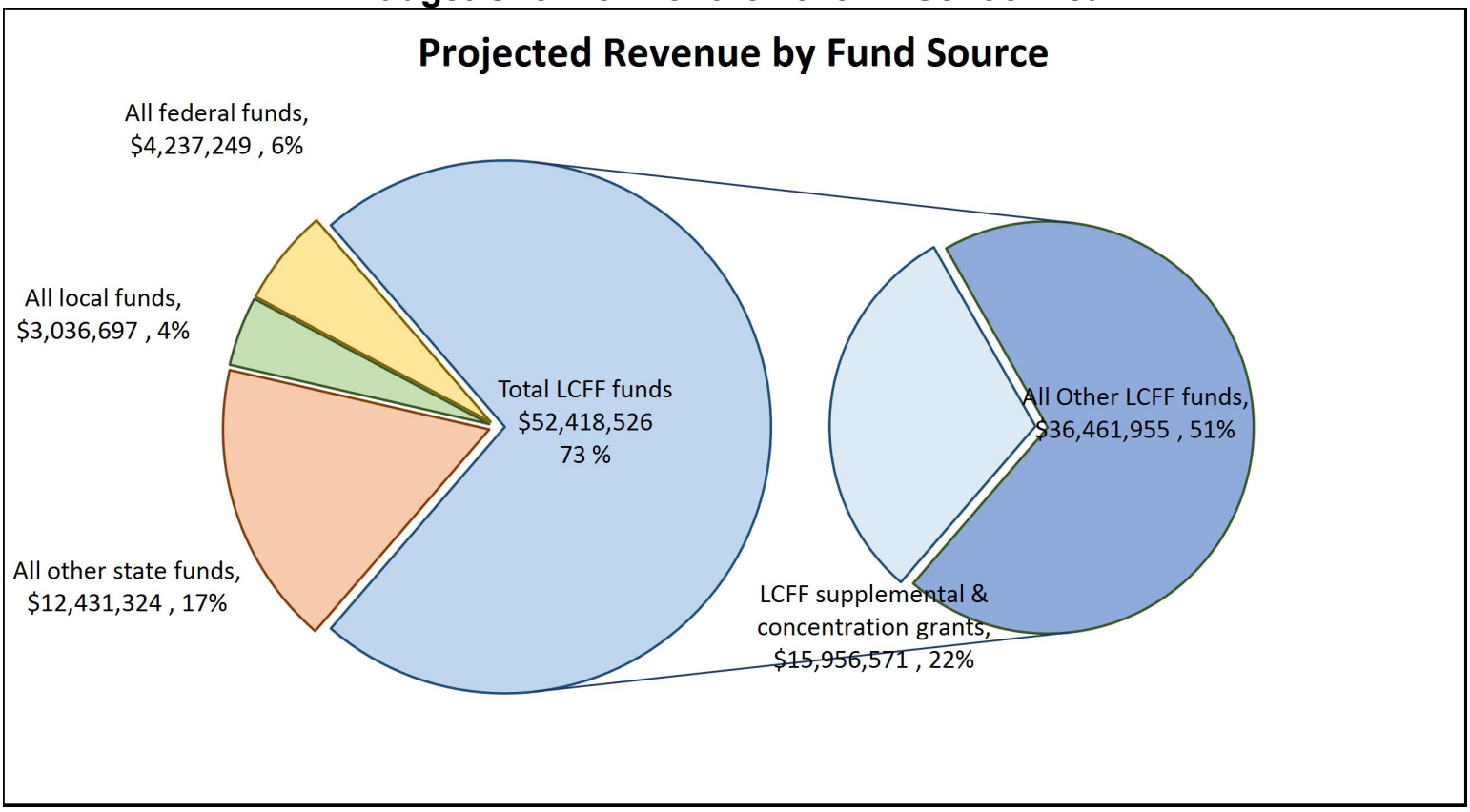
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Parlier Unified School District
CDS Code: 10623640000000
School Year: 2026-27
LEA contact information:
Dr. Rafael Iniguez
Superintendent
rafael.iniguez@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 2026-27 School Year

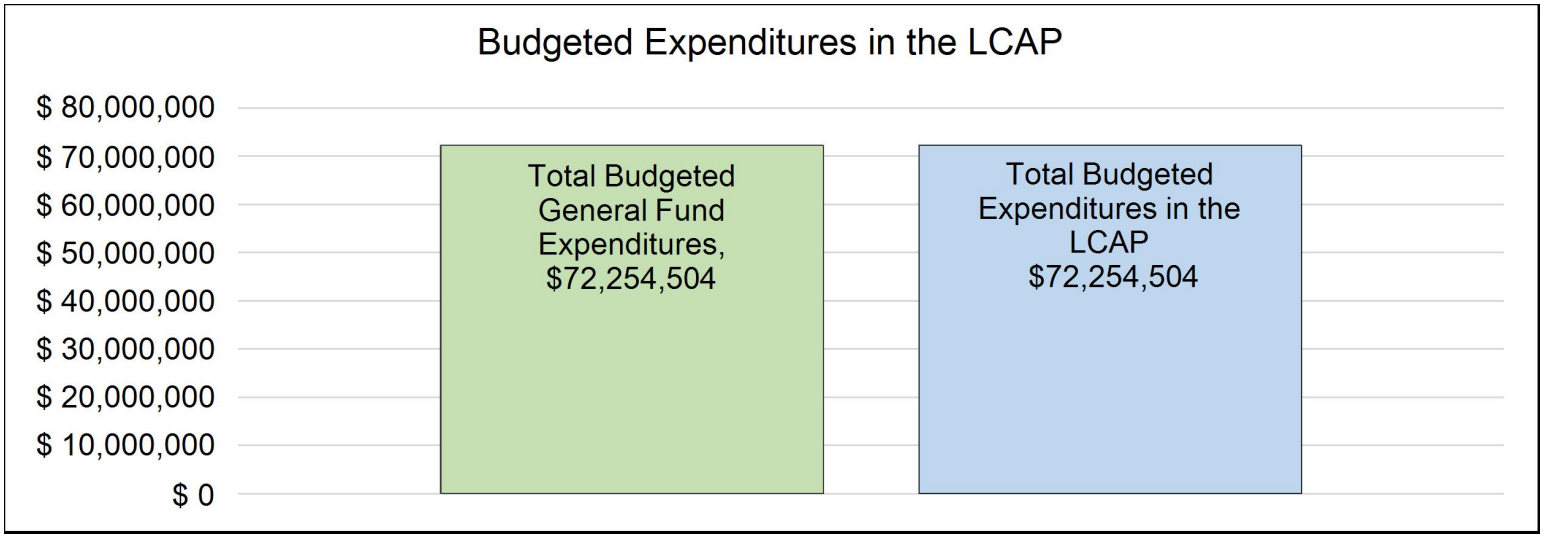



This chart shows the total general purpose revenue Parlier Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Parlier Unified School District is $72,123,796, of which $52,418,526.00 is Local Control Funding Formula (LCFF), $12,431,324.00 is other state funds, $3,036,697.00 is local funds, and $4,237,249.00 is federal funds. Of the $52,418,526.00 in LCFF Funds, $15,956,571 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Parlier Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

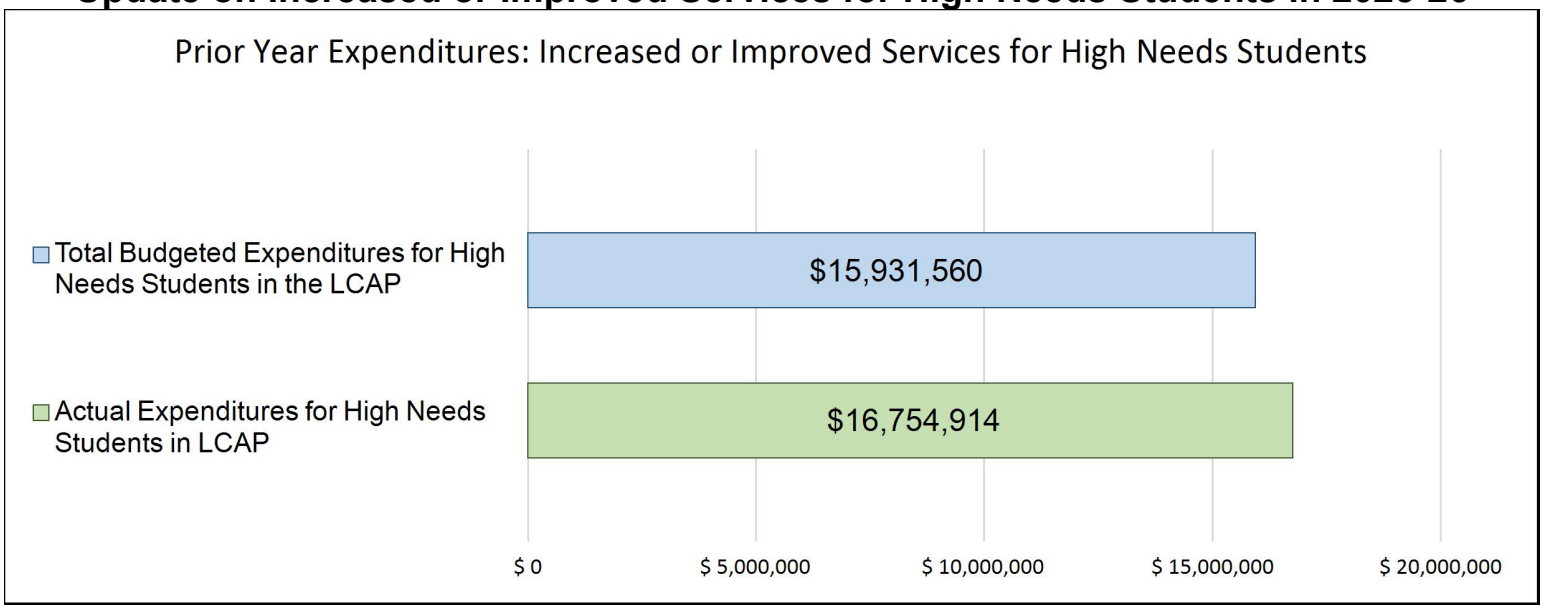
The text description of the above chart is as follows: Parlier Unified School District plans to spend $72,254,504.00 for the 2026-27 school year. Of that amount, $72,254,504.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Parlier Unified School District is projecting it will receive $15,956,571 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 $15,956,571.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




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

The text description of the above chart is as follows: In 2025-26, Parlier Unified School District's LCAP budgeted $15,931,560.00 for planned actions to increase or improve services for high needs students. Parlier Unified School District actually spent $16,754,914.00 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Parlier Unified School District | Dr. Rafael Iniguez<br>Superintendent | rafael.iniguez@parlierunified.org<br>559-646-2731 |

# Plan Summary [2026-27]

## General Information

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

Parlier, an agricultural community nestled in the heart of rural Fresno County, is home to a close-knit population of 14,691 residents. Within this setting, Parlier's educational landscape shines brightly, serving 3,206 students across a diverse array of institutions.

