scoring 3 or higher 2019-2020 45 Students scoring a 3 or higher - Goal Not Met
Metric/Indicator EAP: % pupils scoring "ready" or higher ELA **19-20** increase by minimum of 5% **Baseline** 2015-16: 35% M/E	2018-2019 EAP was 25.31%. Goal not met.
Metric/Indicator EAP: % pupils scoring "ready" or higher MATH **19-20** increase by minimum of 5% **Baseline** 2015-16 14% M/E	2018-2019 EAP was 7.73%. Goal not met.
Metric/Indicator H.S. Dropout as measured by formula in LCAP appendix **19-20** reduce by .2% **Baseline** 2015-16 annual adjusted dropout rate 1.8%	2018-2019 Dropout rate was 3.0%. Goal not met.
Metric/Indicator H.S. graduation Rate **19-20** increase 1% annually	2018-2019 graduation rate was 91%. Goal Not Met

Expected	Actual
Baseline 2015-16 = 92.7%	
Metric/Indicator Outcomes for Broad Course of Study: Physical Fitness Report-Students in the healthy fitness zone for aerobic capacity **19-20** Increase of 3% for each grade level. **Baseline** 2017-2018 Baseline was 5th-63.4%, 7th-41.8%, and 9th-31.7%	Physical Fitness Report-Students in the healthy fitness zone for aerobic capacity: 2018-2019 5th - 72% Goal Met 7th - 30.6% Goal Not Met 9th - 29.4% Goal Not Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Our unduplicated student population has very low performance in the areas of English Language Arts, Math, and English Language Development. In response to this academic performance gap, PUSD will: • Provide staffing for student intervention and enrichment in the aforementioned core instructional areas • Provide supplemental instructional materials and supplies, and • Provide professional learning and professional development opportunities for all teachers in the areas of ELA, Math, instructional strategies for both English Learners and Students with Disabilities These actions are principally directed toward our unduplicated pupils and effective in meeting their instructional needs and the district's goals for at-risk pupils. As a result of implementing these actions and services, we expect the CAASPP and ELPAC data to show increases in student academic outcomes and a narrowing of the achievement gaps.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,707,790 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $544,436 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,176,343 4000-4999: Books And Supplies LCFF Supplemental and Concentration $398,877 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $608,296	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,481,925 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $618,424 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,053,776 4000-4999: Books And Supplies LCFF Supplemental and Concentration $494,087 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $431,168

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	6000-6999: Capital Outlay LCFF Supplemental and Concentration $70,000	6000-6999: Capital Outlay LCFF Supplemental and Concentration $62,315
	7000-7439: Other Outgo LCFF Supplemental and Concentration $6,521	7000-7439: Other Outgo LCFF Supplemental and Concentration $58,655
1.2 Our unduplicated student population has very low performance in the areas of English Language Arts, Math, and English Language Development. In response to this academic performance gap, PUSD will: • Provide supplemental support classes and staff for English Learner students including Long-Term English Learners (LTELs) • Provide support structures for students with special needs increasing services beyond the scope articulated and required in their IEPs. • Provide Supplemental support structures for foster and migrant youth These actions are principally directed toward our unduplicated pupils and effective in meeting their instructional needs and the district's goals for at-risk pupils. As a result of implementing these actions and services, we expect the CAASPP and ELPAC data to show increases in student academic outcomes and a narrowing of the achievement gaps.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $462,587 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $130,664 3000-3999: Employee Benefits LCFF Supplemental and Concentration $297,949 4000-4999: Books And Supplies LCFF Supplemental and Concentration $4,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,015 7000-7439: Other Outgo LCFF Supplemental and Concentration $0	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $506,556 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $130,719 3000-3999: Employee Benefits LCFF Supplemental and Concentration $278,602 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,860 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $30 7000-7439: Other Outgo LCFF Supplemental and Concentration $0
1.3 Our unduplicated student population has very low performance in the areas of English Language Arts, Math, and English Language Development. In response to this academic performance gap, PUSD will: • Provide technology-based teaching tools and devices for staff and students that will enhance 21st Century learning, • Provide staff to support districtwide technology infrastructure and networking, and	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $317,837 3000-3999: Employee Benefits LCFF Supplemental and Concentration $194,879	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $335,117 3000-3999: Employee Benefits LCFF Supplemental and Concentration $194,003

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Provide support for routine technology maintenance. These actions are principally directed toward our unduplicated pupils and effective in meeting their instructional needs and the district's goals for at-risk pupils. As a result of implementing these actions and services, we expect the CAASPP and ELPAC data to show increases in student academic outcomes and a narrowing of the achievement gaps.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $44,279 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $17,276 6000-6999: Capital Outlay LCFF Supplemental and Concentration $25,000 7000-7439: Other Outgo LCFF Supplemental and Concentration $136,736	4000-4999: Books And Supplies LCFF Supplemental and Concentration $40,869 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $106,860 6000-6999: Capital Outlay LCFF Supplemental and Concentration $0 7000-7439: Other Outgo LCFF Supplemental and Concentration $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Although Parlier Unified was limited in the delivery of services due to the COVID-19 pandemic, Parlier Unified was to provide the services through long distance instruction. PUSD was not able to provide additional personnel to the pandemic. Unused funds were used to transition PUSD instruction to virtual learning. Laptops were purchased for all certificated staff and management. Digital platforms (i.e. Zoom, Google Suite, Renaissance Reading, Freckles, etc.) were upgraded and online curriculum and bridge materials were obtained to replace textbooks/resources that lacked virtual capabilities. In addition, a portion of the unused funds were used to cover teacher and staff salary cost adjustments that were negotiated after the budgetary projection was submitted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The primary challenge in implementing the actions/services to achieve Goal #1 include the unplanned and abrupt switch to online teaching. Some teachers, instructional staff, and administrators were unfamiliar with virtual learning platforms, tools, and digital curriculum. Likewise, most students and parents were unfamiliar with navigating the virtual instruction, digital learning platforms, and online resources. Although the closure of schools presented challenges, the district had success in how the online teaching from April through June prepared teachers, instructional staff, and administrators for the improved distance learning implemented in August. The familiarity enabled certificated staff to enhance students' distance learning experiences and improve differentiated learning opportunities. Virtual communication and student learning platforms allowed for increased small-group and/or individual instruction, feedback, and communication. In addition, the inability to maintain previous routines and practices created opportunities for innovation

and encouraged creative thinking . Teachers were forced to reexamine priority standards, rethink assigned student learning tasks and assessments, and re-image/re-think their approach and delivery of instruction, especially for students with learning and language needs.

Goal 2

Culture and Climate: All stakeholders at PUSD share a common belief that if students feel safe, connected to staff, and have a sense of belonging they will be more likely engaged at school. We want to develop personal and social-emotional health of students through appropriate engagement strategies, supports services, and provide a positive, safe and welcoming environment for students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review **19-20** 100% Properly Credentialed with no mis-assignments or vacancies **Baseline** 2016-17 100% Properly Credentialed with no mis-assignments or vacancies	99% Properly Credentialed with no mis-assignments or vacancies for 2019-2020. Goal not met.
Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	100% sufficiency of core instructional materials for 2019-2020. Goal met.

Expected	Actual
19-20 100% sufficient instructional materials **Baseline** 2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution	
Metric/Indicator Facilities Maintained as measured by annual FITs or SARC review **19-20** All (100%) site FITs will score "good" or higher **Baseline** 2015-2016 All (100%) site FITs scored "good" or higher	All school sites scored "good" or higher on the FITs for 2019-2020. Goal met.
Metric/Indicator State Standards Implemented and EL access to state standards/ELD standards as measured by State Reflection Tool **19-20** Average score will increase **Baseline** State Standards Implementation tool was not used this year due to significant transition in the highest levels of district leadership. Baseline will be established during Fall of 2017-18	State standards implementation and EL access to state/ELD standards scored a "Standard MET" on the state reflection tool. Goal met.
Metric/Indicator Attendance as measured by district average attendance **19-20** increase by 1% annually **Baseline**	The 2018-2019 Attendance rate was 96.18 %. Goal met

Expected	Actual
93.81% attendance for 2016-17 (P2)	
Metric/Indicator Chronic Absenteeism as measured by % students with 10% or more absenteeism **19-20** reduce by 1% **Baseline** Data not provided by the district	The 2018-2019 Chronic Absenteeism was 5.7%. Goal not met.
Metric/Indicator Middle School Dropout Rate **19-20** reduce or maintain at 0 **Baseline** 2015-16 rate = .2%	2016-2017 Middle School dropout rate was 0%. Goal Met
Metric/Indicator Suspension rate **19-20** maintain below 3% **Baseline** 2014-15 rate = 3.8%	2018-2019 - Suspension rate was 3%. Goal met.
Metric/Indicator Expulsion rate **19-20** Maintain rate at 0% **Baseline** 2014-2015 rate = 0%	2018-2019 - Expulsion rate was 0%. Goal met.
Metric/Indicator School Climate Survey: 80.43% responses indicating students feeling high levels for school connectedness.	The percentage of students that stated feeling welcomed at school was 79% during the 2018-2019 school year.

Expected	Actual
75% responses for students who feel very safe at school **19-20** Percentage of positive student responses indicating high levels will increase by 5% **Baseline** School Climate Survey tool was not used this year due to significant transition in the highest levels of district leadership. Baseline will be established during Fall of 2017-18	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 The unduplicated pupils in Parlier Unified have the least exposure to the communities outside of Parlier; have the least opportunities to participate in a variety of visual and performing arts and sports programs, and these circumstances affect school culture and climate. Knowing this, the district has decided to provide increased opportunities for all unduplicated students to experience: a. Educational and engaging field trips b. Activities that promote a positive campus culture and climate c. Extended Day Sports Programs d. A variety of Visual and Performing Arts programs and services These actions were developed specifically to focus on the needs of the unduplicated students and are principally directed toward this at-risk group and effective in meeting their academic and social development needs as well as the district's goals to close the achievement gaps that currently exist.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $37,815 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $60,003 3000-3999: Employee Benefits LCFF Supplemental and Concentration $42,892 4000-4999: Books And Supplies LCFF Supplemental and Concentration $71,225 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $161,696	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $26,254 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $81,622 3000-3999: Employee Benefits LCFF Supplemental and Concentration $38,464 4000-4999: Books And Supplies LCFF Supplemental and Concentration $72,685 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $89,194

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
As a result of implementing these actions, the district anticipates improved academic scores as reflected on CAASPP and ELPAC as well as gradually increasing ratings on parental and student climate surveys.		
2.2 Our unduplicated pupils have relatively few opportunities for exposure to community business partnerships and CTE related courses and related structures. PUSD needs to increase the unduplicated students' participation in college and career opportunities after graduation. Knowing this, the district has decided to provide increased support for college and career opportunities including, but not limited to the following: a. Increased CTE coursework and pathways b. Promote and support participation in the Central Valley Promise c. Continue to promote programs that prepare unduplicated students to access higher education d. Continue to increase community and business partnerships to provide opportunities for exposure to career options and readiness skills for our unduplicated pupils in surrounding communities These actions were developed specifically to focus on the needs of the unduplicated students and are principally directed toward this at-risk group and effective in meeting their academic and social development needs as well as the district's goals to close the achievement gaps that currently exist. As a result of implementing these actions, the district anticipates improved academic scores as reflected on CAASPP and ELPAC as well as continued favorable performance on our graduation and suspension state indicators along with increased percentages of students successfully transitioning to post-graduation college and career paths.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $529,555 3000-3999: Employee Benefits LCFF Supplemental and Concentration $212,272 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,978 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $621,113	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $446,867 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $27,069 3000-3999: Employee Benefits LCFF Supplemental and Concentration $189,069 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,312 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $765,340
2.3 Our unduplicated pupils have the least exposure to and opportunity to take advantage of social support structures and systems in the community that supports social and emotional health. They also demonstrate very low academic performance, as groups, on state	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,063,175	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,134,844

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
standardized tests as reflected on the California Schools Dashboard. We understand that it is very difficult to focus on learning for those students who may be experiencing personal, social, family, or mental health challenges. Knowing this, the district has decided to provide increased support for systems that provide a nurturing and safe school environment such as the following: a. Funding for early intervention support systems b. Support the physical and emotional well-being of our unduplicated students c. Campus monitors, supervision staff, safety cameras, walkie-talkie radios and night security d. Continue to provide Behavioral Multi-Tier System of Support: PBIS, Time To Teach, Restorative Justice systems district-wide. These actions were developed specifically to focus on the needs of the unduplicated students and are principally directed toward this at-risk group and effective in meeting their academic and social development needs as well as the district's goals to close the achievement gaps that currently exist. As a result of implementing these actions, the district anticipates improved academic scores as reflected on CAASPP and ELPAC as well as continued favorable performance on our graduation and suspension state indicators along with improved outcomes on student surveys of school connectedness.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $906,270 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,163,505 4000-4999: Books And Supplies LCFF Supplemental and Concentration $131,551 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $253,816 6000-6999: Capital Outlay LCFF Supplemental and Concentration $43,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,017,814 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,181,375 4000-4999: Books And Supplies LCFF Supplemental and Concentration $84,468 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $213,667 6000-6999: Capital Outlay LCFF Supplemental and Concentration $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Unused funds budgeted for actions/services aimed to address Goal #2 include discontinued expenses related to student athletic programs (e.g. transportation), student extra-/co-curricular activities (e.g. agriculture, music, field trips, district green house garden), and district and school culture-building events. The unused monies were used to purchase and upgrade virtual communication platforms (e.g. Zoom) and improved technology infrastructure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges in implementing the actions/services to achieve Goal #2 include the various COVID-19 health restrictions imposed on all schools and social gathering events. These health restrictions suspended district athletic programs, student extra-/co-curricular activities, college field trips, and various student culture-building opportunities. The unavailability of these resources and opportunities for student to experience, negatively impacted student motivation for learning and student connectedness to education. Nevertheless, the interruption of previous practices offered opportunities for re-imagining how to improve student connectedness. Teachers, administrators, and staff were forced to explore alternative methods to inspire student culture, community, and identity. In some virtual classrooms, teachers simulated classroom environments, hands-on activities shared simultaneously with teacher and students, opportunities for students to "chat" with one another in an attempt to create a virtual recess/break, among other activities that created opportunities for students to connect without being in-person.

In other cases, students involved in athletics were able to meet with their coaches and teammates, while PE teachers at the elementary level were able to teach physical education standards and activities to their students in a virtual format. Overall, teachers were able to offer a variety of creative activities (e.g. cooking, painting) to encourage student connection whether it was in small gatherings and/or in smaller cohorts offered to critical subgroups for strategic support, routine development, and/or much-needed social connections.

Goal 3

Parent Engagement: Parlier Unified School District's mission is to connect families, schools, and community as partners to advance the education of every child through parent engagement and parent involvement. We want to create a community in which parents and educators collaborate to transform every child's educational environment, both at home and at school, so that all children can achieve their greatest academic potential.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians. **19-20** Increase in scores reflecting: 1. Seeking Input in decision making was 86% 2. Promoting participation in programs was 81% **Baseline** 2016-2017 baseline not established using a parental survey due to significant transition and vacancy in senior district leadership. Baseline to be determined during the 2016-2017 school year for: Seeking Input in decision making Promoting participation in programs	2018-2019 88% of parents agreed that the school seeks parent input and participation. Goal met.
Metric/Indicator	2018-2019 Parent conferences were scheduled in Fall and Spring semesters. Goal met.