Diversity is not just a statistic here, it's a source of pride. With 98.2% of students identifying as Hispanic and nearly 15% coming from Migrant families, our schools embrace and celebrate cultural richness. Additionally, 96% of our students come from low-income backgrounds, highlighting the resilience and determination that permeate our community. In addition, Parlier Unified's English Learner population is 37% of our students, with 13% being Long Term English Learners.

Our Equity Multiplier School Site, San Joaquin Valley High School (SJVHS) has a student population of 50 students that are enrolled in the Day Program (2025 Dashboard). Of those, 94% are Socioeconomically Disadvantaged, 32% are English Learners, 32% Long Term English Learners and 0% are Foster Youth students.

At the core of Parlier Unified School District's mission is a steadfast commitment to nurturing the whole student. From TK to 12th grade, we prioritize Multi-Tiered Systems of Support and Mental Health and Wellness initiatives to ensure that every student thrives both academically and emotionally. In addition, we are proud of our commitment to Community Schools TK-12, Career Technical Education, Early College, Dual Enrollment, Visual and Performing Arts, and Dual Language Immersion programs provide a vast array of opportunities for students to thrive and become college and career ready.

In the face of decreased enrollment and a steady but increased demand for mental health services, our district has stepped up to provide vital support, resulting in a community that is more connected and empowered than ever before.

The strides we've made in combating chronic absenteeism are a testament to our collective dedication and perseverance. Through collaborative efforts with Fresno County Superintendent of Schools (FCSS) staff, we've identified root causes and implemented targeted strategies to improve attendance rates.

Our outreach campaigns have fostered stronger bonds between schools and families, emphasizing the transformative power of consistent attendance on academic success. By conducting home visits and providing personalized support through our work with our Community Schools Grants, we've empowered families to prioritize education and engagement in school.

As we look ahead, the future of Parlier Unified School District is bright. Together, we will continue to cultivate a nurturing environment where every student has the opportunity to thrive and succeed. With unwavering positivity and a steadfast commitment to excellence, Parlier is taking education to the Next Level.

# Reflections: Annual Performance

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

In our ongoing efforts to enhance student outcomes, our Local Education Agency (LEA) has diligently examined both successes and challenges throughout the development process of our Local Control and Accountability Plan (LCAP). The following Schools and student subgroups have received the lowest performance level on one or more state indicators on the 2025 Dashboard:
Parlier Junior High School-ELA: English Learner, Hispanic, Long Term English Learner, Socio-economically disadvantaged, students with disabilities subgroups
Parlier Junior High School-Math: English Learner, Hispanic, Long Term English Learner, Socio-economically disadvantaged, students with disabilities subgroups
Parlier Junior High School-Chronic Absenteeism: Students with Disabilities
Parlier Junior High School- Suspension: English Learner, Hispanic, Long Term English Learner, Socio-economically disadvantaged, students with disabilities subgroups

Parlier Unified’s 2025 Dashboard results reveal a narrative of academic stabilization paired with persistent engagement challenges, especially at the Junior High School. Success is highlighted by a 1.01% district-wide increase in Mathematics proficiency and a notable 4.18% of students reaching the "Advanced" level, reflecting the efficacy of our Tier 1 numeracy initiatives. In addition, all of the districts four elementary schools have no areas in academics (ELA and Math) where students are performing at the lowest performance level. While we are proud of our "all student" group and it's reflection of no red indicators in academics, our sites do have subgroups that are performing in the lowest tier: John C Martinez Elementary: Chronic Absenteeism (SWD), ELA (LI, EL), Mathew J Brletic Elementary: English Learner Progress Indicator (EL), Math (SWD), S Ben Benavidez Elementary: ELA (SWD), Math (SWD). This shows that we still need to be intentional on supports for our unduplicated students and subgroups to ensure they receive the supports they need.
In addition, a critical plateau exists in English Language Arts, where 50.47% of students remain at the "Minimal" level, and a significant 20.11% equity gap persists in Math proficiency for our Socioeconomically Disadvantaged students compared to their peers. Furthermore, Parlier Junior High has been identified as a high-need site following a Red indicator in Suspension Rates (15.8%) and low performance in

both core academic areas. To address these gaps, the 2026-27 LCAP will pivot toward intensive middle school interventions, expanded restorative justice practices to reduce suspensions, and targeted academic supports designed specifically to close the proficiency gap for our unduplicated student groups.

As a part of the Three Year LCAP Cycle, the following student groups and indicators remain unchanged:
The following Schools have received the lowest performance level on one or more state indicators on the 2023 Dashboard:
ELA LEA Level
All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic
Math LEA Level
All Students, English Learner, Socio-Economically Disadvantaged, Hispanic
Suspension Rate LEA Level
All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic
Cesar Chavez- ELA:  All students, English Learners, Socio-economically disadvantaged, Hispanic student subgroups
Cesar Chavez- Math: All students, English Learners, Socio-economically disadvantaged, Hispanic student subgroups
John C Martinez - ELA: English Learners student subgroup
John C Martinez- Math: All students, Socio-economically disadvantaged student subgroup
John C Martinez- Suspension: Students with Disabilities student subgroup
S. Ben Benavidez- ELA:  Students with Disabilities student subgroup
S. Ben Benavidez- Math:  Students with Disabilities student subgroup
Parlier Junior High School- ELA: All students, English Learners, Socio-economically disadvantaged, Hispanic, and Students with Disabilities student subgroups
Parlier Junior High School-Math: All students, English Learners, Socio-economically disadvantaged, Hispanic, and Students with Disabilities student subgroups
Parlier Junior High School- Suspension: All students, English Learners, Socio-economically disadvantaged, Hispanic, and Students with Disabilities student subgroups
Parlier High School-ELA: English Learner student subgroup
Parlier High School- Math: All students, Socio-economically disadvantaged, Hispanic student subgroups
Parlier High School- Suspension:  All students,, English Learners, Socio-economically disadvantaged, Hispanic, and Students with Disabilities student subgroups

Learning Recovery and Emergency Block Grant

Parlier Unified has unexpended LREBG funds for the 2026-27 school year which can be found in Goal 1, Action 12
The districts needs assessment revealed significant needs from the 2024 Dashboard regarding Metrics 1.4 ELA SBAC among English Learners, Long Term English Learners, and Students with Disabilities subgroups. Metric 1.6 Math SBAC among English Learners, Long Term English Learners, and Homeless subgroups. Metric 2.5 Chronic Absenteeism among Student with Disabilities subgroup. In response, focus on the following goals and actions are substantiated with alignment to appropriately funded activities and the rationale for the activities. The action(s) align with allowable fund uses in the area of: LREBG funds may be used to establish learning recovery initiatives through the

2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the following purposes pursuant to Education Code (EC) Section 32526(c)(2):
A Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or inter-sessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.
B Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
i Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
ii Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
iii Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
iv Supporting expanded learning opportunity program services pursuant to Section 46120.
v Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.
vi Providing professional development and coaching on either or both of the following:
I The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
II The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.
C Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
D Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
E Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.
F Conducting the needs assessment pursuant to subdivision (d).

Goal 1, Action 12:
Technology Supports for Improved Student Learning
Funded Activities: Additional student devices, online access, Online safety tools, Supplemental digital programs for K–12
Rationale & Alignment: This action supports equitable access to digital learning environments, enabling all students to engage in instructional content both in-person and remotely. It aligns with allowable uses of evidence-based learning supports and additional academic services, addressing technology access gaps identified for socio-economically disadvantaged and English Learner students in the needs assessment.

Student Supports for Learning: Personnel
Funded Activities:Staffing of instructional support personnel such as intervention teachers, instructional aides, and specialized academic support staff to provide direct academic assistance to students performing below grade level in ELA and Math. Supports are designed to be both push-in and pull-out models during the school day and after school hours and are prioritized for subgroups identified through dashboard indicators.

Rationale & Alignment: Ensures targeted interventions are in place to accelerate learning recovery and improve academic outcomes. The support personnel serve as a critical tier in the district's multi-tiered system of supports (MTSS), aligning with allowable LREBG uses by mitigating learning loss and providing evidence-based assistance to students most in need of academic intervention. This action is part of a broader, data-driven strategy to close achievement gaps and build sustained academic progress for underserved student populations.

Academic Enrichment and Expanded Learning
Funded Activities: PD and coaching for rigor and engagement in ELA, Math, and ELD, College/career pathway preparation, Extended learning: summer, Saturday, intersessions, Secondary library literacy resources
Rationale & Alignment: Rigorous, inclusive instruction across content areas by aligning with the allowable use of learning recovery programs, the ELA/ELD framework, and research-based professional development. It directly supports learning acceleration and recovery, addresses learning loss, and improves proficiency in ELA and Math—particularly for student subgroups identified as Red on state dashboard indicators. Additionally, it advances college and career readiness by targeting instructional gaps and supporting long-term academic outcomes.

English Learner and LTEL Supports
Funded Activities: Instructional aides for tutoring, Integrated/Designated ELD PD and coaching, supplemental EL instructional resources
Rationale & Alignment: Designed to accelerate English language proficiency and academic outcomes by providing PD and Coaching to staff in the ELD Framework, and small group tutoring of EL and LTEL Students, responds to English Learner Red indicator and declining progress scores on the CA Dashboard.

Physical and Mental Health Supports
Funded Activities: Implementation and staffing of behavioral support services, Multi-Tiered System of Supports (MTSS) personnel, PBIS implementation, establishment of classroom calming corners, and continued development of wellness centers across school sites.
Rationale & Alignment: Supporting learning recovery through the promotion of student wellness, emotional regulation, and school connectedness—key factors that impact attendance, behavior, and academic achievement.

Student Attendance Supports
Funded Activities: Preventative outreach services to students and families, incentive programs to promote daily attendance, development of systems to identify and intervene with chronically absent students, and training for staff and parents on attendance best practices
Rationale & Alignment: Aim to remove attendance-related barriers to learning, improve daily participation, and mitigate the long-term effects of interrupted learning due to absenteeism—especially among high-needs student groups.

Campus Connections/Student Safety
Funded Activities: Relationship-building initiatives, student leadership, mentoring, Positive Behavior Systems and Restorative Practices implementation, school safety and awareness training, and Positive Discipline Strategy implementation
Rationale and Alignment: promoting safe, supportive, and engaging school environments—key conditions for learning recovery. These efforts help remove barriers to attendance and learning while supporting students' emotional well-being and re-engagement, particularly for those disproportionately impacted by the effects of the pandemic.

# Reflections: Technical Assistance

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

PUSD is currently identified for DA based on the performance of our Students with Disabilities (SWD) and Homeless student groups, specifically regarding Chronic Absenteeism and Academic Achievement (ELA and Math). In response, PUSD has re-engaged in deep partnership with the Fresno County Superintendent of Schools (FCSS) to conduct targeted root-cause analyses for these specific groups.
Work currently underway includes:
Empathy Interviews and Rounding: Expanding our local "Rounding Process" to better understand the unique barriers to attendance faced by families experiencing homelessness.
Data-Driven Intervention: Implementing an "Early Warning System" specifically for Students with Disabilities to trigger immediate academic and attendance interventions before gaps widen.
Coordinated Support: Aligning our Special Education Local Plan Area (SELPA) goals directly with LCAP actions to ensure a unified approach to instructional supports.
PUSD remains steadfast in our "All Means All" commitment, utilizing this technical assistance to refine our systems and ensure that our most vulnerable populations receive the precise, evidence-based services required for success.

# 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.

Not Applicable

## *Support for Identified Schools*

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

Not Applicable

## *Monitoring and Evaluating Effectiveness*

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| LCAP Mid-Year Report | LCAP Mid-Year Report<br>Regular School Board Meeting<br>Tuesday, February 24, 2026<br>The LCAP Mid-Year Report was present at the February 24,2026 regular board meeting. The LCAP Mid-Year Report presentation covered the overview of all LCAP metrics, the actions by goal, total funding allocated to each goal and action. The presentation addressed the implementation status for each action, budgeted expenditures, estimated actuals (1st interim), and implementation notes.<br><br>Upon completion of the presentation, the school board members were provided with an opportunity for input. All comments and questions were addressed at the board meeting. No further questions or comments were provided. |
| Parents | LCAP Educational Partner Input Meeting Dates:<br>March 26, 2026 at PUSD Migrant Resource Room from 5:00-6:00 p.m.<br>April 22, 2026 via Zoom from 5:00-6:30 p.m.<br>April 28, 2026 at PUSD Migrant Resource Room from 5:00-6:00 p.m.<br><br>Parlier Unified School District planned a total of three LCAP Educational Partner Input parent/community meetings to allow parents and community members to select the meeting date that best fit their schedule. Two in-person meetings were held at John C. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Martinez School and Parlier High School. One meeting was held virtually to provide parents and community members the option to participate without having to travel.<br><br>The LCAP Educational Partner Input meeting attendees were provided with a presentation that addressed the following components:<br>LCAP history/purpose<br>LCFF funding process<br>Supplemental and Concentration funding<br>CA State Priorities<br>District Goals<br>Goals, Actions, and Services<br>District Goal Metric Outcomes<br>Funding amounts per Action by Goals<br><br>Purpose: Provide Educational Partners with opportunity to provide input for each of the district LCAP goals. Input was collected by having parents and community members go through an exercise consisting of having them provide input for each of the three LCAP goals.<br><br>LCAP Parent Survey 2026<br>April 22 through May 15, 2026<br><br>Parents were provided with access to an electronic LCAP Parent Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all parents using Panorama. The surveys were provided both in digital and hard copy format. Access to the LCAP Parent Survey was provided through QR codes and survey link posted on flyers, posters, Parent Square, school and district websites. The hard copy surveys were made available to all parents and community at each school site administrative office, including the district administrative office. Both digital codes and hard copies were also made available a school and district events. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Teachers | Educational Partner Input Meetings<br>April - May 2026<br><br>Educational Partner Input meetings for teachers were held during staff meetings in April - May 2026.<br>The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Teachers were provided with an opportunity to provide input on each of the goals and actions.<br><br>LCAP Teacher Survey 2026<br>April 22 through May 15, 2026<br><br>Teachers were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all teachers using Panorama. |
| Students | Student Input Meeting<br>May 2026<br><br>A student input meeting was held with students from Parlier Junior High, Parlier High, and San Joaquin Valley High School to present the school's Leadership students with a presentation which included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Students were provided with an opportunity to provide input on each of the goals and actions using a graphic organizer.<br><br>LCAP Student Survey<br>March 1- March 30 2026<br><br>Students were sent an LCAP Student Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all students using Panorama. |
| Principals | Educational Partner Input Meeting<br>May 7, 2026 and May 12, 2026 |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Principals were provided with an LCAP Input presentation during their meeting in May 2026. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. They were provided with an opportunity to provide input on each of the goals and actions.<br><br>LCAP Staff Survey 2025 Timeline<br>April 22 through May 15, 2026<br><br>Principals were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Principals using Panorama. |
| Administrators | Educational Partner Input Meeting<br><br>Administrators were provided with an LCAP Input presentation during a Principal's meeting in May 2026. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Principals were provided with an opportunity to provide input on each of the goals and actions.<br><br>LCAP Staff Survey 2026 Timeline<br>May 7, 2026 and May 12, 2026<br><br>Administrators were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Administrators using Panorama. |
| Classified/Other | Educational Partner Input Meeting<br>April 2026<br><br>Educational Partner Input meetings for Classified staff were held during staff meetings in April 2026. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | funding. Classified staff were provided with an opportunity to provide input on each of the goals and actions.<br><br>LCAP Staff Survey 2026 Timeline<br>May 7, 2026 through May 22, 2026<br><br>Classified staff were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Classified staff using Panorama. |
| PFA (Certificated Union) and CSEA (Classified Union) | PFA (Certificated Union) and CSEA (Classified Union):<br>May 21, 2026 from 2:30-4:00 pm<br><br>The completed draft LCAP was presented to the district's two Bargaining Units. After the presentation and review of all the proposed actions, funding, and data were shared, the Bargaining Unit leads were provided with time to ask questions about actions, costs, and data. |
| SELPA | SELPA - Educational Partner Input Meetings<br>9/11/25, 10/14/25, 11/12/25, 1/20/25, 2/19/25, 3/12/25, 4/16/25, 5/21/25<br><br>The meetings with the SELPA team took place over the course of the year to discuss Special Education program needs as they pertain to the LCAP's three goals. The LCAP presentation was presented and the opportunity for input for each of the three goals was provided. There was also discussion on how the Compliance and Improvement Monitoring (CIM) Plan Targeted and Intensive Monitoring goals also aligned to the LCAP. These efforts are intended to eliminate timeline overages and improve compliance across Indicators 11(Timely Evaluation), 12 (Early Childhood Transition), and 13 (Secondary Transition). |
| Submission to Applicable Committees (PAC/SAC) | PAC/SAC - Draft LCAP Input Meeting<br>May 27, 2026 |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 4:00-5:00pm<br><br>The data completed draft LCAP was presented to the district's Parent Advisory Committee and Student Advisory Committee members. After the presentation and review of all the proposed actions, funding, and data were shared, the P.A.C./S.A.C. members were provided with time to ask questions about actions, costs, and data. There were no formal questions asked, therefore the Superintendent did not need to respond in writing. |
| Submission to Applicable Committees (DELAC) | DELAC - Draft LCAP Input Meeting:<br>May 27, 2026<br>4:00-5:00 p.m.<br><br>The completed draft LCAP was presented to the District English Learner Advisory Committee (DELAC) members. After the presentation and review of all the proposed actions, funding, and data were shared, the D.E.L.A.C. members were provided with time to ask questions about actions, costs, and data. There were no formal questions asked, therefore the Superintendent did not need to respond in writing. |
| Schools receiving Equity Multiplier funding | Equity Multiplier School Site:<br>San Joaquin Valley High School<br>Winter 2025 meetings and Spring 2026 Meetings<br>Consultation Process:<br>After consulting all Educational Partners, PUSD reviewed the current focused goal for SJVHS. This goal was established through collaboration with the Fresno County Superintendent of Schools, comprehensive analysis of Dashboard and local data, empathy interviews with staff and students, and consultation with Educational Partners (staff, students, and<br>parents) during community school meetings, staff meetings, and School Site Council Meetings. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | |
| Public Comments | Completed Draft LCAP Public Comments<br>May - June 2026<br><br>Parlier Unified School District provided a two-week window for public comments beginning on May 26, 2026 and concluding on Monday, June 8, 2026. All Educational Partner groups and community were invited to provide comments on the completed draft LCAP. Communication and invitation for public comments was conducted through the use of flyers, Parent Square, announcements displayed on school marquees and websites. The completed draft LCAP was available for Educational Partners and community both digitally and in hard copy form. The hard copies were made available at school administrative offices, including the district's administrative office. |
| Public Hearing | Completed Draft LCAP Public Hearing<br>Regular School Board Meeting<br>Tuesday, June 9, 2026<br>5:00 p.m.<br><br>Parlier Unified School District had the completed draft LCAP Public Hearing on Tuesday, June 9, 2026 at a regular scheduled school board meeting. Educational Partners and community were invited to submit questions and/or comments regarding the completed draft LCAP. |
| LCAP Adoption | LCAP Adoption<br>Regular School Board Meeting<br>Tuesday, June 23, 2026<br>5:00 p.m.<br><br>Parlier Unified School District adopted the LCAP at a regularly scheduled public school board meeting on Tuesday, June 23, 2026. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Budget Adoption and Local Indicator Report to governing board | PUSD Budget Approval and Local Indicators Presentation<br>Regular School Board Meeting<br>Tuesday, June 23, 2026<br>5:00 p.m.<br><br>Parlier Unified School District presented the Local Indicators report at the regularly scheduled school board meeting on Tuesday, June 23, 2026. The district budget was also presented to the members of the school board at the same meeting. Both the Local Indicators and district budget were presented on Tuesday, June 23, 2026. |

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

The Local Control and Accountability Plan (LCAP) is a tool for school districts to set goals, plan actions, and leverage resources to improve student outcomes. Educational partner feedback plays a significant role in shaping the LCAP, ensuring that it addresses the needs and priorities of the community it serves. Here's a detailed description of how educational partner feedback influences the Parlier Unified LCAP:

Based on the 2025 Dashboard metrics, combined with extensive educational partner feedback gathered from LCAP surveys, Equity Multiplier sessions, and stakeholder meetings, the district has refined its targeted actions to improve student academic and behavioral outcomes.

1. Enhanced Student Achievement and Functional Literacy:
Educational partners emphasized the urgency to move beyond "Foundational ELD" toward "Disciplinary Literacy," especially as 2025 Dashboard data revealed that while 44.9% of English Learners are making progress toward language proficiency, a "rigor gap" persists in core subjects (8% EL proficiency in ELA; 7% in Math). In response, partners requested expanded academic interventions and increased access to instructional resources that bridge the gap between fluency and state standards. Furthermore, students and parents requested the implementation of Financial Literacy courses starting at the elementary level to provide real-world applicability. Based on this input, the district has embedded structured TOSA coaching, additional instructional staffing, and supplemental resources focused on both academic mastery and functional life skills. In addition, Parlier High School will be an early adopter of Financial Literacy and the feeder schools will implement this in their school day.