Expected	Actual
Provide a minimum of two opportunities for parent conferences each year. **19-20** At least two conference opportunities annually were available for parental participation. **Baseline** No baseline captured due to significant transition and unfilled district leadership positions for 16-17.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Our unduplicated student population has the lowest level of parental engagement in school input, decision making and general participation in programs. Given this participation gap and the fact that we know there is a positive correlation between parental participation and student achievement and school connectedness, PUSD will provide increased access to an environment conducive to encouraging parent engagement and involvement in school activities: a. Provide childcare at meetings b. Provide food at meetings c. Provide educational incentives to students and parents These actions and services are principally directed toward and effective in meeting the needs of our unduplicated pupils as well as being effective in meeting the students' and district's needs in order to help close the achievement gaps for the at-risk unduplicated pupils. We anticipate increased academic performance to be demonstrated through CAASPP and ELPAC scores and increased outcomes for student and parent survey results as a result of implementing these actions and services.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $11,818 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $13,233	4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,669 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,703 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,090 3000-3999: Employee Benefits LCFF Supplemental and Concentration $141
3.2 Our unduplicated student population has the lowest level of parental engagement in school input, decision making and general participation in programs. A part of the challenge parents face is understanding specifically how they can be engaged in school, understanding the language, and knowing how to support their child with	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $33,548	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $40,886

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
homework/schoolwork given the language and knowledge barriers. Given this participation gap and the fact that we know there is a positive correlation between parental participation and student achievement and school connectedness, PUSD will provide increased opportunities for: a. Parent engagement programs (e.g. Parent Partners, No Parent Left Behind (NPLB), Parent Institute for Quality Education, etc.) b. Parent training on the use of technology and communication resources c. English language instruction for parents. d. Workshops to assist with homework These actions and services are principally directed toward and effective in meeting the needs of our unduplicated pupils as well as being effective in meeting the students' and district's needs in order to help close the achievement gaps for the at-risk unduplicated pupils. We anticipate increased academic performance to be demonstrated through CAASPP and ELPCA scores and increased outcomes for student and parent survey results as a result of implementing these actions and services.	3000-3999: Employee Benefits LCFF Supplemental and Concentration $27,250 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,176 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $68,596	3000-3999: Employee Benefits LCFF Supplemental and Concentration $30,596 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,936 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $40,992
3.3 Our unduplicated student population has the lowest level of parental engagement in school input, decision making and general participation in programs. A part of the challenge parents face is understanding specifically how they can be engaged in school and the language and knowledge barriers that are present. Given this participation gap and the fact that we know there is a positive correlation between parental participation and student achievement and school connectedness, PUSD will provide increased access to a wide variety of communication supports for parents and families to support engagement with school systems. a. Phone apps, social media, school newsletters, district newsletters, automated phone messaging system, district/school marquees, audio-visual technology for interpretation, and a glossary of frequently used educational terms and acronyms. These actions and services are principally directed toward and effective in meeting the needs of our unduplicated pupils as well as being	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $100,899 3000-3999: Employee Benefits LCFF Supplemental and Concentration $47,052 4000-4999: Books And Supplies LCFF Supplemental and Concentration $25,197 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $91,230 6000-6999: Capital Outlay Not Applicable $0	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $55,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration $139,777 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,575 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $71,747 6000-6999: Capital Outlay Not Applicable $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
effective in meeting the students' and district's needs in order to help close the achievement gaps for the at-risk unduplicated pupils. We anticipate increased academic performance to be demonstrated through CAASPP and ELPAC scores and increased outcomes for student and parent survey results as a result of implementing these actions and services.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

One action/service that was not implemented to address Goal #3 was the in-person technology use training for parents. In its place, the district contracted with Success Together to create online parenting courses/workshops to assist parents with technology use in a virtual format. Parent workshops varied by grade span, including such topics as student opportunities after high school, FASFA, college/career readiness, substance abuse, elementary reading and math support at home, etc. Funds were also used to purchase and upgrade the district's virtual communication platform, including hiring a district funded translator to assist with district board and parent meetings; including the translation of flyers, mailers, presentations, and other avenues of communication which increased in quantity due to the escalated need for communication and outreach due to the pandemic in English and Spanish.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges in implementing the actions/services that were aimed to address Goal #3 include the limited experience and knowledge many parents had with technology. Parents were unfamiliar with using and navigating PUSD's virtual communication platform and phone messaging system (NTI, Remind, Parent Square, PeachJar, etc.). Some parents had not downloaded the ParentSquare phone app to receive alert messages and text communications. They were not accustomed to referencing the PUSD and school site websites for information and updates.

As a result of the pandemic and need for virtual communication, numerous achievements were attained in the area of Goal #3. Significant improvements were made to the PUSD and school site websites which increased communication, content, and resources available to parents and students. The district-wide phone messaging system was resulted in enhanced communication opportunities (e.g. texting, alert notifications, automatic translation, etc.) and staff notification access. Teachers, administrators, and counselors now have access to send communications and alert notices and parents and students now are able to communicate with school-site personnel via text and instant messaging. In addition, a district technology department was available to address at-home technology challenges, provided devices, maintenance of devices, and internet routers were placed strategically around the community in order to eliminate any home technology barriers. At the high school level, the registration process moved online. Parents now have access to

all PHS registration presentations and course flyers via the PHS website and the online course entry submission process has made student course selection visible to parents at all times. The district has moved to all online registration for kindergarten or new students enrolling in the district. Online registration is available in both English and Spanish.

Goal 4

The district will provide base services that incorporate the necessary staffing, supplies and services to deliver an instructional program. Base services include everything that is necessary for instruction to occur at all grade levels TK-12 with the goal of graduating pupils ready for college, career and adulthood. Base services also include all support activities for the instructional program.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Access to a broad course of study as measured by review of teacher and/or master schedules **19-20** 100% access to a broad course of study at all school sites **Baseline** 2016-2017: 100% access to a broad course of study at all school sites	Access to a broad course of study as measured by review of teacher and/or master schedules. 100% access to a broad course of study at all school sites for 2018-2019. Goal met.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base Services - Function 1000 - Instructional Services:	Base funds including LCFF base, Lottery, & Education Protection Act funds 1000-1999: Certificated	LCFF Base Funds Only 1000-1999: Certificated Personnel Salaries LCFF Base $9,181,640

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers, Instructional aides, classroom supplies, books, computers and software	Personnel Salaries LCFF Base $8,272,159 3000-3999: Employee Benefits LCFF Base $4,870,629 4000-4999: Books And Supplies LCFF Base $525,143 5000-5999: Services And Other Operating Expenditures LCFF Base $719,043 6000-6999: Capital Outlay LCFF Base $199,300	3000-3999: Employee Benefits LCFF Base $5,237,992 4000-4999: Books And Supplies LCFF Base $309,559 5000-5999: Services And Other Operating Expenditures LCFF Base $91,101 6000-6999: Capital Outlay LCFF Base $39,746 2000-2999: Classified Personnel Salaries LCFF Base $3,553
Base Services - Function 2000 - Instructional Support: Principals, school office staff, library staff and staff development	Base funds including LCFF base, Lottery, & Education Protection Act funds 1000-1999: Certificated Personnel Salaries LCFF Base $818,405 2000-2999: Classified Personnel Salaries LCFF Base $664,896 3000-3999: Employee Benefits LCFF Base $727,361 4000-4999: Books And Supplies LCFF Base $123,766 5000-5999: Services And Other Operating Expenditures LCFF Base $121,580	1000-1999: Certificated Personnel Salaries LCFF Base $877,234 2000-2999: Classified Personnel Salaries LCFF Base $771,447 3000-3999: Employee Benefits LCFF Base $838,594 4000-4999: Books And Supplies LCFF Base $42,245 5000-5999: Services And Other Operating Expenditures LCFF Base $146,677
Base Services - Function 3000 - Pupil Services: Guidance, counseling, psychologists, nurses and health aides, transportation	Base funds including LCFF base, Lottery, & Education Protection Act funds 1000-1999: Certificated Personnel Salaries LCFF Base $163,472	1000-1999: Certificated Personnel Salaries LCFF Base $133,802

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Base $590,356 3000-3999: Employee Benefits LCFF Base $445,114 4000-4999: Books And Supplies LCFF Base $153,500	2000-2999: Classified Personnel Salaries LCFF Base $16,579 3000-3999: Employee Benefits LCFF Base $56,837 4000-4999: Books And Supplies LCFF Base $20,843 5000-5999: Services And Other Operating Expenditures LCFF Base $107 6000-6999: Capital Outlay LCFF Base $39,213
Base Services - Function 4000 - Ancillary Services: After school sports and other related programs	1000-1999: Certificated Personnel Salaries LCFF Base $228,886 3000-3999: Employee Benefits LCFF Base $86,019 4000-4999: Books And Supplies LCFF Base $27,349 5000-5999: Services And Other Operating Expenditures LCFF Base $28,200	1000-1999: Certificated Personnel Salaries LCFF Base $116,737 3000-3999: Employee Benefits LCFF Base $81,237 4000-4999: Books And Supplies LCFF Base $71,090 5000-5999: Services And Other Operating Expenditures LCFF Base $0
Base Services - Function 7000 - General Administration: Board, Superintendent, legal, audits, business services, human resources	Base funds including LCFF base, Lottery, & Education Protection Act funds 1000-1999: Certificated Personnel Salaries LCFF Base $305,328 2000-2999: Classified Personnel Salaries LCFF Base $1,242,970 3000-3999: Employee Benefits LCFF Base $790,882 4000-4999: Books And Supplies LCFF Base $94,811	1000-1999: Certificated Personnel Salaries LCFF Base 332,955 2000-2999: Classified Personnel Salaries LCFF Base $1,176,201 3000-3999: Employee Benefits LCFF Base $767,419 4000-4999: Books And Supplies LCFF Base 68,940

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF Base $1,095,083	5000-5999: Services And Other Operating Expenditures LCFF Base $830,156
Base Services - Function 8000 - Plant Services: Custodial, maintenance, facilities, grounds, utilities	Base funds including LCFF base, Lottery, & Education Protection Act funds 2000-2999: Classified Personnel Salaries LCFF Base $1,654,657	2000-2999: Classified Personnel Salaries LCFF Base $1,182,938
	3000-3999: Employee Benefits LCFF Base $1,166,906	3000-3999: Employee Benefits LCFF Base $769,092
	4000-4999: Books And Supplies LCFF Base $389,761	4000-4999: Books And Supplies LCFF Base $169,290
	5000-5999: Services And Other Operating Expenditures LCFF Base $1,672,564	5000-5999: Services And Other Operating Expenditures LCFF Base $1,750,871
		6000-6999: Capital Outlay LCFF Base $41,442
Base Services - Function 9000 - Other Outgo: Transfers to Regional Occupational Programs, Fresno County services	Base funds including LCFF base, Lottery, & Education Protection Act funds 7000-7439: Other Outgo LCFF Base $985,069	7000-7439: Other Outgo LCFF Base $1,008,671

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most of the actions and services were implemented, except for transportation costs associated with student transportation and after school related programs and sports. Routine maintenance was limited due to inability for staff to work on campus due to COVID-19 pandemic. Unspent funds were used to support students by providing pick-up points at all school sites, including the Migrant Camp, in order for students to receive three meals a day and school work packets.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parlier Unified School District had successes in maintaining attendance and the decreasing discipline rates. Students were provided with access to their school libraries and counselors. Although students did not attend school in-person, students were able to receive base services in a virtual format at each of the school sites. With the exception of attending in-person, students were provided with instructional materials, teachers, and supplemental services. A challenge was not all students were able to come to school sites to pick up meals and work packets. School personnel had a difficult time reaching students who were disengaged.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online curriculum (asynchronous learning) TK-6 - Freckles 7-12 - Acellus Alternative - Edgenuity	110,000	104,135	No
Professional Development Days - focus of distance learning programs and social emotional training specific to students dealing with COVID. 3 days for all staff members in addition to contracted 3 days.	120,000	141,750	No
Distance learning devices - implementation of one to one devices, addition of preschool. Preschool -2nd grade - Apple iPads Technology - increase of technology aides to assist with onsite and distance learning needs of both students and staff	100,000	188,590	No
Distance learning devices - implementation of one to one devices. Finish replacement of broken devices, replacement of upper elementary grades from iPad to Chromebook. 3rd grade - 11th grade - Chromebooks Technology - increase of technology aides to assist with onsite and distance learning needs of both students and staff	500,000	754,364	No
Jr. High school adoption of online science curriculum. Current adopted curriculum does not offer any online resources for students.	86,000	92,883	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase of staffing. All mentioned positions would be temporary positions based on COVID 19 needs. Positions would be hired as temporary listings subject to re-evaluation in spring, 2021. Transportation - increase costs of bussing for students due to hybrid schedule. Student supervision - increase of staff on campus to ensure social distancing Custodial - increase of cleaning teams to ensure proper disinfecting takes place daily. Health services - increase of staffing for screening, tracing and student supervision during pandemic.	500,000	250,796	No
Headphones for students - during asynchronous learning, students would need additional support in order to listen to videos or participate in small group discussions through use of technology.	66,000	30,288	No
Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget our loses their face mask. All teachers will be provided with sanitization training aligned with the California Department of Public Health guidelines and school district board policy. All classrooms and school campuses will be provided with safety signage with social distancing reminders.	400,000	209,153	No
Personal Protective Equipment: All staff members will be supplied with face masks, face shields, gloves, and hand sanitizer. Health staff members will be provided with protective clothing (hazmat suits) in the event of working with students or staff who are symptomatic. All students will be supplied with face masks, gloves (in classroom) and hand sanitizer (in classroom).	300,000	270,754	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Due to the increase of streaming, demand for bandwidth has increased. Technology department is recommending an upgrade to the district's servers in order to handle the increase of traffic. The new server will increase the District's storage and computer power while increasing speed to internal hosted resources. Cost includes cost of hardware, licenses for support, and various other items to connect new servers to the existing network. Old servers would be repurposed and used at the school sites for internal backup storage.	150,000	74,452	No
Due to the increase of internet traffic, demand for security has increased. With over 500 hotspots now accessing our district internet, the current firewall and security measures are being pushed. An updated firewall will increase the level of security for the District's network. Cost would include licenses and hardware	100,000	31,143	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Regarding the "In Person Instructional Offerings" estimated actual expenditures:

An additional $21,750 was expended on professional development to provide all staff members with the additional contracted days for training of distance learning programs and addressing the social emotional impact on students with COVID.

An additional $88,590 was expended on additional technology personnel and hours needed for helping staff and students with online programs.