2. Increased College and Career Readiness (Equity Multiplier Focus):
Parents, teachers, and students—particularly those represented through the Equity Multiplier Educational Partner group at San Joaquin Valley High School—expressed a strong need for enhanced preparation for postsecondary success. While the district celebrated a 94% Graduation Rate on the 2025 Dashboard, stakeholders noted the need to address the 19% spike in the dropout rate for Students with Disabilities and the 6% overall high school dropout rate. Stakeholders emphasized that students require greater access to opportunities that build real-world skills. In response, the LCAP includes targeted goals to expand Career Technical Education (CTE) pathways (currently at 52% completion) and Dual Enrollment offerings, ensuring that unduplicated student groups and Students with Disabilities have the personalized advocacy needed to persist in rigorous coursework.

3. Improved School Climate and Mental Health:
2025 Dashboard metrics, specifically the Suspension Rate indicator, highlighted a critical need for site-specific behavioral supports. While the district maintained a 6% suspension rate overall, educational partners expressed concern over the 16% rate at Parlier Junior High and the 29% rate for Students with Disabilities at that site. Survey results from students, parents, and staff emphasized the importance of creating a safe school environment through the continued addition of Mental Health and Wellness supports at all sites. In response, the district is leveraging LCAP and LREBG funds to provide specialized personnel—including Mental Health Specialists and MTSS Intervention Aides—to deliver trauma-informed coaching and restorative practices, ensuring that physical safety translates into emotional well-being and improved "School Connectedness."

PROCESS FOR PRIORITIZATION
1. Educational Partner Meetings and Surveys:
Parlier Unified conducted multiple Educational Partner Input meetings and distributed surveys to gather comprehensive feedback. Priorities were identified based on the frequency and intensity of requests from educational partners.

2. Budgetary Constraints:
Requests were prioritized by assessing the potential impact on student outcomes and alignment with state priorities. Areas with the most significant anticipated benefits were allocated more resources.

3. Focus Areas:
Equity and access were key considerations, ensuring resources were directed to underserved student populations. The sustainability of programs were evaluated to ensure long-term success.

The engagement process with educational partners has deeply influenced the development of the LCAP. By incorporating feedback from diverse educational partners, Parlier Unified has refined a plan that addresses the community's needs while strategically allocating resources to maximize student success. The ongoing commitment to transparency and responsiveness ensures that the LCAP remains a living document, continuously evolving to meet the changing needs of the community of Parlier.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Accomplished Students<br>Establish, align, and deepen the implementation of quality learning, teaching, and leadership practices in all classrooms and schools, supported by a Multi-Tiered System of Supports (MTSS) to graduate every student college, career, and community ready. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We developed this goal to ensure a comprehensive approach to education that supports the diverse needs of our students. In consultation with our Educational Partner groups, we have identified key areas of focus essential for achieving optimal learning outcomes:
*Prioritizing the provision of instructional materials and professional development opportunities across various content areas such as ELA, Mathematics, History Social Science, and NGSS, we aim to enhance teaching effectiveness and student learning outcomes
*Ensuring that all teachers are fully credentialed and appropriately assigned, as assessed through credential audits and assignment reviews, we strive to maintain a high standard of teaching quality and professionalism
*Our commitment to implementing California Standards in ELA/ELD, Mathematics, and all content areas aims to ensure the highest level of educational achievement and alignment with state requirements
*Continuously improving state and local student assessment data, with a particular emphasis on literacy across all content areas, reflects our dedication to tracking student progress and addressing areas of need
*Increasing the annual rate of reclassification of English Learner students to English Proficient and enhancing support for students with disabilities demonstrates our commitment to fostering inclusive educational practices and equitable opportunities for all learners
*Offering supplemental and intensified supports to students who require additional academic assistance through the AVID College and Career Readiness Framework and the Multi-Tiered System of Supports (MTSS) underscores our commitment to addressing the individual needs of each student, promoting academic success and well-being
*Offering Visual and Performing Arts classes in grades 7-12 reflects our LEA's commitment to providing a well-rounded, inclusive, and enriching educational experience that empowers all students to reach their full potential
*Offering dual enrollment, CTE Pathways, and an Early College Program at our high school empowers students to take control of their academic and career pathways, providing them with valuable opportunities for academic enrichment, college readiness, and future success