An additional $254,364 was expended on additional technology devices needed to replace broken devices and upgrade devices from older models

An additional $6,883 was expended on additional components of the PJHS Science curriculum. Increase also associated with additional purchase of program components to address the needs of second language learners

A decrease of $250,796 was not expended after re-evaluation of school safety needs as a result of starting the Hybrid Model later in the Spring semester. Estimated cost for potential need for more personnel was not reached

A decrease of $35,712 was not expended because district was able to buy headphones for all students below the amount allotted in the budget

A decrease of $190,847 was not expended because district was able to buy classroom safety supplies and signage to continue to provide a safe learning environment for both student and staff at a lower cost than funding budgeted for this action

A decrease of $29,246 was not expended because district was able to buy PPE and health supplies to continue to provide a safe learning environment for both student and staff at a lower cost than funding budgeted for this action

A decrease of $75,548 was not expended because district only utilized $74,452 for the purchase of additional server and hardware

A decrease of $60,857 was not expended because district only utilized $31,143 for the purchase of a firewall and licenses

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

As a TK-12 school, Parlier Unified School District reviewed each grade level group and program based on the guidance, rules and restrictions for each and work to implement in-person offerings that maximized on our ability to serve students on campus while also factoring in the expressed needs of families. In November 2020, PUSD was to invite our special populations (students with disabilities, students experiencing homelessness, EL learners, and students who were struggling to engage in distance learning) to campuses during the week. During these sessions, students would receive support from para-educators on their asynchronous, independent study work. On March 1st, we were able to invite students back to a hybrid model. Hybrid students attended on-site learning Tuesday through Thursday mornings, from 8:30 to 12:00 and worked asynchronously in the afternoons and on Fridays. Our in-person offerings to our special populations were challenging. Attendance was moderate and students struggled to remain engaged and motivated without their primary teachers, as our para-educators provided this support. For students who returned to in-class instruction, the return to in-person was apparently more successful. Despite fears and hesitation about returning to campus, we experienced great success. Attendance increased as result of a collaborative approach with our Child Welfare and Attendance department. We focused on SEL at the start, which we leveraged to push academic interventions by April. By mid-April, 80 percent of our students were attending our hybrid model and 20 percent remained on full distance learning for the remainder of the school year. For Parlier High School students, the majority of the 2020-21 school year high school students remained virtual. In early November, when it was briefly in a less restrictive tier, we began inviting our special education, special populations, and ELD students to campus for in-person individualized support. Due to the need to maintain stable cohorts, these groups were small in nature using teachers and

para-educators. We followed all school-wide safety protocols, which were communicated to families. We provided students with lunches and bus passes to help entice more students to attend. However, our labs only ever reached minimal attendance. Transportation, uncertainty about COVID, and a belief that they were making progress at home hampered our efforts to bring students back to campus. In April, we were able to open our CTE classrooms for both our Animal Science and our Intro to Nursing Assistant programs in April. Here we had much more success. These classes had full attendance as the students understood the need for hands-on instruction and learning in career education. Overall, the greatest challenge implementing in-person instruction was facilitating instruction supporting students in-person and students who chose to remain on distance learning both as a whole process but even more when the engagement was attempting to provide concurrent learning through having in-person and distance learners together for instructional time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online curriculum (asynchronous learning) will be provided to all students in Parlier Unified. The following identified programs will support asynchronous learning; TK-6 - Freckles 7-12 - Acellus Alternative site - Edgenuity Duplicated action from in person instruction.	Duplicated action	Duplicated	No
Professional Development Days 8 days	320,000	236,250	No
Distance learning devices - implementation of one to one devices, addition of preschool. Preschool -2nd grade - Apple iPads Technology - increase of technology aides to assist with onsite and distance learning needs of both students and staff Duplicated action from in person instruction.	Duplicated action	Duplicated	No
Distance learning devices - implementation of one to one devices. Finish replacement of broken devices, replacement of upper elementary grades from iPad to Chromebook. 3rd grade - 11th grade - Chromebooks Technology - increase of technology aides to assist with onsite and distance learning needs of both students and staff Duplicated action from in person instruction.	Duplicated action	Duplicated	No
Jr. High school adoption of online science curriculum. Current adopted curriculum does not offer any online resources for students. Duplicated action from in person instruction.	Duplicated action	Duplicated	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Headphones for students - during asynchronous learning, students would need additional support in order to listen to videos or participate in small group discussions through use of technology. Duplicated action from in person instruction.	Duplicated action	Duplicated	No
Teacher devices. Outdated computers are not able to handle the management of the online platforms. Replacement of all devices will allow for repurposing of older devices for other district uses.	270,000	230,915	No
License for video platform - virtual classroom.	15,000	17,216	No
Online library resource. Due to closure of all school buildings, including school libraries, resource for students to access online library.	36,670	60,310	No
Jr. High school adoption of online math support. Due to distance learning, support program for jr. high school math intervention.	36,025	55,925	No
Online music instruction support programs. Music programs (both instrumental and vocal) will utilize an online portal program that will support performing arts programs through providing sheet music, support resources for practice and feedback to students during non-instructional practice times.	15,000	10,000	No
Online reading assessment program. K-8 teachers have been trained in a single reading assessment adopted by the district. However due to COVID 19, teachers must now adapt this assessment to online instruction and assessment. Program will allow for teachers to continue to utilize a common assessment district wide for reading assessment.	3,000	2,000	No
Secondary AVID online. Secondary students have had access to AVID through in person instruction. Due to COVID 19, AVID online will now be offered and implemented in order to continue AVID access for our secondary students.	12,000	6,800	No
Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have	Duplicated action	Duplicated	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
extra face masks if a student should forget our loses their face mask. All teachers will be provided with sanitization training aligned with the California Department of Public Health guidelines and school district board policy. All classrooms and school campuses will be provided with safety signage with social distancing reminders. Duplicated action from in person instruction.			
Personal Protective Equipment: All staff members will be supplied with face masks, face shields, gloves, and hand sanitizer. Health staff members will be provided with protective clothing (hazmat suits) in the event of working with students or staff who are symptomatic. All students will be supplied with face masks, gloves (in classroom) and hand sanitizer (in classroom). Duplicated action from in person instruction.	Duplicated action	Duplicated	No
Virtual Tutoring: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will provide additional one on-one or small group academic support. This support will be provided via telephone or an online platform to provide additional aid to students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	200,000	98,400	No
Due to the increase of streaming, demand for bandwidth has increased. Technology department is recommending an upgrade to the district's servers in order to handle the increase of traffic. The new server will increase the District's storage and computer power while increasing speed to internal hosted resources. Cost includes	Duplicated action	Duplicated	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
cost of hardware, licenses for support, and various other items to connect new servers to the existing network. Old servers would be repurposed and used at the school sites for internal backup storage. Duplicated action from in person instruction.			
Due to the increase of internet traffic, demand for security has increased. With over 500 hotspots now accessing our district internet, the current firewall and security measures are being pushed. An updated firewall will increase the level of security for the District's network. Cost would include licenses and hardware Duplicated action from in person instruction.	Duplicated action	Duplicated	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Regarding the "Distance Learning" estimated actual expenditures:

A decrease of $83,750 was not expended on professional development because district was able to provide professional development at a lower cost than funding budgeted for this action as a result of decrease of other costs associated with in-person training

A decrease of $39,085 was not expended because district was able to purchase devices for teachers at a lower cost than funding budgeted for this action

An additional $2,216 was expended on additional licenses for the video platform to support virtual classroom instruction

An additional $23,640 was expended for the purchase of additional online library books and resources to supplement student virtual learning.

An additional $19,900 was expended on additional components of the PJHS Math curriculum. Increase also associated with additional purchase of program components to address the needs of second language learners

A decrease of $5,000 was not expended because district was able to purchase music instructional materials at a lower cost than funding budgeted for this action

A decrease of $1,000 was not expended because district was able to purchase assessment materials at a lower cost than funding budgeted for this action

A decrease of $5,200 was not expended because district was able to purchase AVID Online licenses at a lower cost than funding budgeted for this action

A decrease of $101,600 was not expended because district only utilized $98,400 for the purchase of licenses for virtual tutoring services for students

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes:

- Teachers and students quickly transitioned to using Chrome Books, MacBooks, Google Classroom, and Zoom for teaching and learning. Teachers used Google Suite and other online resources to deliver instruction.
- Staff learned new strategies for delivering instruction.
- Distance Learning provided families that were concerned about sending their children to school an option for continuing learning at home.
- There was more parental involvement because they were asked to support student learning.
- Teachers had access to technology and virtual professional development based on their identified needs.
- Special Education students continued to receive services in-person.
- Communication between students, teachers and parents has increased significantly.
- Staff were flexible and patient in transitioning from in-person to distance learning.
- Staff were able to work from home during their quarantine. This helped as we had a shortage of substitutes.
- Staff used technology to deliver instruction.
- We were able to secure enough laptops for staff and students.

Challenges:

- We had to prepare students and staff to switch from in-person learning to distance learning on a moment's notice.
- Students, parents, and teachers had to learn to use technology effectively.
- Students lost interest in distance learning much more quickly than in-person learning.

- More technology had to be purchased to implement distance learning. Supply chains were interrupted because of the pandemic so it

took months to receive some of the technology needed to implement distance learning.
- Families did not always hold their children accountable for completing work.
- Students would tell their parents that they submitted the work and teachers noted that students would submit blank work. This attributed to a high number of failing grades for students.
- More phone calls and virtual conferences had to take place between teachers and parent(s) in order to keep students accountable for their learning.
- Distance learning does not allow for hand-ons science experiments and limits teachers to offering instruction virtually without being able to provide immediate feedback.
- Some staff were unfamiliar with how to use Zoom and Google Classroom. Staff members that were experienced in the use of these programs helped other staff members.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental Instruction grades 2-8: To best support our unduplicated students who may be at most risk of learning loss due to the COVID-19 pandemic, the district will provide additional virtual supplemental instruction. The supplemental instruction will be provided by an approved vendor partner and will be monitored to ensure students are accessing services.	150,000	59,991	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Regarding the "Pupil Learning Loss" estimated actual expenditures:

A decrease of $90,009 was not expended on virtual supplemental instruction because district was able to provide virtual supplemental instruction at a lower cost than funding budgeted for this action

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

Feedback data indicates the appreciation of teachers for the flexibility provided in the transition from online instruction to in-person instruction. Teachers were able to build relationships with students and differentiate instruction based on student need. Teachers worked together in Professional Learning Communities in order to use the data to plan instruction based on learning loss as a result of the COVID-19 Pandemic. We were able to meet the needs of our Special Education students, Foster Youth, low income students, and English learners by providing in-class instruction in small groups. Tutoring was also provided to supplement in-class instruction.

Another success was the creative ways that teachers implemented to promote relationships between teacher and student, student to student relationships. Staff used creative alternatives to celebrating school-wide activities and special events to promote school connectedness and social emotional well-being.

Challenges:

One of the biggest challenges we faced was lack of staffing and limitations put in place with the cohorts requirements.
We were not able to provide traditional intervention and had to work collaboratively with teachers and families to support at-risk youth.
When a staff member was sick, substitutes were hard to come by which meant we had to be creative on how to cover classes.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As schools reopened, Parlier Unified will utilize its counseling teams to support students with trauma informed care, and check in with all participating families and staff members, on a regular and ongoing basis. Parlier Unified adjusted the comprehensive counseling/guidance program and delivery model to address universal, targeted and intensive needs. The School Psychologists, School Social Workers, School Counselors, and other outside support providers were able to provide intentional proactive and responsive services. The Parlier Unified Support Services department updated the crisis response models in order to appropriately respond to individual student needs, as well as grief/loss in the community.

Successes:

- Virtual tour of each school was available with new signs and arrows painted on the sidewalk for direction of traffic, etc. for students to familiarize themselves with campus prior to return.
- Classroom teachers were very creative in preparing presentations that encouraged student safety and well-being as they returned to class
- Staff development will be provided on Social Emotional Learning
- Crisis support in person
- Wellness Wednesdays to provide support to staff
- Emotional wellness survey, created in partnership with WestEd, was administered to students starting early October to help staff gauge where they were at emotionally and how we could support them (Vast majority wanted to return to school)
- Staff will continued to utilize the following social emotional curriculums: Second Step, Ripple Effect, RASSI Screener and the CBT Toolbox

Challenges:

- COVID fatigue from parents dealing with management of online and in-class schedules
- Lack of personal interaction cased students to disconnect

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

- Staff embraced multiple communication platforms in order to reach families.

- Staff spent more time having conversations with families and identifying individual needs in order for students to be successful.
- Meals were provided for all students and families.
- Support staff were flexible in providing support where needed.
- Zoom/Google Meets links were provided to families for meetings/conferences while allowing them to provide feedback in a safemanner.
- We quickly transitioned to offering virtual meeting options for our stakeholders. This option allowed more participation from families.
- We used a variety of communication strategies to build relational trust with families and boost student engagement.
- Parents were provided with regular updates on student outcomes to support distance learning.
- Individualized communication with students and families were used to share student progress, highlight learning gaps, and set expectations for engagement.

Challenges:

- We were unable to have parent volunteers on campus which diminished our services for students.
- We had to rethink how we would deliver our family engagement events like parent conferences, Back to School Night, Halloween parades/parties, field trips, holiday celebrations,
Open House and other family night events.
- We have also had to reschedule our Special Education meetings in the spring which cause a domino effect in the fall.
- Distance learning for our youngest students was challenging for them, their families, and their teachers.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Parlier Unified School District participated in the Community Eligibility Provision program that allowed all students to receive free meals. The District provided Grab n Go meals that included breakfast and lunch and were accessible to all students at each school site daily. All Grab n Go meals met the nutritional guidelines and qualify for reimbursement under the the most current meal pattern requirements required by the Federal Breakfast and Lunch Program. In addition to serving the meals at each school site, the District utilized the transportation department to deliver meals to students in the country and areas that do not have easily accessible means to pick up lunches at a school site. In the district hybrid model, when students were on campus, the four K-6 elementary school sites ate lunch in their classrooms. The junior high school provided four different lunch periods in order to offer two lunch periods per grade level to allow for social distancing. The high school campus provided two lunch periods and set social distancing standards in both the cafeteria and outdoor eating areas.

PUSD was successful in reaching parents and students. Every effort was put forth to make sure meals were distributed consistently. Additional personnel was brought in from other departments to ensure the easy distribution of food. The challenges encountered were minimal, but included providing lunch and dinner and once in order to accommodate parent work schedules.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Many lessons were learned this past year from implementing in-person and distance learning programs but perhaps the most important lesson is the need for human connectedness. Students and staff worked hard to keep students in cohorts and masks and deliver quality instruction. Student engagement has become a high priority whether instruction is delivered remotely or in-person. COVID changed the way we interacted with one another and increased the importance of hygiene practices/cleaning protocols.

Students and staff learned to use technology in new ways and staff have become very creative delivering other school traditions. We will continue to focus on engaging students, providing high-quality instruction, addressing the social emotional well-being of each student, providing a safe and clean learning environment for all. We will take the positive and the negative of what we learned this past year to refine our school systems, programs and teaching models. COVID created a need for more interactions with families and staff. Multiple modes of communication implemented and were used to reach parents. Overall, parents were highly engaged in their child's learning. For families that were hard to reach, our Child Welfare and Attendance department, as well as site administration and support staff, used new strategies to engage them with school. We will close our distance learning option and continue to have in-person and Independent Study as our instructional models.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In order to address pupil learning loss, Parlier Unified School District will continue to use local assessments and teacher input to create flexible interventions and targeted instruction. Teachers will analyze student data during collaboration time (PLCs) and plan

appropriate interventions and lesson plans. Support staff will be used for small group instruction and one-on-one support for our most at-risk students. After school tutoring and summer school are also being considered as we move forward. In order to support pupils with unique needs, we will continue to progress monitor their learning to determine any additional learning loss due to the pandemic. Based on the learning loss, we will continue to provide interventions as appropriate.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and budgeted expenditures for continued increased or improved services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021-22 through 2023-24 LCAP document is a representation of our district's statement for access for all. Our stakeholders should be able to see the shift from how Supplemental and Concentration funds have been spent in the past and replaced instead with data driven metrics based on supports specific to the unduplicated student groups designated in the plan. Parlier Unified School District spent the majority funds for in-class instructional needs over the last three-four years. As a result of the COVID-19 Pandemic, Parlier Unified had to re-evaluate how effective the actions were in the past and how effective they could be in a new virtual environment. The district is committed to providing additional creative data driven supports. Stakeholders have identified the need for better school to home connection, intervention and oversight of our neediest students, as well as improved coordination and offering of counseling/SEL based services. The lessons learned by Parlier Unified have been exciting and matching our plans for future initiatives. The biggest takeaways involve reaffirming the importance of the school to home connection; as well as the value of in person instruction to allow teachers to leverage their relationships with students and improve educational outcomes. Looking at our internal assessment and summative grade data the evidence of learning loss is very evident. Social Emotional health plays a role on top of the commonly discussed needs moving forward. The lesson now becomes how to balance the educational inequities that lead to underperformance in low income districts and the need to accelerate learning, while alleviating enough pressure to focus on SEL practices and mindsets while building the basic skills and habits students need to be successful. The well-being of staff and students are areas of need that need to be met in order for rigorous learning to occur. Taking the time to focus on these areas while understanding that state metrics are constantly pointing out the data trends, is at the core of the work the district must continue.

The emotional well-being of our students and staff will be monitored while working on learning and addressing learning loss gaps associated with the pandemic. At the primary level, the district will continue with a focus on early literacy and fluency to allow students to access content once they have reached the reading to learn phase grade levels without gaps that create ongoing underachievement. At the secondary level, adding embedded intervention will be needed in order to allow students an opportunity for intervention, while growing our CTE and elective programs to keep students engaged in the academic program, even as students work through their academic deficits. Pupil learning loss is being evaluated and dealt with on several levels that will continue to become more rigorous as in person instruction continues. The district has committed to hiring additional certificated support personnel in the form of Teachers on Special Assignment for English Language Arts, Math, English Language Development, and Science. Parlier Unified School District will utilize CAASPP and ELPAC testing data to determine areas where indicators show learning loss is higher, in order to carefully monitor actions and services to address those areas. Targeted attention will also be placed on student subgroups such as English Learners, Homeless, Foster, and students who have an Individual Education Plan (I.E.P.) or 504 Plan. We anticipate this data, as well as our internal assessments, will continue to help our teachers diagnose and provide support in areas of lost learning. Although the district's achievement gaps existed prior to the COVID-19 Pandemic, it is understood that COVID has exasperated the inequities that create the educational gaps we are working to close. Parlier Unified continues to work with

stakeholders to define our supports and needed programmatic changes. The three top takeaways from the COVID-19 Pandemic has been the importance of teacher-student relationship; the teachers and support staffs' ability to adapt to drastic changes quickly and effectively, and the increase focus of parent outreach via multiple modes of communication. This entire pandemic made it possible for our district to refine it's mode of communication with all stakeholders, while addressing the whole child.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	40,029,559.00	37,731,330.00
LCFF Base	28,163,209.00	26,174,208.00
LCFF Supplemental and Concentration	11,866,350.00	11,557,122.00
Not Applicable	0.00	0.00
	0.00	0.00
	419,999.00	0.00
	11,729,614.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	40,029,559.00	37,731,330.00
1000-1999: Certificated Personnel Salaries	13,589,172.00	14,238,814.00
2000-2999: Classified Personnel Salaries	6,246,536.00	5,458,459.00
3000-3999: Employee Benefits	11,249,053.00	10,856,974.00
4000-4999: Books And Supplies	2,006,431.00	1,383,428.00
5000-5999: Services And Other Operating Expenditures	5,472,741.00	4,543,613.00
6000-6999: Capital Outlay	337,300.00	182,716.00
7000-7439: Other Outgo	1,128,326.00	1,067,326.00
	1,128,326.00	321,830.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	40,029,559.00	37,731,330.00
1000-1999: Certificated Personnel Salaries	LCFF Base	9,788,250.00	10,642,368.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	3,800,922.00	3,596,446.00
2000-2999: Classified Personnel Salaries	LCFF Base	4,152,879.00	3,150,718.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	2,093,657.00	2,307,741.00
3000-3999: Employee Benefits	LCFF Base	8,086,911.00	7,751,171.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	3,162,142.00	3,105,803.00
4000-4999: Books And Supplies	LCFF Base	1,314,330.00	681,967.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	692,101.00	701,461.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	3,636,470.00	2,818,912.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	1,836,271.00	1,724,701.00
6000-6999: Capital Outlay	LCFF Base	199,300.00	120,401.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	138,000.00	62,315.00
6000-6999: Capital Outlay	Not Applicable	0.00	0.00
7000-7439: Other Outgo	LCFF Base	985,069.00	1,008,671.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	143,257.00	58,655.00
		143,257.00	58,655.00
		199,300.00	0.00
		0.00	120,401.00
		138,000.00	0.00
		0.00	0.00
		985,069.00	0.00
		0.00	263,175.00
		143,257.00	58,655.00
		0.00	0.00
		985,069.00	0.00
		0.00	263,175.00
		143,257.00	58,655.00
		0.00	263,175.00
		143,257.00	58,655.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
		6,521.00	0.00
		6,521.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	6,144,485.00	5,794,966.00
Goal 2	5,301,866.00	5,371,044.00
Goal 3	419,999.00	391,112.00
Goal 4	28,163,209.00	26,174,208.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$2,432,000.00	$2,148,308.00
Distance Learning Program	$907,695.00	$717,816.00
Pupil Learning Loss	$150,000.00	$59,991.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$3,489,695.00	$2,926,115.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$2,432,000.00	$2,148,308.00
Distance Learning Program	$907,695.00	$717,816.00
Pupil Learning Loss	$150,000.00	$59,991.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$3,489,695.00	$2,926,115.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Local Control 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
Parlier Unified School District	Dr. Altagracia Guerrero Superintendent	altagracia.guerrero@ParlierUnified.org 559-646-2731

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Parlier Unified School District is located in rural eastern Fresno County. Parlier's school ethnic population consists of 98.6 % Hispanic, 98.8% Socio Economically Disadvantaged and 58% of its students are English learners, which includes reclassified students who are currently being monitored. The district serves a large Migrant population that equates to 11% of its entire student population.

The vision for Parlier is becoming student centric, with attention to systems and staff development to ensure our community's students have the best choices for their educational pathways.

With three particular areas of focus:

ACCOMPLISHED STUDENTS

Establish, align, and deepen the implementation of quality learning, teaching and leadership practices in all classrooms and schools
* Objective 1
Establish and communicate a Teaching and Learning framework, identifying the instructional components and expectations in each academic area and for each grade level
* Objective 2
Establish and communicate a cycle for academic improvement

SUPPORTIVE ENVIRONMENT

Institute inclusive environments where students, families and staff feel sage and welcome and are supported to attain goals based on high expectations
* Objective 1
Review, align, and implement a plan to provide equitable language support for English Learners
* Objective 2
Standardize and communicate the Multi-Tiered Systems of Support (MTSS) plan as an integral part of the Teach and Learning framework

EMPOWERED COMMUNITY

Build and strengthen partnerships between stakeholders so that the community is empowered and positively impacts student achievement
* Objective 1
Establish and communicate a Strategic Communication plan with all stakeholders
* Objective 2
Form stakeholder groups to regularly serve in an advisory capacity

The 2020-2021 LCAP process included 10 different stakeholder meetings that spanned from January 2021 through June 2021. Public input was collected on our progress towards achieving the established goals and this information was reviewed and summarized by the LCAP District Advisory Committee (DAC) to support existing actions and services while introducing new ideas. This information was then used to impact the writing of the LCAP. The LCAP is centered on three goals. Goal 1 is Academic Achievement. Goal 2 is Climate and Culture. Goal 3 is Parent Engagement.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the review of the district local data and stakeholder feedback, we did maintain the same level of student achievement in English Language Arts (ELA) and mathematics due to the impact of distance learning from March 2020 through March 2021. Our local data demonstrates that we are maintaining the same level of student outcomes during the pandemic. We were able to compare our local data from Semester 1 and Semester 2 due to having multiple years of these data measures. Additionally, we reviewed our last reported California School Dashboard data points to inform work along with our local data and stakeholder feedback. Below is a summary of these multiple data points provided within our Executive Summary which is used with all our stakeholders and includes all our measurements for conditions of learning, pupil achievement, and engagement. Our stakeholders have consistently expressed a commitment to the following curricular and instructional programs, which includes professional learning to deepen understanding of the curriculum and instructional practices that show improved student outcomes. Many of these core curriculum and intervention components are used in tandem to accelerate learning as part of our continued commitment to learning recovery.

California School Dashboard 2018-2019 - (Due to the limited data availability for 2020-2021, we are reporting 2019-2020 data.)

CONDITIONS AND CLIMATE

Suspension Rates:
2% Decline: All student suspension rate 3%
2.2% Decline: English Learners
4.8% Decline: Students with Disabilities
3.3% Decline: Homeless
Parlier Unified LCAP Actions pertaining to Conditions and Climate show to be successful as indicated by our suspension decline. In order to build on the success, Parlier Unified School District will continue to implement PBIS in order monitor data, provide best practices for supporting behavior and social emotional needs of students. We will provide support staff to provide behavior support and progress monitor based on needs.

ACADEMIC PERFORMANCE

CAASPP
Academic Performance: English Language Arts (ELA)
20.3-point increase: Students with Disabilities
6.5-point increase: English Learners
Maintained – Homeless, Socioeconomically Disadvantage, and Hispanic

Academic Performance: Mathematics
17.8-point increase: Students with Disabilities

8.1-point increase: Homeless
Maintained – English Learners, Hispanic, and Socioeconomically Disadvantaged

ELPAC
English Learner Progress
48.1% making progress towards English Language proficiency
42.8% EL who progressed at least one English Language Performance Indicator (ELPI) level

College and Career
14.9% increase: All
22.8% increase: English Learner
14.4% increase: Hispanic
4.6% increase: Socioeconomically Disadvantaged
64.4% Prepared: Class of 2019

Parlier Unified students showed growth in many academic growth indicators. Students with disabilities and English learners grew significantly in the area of ELA and our students with disabilities and homeless youth demonstrated growth in mathematics. English learners demonstrated language proficiency growth on the ELPAC and 48.1% making progress towards English language proficiency. English learners progressed at least one ELPI level. Students increased participation in College and Career coursework. English learners, Hispanic, Socioeconomically Disadvantaged students saw significant increases. We will build on these successes by continuing to offer and increasing CTE courses at the high school level and begin to offer courses at the middle school level.

LOCAL INDICATORS

Parlier Unified continues to promote excellence at each academic level and for all its students. Parlier Unified's primary goal is for all students to graduate, prepared to succeed at their next level of learning, whether it be postsecondary education and/or entrance into the workforce.
- The State Seal of Bi-literacy: 9 graduating students, class of 2019-2020, achieved this honor. We anticipate this number to increase threefold for class of 2020-2021.
- Graduates Meeting UC/CSU Requirements: graduating students, class of 2019-2020, met UC/CSU requirements. This is a 5.9% increase from 2018-2019.
- Parlier Unified 2019-2020 graduate rate (94.5%) was higher than the State graduation rate (86.6%) and the State of California rate (87.6%).
- English Language Reclassification Rates: Parlier Unified 2020-2021 reclassification rate (10.8%) was higher than the County of Fresno (4.6%) reclassification rate and the State of
California rate (8.6%)

- Advance Placement (AP) Exam: 45% scored a "3" or better on the AP exam in 2019-2020 (considering school closures due to COVID-19 pandemic)
- Advancement Via Individual Determination (AVID): Students enrolled in AVID for the 2019-2020 school year had a higher attendance rate (95%) compared to all students'

attendance rate (94%). AVID courses offered at one elementary school and plans to implement AVID at all elementary schools by 2021.

We will build on the above successes by continuing to offer the State Seal of Bi-literacy for high school students. Students at the high school level will continue to be provided coursework designed to meet A-G requirements. Parlier Unified will offer students with AVID strategies that prepare students to be successful in college. English Learners will continue to be monitor to assure continued reclassification rate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard state indicators for which performance for any students group was two or performance level below of the "All student" performance.

CONDITIONS AND CLIMATE

Suspension Rates:
7.8% Increase: Foster Youth (RED)

ACTION STEPS:
Parlier Unified School District provides district and school site resources for unduplicated count students. At the district level the Homeless and Foster Youth Liaison coordinates with school site administration and/or counselors to provide guidance, resources and services for our English Learners, Homeless and Foster Youth students.   The district will work on reducing the suspension rate for Foster Youth by focusing on our Foster Youth data and staff development provided by our PBIS Coordinator. Teachers will be provided with resources needed to provide social emotional and behavioral supports based on the specific needs of our Foster Youth. Additional Tier I and II supports will be provided for Foster Youth.

ACADEMIC PERFORMANCE

CAASPP
Academic Performance: English Language Arts (ELA) ORANGE - All students
Academic Performance: Mathematics   RED - All students

In response to academic performance noted above, Parlier Unified will be providing a comprehensive summer school program at all school sites and offerings will be given priority to our English Learners, Homeless and Foster Youth. In fall 2021, Parlier Unified will be offering expanded learning opportunities before and after school for all students. Foster Youth and Homeless students who have transportation issues to access academic or social-emotional resources are provided transportation options. In addition, school sites continue to implement MTSS to support students with academic or social-emotional challenges. Parlier Unified will continue to address performance gaps through LCAP goals and actions, specifically Goal 1.

Due to the pandemic no data indicators were reported on the 2020-2021 Dashboard.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2020/2021 LCAP will continue to focus on academic improvement. All students will continue to receive standards-based instruction and the additional support necessary to move towards mastery of grade level standards, both in math and ELA. PUSD students will continue to improve their technology competencies designed to equip them with the skills necessary to be college and career ready. School culture and parent engagement remain priorities. PUSD will continue to engage all stakeholders in improving school climate and creating a responsible, caring, and safe environment. PUSD will continue the process of building an improved support system to assist our 9 - 12 grade Independent Study students in matriculating to both two and four year colleges.

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.

San Joaquin Valley High School

Support for Identified Schools

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

Parlier Unified School District will take the following steps in supporting San Joaquin Valley High School through the Comprehensive Support and Improvement Plan:

Parlier Unified will work with San Joaquin Valley High School to establish a Comprehensive Support and Intervention (CSI) team of district and school site employees (classified, certificated, and administrative), parents, and community members to monitor the school's progress on the implementation of the approved interventions, strategies, and fiscal resources that support the goal of the San Joaquin Valley High School Comprehensive Support and Improvement Plan. The district team will also include the site leaders of the high school, junior high school, Student Support Services Director, Assistant Superintendent, and Superintendent.

The key focus for the Comprehensive Support and Improvement Plan for San Joaquin Valley High School is the graduation rate.

The CSI team will establish regularly schedules meetings to review the status of the CSI goal for San Joaquin Valley High School, as well as, make recommendations for improvement and report progress to the district.

To address the improvement in graduation rate, the Parlier Unified School District CSI team will engage in a think tank process of visiting similar alternative educational sites serving rural populations and engage in best practices discussions. The CSI district team will utilize the information gathered from their visits to evaluate and reflect on current practices at San Joaquin Valley High School.   Through this process, the CSI team will engage in a root cause analysis that will involve the collection of data from former students. It is expected that data collected from interviewing former students will provide the CSI team with an insight to their experiences and the reasons ("what" and "why") for transferring from Parlier High School to San Joaquin Valley High School during Spring 2018. The interviews will include students, staff, and administration.