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Appropriately assigned and fully credentialed teachers | 82% Clear Credential<br>Data Year: 2021-22<br>Data Source: Fall 2023 Dashboard | 81% Clear Credential<br>Data Year: 2022-23<br>Data Source: Fall 2024 Dashboard | 82.1%<br>Data Year: 2023-24<br>Data Source: Fall 2025 Dashboard | 95% Clear Credential<br>Data Year: 2024-25<br>Data Source: Fall 2026 Dashboard | Maintained |
| 1.2 | Access to standards aligned instructional materials | 100%<br>Data Year: 2023-24<br>Data Source: Local Indicator (Priority 1) Williams Sufficiency | 100%<br>Data Year: 2024-25<br>Data Source: Local Indicator (Priority 1) Williams Sufficiency | 100%<br>Data Year: 2024-25<br>Data Source: Local Indicator (Priority 1) Williams Sufficiency | 100%<br>Data Year: 2026-27<br>Data Source: Local Indicator (Priority 1) Williams Sufficiency | No Change |
| 1.3 | Implementation of standards for all students and enable ELs access to CCSS and ELD standards | 4<br>Data Year: 2023-24<br>Data Source: Local Indicator Priority 2 data | 4<br>Data Year: 2024-25<br>Data Source: Local Indicator Priority 2 data | 4<br>Data Year: 2025-26<br>Data Source: Local Indicator Priority 2 data | 5<br>Data year: 2026-27<br>Data Source: Local Indicator Priority 2 data | No Change |
| 1.4 | Smarter Balanced ELA Met or Exceeded Standard | LEA All Students 24%<br>EL 9%<br>EL LTEL. 7%<br>Homeless 23%<br>SED 24%<br>Hispanic 24%<br>SED Hispanic 24%<br>FY 0%<br>SWD 7%<br><br>Benavidez<br>SWD 8%<br>SED SWD 9% | LEA All Students 25%<br>EL 7 %<br>EL LTEL 3%<br>Homeless 19%<br>SED 25%<br>Hispanic 32%<br>SED Hispanic 25%<br>FY * %<br>SWD 9%<br><br>Benavidez<br>SWD 17%<br>SED SWD 16% | LEA All Students 25%<br>EL 8 %<br>EL LTEL 3%<br>Homeless 20 %<br>SED 24%<br>Hispanic 25%<br>SED Hispanic 25%<br>FY 8 %<br>SWD 6 %<br><br>Benavidez<br>SWD 5%<br>SED SWD 9% | All Students 45%<br>EL 25%<br>EL LTEL 23%<br>Homeless 40%<br>SED 40%<br>Hispanic 40%<br>SED Hispanic 40%<br>FY 15%<br>SWD 20%<br><br>Benavidez<br>SWD 25%<br>SED SWD 25% | LEA All Students Increased 1%<br>EL Decreased 1 %<br>EL LTEL Decreased 4%<br>Homeless Decreased 3%<br>SED Maintained<br>Hispanic Increased 1%<br>SED HIS Increased 1%<br>FY Increased 8 % |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Chavez<br>All Students 14%<br>EL 5%<br>SED 14%<br>HIS 12%<br>SED HIS 15%<br><br>Martinez<br>EL 3%<br><br>PJHS<br>All Students 21%<br>EL 0%<br>SED 21%<br>HIS 20%<br>SED HIS 21%<br>SWD 2%<br>SED SWD 11%<br><br>PHS<br>EL 6%<br><br>Data Year: 2022-23<br>Data Source: DataQuest->CAASPP Test Results | Chavez<br>All Students 20%<br>EL 7%<br>SED 17%<br>HIS 48%<br>SED HIS 16%<br><br>Martinez<br>EL 5%<br><br>PJHS<br>All Students 24%<br>EL 1%<br>SED 24%<br>HIS 33 %<br>SED HIS 25%<br>SWD 5%<br>SED SWD 10%<br><br>PHS<br>EL 0%<br><br>Data Year: 2023-24<br>Data Source: DataQuest->CAASPP Test Results | Chavez<br>All Students 18%<br>EL 6%<br>SED 17%<br>HIS 39%<br>SED HIS 17 %<br><br>Martinez<br>EL 9%<br><br>PJHS<br>All Students 20%<br>EL 2%<br>SED 20%<br>HIS 33%<br>SED HIS 20%<br>SWD 0%<br>SED SWD 2%<br><br>PHS<br>EL 4%<br><br>Data Year: 2024-25<br>Data Source: DataQuest->CAASPP Test Results | Chavez<br>All students 30%<br>EL 30%<br>SED 30%<br>HIS 30%<br>SED HIS 30%<br><br>Martinez<br>EL 20%<br><br>PJHS<br>All Students 35%<br>EL 20%<br>SED 35%<br>HIS 35%<br>SED HIS 35%<br>SWD 30%<br>SED SWD 25%<br><br>PHS<br>EL 25%<br>Data Year: 2025-26<br>Data Source: DataQuest->CAASPP Test Results | SWD Decreased 1%<br><br>Benavidez<br>SWD Decreased 3%<br>SED SWD Maintained<br><br>Chavez<br>All Students Increased 4%<br>EL Increased 1%<br>SED Increased 3%<br>HIS Increased 25%<br>SED HIS Increased 2%<br><br>Martinez<br>EL Increased 6%<br><br>PJHS<br>All Students Decreased 1%<br>EL Increased 2%<br>SED Decreased 1%<br>HIS Increased 13%<br>SED HIS Decreased 1%<br>SWD Decreased 2%<br>SED SWD Decreased 9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | PHS<br>EL Decreased 2% |
| 1.5 | Local ELA Data | Advanced<br>LEA All Students 5%<br>EL 1%<br>EL LTEL 1%<br>Homeless 0%<br>SED 5%<br>Hispanic 5%<br>SED Hispanic 5%<br>FY 0%<br>SWD. 3%<br><br>Benavidez All Students 7%<br>SWD. 3%<br>SED SWD. 4%<br><br>Chavez All Students. 6%<br>SED 6%<br>HIS 6%<br>SED HIS 6%<br><br>Martinez 5%<br>EL 0%<br><br>PJHS All Students 4%<br>EL 0%<br>SED 4%<br>HIS 4%<br>SED HIS 4%<br>SWD 2%<br>SED SWD. 2%<br><br>PHS ALL Students 4% | Advanced<br>LEA All Students 12%<br>EL 7%<br>EL LTEL. 2%<br>Homeless *<br>SED 12%<br>Hispanic 12%<br>SED Hispanic 12%<br>FY*<br>SWD 4%<br><br>Benavidez All Students 15%<br>SWD 4%<br>SED SWD 4%<br><br>Chavez All Students 15%<br>SED 15%<br>HIS 15%<br>SED HIS 13%<br><br>Martinez 15%<br>EL 4%<br><br>PJHS All Students 9%<br>EL 3%<br>SED 9%<br>HIS 9%<br>SED HIS. 10%<br>SWD. 0%<br>SED SWD 0% | Advanced<br>LEA All Students 12%<br>EL 4%<br>EL LTEL 3%<br>Homeless *<br>SED 11%<br>Hispanic 12%<br>SED Hispanic 12%<br>FY*<br>SWD 3%<br><br>Benavidez All Students 15%<br>SWD 4%<br>SED SWD 9%<br><br>Chavez All Students 8%<br>SED 9%<br>HIS 9%<br>SED HIS 7%<br><br>Martinez All 6%<br>EL 1%<br><br>PJHS All Students 8%<br>EL 2%<br>SED 8%<br>HIS 8%<br>SED HIS. 8%<br>SWD. 6%<br>SED SWD 5% | Advanced<br>All Students 25%<br>EL 26%<br>EL LTEL. 26%<br>Homeless 25%<br>SED 25%<br>Hispanic 25%<br>SED Hispanic 25%<br>FY 20%<br>SWD 23%<br><br>Benavidez All Students 27%<br>SWD 23%<br>SED SWD 24%<br><br>Chavez All Students 26%<br>SED 26%<br>HIS 26%<br>SED HIS 26%<br><br>Martinez All Students 25%<br>EL 20%<br><br>PJHS All Students 24%<br>EL 20%<br>SED 24%<br>HIS 24%<br>SED HIS 24%<br>SWD 22%<br>SED SWD 22% | Advanced<br>LEA All Students Increased 7%<br>EL<br>Increased 3%<br>EL LTEL<br>Increased 2%<br>Homeless *%<br>SED<br>Increased 6%<br>Hispanic<br>Increased 7%<br>SED Hispanic<br>Increased 7%<br>FY *%<br>SWD<br>Maintained<br><br>Benavidez<br>Increased 8%<br>SWD<br>Increased 1%<br>SED SWD<br>Increased 5%<br><br>Chavez All students<br>Increased 2%<br>SED<br>Increased 3%<br>HIS<br>Increased 3%<br>SED HIS<br>Increased 1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL 0%<br>Data Year: 2023-24<br>Data Source: FastBridge | PHS All Students 8%<br>EL 10%<br>Data Year: 2024-25<br>Data Source: FastBridge and iReady Spring 2025 | PHS All Students 7%<br>EL 7%<br>Data Year: 2025-26<br>Data Source: FastBridge, iReady | PHS All Students 24%<br>EL 20%<br><br>Data Year: 2026-27<br>Data Source: FastBridge, iReady | Martinez<br>Increased 1%<br>EL<br>Increased 1%<br><br>PJHS<br>Increased 4%<br>EL<br>Increased 2%<br>SED<br>Increased 4%<br>HIS Increased 4%<br>SED HIS<br>Increased 4%<br>SWD<br>Increased 4%<br>SED SWD<br>Increased 3%<br><br>PHS<br>Increased 3%<br>EL<br>Increased 7% |
| 1.6 | Smarter Balanced Math Met or Exceeded Standard | All Students 13%<br>EL 5%<br>EL LTEL 2%<br>Homeless 12%<br>SED 12%<br>HIS 12%<br>SED HIS 12%<br>FY 0%<br>SWD 4%<br><br>Benavidez<br>SWD 8%<br>SED SWD 18% | All Students 13%<br>EL 5 %<br>EL LTEL 1 %<br>Homeless 8%<br>SED 13 %<br>HIS 21%<br>SED HIS 13%<br>FY * %<br>SWD 7%<br><br>Benavidez<br>SWD 10%<br>SED SWD 8% | All Students 14%<br>EL 7%<br>EL LTEL 2%<br>Homeless 12%<br>SED 14%<br>HIS 23%<br>SED HIS 14%<br>FY * %<br>SWD 7%<br><br>Benavidez<br>SWD 10%<br>SED SWD 9% | All Students 30%<br>EL 20%<br>EL LTEL 20%<br>Homeless 25%<br>SED 25%<br>HIS 25%<br>SED HIS 25%<br>FY 15%<br>SWD 20%<br><br>Benavidez<br>SWD 25%<br>SED SWD 35% | All Students<br>Increased 1%<br>EL Increased 2%<br>EL LTEL<br>Maintained<br>Homeless<br>Maintained<br>SED Increased 2 %<br>HIS Increased 11%<br>SED HIS<br>Increased 2%<br>FY * % |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Chavez<br>All Students 12%<br>EL 5%<br>Homeless 6%<br>SED 12%<br>HIS 12%<br>SED HIS 12%<br><br>JCM<br>All Students 15%<br>SED 15%<br><br>PJHS<br>All Students 6%<br>EL 1%<br>SED 6%<br>HIS 5%<br>SED HIS 6%<br>SWD 0%<br>SED SWD 0%<br><br>PHS<br>All Students 7%<br>SED 7%<br>HIS 6%<br>SED HIS 6%<br><br>Data Year: 2022-23<br>Data Source: DataQuest->CAASPP Test Results | Chavez<br>All Students 12%<br>EL 5%<br>Homeless 8%<br>SED 11%<br>HIS 22%<br>SED HIS 10%<br><br>JCM<br>All Students 17%<br>SED 16%<br><br>PJHS<br>All Students 5%<br>EL 0%<br>SED 7%<br>HIS 21%<br>SED HIS 7%<br>SWD 5%<br>SED SWD 7%<br><br>PHS<br>All Students 9%<br>SED 10%<br>HIS 15%<br>SED HIS 9%<br><br>Data Year: 2023-24<br>Data Source: DataQuest->CAASPP Test Results | Chavez<br>All Students 14%<br>EL 8%<br>Homeless 8%<br>SED 13%<br>HIS 24%<br>SED HIS 14%<br><br>JCM<br>All Students 21%<br>SED 21%<br><br>PJHS<br>All Students 6%<br>EL 0%<br>SED 6%<br>HIS 13%<br>SED HIS 6%<br>SWD 0%<br>SED SWD 2%<br><br>PHS<br>All Students 13%<br>SED 13%<br>HIS 14%<br>SED HIS 13 %<br><br>Data Year: 2024-25<br>Data Source: DataQuest->CAASPP Test Results | Chavez<br>All Students 30%<br>EL 25%<br>Homeless 25%<br>SED 30%<br>HIS 30%<br>SED HIS 30%<br><br>JCM<br>All Students 30%<br>SED 30%<br><br>PJHS<br>All Students 30%<br>EL 15%<br>SED 15%<br>HIS 30%<br>SED HIS 20%<br>SWD 15%<br>SED SWD 15%<br><br>PHS<br>All Students 20%<br>SED 20%<br>HIS 20%<br>SED HIS 20%<br>Data Year: 2025-26<br>Data Source: DataQuest->CAASPP Test Results | SWD Increased 3%<br>Benavidez<br>SWD Increased 2%<br>SED SWD Decreased 9%<br>Chavez<br>All Students Increased 2%<br>EL Increased 3%<br>Homeless Increased 2%<br>HIS Increased 12%<br>SED HIS Increased 2%<br><br>JCM<br>All Students Increased 6%<br>SED Increased 6%<br>PJHS<br>All Students Maintained<br>EL Decreased 1%<br>SED Maintained<br>HIS Increased 8%<br>SED HIS Maintained<br>SWD Maintained<br>SED SWD Increased 2%<br><br>PHS<br>All Students Increased 6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | SED Increased 6%<br>HIS Increased 8%<br>SED HIS Increased 7% |