A needs assessment will be developed to establish the current areas of need regarding student graduation rate. Part of the process for establishing a needs assessment will include a root cause analysis on the transfer process of students between San Joaquin Valley High School and Parlier High School. The root cause analysis will be conducted by the CSI team in collaboration with the LEA. The school administration and LEA will monitor student academic data quarterly to determine progress towards earning credits for graduation. This process of monitoring students on the graduation pathway will allow for the school administration, with the support of the LEA, to review data and make any necessary changes to assure objectives and goals are met. Some of the changes needed may require the need for additional services. The LEA will work closely with the CSI team and school administration to provide the resources necessary to meet objectives and goals.

In looking at implementing evidence-based resources, the administration at San Joaquin Valley High School will make recommendations for programs, trainings, and workshops, based on the data analysis from the needs assessment and / or the root cause analysis. The LEA will review the recommendations from San Joaquin Valley High School to determine alignment with CSI Plan. The LEA will work collaboratively with San Joaquin Valley High School and other schools to plan for trainings/workshops that support the CSI Plan objectives, including working closely with the district's Human Resources department if staffing changes are needed. The LEA will research programs and resources from What Works Clearinghouse, CDE and participation in the Fresno County collaborative network. Additionally, recommendations for materials, curriculum and resources are put through the District Curriculum Committee, comprised of teachers and administrators from throughout the district. This committee provides input and a systemic viewpoint of K-12 and supports the whole district in implementation of new materials.

The process we used and will continue to use to address resource inequities is program analysis. We will measure the effectiveness, efficiency and efficacy of the various programs currently in use at San Joaquin Valley High School to ensure they are being implemented with fidelity and equally across the school site. Additionally, the site will work with the LEA as well as the county office of education to identify other resources currently in place at other alternative sites. Comparing data and results of other sites with their systems against our own will also give us insight if there are better systems available to implement for our students and staff.

Monitoring and Evaluating Effectiveness

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

The district administration will work with the San Joaquin Valley High School and CSI team to regularly and systematically review the progress (or barriers to achieving) made towards meeting the CSI Plan objectives. The CSI team progress meetings will be held a minimum of three times a year (at the beginning, middle, and end of the school year), to review progress towards meeting targeted areas identified in the Comprehensive Support and Improvement Plan. The CSI team will review student academic assessment data to determine academic progress towards meeting graduation course requirements, effectiveness of interventions for students at-risk of failing coursework, and number of students in grades 10th through 12th with credit deficiencies towards meeting the gradation credit requirement. Furthermore, these meetings will address the extent to which the CSI funds are being used to help meet the plan   objectives.

The LEA and site administration of SJHVS will conduct empathy interviews as part of the root cause analysis to determine and learn the experiences of students attending and participating in the program at San Joaquin Valley. These interviews can provide insight to identifying potential inequities that may exist in the program. The data can be used to improve upon the program to increase graduation rates at SJVHS.

The site administration at San Joaquin Valley High School will conduct an evaluation of all instructional programs and parent engagement activities to determine the effectiveness and impact on student graduation rates and student academic achievement. The evaluation will require the analysis of student and parent communication protocols for notifying families of failure rates, interventions, and counselor activity. This evaluation process will also be conducted at Parlier Jr. High School and Parlier High School. The outcome of this evaluation process will support the alignment of student transfer protocols districtwide. The LEA will support the evaluation process conducted by the administration at San Joaquin Valley High School by providing them with student data, work sessions with district administration to review data, opportunities to network with similar demographic alternative schools, and providing feedback to progress monitoring outcomes.

In addition to the actions taken by the district administrative team, the San Joaquin Valley High School administration will provide data for graduation rates over the past three years. This will provide context of successful graduation rates. The data will also provide for the establishment of measurable goals. Student Supports Services department will support this effort by providing the number of transfers from Parlier High school to San Joaquin Valley High School during the same
three years. The CSI team will disaggregate the three-year graduation data for this student cohort to determine the graduation outcome if these students had remained enrolled at Parlier High School.

Critical to the improvement of the graduation rate will include the clear articulation of information on a "Graduation Pathway" for students and parents to receive from counselors annually for students in 7th-12th grade. The "Graduation Pathway" will also include the development of a tracking document to monitor and report the student progress towards attaining a high school diploma.

In an effort to improve services and interventions for incoming students, the CSI team will develop an intake system to identify students' academic levels prior to arrival. The process will include a review of student's state and local assessments (i.e., English Language Proficiency Assessment of California-ELPAC, California Assessment of Student Performance and Progress-CASSPP, district benchmarks, Interim Assessment Blocks-IABs, Fast Bridge, etc.) to identify academic skills and areas of need.

San Joaquin Valley High School and Parlier High School will work collaboratively to develop a process for transferring students from one school site to the other. In addition, the site administrators from Parlier Jr. High School, Parlier High
School, and San Joaquin Valley High School will provide their self-evaluations of program effectiveness for intervention programs at their sites. The evaluation will also include the success and failure rates for all their programs. Furthermore,

San Joaquin Valley High School and Parlier High School will review and analyze overall credit achievement rates. This data will be disaggregated by grade level and content area/subject matter.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Parlier Unified School District engaged stakeholders by facilitating a series of four community LCAP Stakeholder Input meetings held at four school locations in the district. The stakeholder input meetings were held virtually through YouTube. The district provided input opportunities for stakeholders by including access to an online input form embedded in the YouTube LCAP Stakeholder presentation. The district also provided an LCAP survey for all parents, students, and Parlier Unified staff members, both certificated and classified. The survey consisted of questions about programs, actions and services provided by the district. The questions asked specifically what programs, actions, and services were working effectively in the district. The survey also included a question about the programs, actions and services provided by the district that may need improvement or refinement, or not effective. All the responses from the surveys were asked for each of the three goals.

The following is a summary of stakeholder input/feedback by LCAP goal and stakeholder group-

Stakeholders Involved:

- Principal and Co-Administrators Training
- Teacher – Site Presentations
- Classified – Site LCFF/LCAP Annual Update Presentations
- District Parent Leadership Meeting – DELAC, SSC, ELAC, DAC/PAC
- Community Forums held at school sites
- Parlier Faculty Association (PFA) - Certificated
- California School Employees Association (C.S.E.A.) - Classified
- SELPA Consultation with the Student Services and Special Education Director
- District Parent Advisory Committee (Superintendent's Parent Advisory Committee)
- District Staff Surveys
- Parent Surveys
- Student Surveys
- School Websites

Communication was provided for all meetings using the following resources:

- Flyers
- NTI (Phone messenger)
- Personal phone calls to DAC/DELAC Committee Members
- School Site and District Websites
- School Site and District Marquees

- PeachJar Announcement tool
- Parent Square Parent and Community Announcement tool
- Reminders via notes
- Remind App

All Meetings provided the following:

a. The presentation was done in Spanish and English
b. Powerpoint presentation was displayed in both Spanish and English
c. Scribes were available to document all parent questions and comments, including an online fillable form for stakeholders to complete with their input

Meetings occurred as follows:

1. February 25, 2021 - LCAP Community Stakeholder Input Meeting #1 - Held at Cesar E. Chavez School from 5:00-7:00 p.m. Presentation was conducted in English and Spanish
 via YouTube and input was collected for all goals by the use of an online fillable form included in the YouTube presentation.

2. March 4, 2021 - LCAP Community Stakeholder Input Meeting #2 - Held at Mathew J. Brletic School from 5:00-7:00 p.m. Presentation was conducted in English and Spanish via
 YouTube and input was collected for all goals by the use of an online fillable form included in the YouTube presentation.

3. March 18, 2021 - LCAP Community Stakeholder Input Meeting #3 - Held at John C. Martinez School from 5:00-7:00 p.m. Presentation was conducted in English and Spanish via
 YouTube and input was collected for all goals by the use of an online fillable form included in the YouTube presentation.

4. April 8, 2021 - LCAP Community Stakeholder Input Meeting #4 - Held at S. Ben Benavidez School from 5:00-7:00 p.m. Presentation was conducted in English and Spanish via
 YouTube and input was collected for all goals by the use of an online fillable form included in the YouTube presentation.

5. May 13, 2021 - District English Learner Advisory Committee (D.E.L.A.C.) LCAP Input Meeting - Held virtually via Zoom meeting from 5:30-7:00 p.m. Input for all goals was
 collected.

6. March - April 2021 - LCAP School Site Staff Presentations:

a. San Joaquin Valley H.S - Held April 13, 2021 (Staff surveys were filled out and submitted at the end of the meeting)
b Cesar E. Chavez Elementary - Held March 22, 2021 (Staff surveys were filled out and submitted at the end of the meeting)
c. John C. Martinez Elementary - Held April 23, 2021 (Staff surveys were filled out and submitted at the end of the meeting)
d. Benavidez Elementary - Held April 5, 2021 (Staff surveys were filled out and submitted at the end of the meeting)
e. Brletic Elementary - Held April 5, 2021 (Staff surveys were filled out and submitted at the end of the meeting)
f. Parlier Jr. High School - Held April 13, 2021 (Staff surveys were filled out and submitted at the end of the meeting)
g. Parlier High School - Held March 22, 2021 (Staff surveys were filled out and submitted at the end of the meeting)

7. March - April 2021 - LCAP Student Input Surveys were provided and submitted.

8. March - April 2021 - LCAP Staff Input Surveys were provided and submitted.

9. February - April 2021 - LCAP Parent Input Surveys were provided to PUSD parents.

In addition to the four LCAP Stakeholder Input meetings and surveys, the district also consulted with district and site administration. Once the consultation process was complete and input was collected, the site administrators provided the same presentation and meeting input format for their certificated and classified staff. School administrators followed the same process with their School Site Council and English Learner Advisory Committee parents. The LCAP surveys were also sent to all school site parents. The LCAP surveys were available electronically and in paper form in order provide parents and community full access to input. The district LCAP team met with the California State Employees Association (CSEA) Classified union members and the Parlier Faculty Association (PFA) Certificated union members to present the LCAP presentation and obtained their input using the same process for all three goals. The LCAP team also followed the same process when meeting with the District English Learner Advisory Committee (DELAC) and Migrant Parent Advisory Committee (MPAC). All stakeholder Input meetings for all required groups were completed by May 25, 2021.

All LCAP Stakeholder Input meetings were scheduled and surveys distributed between February 1, 2021 through April 30, 2021. The LCAP Stakeholder Input meetings were held strategically at four different school sites in order to provide our parents better access to the meetings if they chose to attend in-person. The vast majority of parents chose the online meeting option, while a small number of parents attended the LCAP Stakeholder Input meetings held at neighborhood schools. Translation services were provided and the presentation/information was presented in English and Spanish.

Public Access to DRAFT LCAP and Approval Process:

1. Draft LCAP Public Hearing took place at the May 25, 2021 School Board meeting. LCAP was taken back to Public Hearing on Tuesday, August 10, 2021.

2. Draft LCAP Public Comments took place on May 25, 2021. LCAP Public Comments period will begin August 25, 2021 through September

, 2021.

3. The DRAFT LCAP was available for public comment from May 26, 2021 through June 22, 2021
   - DRAFT was made available for review at the Parlier Unified District Office, each school site administration office, and PUSD website. Copies were made available upon request in
English and Spanish.

4. The LCAP was taken for adoption on June 22, 2021. There were no questions for the Superintendent presented by the DELAC and DAC.

5. The Local Indicators presentation was presented on June 22, 2021 at the same School Board meeting held for the adoption of the LCAP plan.

6. The PUSD budget was presented and adopted on June 22, 2021 at the same School Board meeting held for the adoption of the LCAP plan.

The LCAP initially approved by the PUSD school board was submitted to Fresno County Superintendent of Schools office for review and approval on June 28, 2021.

Upon submission and review of the initial PUSD school board approved LCAP to Fresno County Superintendent of Schools (FCSS) office, it was determined the PUSD LCAP needed revisions and additional information to ensure it was California Department of Education (CDE) compliant. The FCSS office of LCAP & Compliance, provided the district with technical support for all areas of the plan needing revisions and/or additional information. Through the collaborative revision process between the district LCAP team and the FCSS office of LCAP Compliance, the LCAP was revised to reflect the district's 2021-2024 goals and actions, along with the corresponding funding allocations, data reflecting actual expenditures for the Learning Continuity Plan, and the LCAP Annual Update outcome data.

The amended draft LCAP was taken for a second round of input from the DELAC and DAC committees. The amended draft LCAP was presented to members of the DELAC and DAC committees on Thursday, August 19, 2021.

The amended draft LCAP was presented to DELAC and DAC members by:

a. Presenting the information in Spanish and English
b. Utilizing a Powerpoint presentation to display plan components
c. Providing a scribe to document all parent input, questions and/or comments

Communication was provided for all meetings using the following resources:

- Flyers
- Personal phone calls to DAC/DELAC Committee Members
- Reminders via notes
- Remind App

Key points provided by DELAC and DAC member feedback for draft amended LCAP:

Goal #1:
- Need for intervention teachers at all school sites
- After school tutoring needed for students below grade level; not meeting standards
- Teachers available via online support after school
- In-class support for students who do not understand lesson and need more help
- Teachers better prepared to teach lessons; more training needed for teachers
- Provide teachers with coaches in reading and math to help them teach better
- Continue with summer school program at all school sites
- Additional support for students who are not reading; send books and materials home to help with reading
- Reclassify students at Parlier High School before they go to college

Goal #2:
- School security at all schools (elementary and secondary)
- Social workers, counselors, and behavior therapists available at schools to address social-emotional needs of students after pandemic school closures
- More career courses to encourage students to attend school
- Music program which includes marimba and marching band at Parlier Jr. High School and Parlier High School
- Increase health checks at all school sites to help eliminate possible outbreaks of illnesses among students and staff
- Continue with after school sports programs

Goal #3:
- More incentives for parents to attend school and district parent meetings
- Computer classes to help parents access district parent portal
- Continue with parent workshops at school sites
- More selection of topics to be covered at parent workshops
- Increase communication with parents on a timely manner
- Liked Zoom parent meetings which allowed for more participation without leaving home
- Timely communication with parents when their student(s) are failing courses

During the meeting, there were no questions posed by members the district committees for the Superintendent.

Public Access to draft amended LCAP and Approval Process:

1. Draft amended LCAP was taken back for Public Hearing on Tuesday, August 24, 2021.

2. Draft amended LCAP will be available for public comments beginning August 25, 2021 through September 13, 2021.
   - There were no questions or comments during the public comments section
   - Draft LCAP will be available for review at the Parlier Unified District Office, each school site administration office, and PUSD website. Copies will be made available upon request in
English and Spanish.

3. The PUSD LCAP was approved at the September 14, 2021 School Board meeting.

A summary of the feedback provided by specific stakeholder groups.

Key areas of discussion:

ACADEMIC ACHIEVEMENT
Staff stakeholders shared input requesting additional professional development for teachers in the area of English Language Development (ELD), early literacy and phonemic awareness, and math training. Staff also shared that they would like to see more vocational courses offered at the middle and high schools. They also shared that they would like to see additional personnel to help in RSP classes in the district. Parents also shared they would like to see additional staff in the classrooms and intervention classrooms. Parents also suggested an increase in instructional aides in the classrooms to help teachers with students needing additional support. Students shared a need for more music and coding courses at all grade levels. Students would like to see more course offerings such as photography, child development and home economics course.

CULTURE AND CLIMATE
Staff stakeholders would like to see campus monitors at all school sites, including the elementary schools.   Additional training on social media platforms to help engage students and their parents. Staff would also like to see restorative justice programs at school sites. Parents would also like to see campus monitors on campus and sex education and healthy relationships for teens courses. Students would like to see a mariachi band formation at the high school level, folkloric dancing, and additional field trips to festivals and cultural events.

PARENT ENGAGEMENT
Staff shared they would like to see more curriculum nights to engage parents, including hiring parent empowerment organizations to help parents make better connections with school staff and systems. Staff would also like to see parents receive training on how to use the

student information system in order to have access to their child's attendance and academic progress. Staff suggested having quarterly parent surveys in order to monitor the needs of our parent engagement actions and services. Parents indicated they would like to be trained on district online applications, ESL, and GED classes. Parents would like to see a better system for notification of their child's absences.

After carefully analyzing the feedback provided to us from all our stakeholder groups, the district LCAP team was able to disaggregate key ideas and trends that were shared by all the stakeholder groups. The following trends emerged for the following LCAP goals:

Academic Achievement:
The ideas and trends that kept emerging from goal #1 responses indicate that stakeholders want to see additional Reading Intervention teachers and full-time Instructional Aides in the reading labs to support more at-risk students. In addition to the Reading Intervention teachers, stakeholders would like to see English Language Arts, Math, and English Language Development (ELD) Coaches at all school sites. The conversations and input also focused on supporting our English Learners (ELs) who have not been reclassified. Stakeholders would like to see more teacher training on how to better support the needs of all EL students who have not been reclassified. Stakeholders also would like to see a focus on literacy at the primary grades so that students are able to read and comprehend grade level material and eliminate the number of students needing intervention. The inclusion of a vocational program at the middle school and possibility of building a Green House at the middle school. These students would be the feeder program for the high school Career and Technical Education (CTE) and Agriculture (AG) programs.

Culture and Climate:
Stakeholders would like to see an increase in the number of music courses. Stakeholders would also like to see more cultural awareness activities which teach students about different cultures and their differences and similarities to other cultures. More family events were also noted as being mentioned in the input process. One area that was mentioned frequently was scheduling school site additional family events, dances, and motivational speakers.

Parent Engagement:
The strongest trend among stakeholders was the need for a district-wide Parent Engagement Liaison. The liaison would be assigned to support parents access school and community resources while serving as a bridge between district and community. More technology courses for parents, specifically the courses on how to use school district applications.   In addition to parent courses, stakeholders would like to have ESL and GED classes offered to parents.

The Parlier Unified School District LCAP team reviewed all feedback and input from all stakeholder groups to determine goals, actions and services. The feedback provided along with the most current student academic data were instrumental in the development of the goals. Specifically, the focus on the needs of our English Learner and Special Education student subgroups. Staff and parents consistently shared the need for additional support for students at-risk of not meeting grade level standards and needing reading intervention. In addition, the need for reclassification of our Long Term English Learners (LTEL) and EL students who are also in the Special Education program.

Stakeholder input was categorized into the areas of Academic Achievement, Culture and Climate, and Parent Engagement.

This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. ACADEMIC ACHIEVEMENT influenced the development of the first LCAP goal - Accomplished Students. The District will increase the current number of Reading Teachers, instructional Aides, and maintaining number of Special Day Class teachers. The District and schools continue to seek and procure evidence based instructional/intervention materials such as iReady Mathematics, Math Mindsets, and English Language Arts diagnostic and curriculum; and provide professional development on effective instructional strategies. These instructional programs also provide an assessment for ELA and Mathematics to use for monitoring student growth over time in addition to the CAASPP Interim assessments the district uses. The district will be offering a Summer Academy to support learning recovery and expanded learning time. The district will also be continuing to improve technology access and systems for more seamless transition for students' learning within the walls of school and beyond the school to expand their learning time. The district will purchase applications to support learning for students beyond their school day. Our teachers have learned a tremendous amount about student management platforms that can support student learning beyond the four walls of a classroom and we will continue to use these learning tools to support student outcomes. The district will also continue to enhance the supports and resources for English Language Learners through the implementation of the CA EL Roadmap TK - 12 grade.

2. CULTURE AND CLIMATE influenced the development of the second LCAP goal - Support Environment. The District is using the additional resources provided to support in-person instruction, as one time funds into next year, given the unknown circumstances of the pandemic even into the 2021-22 school year. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. The District will be provide professional development for all staff in the area of Social Emotional Learning (S.E.L.) and the impact on student emotional growth. In addition to professional development, the district will also invest in the purchase of K-12 grade S.E.L. curriculum in an effort to streamline the consistent support for students. The District will also re-organize the Student Support department to provide designated personnel to address Tier I, II, and III student supports using the MTSS framework. School sites will be provided with funding and resources to increase the number of student opportunities to participate in grade level specific field trips, camps, and academies. The District will also continue to enhance the supports and resources for Special Education, Foster and Homeless students through targeted outreach to ensure inclusion and participation.

3. PARENT ENGAGEMENT influenced the development of the third LCAP goal - Empowered Community. The District plans to enhance and enrich the communication between parents, community and district. The input from stakeholder input meetings provided an opportunity for the district to reevaluate the current actions and services to refining the targets or areas that parents and community shared. The input form staff on how to improve parent participation was also instrumental in the writing of the goals and actions for the 2021-2024 LCAP Goal #3 - Empowered Community. The District will hire a Family and Community Empowerment (F.A.C.E.) Coordinator to focus on the needs shared by our families and community stakeholders. The F.A.C.E. Coordinator will focus on conducting district parent meetings, organizing district parent committees, providing parent workshops, support school sites with their parent committees and parent events. The District will continue to provide the same type of parent workshops provided last year as requested in parent surveys and meeting input forms. In addition, the District will also continue to invest in the digital formats of parent outreach such as PeachJar, ParentSquare, and websites.

Goals and Actions

Goal

Goal #	Description
1	Accomplished Students Establish, align, and deepen the implementation of quality learning, teaching, and leadership practices in all classrooms and schools.

An explanation of why the LEA has developed this goal.

This goal supports our vision and student needs identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning focused goal:

1. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.

2. Increase the annual rate of reclassification of English Learner students to English Proficient and improve our reclassification rate and continue the implementation of the California English Learner Roadmap.

3. Continue to see an increase in state and local student assessment data, especially in the area of literacy across all content areas.

4. Increase support and improve learning outcomes for students with disabilities.

5. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.

6. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments

7. Improve the district's Academic Performance as measured by CAASPP data and demonstrate growth for each student group.

8. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT).

9. Provide supplemental and intensified supports to student who require more academic support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced English Language Arts Assessment (ELA) Note: Local benchmarks and assessments will used until the CAASPP results are available.	Met or exceeded standards: All - 12.6% ELs - 10.3% SWD - 4% Data Year: 2020-2021 Data Source: Illuminate Data source in future will be SBAC				Met or exceeded standards: All - TBD ELs - TBD SWD - TBD Met ___ Not Met ___ Data Year: 2023-2024 Data Source: CAASPP test results
Smarter Balanced Mathematics Note: Local benchmarks and assessments will used until the CAASPP results are available.	Met or exceeded standards: All - 4% ELs - 3% SWD - 0% Data Year: 2020-2021 Data Source: Illuminate Data source in future will be SBAC				Met or exceeded standards: All - TBD ELs - TBD SWD -TBD Met ___ Not Met ___ Data Year: 2023-2024 Data Source: CAASPP test results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress toward English Proficiency	48.1% Data Year: 2019 & 2020 Data Source: Summative ELPAC				65% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Summative ELPAC
EL Reclassification Rate	Reclassification rate - 10.8% Data Year: 2019-2020 Data Source: Data Quest				Reclassification rate - 40% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Data Quest
A - G Course Completion	Students with successful A-G course completion: 26.8% Data Year: 2019-2020 Data Source: CALPADS EOY 1				Students with successful A-G course completion: 40% Met ___ Not Met ___ Data Year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Source: CALPADS EOY 1
CTE Pathway Completion Rate	Students CTE Pathway course completion rate: 55.4% Data Year: 2019-2020 Data Source: CALPADS EOY 1				Students CTE Pathway course completion rate: 80% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: CA Dashboard
AP Passage Rate	Number - 45 students Data Year: Summer 2020 Data Source: College Board				Number - 60 students Met ___ Not Met ___ Data Year: 2023-2024 Data Source: College Board
EAP ELA Note: Local benchmarks will be used until CAASPP results become available	25.3% college ready or conditionally ready Data Year: 2020-2021				TBD college ready or conditionally ready Met ___ Not Met ___

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Illuminate Data source in the future will be from SBAC				Data Year: 2023-2024 Data Source: SBAC
EAP Mathematics Note: Local benchmarks will be used until CAASPP results become available	7.73% college ready or conditionally ready Data Year: 2020-2021 Data Source: Illuminate Data source in the future will be from SBAC				TBD college ready or conditionally ready Met ___ Not Met ___ Data Year: 2023-2024 Data Source: SBAC
High School graduation rate	Rate of students completing graduation requirements: All - 94.5% EL - 88% SWD - 80.6% Data Year: 2020-2021				Rate of students completing graduation requirements: All - 97% EL - 94% SWD - 85% Met ___ Not Met ___

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CALPADS/Data Quest				Data Year: 2023-2024 Data Source: CALPADS/Data Quest
Appropriately assigned and fully credentialed teachers	Mis-assignments - 1% Vacancies - 1% Data Year: 2020-2021 Data Source: Dashboard Fall 2021				1% Mis-assignments 1% Vacancies Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Dashboard Fall 2024
Access to standards aligned instructional materials	100% Data year: 2020-2021 Data Source: Dashboard Fall 2021				100% Met ___ Not Met ___ Data year: 2023-2024 Data Source: Dashboard Fall 2024
Number of CA State Seal of Bi-literacy recipients	Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal:				Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Number of Seals awarded - 9 Data Year: 2020-2021 Data Source: CALPADS and Data Quest				Number of seals awarded - 50 Met ___ Not Met ___ Data Year: 2023-2024 Data Source: CALPADS and Data Quest
Access to and enrollment in a Broad Course of Study	Students enrolled in advanced academic courses: All - 34% EL - 27% Low-income - 33% Students enrolled in VAPA courses: All - 11% EL - 9% Low-income - 11% Data Year: 2020-2021 Data Source: CALPADS Fall 2				Students enrolled in advanced academic courses: All - 50% EL - 45% Low-income - 45% Students enrolled in VAPA courses: All - 25% EL - 20% Low-income - 25% Data Year: 2023-2024 Data Source: CALPADS Fall 2
Implementation of standards for all	Initial Implementation				Full implementation & Sustainability:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students and enable ELs access to CCSS and ELD standards	Baseline - Standard Met Data Year: 2020-20121 Data Source: Dashboard Indicator Reflection Tool				Standard Met Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Dashboard Indicator Reflection Tool
A-G Completion and CTE Pathway Completion Rate	26% students completed a-g and a CTE capstone Data Year: 2019-20 Data Source: CALPADS EOY 1				36% students completed a-g and a CTE capstone Data Year: 2022-23 Data Source: CALPADS EOY 1

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Program - Curriculum	Continued textbooks for core instructional programming for the district.	$630,069.00	No
2	Core Program - Personnel	Core program personnel to provide core services to all students within Parlier Unified. Personnel to include;	$35,582,221.00	No

Action #	Title	Description	Total Funds	Contributing
		Site Administration Teachers Student services support staff Instructional Paraprofessionals School support staff District Administration District support staff District Operations staff		
3	Implement the Technology Plan to Support Curriculum instruction, and assessment	District data and state data shows that unduplicated students are not performing at the level desired in ELA and Math. Local data also indicates a need for increased access to technology at home as well as support for how to better use the technology in a safe and effective way. By providing our students with access to technology, wifi, digital security protection and online resources students will be able to access content that will allow for increased exposure to instructional material and additional time to more effectively use digital tools and supports. This action will also fund one full time Director of Technology who will provide professional development for teachers and guidance for best practices for how to integrate technology into the classroom and at home. The Director of Technology will also support teachers with the use of all digital supplemental curriculum in order to provide deeper level learning experiences for students. Teachers will also have a digital citizenship curriculum in order to better support students in how to safely and responsibly use technology at school and at home. Other digital resources will be used to supplement and support curriculum, instruction, and assessment in order to give teachers additional access and materials to support student learning and 21st century skill development. The Site Technologists will provide additional support for school sites with a focus on ensuring that students have access to working devices in order to maximize access at home. By providing students with working technology at home and at school students will have increased access to the content standards in a digital format that will allow for students to develop 21st century skills and digital literacy which will in turn allow for more time to	$775,355.00	Yes