| 1.7 | Local Math Data | Advanced<br>All Students: 7%<br>EL 5%<br>Homeless. 0%<br>SED 7%<br>HIS 7%<br>SED HIS 7%<br>FY 0%<br>SWD 7%<br><br>Benavidez All Students. 9%<br>SWD 5%<br>SED SWD 5%<br><br>Chavez All Students 7%<br>EL 6%<br>Homeless 6%<br>SED 7%<br>HIS 7%<br>SED HIS 7%<br><br>JCM All Students 6%<br>SED 6%<br><br>PJHS All Students 4%<br>EL 1%<br>SED 4%<br>HIS 4%<br>SED HIS 4%<br>SWD 0% | Advanced<br>All Students: 6%<br>EL 5 %<br>Homeless *<br>SED 7%<br>HIS 6%<br>SED HIS 7%<br>FY *<br>SWD 1%<br><br>Benavidez All Students 9%<br>SWD 6%<br>SED SWD 4%<br><br>Chavez All Students 8%<br>EL 6%<br>Homeless *<br>SED 9%<br>HIS 9%<br>SED HIS 9%<br><br>JCM All Students 8%<br>SED 8%<br><br>PJHS All Students 3%<br>EL 2%<br>SED 3%<br>HIS 3% | Advanced<br>LEA All Students 4%<br>EL 4%<br>Homeless *<br>SED 4%<br>Hispanic 4%<br>SED Hispanic 4%<br>FY*<br>SWD 2%<br><br>Benavidez All Students 3%<br>SWD 0 %<br>SED SWD 0%<br><br>Chavez All Students 2%<br>EL 4%<br>Homeless *<br>SED 2%<br>HIS 2%<br>SED HIS 2%<br><br>Martinez All 2%<br>SED 2%<br><br>PJHS All Students 2%<br>EL 0%<br>SED 2%<br>HIS 2%<br>SED HIS. 2% | Advanced<br>All Students: 27%<br>EL 25%<br>Homeless 20%<br>SED 27%<br>HIS 27%<br>SED HIS 27%<br>FY 20%<br>SWD 27%<br><br>Benavidez All Students 29%<br>SWD 25%<br>SED SWD 25%<br><br>Chavez All Students 27%<br>EL 26%<br>Homeless 26%<br>SED 27%<br>HIS 27%<br>SED HIS 27%<br><br>JCM All Students 26%<br>SED 26%<br><br>PJHS All Students 24%<br>EL 21%<br>SED 24%<br>HIS 24% | Advanced<br>All Students Decreased 3%<br>EL Decreased 1%<br>Homeless *<br>SED Decreased 3%<br>HIS Decreased 3%<br>SED HIS Decreased 3%<br>FY *<br>SWD Decreased 5%<br><br>Benavidez Decreased 6%<br>SWD Decreased 5%<br>SED SWD Decreased 5%<br><br>Chavez Decreased 5%<br>EL Decreased 2%<br>Homeless *<br>SED Decreased 5%<br>HIS Decreased 5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED SWD 0%<br><br>PHS All Students 11%<br>SED 11%<br>HIS 11%<br>SED HIS 11%<br>Data Year: 2023-24<br>Data Source: FastBridge | SED HIS 3%<br>SWD 0%<br>SED SWD 0%<br><br>PHS All Students 7%<br>SED 7%<br>HIS 7%<br>SED HIS 7%<br>Data Year: 2024-25<br>Data Source: FastBridge & iReady Spring 2025 | SWD. 0%<br>SED SWD 0%<br><br>PHS All Students 9%<br>SED 10%<br>HIS 10%<br>SED HIS 9%<br>Data Year: 2025-26<br>Data Source: iReady | SED HIS 24%<br>SWD 20%<br>SED SWD 20%<br><br>PHS All Students 31%<br>SED 31%<br>HIS 31%<br>SED HIS 31%<br><br>Data Year: 2026-27<br>Data Source: iReady | SED HIS Decreased 5%<br><br>JCM Decreased 5%<br>SED Decreased 4%<br><br>PJHS Decreased 2%<br>EL Decreased 1%<br>SED Decreased 2%<br>HIS Decreased 2%<br>SED HIS Decreased 2%<br>SWD Maintained<br>SED SWD Maintained<br><br>PHS Decreased 2%<br>SED Decreased 1%<br>HIS Decreased 1%<br>SED HIS Decreased 2% |
| 1.8 | California Science Test (CAST)<br>Met or Exceeded Standard | All Students 7%<br>EL 1%<br>SED 6%<br>FY 0%<br>SWD 0% | All Students 31%<br>EL 2%<br>SED 21%<br>FY 10%<br>SWD 9% | All Students 33%<br>EL 3%<br>SED 22%<br>FY 10 %<br>SWD 10% | All Students 40%<br>EL 40%<br>SED 40%<br>FY 40%<br>SWD 35% | All Students Increased 26%<br>EL Increased 2%<br>SED Increased 16% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 2022-23<br>Data Source: DataQuest->CAASPP Test Results | Data Year: 2023-24<br>Data Source: DataQuest->CAASPP Test Results | Data Year: 2024-25<br>Data Source: DataQuest->CAASPP Test Results | Data Year: 2025-26<br>Data Source: DataQuest->CAASPP Test Results | FY Increased 10%<br>SWD Increased 10% |
| 1.9 | A-G Completion Rate | All Students 30%<br>EL 15%<br>SED 30%<br>FY *<br>SWD 16%<br>Data Year: 2022-23<br>Data Source:DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures | All Students 66%<br>EL 37 %<br>SED 66 %<br>FY *<br>SWD 29%<br>Data Year: 2023-24<br>Data Source:DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures | All Students 60%<br>EL 58%<br>SED 60%<br>FY *<br>SWD 50%<br>Data Year: 2024-25<br>Data Source:DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures | All Students 50%<br>EL 40%<br>SED 50%<br>FY 20%<br>SWD 30%<br>Data Year: 2025-26<br>Data Source:DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures | All Students Increased 30%<br>EL Increased 43 %<br>SED Increased 30%<br>FY *<br>SWD Increased 34% |
| 1.10 | CTE Pathway Completion Rate | All Students 41%<br>EL 31%<br>SED 41%<br>FY *<br>SWD 24%<br>Data Year: 2022-23<br>Data Source: CA Dashboard Additional Reports->CCI Measures | All Students 42%<br>EL 27%<br>SED 41%<br>FY *<br>SWD 29%<br>Data Year: 2023-24<br>Data Source: CA Dashboard Additional Reports->CCI Measures | All Students 52%<br>EL 42%<br>SED 52%<br>FY<br><br>*<br>SWD 50%<br>Data Year: 2024-25<br>Data Source: CA Dashboard Additional Reports->CCI Measures | All Students 70%<br>EL 60%<br>SED 70%<br>FY 30%<br>SWD 40%<br>Data Year: 2025-26<br>Data Source: CA Dashboard Additional Reports->CCI Measures | All Students increased 11%<br>EL Increased 11%<br>SED Increased 11%<br>FY *<br>SWD Increased 26% |
| 1.11 | A-G Completion and CTE Pathway | All Students 21%<br>EL 10%<br>SED 21% | All Students 24%<br>EL 5%<br>SED 24% | All Students 18%<br>EL 8%<br>SED 19% | All Students 40%<br>EL 30%<br>SED 40% | All Students Decreased 3%<br>EL Decreased 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Completion Combined Rate | FY *<br>SWD 11%<br>Data Year: 2022-23<br>Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures | FY *<br>SWD 7%<br>Data Year: 2023-24<br>Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures | FY *<br>SWD 6%<br>Data Year: 2024-25<br>Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures | FY 30%<br>SWD 30%<br>Data Year: 2025-26<br>Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures | SED Decreased 2%<br>FY *<br>SWD Decreased 5% |
| 1.12 | EL students making progress toward English Proficiency | EL Students 55%<br>LTEL Students N/A<br>Data Year: 2022-23<br>Data Source: CA Dashboard->English Learner Progress Indicator | EL Students 49%<br>LTEL Students 46%<br>Data Year: 2023-24<br>Data Source: CA Dashboard->English Learner Progress Indicator | EL Students 45%<br>LTEL Students 46%<br>Data Year: 2024-25<br>Data Source: CA Dashboard->English Learner Progress Indicator | EL Students 70%<br>LTEL Students 50%<br>Data Year: 2025-26<br>Data Source: CA Dashboard->English Learner Progress Indicator | EL Students Declined 10%<br>LTEL Students Increased 46% |
| 1.13 | EL Reclassification Rate | EL Students 12%<br>Data Year: 2022-23<br>Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports | EL Students 37%<br>Data Year: 2023-24<br>Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports | EL Students 46%<br>Data Year: 2024-25<br>Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports | EL Students 40%<br>Data Year: 2025-26<br>Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports | Increased 32% |
| 1.14 | AP Passage Rate | All Students 3%<br>Data Year: 2022-23<br>Data Source: CA Dashboard Additional Reports->CCI Measures | All Students 6%<br>Data Year: 2023-24<br>Data Source: CA Dashboard | All Students 23%<br>Data Year: 2024-25<br>Data Source: CA Dashboard | All Students 15%<br>Data Year: 2025-26<br>Data Source: CA Dashboard | Increased 20% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Additional Reports->CCI Measures | Additional Reports->CCI Measures | Additional Reports->CCI Measures | |
| 1.15 | EAP ELA | All Students 33%<br>EL 6%<br>SED 32%<br>FY 0%<br>SWD 5%<br>Data Year: 2022-23<br>Data Source: CAASPP | All Students 25%<br>EL 10%<br>SED 25%<br>FY *<br>SWD 9%<br>Data Year: 2023-24<br>Data Source: CAASPP | All Students 33%<br>EL 4%<br>SED 33%<br>FY *<br>SWD 0%<br>Data Year: 2024-25<br>Data Source: CAASPP | All Students 50%<br>EL 20%<br>SED 50%<br>FY 20%<br>SWD 15%<br>Data Year: 2025-26<br>Data Source: CAASPP | All Students Maintained<br>EL Decreased 2%<br>SED Increased 1%<br>FY *<br>SWD Decreased 5% |
| 1.16 | EAP MATH | All Students 6%<br>EL 1%<br>SED 7%<br>FY 0%<br>SWD 0%<br>Data Year: 2022-23<br>Data Source: CAASPP | All Students 13%<br>EL 7%<br>SED 14%<br>FY *<br>SWD 7%<br>Data Year: 2023-24<br>Data Source: CAASPP | All Students 13%<br>EL 11%<br>SED 13%<br>FY *<br>SWD 7%<br>Data Year: 2024-25<br>Data Source: CAASPP | All Students 20%<br>EL 15%<br>SED 20%<br>FY 15%<br>SWD 10%<br>Data Year: 2025-26<br>Data Source: CAASPP | All Students Increased 7%<br>EL Increased 10%<br>SED Increased 6%<br>FY *<br>SWD Increased 7% |
| 1.17 | Broad Course of Study | Students enrolled in VAPA Courses<br>All Students 60%<br>EL 40%<br>SED 60%<br>FY 30%<br>SWD 15%<br>Data Year: 2023-24<br>Data Source: CALPADS | Students enrolled in VAPA Courses<br>All Students 82%<br>EL 60%<br>SED 75%<br>FY * %<br>SWD 11%<br>Data Year: 2024-25<br>Data Source: CALPADS | Students enrolled in VAPA Courses<br>All Students 77%<br>EL 80%<br>SED 88%<br>FY *%<br>SWD 52%<br>Data Year: 2025-26<br>Data Source: AERIES | Students enrolled in VAPA Courses<br>All Students: 80%<br>EL 50%<br>SED 80%<br>FY 50%<br>SWD 30%<br>Data Year: 2026-27<br>Data Source: CALPADS | Students enrolled in VAPA Courses<br>All Students Increased 17%<br>EL Increased 40 %<br>SED Increased 28%<br>FY *<br>SWD Increased 37% |
| 1.18 | Other Pupil Outcomes: Dual Enrollment | Students enrolled in both HS and College Courses<br>All Students 75%<br>EL 75% | Students enrolled in both HS and College Courses<br>All Students 50%<br>EL 17% | Students enrolled in both HS and College Courses<br>All Students 53%<br>EL 13% | Students enrolled in both HS and College Courses<br>All Students 90%<br>EL 90% | All Students Decreased 22 %<br>EL Decreased 62 % |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED 77%<br>FY 0%<br>SWD 50%<br>Data Year: 2023-24<br>Data Source: CALPADS | SED 86%<br>FY *%<br>SWD 6%<br>Data Year: 2024-25<br>Data Source: CALPADS | SED 87%<br>FY *%<br>SWD 8%<br>Data Year: 2025-26<br>Data Source: CALPADS | SED 90%<br>FY 15%<br>SWD 80%<br>Data Year: 2026-27<br>Data Source: CALPADS | SED Increased 10%<br>FY *%<br>SWD Decreased 42% |