Action #	Title	Description	Total Funds	Contributing
		practice and more application on how to apply the skills within the core content areas. We expect that by providing all students with access to technology at home and at school will result in increased achievement in ELA and Math.		
4	Technology Infrastructure and Support	Feedback from teachers and community members have identified a need for a more robust, reliable, and scalable digital network and technology devices and equipment to allow for students and teachers to use digital technology and resources in the classroom. Upgraded technology infrastructure and support will allow for better alignment of resources needed to learn in a 21st Century classroom environment. By providing staff with reliable technology and upgrading our infrastructure equipment, our classrooms will be set up with the technology and connectivity necessary to engage in online learning environments and increase exposure to digital foundational skills, digital communication, and access to supplemental curriculum resources. By providing additional technology in the classroom setting, students will have extended opportunities to practice their digital skills in order to demonstrate content and skill level understanding. Unduplicated student groups and students with disabilities will be able to access resources, disaggregate information digitally, process information, and articulate their understanding of content knowledge and standards without computer literacy being a hinderance to their learning process. It is anticipated that the increase of technology and infrastructure in classrooms will increase access to content information and resources, while helping all unduplicated student groups and students with disabilities demonstrate mastery of their content and skill level knowledge through various methods. Being able to articulate their content knowledge will be facilitated by becoming proficient in the use of various technology tools and programs. As a result, unduplicated student groups and students with disabilities will have an increase opportunity to demonstrate grade level standards knowledge, as measured by local and state assessments. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by providing additional	$70,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology in the classroom setting for students to practice computer literacy skills, we will see an increase in scores for our unduplicated student groups and students with disabilities.		
5	Teachers on Special Assignment	District data and state data shows that unduplicated students are not performing at the level desired in ELA and Math. Teachers on Special Assignment will help meet the academic needs of unduplicated count students and students with disabilities by providing coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, and English Language Development (ELD). By providing professional coaching teachers will be more equipped to provide more deliberate instruction with integrated best practices to meet the differentiated needs of each student. This will provide teachers with better teacher clarity and scaffolds necessary for skill development for students, thus closing the achievement gap. We expect to see growth on state and local assessments in ELA and Math. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by providing more targeted coaching we will see an increase in scores for our unduplicated student groups.	$591,592.00	Yes
6	Curriculum Committee	District data indicates that unduplicated student groups are not performing at the level desired in ELA, Math, and ELD. Creating a district-wide Curriculum Committee will help increase performance of unduplicated students and student with disabilities by being responsible for the design and implementation of an instructional map or scope and sequence, for each grade level, to ensure K-12 teachers have a roadmap which clearly articulates end of the year expected outcomes in ELA, Math, and ELD content. The Curriculum Committee members will be selected from all district school sites and will consist of teachers, support personnel, and administrators. The priority for the	$19,480.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Curriculum Committee will be the development of the K-12 scope and sequence and review of new core programs. By creating a Curriculum Committee and tasking them with the creation of a scope and sequence for all grade levels, will allow for teachers to have a better focus for their instructional delivery and lesson planning. By having clearly articulated outcomes established by the Curriculum Committee, teachers will be better able to teach, re-teach, provide tiered support in classroom, and monitoring using formative assessments to meet quarter or semester benchmarks, thus addressing the learning needs of students in ELA, Math, and ELD. We expect to see growth on state and local assessments in ELA and Math. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by providing better alignment and support for teachers we will see an increase in scores for our unduplicated student groups.		
7	Supplemental School Personnel	District data indicates that unduplicated student groups are not performing at the level desired in ELA, Math, and ELD. By providing school sites additional personnel to address the academic learning gaps, schools will be able to provide students with the necessary intervention needed to meet grade level standards. Reading Intervention teachers will work closely with classroom teachers to address the learning needs of students. The Reading teachers will be able to pull students into small groups and provide more targeted support in groups of students with similar needs. The Reading Intervention teachers will provide targeted small group instruction while monitoring growth using pre- and post-tests. Students will have an opportunity to receive additional support in reading that targets their individual needs and allows students to increase their literacy skills. The Reading Intervention teachers will work closely with classroom teachers to review data and develop individual learning plans for at-risk unduplicated, English Learners, and students with disabilities, to ensure students are on track to meet grade level standards. It is anticipated that the additional support provided for at-risk students will decrease the number of students not meeting grade	$906,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		level standards by giving them additional time to develop with their literacy skills. We anticipate seeing growth in ELA and Math scores as measured by local and state assessments. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by providing more time for students to practice literacy skills we will see an increase in scores for our unduplicated student groups.		
8	Summer School Program	District data indicates that unduplicated student groups are not performing at the level as desired in ELA, Math, and ELD. As a result of the COVID-19 Pandemic, the district anticipates additional learning loss as a result of school closures. Plan and operate a six-week summer school program designed to provide intervention for elementary students and credit recovery for secondary students in all content areas, but with a major emphasis on ELA, Math, and ELD which are subjects assessed at the state level. Summer school intervention services will be provided for unduplicated student groups at each of the elementary schools with an emphasis on ELA, Math, and ELD. Teachers will assess students at the beginning of the summer program to determine areas of greatest need and provide targeted lessons designed to fill the learning gaps. Summer school will allow students to recover skills lost during the COVID-19 pandemic by providing targeted small group instruction based on areas of need, thus closing the achievement gap for our most at-promise students. High school students will be able to make-up credits lost during the pandemic which will set them up for completing of the credits necessary for graduation. We expect to see growth on state and local assessments in ELA and Math and increase the amount of high school students who are on track for graduation. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We have seen growth in our graduation data over the past three years. We expect that by providing summer school for students to recover lost skills and high school students an opportunity to recover credits we expect to see an	$473,351.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase in scores and graduation rate for our unduplicated student groups.		
9	Supplemental Instructional and Intervention Materials	District data indicates that unduplicated student groups are not performing at the level as desired in ELA, Math, and ELD. The district will provide additional funding for supplemental and intervention materials to enhance instructional programs. Providing supplemental resources will allow for teachers to develop personalized learning plans for students targeting areas of greatest need. School sites will be able to enhance existing programs by creating a more robust program to meet the needs of all unduplicated student groups by providing additional opportunities to learn and practice skills. By providing additional learning opportunities for students, we expect that students will be more engaged in their learning through dynamic learning environments that will give them increased interaction with the standards and will allow for additional practice opportunities to engage and ensure greater understanding of the standards. We expect to see growth on state and local assessments in ELA and Math. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by providing additional practice opportunities for students to engage with the skills they are learning we will see an increase in scores for our unduplicated student groups.	$8,651.00	Yes
10	Instructional Aides	District data indicates that unduplicated student groups are not performing at the level as desired in ELA, Math, and ELD. As a result of the learning loss from school shutdowns, students will need additional support in the classroom to provide individualized learning supports to students in order to remediate lost learning and reinforce skill development. In order to support learning loss for our unduplicated students, especially English Learner students, in literacy	$1,915,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and all content areas we will hire instructional Aides under the supervision of the classroom teacher. By providing additional in class support students will be able to receive more individualized supports to more deliberately support learning loss through differentiation, scaffolding, and practice opportunities. We expect to see growth on state and local assessments in ELA and Math. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by providing additional practice opportunities for students to engage with the skills they are learning we will see an increase in scores for our unduplicated student groups.		
11	Bilingual Instructional Aides	Provide Bilingual Instructional Aides for schools to support English Learner students in literacy and all content areas to support English Language Acquisition with support from an appropriately credentialed teacher(s).	$115,216.00	Yes
12	Alternative School Instructional Supports	District data indicates that unduplicated student groups are not performing at the level as desired in ELA, Math, ELD, and College readiness at our alternative education site. To better support the rigor, materials, and prepare students to go to college at our alt. education site our teachers will support students in creating individualized pathways and goals for students throughout their high school career and beyond. Goal setting and greater connection to a caring adult will provide a deliberate plan for obtaining the credits and connections needed to make a plan for their future. By providing a site leader, support staff, and Independent Teachers for 10-12th grade unduplicated students, students will receive instruction and support by credentialed teachers at the school site. Research states that by creating meaningful relationships and setting goals. Students will have	$140,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
		more clear direction and focus. Goals give a sense of personal satisfaction and will help motivate our alt. ed students to finish high school and continue into college. We expect that our unduplicated student groups increase performance in ELA, Math, ELD, and College readiness at our alternative education site. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by goal setting with students to promote self- efficacy and long-term college planning we will see an increase in scores for our unduplicated student groups and increase in college and career readiness for students at our alt. ed site.		
13	Supplemental Student Support Programs	District data indicates that unduplicated student groups have a drop in the graduation and A-G college requirements. By providing supplemental programs for all unduplicated student groups, both at the elementary and secondary level, the district will provide students with the experiences and skill set to prepare for college and/or career pathways. The district will provide all unduplicated students with the opportunities to engage in coursework that develops their study skills in the classroom. Teachers will be provided professional development on the AVID skills and how to better prepare students to manage their learning and study skills. Student participation in the agricultural program will allow students to experience a career pathway option that will allow them to apply their ELA, Math, ELD knowledge in real-life activities. By providing the teachers with AVID training at the elementary and secondary level, students will be better prepared to complete coursework required for graduation and college. Teaching students the AVID skills will help their organizational skills while preparing them for local and state assessments that measure ELA, Math, ELD proficiency. Implementing the AVID strategies at the elementary level will facilitate the transition from elementary to the secondary level. By implementing the AVID program and professional development for teachers, students will be better prepared to pass coursework required to graduate, meet the A-G requirements to attend college, and/or if they decide a career pathway, such as agriculture, students will able to seek careers that foster critical thinking, problem solving, and leadership. We expect that	$297,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups will have an increase in graduation rate and A-G college requirements. College and Career Indicator has shown an overall Increase of 14.9%, EL Increased by 22.8% according to the 2019 Dashboard.		
14	ELD Teachers	The district will provide ELD Teachers to provide direct English Language Development instruction in the classroom, small groups and/or individual student settings.	$457,695.00	Yes
15	Preschool Program	Our unduplicated students in grades K-3 are entering with a need for more prerequisites skills as noted by teacher feedback and local data has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. Preschool will be provided to support student achievement through early intervention in Preschool. These early interventions include learning to learn skills, early literacy development and social emotional supports. The preschool programs are limited to socio-economically disadvantaged families and children of high school age students to support their continuing education at high school and allow them to attend school and graduate. Preschool program teachers and support staff will encourage young children to explore their growing interest in pre-math and pre-literacy skills. Likewise, Preschool children's language skills are nurtured in "language-rich" environments where Preschool staff help children stretch their language skills by asking thought-provoking questions and introducing new vocabulary during science, art, snack time, and other activities. To further prepare children for the academic demands of kindergarten, Preschool staff will offer a wide variety of games and activities that help children acquire social-emotional skills, in addition to pre- math and literacy skills. To sustain children's excitement and motivation for learning, high-quality preschool and child care programs introduce early literacy	$183,417.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and math skills not as isolated exercises, but in the context of activities that are interesting and meaningful to children while preparing them for the K-12 school system. It is our expectation that this action will result in a continued increase in academic preparation for unduplicated students upon entering Transitional Kindergarten or Kindergarten through early exposure to school structures, social emotional supports, and academic concepts and content. We expect to see our most at-promise youth who access the preschool services to be better prepared for kindergarten as measured by local assessments.		
16	Professional Development	District data and state data shows that unduplicated students are not performing at the level desired in ELA and Math. We will provide supplemental Professional Development opportunities aligned to Core State Standards to enhance learning for unduplicated students and students with disabilities, including English Language Development for English learners. Professional development will focus on best practices when teaching writing, reading comprehension, and math mindsets. Teachers will have the training needed to use more deliberate instructional strategies within the classroom that will allow students multiple opportunities to access and engage in the standards, thus closing the achievement gap. We expect to see growth on state and local assessments in ELA and Math. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by providing more targeted professional development we will see an increase in scores for our unduplicated student groups.	$280,929.00	Yes
17	Learning Directors	Our unduplicated population has some of the lowest rates of student achievement as measured by state ELA and math scores. The District works hard to make sure students have access to the supports necessary for academic achievement using data disaggregation and targeted strategies identified from our work to monitor the success of	$1,081,901.00	Yes

Action #	Title	Description	Total Funds	Contributing
		all students, including our unduplicated student groups. Learning Directors will focus on intervention, ELD, after-school, and SEL support to allow the site principal to focus on the implementation of the district's comprehensive assessment plan, assist in the areas of curriculum development and implementation, aggregation and disaggregation of data, and support. As result, teachers will have the opportunity to differentiate their instruction and deliver lessons that support the learning needs of all unduplicated students. The Learning Directors will work closely with teachers through the reflective process when meeting with peers in Professional Learning Communities to discuss student data, intervention needs, and coordination of EL student placement in designated ELD classes, either through deployment at the elementary level or course assignment at the secondary level. Learning Directors will also monitor school-wide initiatives that address the social-emotional needs of all unduplicated students and students with disabilities. We expect that our unduplicated student groups will increase performance in ELA, Math, and ELD Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math, while demonstrating growth performance in English language proficiency. We expect that by having Learning Directors monitor and support the academic and social-emotional needs of all students at all school sites, we will see an increase in scores for our unduplicated student groups.		
18	C&I Director and Support Staff	Parlier's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. Monitoring educational progress through analysis of formative assessments provides needed information for the district to target student learning needs and ensure the goals are met. In order to support these student groups, progress will be monitored, at the district level, to develop equity and access for all students and ensure intervention programs, data, and the needs of our most at-promised youth (Director - 55%, Admin. Asst) will oversee implementation and	$139,446.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitoring of effectiveness of the supplemental instructional plan, with a special focus on closing achievement gaps. The data will be shared with site leaders and the necessary staff to discuss and implement strategies that will support students in their learning based on data. These strategies include the support of the development and effectiveness of the district's multi-tiered system of supports. The Curriculum and Instruction Director, with the support of the Administrative Assistant, will work closely with all school site Principals and Learning Directors to implement district academic initiatives that support the learning needs of all unduplicated students and students with disabilities. The collaboration and support provided by the district's Curriculum and Instruction Director, will allow school administration to provide teachers with the necessary tools and guidance to implement district-wide initiatives that focus on providing all students with the strategies that ensure access to content and language skills needed to close the achievement gap. The Curriculum and Instruction support staff will be instrumental in the implementation of district-wide initiatives by monitoring that all necessary materials, communication, and maintenance of district-wide data is provided for all school sites. As a result of the support and guidance provided by the Curriculum and Instruction Director, with the support of the department's support staff, school sites will be able to focus on the direct implementation of instructional strategies that directly impact the academic learning needs of all unduplicated students and students with disabilities. We expect to see growth on state and local assessments in ELA and Math. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect to see an increase in scores for our unduplicated student groups by providing district-level support and guidance for all schools from the district's Curriculum and Instruction team which will allow school sites to focus and strategically provide teachers with the necessary tools to provide all students with targeted instructional strategies and supports needed to help students access content and language skills, while closing the achievement gap.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Supportive Environment Institute inclusive environments where students, families, and staff feel sage and welcomed and are supported to attain goals based on high expectations.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student needs identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning goal with a focus on the whole child:

1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey or District Safety and School Connectedness survey data

2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates

3. Improve district attendance rate

4. Decrease chronic absenteeism

5. Increase the percent of students meeting the Physical Fitness Test

6. Maintain or increase the support for mental health services and counseling services

7. Provide supplemental and intensified supports to student who require more academic, behavioral, and/or emotional support (MTSS)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	Attendance rate: Baseline - 93.04% Data Year: 2020-2021 Data Source: P-2				Attendance rate: 97% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: P-2
Chronic absenteeism rate	Chronic absenteeism rate: Baseline All - 25.9% ELs - 28.11% SWD - 35.27% Data Year: 2020-2021 Data Source: CALPADS EOY-3				Chronic absenteeism rate: All - 15% ELs - 15% SWD - 20% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: CALPADS EOY-3
High School Drop Out rate	High School Drop Out rate: Baseline - 3% Data Year: 2020-2021				High School Drop Out rate: 1% Met ___ Not Met ___

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Aeries				Data Year: 2023-2024 Data Source: Aeries
Suspension rate	Suspension rate: Baseline All - 2.7% ELs - 2.2% SWD - 5.5% Data Year: 2019-2020 (Most recent data due to COVID-19 Pandemic closures) Data Source: Aeries & Data Quest				Suspension rate: All - 1.7% ELs - 1.5% SWD - 3% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Aeries & Data Quest
Expulsion rate	Expulsion rate: Baseline All - 0% ELs - 0% Data Year: 2019-2020 (Most recent data due to COVID-19 Pandemic closures) Data Source: Aeries & Data Quest				Expulsion rate: All - 0% ELs - 0% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Aeries & Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness Baseline School Connectedness - 79% Baseline School Safety - 68% Data Year: 2020-2021 Data Source: School Climate Survey				School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness School Connectedness - 85% School Safety - 85% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: School Climate Survey
School Facilities Inspection Tool (FIT)	School facilities are maintained in good repair: Score: Met Data Year: 2020-2021 Data Source: Williams Facility Inspection (FIT) Tool				School facilities are maintained in good repair: Score: Met Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Williams Facility Inspection (FIT) Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout	Middle School Drop Out rate: Baseline - 0% Data Year: 2020-2021 Data Source: Aeries & Data Quest				Middle School Drop Out rate: 0% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Aeries & Data Quest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Well-Being Initiatives	District data indicates that unduplicated student groups need access to a variety of opportunities to stay connected to school. In addition, local student surveys indicate that these students have a need for feeling safe at school, have some of the lowest participation levels in enrichment programs and extracurricular activities. A closer look at survey results demonstrate that lack of participation may be due to the fact that students do not feel connected or a part of the school. Research shows that increasing engagement improves attendance rates (Center for Disease Control and Prevention, 2018). VAPA and CTE courses benefit students by offering increased access to relevant and engaging curriculum and instruction which research states will increase students sense of belonging, connectedness, and student-student relationships. In addition, data demonstrates that overall culture of positive reinforcements plays an important role in connecting students to their school environment. Positive Behavior Supports including incentives, staff, and training will allow for teachers to implement best practices regarding positive behavior strategies in order to promote teacher-student relationships, student-student	$2,214,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
		relationships in a caring environment. PBIS support staff will collect data, provide professional development, and develop tiered systems of support in order to meet the needs of all students within the district. This support includes strategies for improving school culture, building teacher capacity, increasing attendance, alternative discipline strategies, and social and emotional development. The district will utilize student input data to determine students' interests when planning course offerings. An increase in the number of personnel trained to accommodate the need for career and VAPA course offerings will be implemented. The district will focus on creating a school environment, K-12, where students will be able to explore visual and performing arts at the elementary level by hiring additional music teachers and one additional art teacher to work with elementary level students. The district will also revisit the master schedules at the secondary level to increase career exploration courses for 7-12th grade students, including VAPA courses. Staff will also receive training and support for staff on promoting positive behavior in and out of the classroom. By increasing the number of career exploration and VAPA course offerings, K-12 students will be connected to their school through the opportunity to learn a new skill(s) and explore their potential in a non-traditional environment, thereby being engaged in their school. Students will have the opportunity to articulate their interests through student surveys, as well as determine how safe and connected they feel at school. It is anticipated that district unduplicated student group surveys will indicate that students feel safe and connected to their school as a result of the opportunities to participate in variety of courses designed to promote student well-being.		
2	Student Mental Health Programs	District data indicates that unduplicated student groups need to feel safe and connected to school. Data indicates that our unduplicated students have a lower sense of belonging to their school therefore are less engaged and have lower participation and attendance rates. By providing a safe environment where unduplicated student groups are able to receive support to address their social and emotional needs,	$3,473,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		especially students with disabilities and Homeless Youth, students will feel more connected to their school through the relationships formed with trained support personnel. Support and follow-up in monitoring unduplicated student group school attendance, by support personnel, will allow students to attend school more often and engage in school offerings. The district will support unduplicated student groups, students with disabilities, and homeless youth, by hiring support personnel such as Counselors, Psychologists, Social Workers, and Behavior Intervention Specialists to work directly with unduplicated students in small group or one-on-one settings to address social and emotional areas of students' need. Support personnel will keep individualized intervention and behavior plans to monitor student social and emotional well-being. Students will be referred by their teachers and/or by parent request. The support personnel, in conjunction with the Child Wellness and Attendance department, will conduct wellness home visits to ensure students are attending schools and learning, while their social and emotional needs are being met. By providing students with social and emotional support in a safe school environment, students will be able to sustain good school attendance which will allow for unduplicated students to have full access to school services and opportunities to feel connected to their school. PBIS encourages the development of positive teacher-student relationships. In addition, it provides students with the foundational skills they will need for success in life. Unduplicated students, especial student with disabilities and homeless youth, will experience consistency in the support they may need. It is anticipated that district unduplicated student group surveys will indicate that students feel safe and connected to their school as a result of the opportunities to receive the support for their social and emotional needs by trained support personnel. State data shows attendance rates to consistently stay within the 90% or higher. We anticipate an increase in student attendance by unduplicated student groups, including students with disabilities and homeless youth, by providing them with the social and emotional supports needed to feel connected to their schools.		

Action #	Title	Description	Total Funds	Contributing
3	Student Attendance Continuous Improvement Program	District data indicates that unduplicated student groups need to increase their daily attendance. By establishing a comprehensive student attendance plan district-wide, unduplicated students will be motivated to attend school on a daily basis. Attendance personnel, under the direction of the Director of Child Welfare and Attendance, will monitor and analyze attendance issues in order to develop incentives to help keep students connected and attending school on a daily basis. Research shows that successful schools are safe, welcoming, and respectful to all. (National School Board Association 2018). Unduplicated students would benefit from personnel who works directly with students, parents and community groups at school sites to identify, remedy and prevent attendance barriers at the school site; prioritizing barriers related to a sense of belonging. The district will provide a Child Welfare and Attendance department and school site personnel to monitor reasons or issues that negatively impact student attendance and utilize data to develop incentives to build connectedness and increase daily attendance. By having consistent monitoring of unduplicated student attendance and analyzing trends that arise from data collected, will help target key areas of need. Wellness home visits, on campus supports, and maintaining secure school campuses, will ensure students are attending schools and learning, while their social and emotional needs are being met. In addition, incentives will be planned to target the need for increasing attendance. We expect to see an increase in student daily attendance and school connectedness. State data shows attendance rates to consistently stay within the 90% or higher. We anticipate an increase in student attendance by unduplicated student groups, including students with disabilities by providing them with incentives that encourage students to feel connected to their schools.	$359,527.00	Yes
4	Campus Connections	According to parent feedback from our unduplicated populations, providing a safe environment for their children is key to student engagement. Of our student groups 79% feel connected at school and	$331,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		65% of students feel safe at school. Parlier Unified is committed to supporting students' behavior engagement through actions such as good attendance, following rules, completing assignments and coming to class prepared, and participating in class and in school activities. Parlier is committed to providing a connected and safe environment for our most promising students. Campus Control Monitors will provide community outreach, attend schooling events, make home visits, and play a vital role in the school sites' Positive Behavior Intervention Supports by creating systems of preventive support and practices on campus. The Campus Control Monitors are visible to students and provide support, teach and demonstrate respect, and promote an inclusive environment. Through the active involvement of safe adults on campus and increased communication, trust and positive relationships increase, which leads to a higher feeling of safety, security, and connection by our unduplicated students. We expect to see an increase in the percentage of students who report feeling safe and connected to campus.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Empowered Community Build and strengthen partnerships between stakeholders so that the community is empowered and positively impacts student achievement.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student needs identified as part of our planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning goal with a focus on the whole child:

1. Increase parent participation in programs and volunteer activities as measured by number of parent volunteers and volunteer hours
2. Seek parent input for the decision-making process at the district and site level for all students including unduplicated students and students with exceptional needs
3. Strengthen home to school connection
4. Additional parent education workshops on how to support their children, especially with distance learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parents completing a Parent Input Survey	Parent Input Survey participation rate in making decisions for the school district and each individual school: Baseline Number of parent participants - 125				Parent Input Survey participation rate in making decisions for the school district and each individual school: Number of parent participants - 250

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: Google Forms/Survey Monkey				Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Google Forms/Survey Monkey
Participation rate (number) of parents in school and district level committees	Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Baseline Number of participants - 16 Data Year: 2020-2021 Data Source: Zoom or Google Meets participation logs				Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Number of participants - 30 Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Zoom or Google Meets participation logs
Number of parents attending district parent workshops	Parental participation in parent workshops provided by the district (includes unduplicated count students and				Parental participation in parent workshops provided by the district (includes unduplicated count students and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students with exceptional needs): Baseline Number of participants - 23 Data Year: 2020-2021 Data Source: Zoom participation logs				students with exceptional needs): Number of participants - 50 Met ___ Not Met___ Data Year: 2023-2024 Data Source: Zoom participation logs
Number of parent workshops	Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs): Baseline Number of workshops - 8 Data Year: 2020-2021 Data Source: Workshop provider contract(s)				Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs): Number of workshops - 16 Met ___ Not Met ___ Data Year: 2023-2024 Data Source: Workshop provider contract(s)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement and Connectedness	District data indicates that unduplicated student groups are not performing at the level as desired in ELA, Math, ELD, and College Readiness. The district will provide a coordinated effort to increase parent engagement of unduplicated student groups in order to increase unduplicated student group performance at the level desired in ELA, Math, ELD, and College Readiness. By providing parents with access to readily available student information, access to resources, and empowerment techniques, parents will be able to maximize district resources to best support their unduplicated student groups at home. The district will establish a clear schedule of all parent meetings for the entire year in an effort to allow parents of unduplicated student groups to plan in advance to attend school functions and meetings. The district will hire one full-time Family and Community Engagement Coordinator (F.A.C.E. Coordinator) to work with all parents to help empower parents to access school information and resources so that they are better able to support their student at home. The district will also provide a district parent APPs to improve parent communication and engagement, including: Phone apps, social media, school newsletters, district newsletters, automated phone The district will facilitate meetings online and in-person to allow more parents to participate, including daycare for parents and training supplies for those who opt to attend meetings in-person. By improving how we communicate with the parents of our unduplicated student groups, including students with disabilities, the district will be better able to articulate student academic performance expectations with the support of informed parents. Parents will have increased capacity to engage with students regarding their learning and provide more targeted supports at home for their students. We expect to see growth on state and local assessments in ELA, Math, and ELD. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by providing a Family and Community Engagement Coordinator and improving our communication with parents of unduplicated student groups, students will receive the support at home and we will see an increase in scores for our unduplicated student groups.	$280,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Parent Workshops	District data indicates that unduplicated student groups are not performing at the level as desired in ELA, Math, ELD, and College Readiness. The district will provide parent workshops and trainings for parents of unduplicated students in order to increase student performance in ELA, Math, ELD, and College Readiness. Workshops for parents of unduplicated students will enhance their ability to provide the additional and coordinated support at home. Parents of unduplicated students will be provided with the strategies and incentives to attend workshops and trainings. The district will contract with outside vendors to provide targeted parent workshops based on parent input from parent surveys. The workshops will be scheduled to accommodate parent work schedules in an effort to increase parent participation. By providing parents of unduplicated student groups with workshops that target homework completion, use of technology at home, communicating with their student, incentives such as refreshments to encourage participation, and accessing district communication tools, parents will be better prepared to help their student at home. By providing and facilitating parent workshops in various modes of access, the district will be able to provide parents with the tools to support their unduplicated student at home. The district will be better able to articulate student academic performance expectations while providing them with the strategies necessary to help their unduplicated student at home. We expect to see growth on state and local assessments in ELA, Math, and ELD. Local data shows growth in ELA and Math, while state data shows we have maintained performance in ELA and Math. We expect that by facilitating and providing parents of unduplicated student groups with workshops that provide strategies to support their student at home, students will receive the support at home and we will see an increase in scores for our unduplicated student groups.	$90,365.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.37%	12,026,187

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Parlier Unified School District has calculated that it will receive $12,026,187.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal and Action Number List:

1.3 Implement the Technology Plan to support curriculum, instruction, and assessment
1.4 Technology Infrastructure and Support
1.5 Teachers on Special Assignment
1.6 Curriculum Committee
1.7 Supplemental School Personnel
1.8 Summer School Program
1.9 Supplemental instructional and intervention materials
1.10 Instructional Aides
1.11 Bilingual Instructional Aides
1.12 Alternative School Instructional Supports
1.13 Supplemental Student Support Programs
1.14 ELD Teachers

1.15 Preschool Program
1.16 Professional Development
1.17 Learning Directors
1.18 C&I Director and Support Staff

2.1 Student Well-being Initiatives
2.2 Student Mental Health Programs
2.3 Student Attendance Continuous Improvement Program
2.4 Campus Connections

3.1 Parent Engagement and Connectedness
3.2 Parent Workshops

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Parlier Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes"
for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a school-wide or
districtwide basis in order increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our LEA has calculated that it will receive $12,026,187.00 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 39.37%. Our LEA has demonstrated that it has met the 39.37% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$35,771,783.00	$5,156,485.00		$9,492,172.00	$50,420,440.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$47,250,777.00	$3,169,663.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Core Program - Curriculum	$272,525.00	$357,544.00			$630,069.00
1	2	All	Core Program - Personnel	$23,473,071.00	$4,798,941.00		$7,310,209.00	$35,582,221.00
1	3	English Learners Foster Youth Low Income	Implement the Technology Plan to Support Curriculum instruction, and assessment	$775,355.00				$775,355.00
1	4	English Learners Foster Youth Low Income	Technology Infrastructure and Support	$70,153.00				$70,153.00
1	5	English Learners Foster Youth Low Income	Teachers on Special Assignment	$30,000.00			$561,592.00	$591,592.00
1	6	English Learners Foster Youth Low Income	Curriculum Committee	$19,480.00				$19,480.00
1	7	English Learners Foster Youth Low Income	Supplemental School Personnel	$906,269.00				$906,269.00
1	8	English Learners Foster Youth Low Income	Summer School Program	$52,663.00			$420,688.00	$473,351.00
1	9	English Learners Foster Youth Low Income	Supplemental Instructional and Intervention Materials	$8,651.00				$8,651.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Instructional Aides	$1,604,408.00			$311,357.00	$1,915,765.00
1	11	English Learners	Bilingual Instructional Aides	$15,700.00			$99,516.00	$115,216.00
1	12	English Learners Foster Youth Low Income	Alternative School Instructional Supports	$140,951.00				$140,951.00
1	13	English Learners Foster Youth Low Income	Supplemental Student Support Programs	$297,878.00				$297,878.00
1	14	English Learners	ELD Teachers	$457,695.00				$457,695.00
1	15	English Learners Foster Youth Low Income	Preschool Program	$183,417.00				$183,417.00
1	16	English Learners Foster Youth Low Income	Professional Development	$280,929.00				$280,929.00
1	17	English Learners Foster Youth Low Income	Learning Directors	$550,319.00			$531,582.00	$1,081,901.00
1	18	English Learners Foster Youth Low Income	C&I Director and Support Staff	$139,446.00				$139,446.00
2	1	English Learners Foster Youth Low Income	Student Well-Being Initiatives	$2,214,993.00				$2,214,993.00
2	2	English Learners Foster Youth Low Income	Student Mental Health Programs	$3,216,069.00			$257,228.00	$3,473,297.00
2	3	English Learners Foster Youth Low Income	Student Attendance Continuous Improvement Program	$359,527.00				$359,527.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Campus Connections	$331,495.00				$331,495.00
3	1	English Learners Foster Youth Low Income	Parent Engagement and Connectedness	$280,424.00				$280,424.00
3	2	English Learners Foster Youth Low Income	Parent Workshops	$90,365.00				$90,365.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$12,026,187.00	$14,208,150.00
LEA-wide Total:	$11,694,692.00	$13,876,655.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$331,495.00	$331,495.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Implement the Technology Plan to Support Curriculum instruction, and assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$775,355.00	$775,355.00
1	4	Technology Infrastructure and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,153.00	$70,153.00
1	5	Teachers on Special Assignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$591,592.00
1	6	Curriculum Committee	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,480.00	$19,480.00
1	7	Supplemental School Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$906,269.00	$906,269.00
1	8	Summer School Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,663.00	$473,351.00
1	9	Supplemental Instructional and Intervention Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,651.00	$8,651.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,604,408.00	$1,915,765.00
1	11	Bilingual Instructional Aides	LEA-wide	English Learners	All Schools	$15,700.00	$115,216.00
1	12	Alternative School Instructional Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,951.00	$140,951.00
1	13	Supplemental Student Support Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,878.00	$297,878.00
1	14	ELD Teachers	LEA-wide	English Learners	All Schools	$457,695.00	$457,695.00
1	15	Preschool Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,417.00	$183,417.00
1	16	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,929.00	$280,929.00
1	17	Learning Directors	LEA-wide	English Learners Foster Youth Low Income	All Schools	$550,319.00	$1,081,901.00
1	18	C&I Director and Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,446.00	$139,446.00
2	1	Student Well-Being Initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,214,993.00	$2,214,993.00
2	2	Student Mental Health Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,216,069.00	$3,473,297.00
2	3	Student Attendance Continuous Improvement Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$359,527.00	$359,527.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	**4**	Campus Connections	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Parlier Jr. High School and Parlier High School 7th -12th	$331,495.00	$331,495.00
3	**1**	Parent Engagement and Connectedness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,424.00	$280,424.00
3	**2**	Parent Workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,365.00	$90,365.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

*Percentage to Increase or Improve Services***:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.