# Goal Analysis [2025-26]

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

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

Parlier Unified used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability
The actions outlined in Goal One supported the progress toward meeting the goal of providing a high-quality education with an aligned curriculum and instruction. When reviewing action implementation for the 2025–26 LCAP, actions were implemented in the same manner as the prior year.
Action (1.1) Core Program Curriculum
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by continuing to invest in textbooks and materials aligned to the district's core instructional programs.
Successes: Parlier Unified provided all students in grades K-12th with state-adopted content core materials. We also successfully chose a new Math adoption, which should help our scores improve in the next year.
Challenges: Replacement of lost textbooks and materials, including purchasing digital copies of textbooks in order to maintain sufficiency and equity for all students. In addition, having to wait to adopt due to delays that are still happening due to COVID makes it difficult to have the most current and aligned materials for our students.

Action (1.2) Core Program - Personnel Implementation Status: 5 - Full Implementation and Sustainability

All planned actions were implemented as described in the LCAP. When reviewing action implementation for the 2025–26 LCAP, actions were implemented in the same manner as the prior year.
Parlier Unified implemented the planned actions for this goal by continuing to have low staff vacancies and is focused on hiring the most qualified individuals for each position.
Successes:
Parlier Unified School District maintained full staffing across all teaching positions for the 2025–26 school year, ensuring that all classrooms were staffed with qualified educators. While previously reported data indicated that 82% of teachers were fully credentialed and appropriately assigned, the district has continued to make progress by supporting teachers on intern credentials and permits as they work toward full certification. Many of our teachers on permits are actively enrolled in credentialing programs and are on track to complete required coursework, clinical hours, and state assessments within established timelines, contributing to improved stability and continuity of instruction.
Challenges:
Although the district is fully staffed, increasing the percentage of fully credentialed teachers remains an ongoing challenge. To fill positions in high-need areas such as Special Education, Math, Art, and Music, the district has relied on interns, Short-Term Staff Permits (STSPs), and Provisional Internship Permits (PIPs). While many of these teachers are making progress toward full credentialing, some are still early in the process of entering credential programs and require continued support. Parlier Unified will continue to focus on transitioning all teachers from permits and intern status to fully credentialed positions to further improve the percentage of appropriately credentialed staff.

Action (1.3) Technology Supports for Improved Student Learning
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP. When reviewing action implementation for the 2025–26 LCAP, actions were implemented in the same manner as the prior year.
Parlier Unified implemented the planned actions for this goal by providing the following:
Full-Time Director of Technology: Provides strategic leadership in the planning, implementation, and sustainability of districtwide technology systems, ensuring alignment with instructional goals and equity initiatives.
Technology Specialists: Offer on-site and districtwide technical support, enabling quick resolution of issues and providing training to staff and students to enhance technology integration in instruction.
Access to Technology at School and at Home: All students have reliable access to digital learning tools regardless of location, supporting continuity of learning and engagement beyond the classroom.
Additional Technology Devices and Resources: The district maintains a supply of updated devices and supplementary tools (e.g., headsets, charging carts, peripherals) to support specialized programs, interventions, and instructional differentiation.
Successes:
Parlier Unified School District ensures equitable access to technology for all students. All devices across school sites have been refreshed and upgraded to meet academic requirements. For students without home internet access, the district provides Wi-Fi as needed. The Technology Plan has been thoroughly reviewed and updated to guarantee equitable access to digital instructional resources that support and enhance teaching and learning as well as create an implementation plan for digital citizenship curriculum in the classroom and guidance on the ever changing landscape of the use of Artificial Intelligence
Under the leadership of the Technology Director, the district has maintained on-site tech support at every school by retaining the number of Site Technologists needed to assist staff and students effectively.
Challenges:

Given the rapid pace of technological change and the need for ongoing device repairs, it can be challenging to promptly address all technology-related issues that arise with student 1:1 devices. This includes maintaining a sufficient supply of loaner devices when original devices are damaged or lost. The district is also ending a three year cycle for refreshing student devices, so that will be a challenge to prioritize student 1: 1 devices with declines in funding.

Action (1.4) Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified School District implemented the planned actions for this goal by maintaining its commitment to providing inclusive, equitable, and academically rigorous learning opportunities for all students. Through sustained investments in staffing, instructional resources, and professional development, the district continues to ensure access to a broad and engaging course of study, including Visual and Performing Arts (VAPA), STEM, Health and Nutrition, Career Technical Education (CTE), Dual Enrollment, and the Dual Language Immersion Program.
Successes:
Instructional teams across departments have worked to incorporate culturally responsive content into existing courses. This has led to stronger student engagement, particularly among historically underserved populations.
Strengthened College and Career Pathways- Additional staffing has allowed for expanded dual enrollment and early college opportunities, with more students completing college-credit-bearing coursework before high school graduation.
CTE programs have aligned more closely with regional labor market demands, and students are gaining exposure to real-world skills through structured course sequences. The district is exploring the addition of a STEAM teacher to add additional aspects of Science, Technology, Engineering, and Math to the current Art offerings to broaden exposure at a young age.
Challenges:
In dual enrollment and early college programs, coordination with higher education partners can create gaps in curriculum alignment or pacing. In addition, these students take precedence due to the higher education schedule and that can cause Master Schedule items that need to be addressed to ensure there is equitable access to all courses.

Action (1.5) Supports for Student Learning and Improvement: Instructional Personnel
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified maintains a strong team of instructional and student support personnel to drive academic progress and equity. Learning Directors, Guidance Learning Specialists, Counselors, and Educational Services Support Staff collaborate to align instruction, support goal setting, implement curriculum initiatives, and address student needs. TOSAs and Reading Intervention Teachers provide targeted coaching and interventions in math, literacy, and data-driven instruction to close achievement gaps and ensure districtwide instructional coherence.
LREBG Items: The LEA supported students with additional support for student learning loss, such as intervention teachers, instructional aides, additional support staff, and Summer Program staff
Successes:
Consistency in Academic Monitoring:

The presence of Learning Directors at each site has strengthened instructional coherence, contributing to a 94% Graduation Rate and a 0% Middle School Dropout Rate. Their leadership in data-driven monitoring helped drive a 1.01% gain in SBAC Math and a 12% "Advanced" rate on local ELA assessments for All Students and SED groups.
Data-Informed Instructional Support:
Reading Intervention Teachers and Math/Data TOSAs have successfully accelerated language acquisition, resulting in 44.9% of ELs making progress (ELPI) and a 14.3% Reclassification Rate. By providing targeted interventions, these roles supported high-performing subgroups, such as the 39% ELA proficiency for Hispanic students at Cesar Chavez and 21% Math proficiency at Martinez Elementary.
Challenges:
Declining enrollment and decreasing budgets are making it difficult to ensure the vast needs of all students in our district are met.
While the TOSAs and support staff have driven effective instructional practices, the district faces limitations in scaling these supports uniformly across all sites due to staffing constraints and time. This affects the consistency with which high-impact strategies reach every classroom, particularly in areas with the greatest instructional need.

Action (1.6) Supports for Student Learning and Improvement: Programs
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified continues to invest in a comprehensive system of support to ensure all students have access to rigorous, engaging, and equitable learning opportunities. Through sustained funding and strategic planning, the district provides ongoing professional development, instructional coaching, and tutoring to enhance teaching and address student needs. Students benefit from high-quality supplemental materials, expanded literacy resources, and college and career readiness programs that build essential skills across K–12. Expanded learning opportunities and the districtwide expansion of AVID further support academic growth, organizational skills, and a strong college-going culture. LREBG: Parlier Unified supported students with professional development, coaching, and tutoring services; supplemental materials and supplies with a focus on rigor and engagement; funding to provide K–12 students with experiences and skill sets to prepare them for college and/or career pathways; a comprehensive Summer Program, as well as Saturday, Winter, and Spring academic programs; resources to increase access to literacy, including secondary school libraries; and the expansion of AVID district-wide, ensuring its continued support through this initiative.
Successes: Parlier Unified’s districtwide expansion of the AVID program and WICOR strategies has fostered a robust college and/or career-going culture, contributing to a 94% High School Graduation Rate and a 23% AP passage rate. This expansion has increased participation in college-preparatory coursework, with students at Parlier High School and Parlier Junior High demonstrating improved academic confidence and study skills. By embedding AVID/WICOR strategies across grade levels, the district has effectively strengthened the postsecondary readiness of English Learners and SED students, ensuring more equitable access to rigorous academic pathways.
Challenges:
At Parlier Unified, this statement continues to be a challenge in the 25-26 school year. Despite strong implementation of extended learning programs and support services, consistent student attendance in optional programs such as Saturday Academy, Spring/Winter intersessions, and tutoring remains a challenge. Many students who would benefit most from these opportunities face barriers such as family responsibilities, or limited engagement, impacting the overall reach and effectiveness of these supports.

Action (1.7) Supports for Student Learning and Improvement: Differentiated Assistance
Implementation Status: 4 - Full Implementation

All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified School District is currently identified for DA based on the performance of the following groups:
ELA: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged
Math: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged
Suspension: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged
Successes:
Through the partnership with FCSS and targeted professional development, school and district leadership have strengthened their capacity to analyze data collaboratively and implement site-based PDSA cycles, leading to more focused and responsive academic and behavioral supports for all students, low-income, special education and Hispanic students. We continue to partner with them in Improvement Science and data disaggregation, as well as coaching and PL based on specific needs at specific sites.
Challenges:
Despite progress, some school sites continue to face difficulties in fully implementing Improvement Science practices due to limited time for collaboration and a need for continued coaching to build confidence in using data to drive instructional decision-making. This statement is the same challenge as last year. We plan to address it by having FCSS continue to support district leaders in Improvement Science and data disaggregation in order to address this need.

Action (1.8) Supports for Students Learning English and Long Term English Learner Supports
Implementation Status: 4 - Full Implementation
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified has fully implemented a comprehensive support system for English Learners by maintaining ELD Teachers on Special Assignment (TOSAs), instructional aides, and Designated ELD teachers at the secondary level. These roles work in tandem to provide targeted language instruction, in-class support, and coaching aligned to effective Integrated and Designated ELD practices. The district also ensures access to supplemental materials and ongoing professional development, all aimed at accelerating English language development and academic success for ELs and LTELs. LREBG: Parlier Unified supported students with instructional aides, Designated ELD teachers, professional development and coaching to strengthen integrated and designated ELD instruction for English learners (ELs) and long-term English learners (LTELs), and supplemental instructional resources, materials, and supplies to meet the needs of ELs and LTELs.
Successes:
The strategic deployment of ELD TOSAs and secondary specialists has driven a 14.3% Reclassification Rate and resulted in 44.9% of English Learners making progress toward proficiency (ELPI). This success is particularly evident in local data, where EL students achieved a 6% gain in ELA proficiency, reflecting the effectiveness of integrated coaching and targeted small-group labs in accelerating linguistic growth across the district.
Challenges:
A persistent "rigor gap" remains for Long-Term English Learners (LTELs), who recorded a 3% ELA proficiency rate and a 2% Math proficiency rate on the most recent SBAC. These outcomes, combined with a 16% suspension rate at Parlier Junior High, underscore a critical need for more intensive, disciplinary-focused literacy scaffolds and trauma-informed behavioral supports to move these students beyond basic fluency toward grade-level mastery.

Action (1.9) Bilingual Instructional Aides

Implementation Status: 4 - Full Implementation
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified continues to provide Bilingual Instructional Aides in the elementary and secondary to support the needs of all students, especially the increase of newcomers at the secondary level.
Successes:
The strategic deployment of Bilingual Instructional Aides has been a key factor in achieving a 14.3% Reclassification Rate and ensuring that 44.9% of English Learners made significant progress toward English proficiency (ELPI). At the elementary level, these aides provided the native-language scaffolding necessary to drive a 12% "Advanced" rate in local ELA assessments and supported high-performing sites like John C. Martinez Elementary, which reached 21% proficiency in Math. Their real-time clarification and small-group assistance have successfully bridged foundational gaps for Newcomers, allowing for more meaningful participation in grade-level curriculum.
Challenges:
Despite providing essential linguistic access, a "translation-to-mastery" gap remains, as evidenced by Long-Term English Learners (LTELs) recording only 3% ELA and 2% Math proficiency on state assessments. This challenge is particularly acute at Parlier Junior High, where a 29% suspension rate for Students with Disabilities—many of whom are dual-identified as ELs—highlights the need to evolve the aide's role. Parlier is still refining an integrated system that transitions bilingual support from basic translation to specialized, data-informed academic coaching and behavioral intervention tailored to the unique needs of secondary LTELs.

Action (1.10) Supports for Early Literacy and Early Education Programs
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified successfully implemented a comprehensive early literacy initiative by maintaining high-quality Preschool and Transitional Kindergarten programs and reducing class sizes in grades K–2 to support individualized instruction. The district maintained our instructional aides in TK–2 classrooms, adding additional to support Literacy development and deployed Early Literacy TOSAs to provide targeted coaching to teachers. Ongoing professional development, combined with the support of Reading Intervention Teachers, ensures students receive effective, data-driven literacy instruction, particularly those needing Tier 2 and 3 interventions. Classrooms and libraries have been enriched with leveled texts, phonics materials, and diverse literacy resources to promote early reading development and foster a strong culture of literacy. We provided all LREBG Literacy supports.
Successes:
The district's robust early literacy framework has driven significant gains in foundational skills, as evidenced by a 12% "Advanced" rate in local ELA assessments—a 7% increase for All Students and SED groups. These successes are most visible at the site level, with double-digit growth at John C. Martinez (+10%) and high gains at Cesar Chavez (+9%) and S. Ben Benavidez (+8%). The addition of instructional aides in K–2 has facilitated the individualized instruction necessary to move 6% of English Learners into the "Advanced" local proficiency band, establishing a strong baseline for future SBAC success.
Challenges:
While systematic phonics and ELD scaffolds have improved literacy, a "transfer gap" remains in numeracy, as Local Math Advanced performance plateaued at 4% for All Students and SED groups. This suggests that literacy-based supports are not yet fully integrated into mathematical academic language. Additionally, while local ELA gains are strong, the SBAC ELA proficiency of 8% for ELs and 6% for SWDs

underscores the ongoing challenge of transitioning early foundational success into state-standard mastery as students enter upper elementary grades.

Action (1.11) Base Supports for Students with Disabilities
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Maintaining core services such as specialized academic instruction, related services (e.g., speech, occupational therapy), and access to general education settings with appropriate accommodations and modifications. Staffing includes credentialed special education teachers, instructional aides, and support specialists who collaborate with general education teams to deliver individualized support aligned with each student's IEP. These base supports reflect the district's focus on equity, access, and high-quality instruction for all learners.
Successes:
Parlier Unified has seen academic growth among students with disabilities, particularly in English Language Arts and Mathematics, as measured by local benchmark assessments and progress monitoring tools. This progress is attributed to the consistent implementation of individualized supports, increased collaboration between general and special education teachers, the purposeful implementation of the MTSS Framework district-wide and the strategic use of instructional aides to reinforce targeted skills. These gains demonstrate the effectiveness of inclusive practices and the impact of sustained, personalized academic interventions across school sites.
Challenges:
Despite demonstrated academic growth, students with disabilities continue to face challenges in closing achievement gaps with their general education peers, particularly in upper grade levels where content becomes more complex. Factors such as varying levels of instructional and co-teaching implementation, and the need for more intensive interventions contribute to this persistent gap. Additionally, staffing shortages in specialized positions can impact the consistency and timeliness of IEP services and individualized support. We are also participating in the FCSS Least Restrictive Environment Collaborative in order to address the following identified needs: Parlier Unified was identified for Compliance and Improvement Monitoring Level 3 for School Age. To address systemic timeline concerns, the district's improvement efforts focus on strengthening infrastructure through centralized intake procedures, automated timeline monitoring within SEIS, and improved internal accountability systems.

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

Some of the estimated actual expenditures for Goal 1 demonstrate material differences from the budgeted expenditures. Generally, the District assumes a variance of 10% or more within an action to be a material difference. Instances where material differences do exist include:
1.1 Core Curriculum Program
Parlier Unified budgeted $9,436,650.00 for this action, but has spent approximately $26,197,055 of the allocation. This material increase is due to one time funds expiring, putting more expenses on the general fund.
1.2 Core Personnel
Parlier Unified budgeted $40,826,680 for this action, but has spent approximately $ 47,193,107. The material increase is due to one time funds expiring, putting more expenses on the general fund.

1.4 Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program
Parlier Unified budgeted $747,400 to support this action, but has spent approximately $1,365,821. The material increase is due to fully implementing this action by leveraging these resources to sustain and expand programs like Visual and Performing Arts, CTE opportunities at all sites, and NJROTC at PJHS and PHS.
1.5 Supports for Student Learning and Improvement: Instructional Personnel
Parlier Unified budgeted $6,197,260 to support this action but has spent approximately $2,218,222. The material decrease is due to recently acquired grants covering the cost of salary and benefits.
1.8 Supports for Students Learning English and Long Term English Learner Supports
Parlier Unified budgeted $985,548 to support this action, but has spent approximately $538,648 The material decrease is due to utilizing other funds to support this action.
1.9 Bilingual Instructional Aides
Parlier Unified budgeted $184,203 for this action but has spent approximately $58,167. The material decrease is due to utilizing other funds to support this action.
1.10 Early Literacy Supports
Parlier Unified budgeted $4,547,994 for this action but has spent approximately $3,278,115. The material decrease is due to grants covering the cost expenses.

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

Parlier Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1– Not Effective
2 – Somewhat Effective
3 – Effective
Action(s): 1.1: Core Program- Instructional Materials and 1.2: Core Program Personnel
Effectiveness of Action(s): 3-Effective
Metric(s): (1.1) Appropriately assigned and fully credentialed teachers, (1.2) Access to standards aligned instructional materials, (1.3) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards
Analysis: Parlier Unified successfully maintained a 3-Effective rating by ensuring all students had full access to standards-aligned instructional materials and classrooms led by fully credentialed, appropriately assigned teachers. The district's centralized procurement of CCSS and ELD resources streamlined lesson planning and allowed for a stronger focus on differentiated instruction. Combined with a rigorous staffing model and proactive monitoring of master schedules, these actions established a stable, equitable foundation for learning that directly supported improved outcomes in ELA and Mathematics.

Action(s): 1.3 Technology Supports for Improved Student Learning
Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): 1.4 Smarter Balanced ELA Met or Exceeded Standard, 1.5 Local ELA Data, 1.6 Smarter Balanced Math Met or Exceeded Standard, and 1.7 Local Math Data
Analysis Statement: Overall ELA SBAC performance remains a focus area at 25% proficiency district-wide. When examining the students who rely most on language-access tools, results show a significant performance gap: current English Learners (EL) are at 8%, while Long-Term ELs (LTEL) and Students with Disabilities (SWD) demonstrate more acute needs at 3% and 6% proficiency, respectively. Homeless students reached 20% proficiency, and Foster Youth (FY) were reported at 8%. Hispanic students (25%) and Socio-economically Disadvantaged (SED) Hispanic students (25%) are performing at the district average, showing more stability than in previous years.
With Local ELA Assessment data, the district observed a baseline of 12% for All Students reaching "Advanced" status. Progress is evident within the SED, Hispanic, and SED Hispanic subgroups, all matching the district average of 12%. English Learners demonstrated a 4% "Advanced" rate, which is lower than the district average, suggesting a continued opportunity to enhance targeted digital ELD strategies.
With Math SBAC data at the district level, the LEA reported 14% proficiency for All Students. Progress was strongest among Hispanic students at 23%. However, gaps persist for vulnerable groups: English Learners (7%), Long-Term ELs (2%), and Students with Disabilities (7%) show a need for more intensive numeracy support. Unlike previous declines, Homeless students now stand at 12% proficiency. Foster Youth data was noted as suppressed (*).
At the site level, Benavidez showed a proficiency of 5% for SWD in ELA, while Local Math data for SWD was 4%. Chavez Elementary demonstrated strong ELA performance among Hispanic students at 39%, and while Homeless students were at 8% in Local Math assessments, SED (17%) and SED Hispanic (17%) groups in ELA show a need for narrowed focus compared to their Hispanic peers. Martinez (JCM) posted 9% proficiency for EL students in ELA and 21% for All Students/SED in Local Math. At Parlier Junior High (PJHS), results remain a critical concern: while ELA proficiency for Hispanic students was 33%, the SWD and EL subgroups struggled significantly, with SWD at 0% proficiency in ELA and both groups at 0% in Local Math. Parlier High School (PHS) showed EL proficiency at 4% in ELA and 10% in Local Math, while All Students and SED groups both sat at 13% in Local Math, reflecting a need for continued secondary academic intervention.
With Local Math Assessment (Advanced) data, the district-wide "Advanced" rate is 4%. Both EL and SED subgroups are currently at 4%, matching the district average, while SWD students are at 2%. This suggests that while existing supports have created a uniform floor for most students, they have not yet driven significant "Advanced" growth. The 4% rate for Hispanic learners underscores a potential equity concern regarding high-level curricular access.
This data suggests that targeted supports are maintaining stability, but achievement gaps for Long-Term English Learners and Students with Disabilities (particularly at the Junior High level) remain significant. This indicates a need to go beyond device access—ensuring that specialized, language-rich, and adaptive intervention software is utilized more effectively at the secondary level to move students from "Minimal" to "Met" standards.The 2026-27 school year will continue to utilize Learning Recovery Emergency Block Grant (LREBG) funds to provide intensive coaching and intensive middle school interventions to close these persistent gaps.

Action(s): 1.4 Broad Course of Study: Visual and Performing Arts, STEAM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program
Effectiveness of Action(s): 3- Effective
Metric(s): 1.9 A-G Course Completion, 1.10 CTE Pathway Completion, 1.14 AP Passage Rate, 1.15 EAP in ELA, 1.16 EAP in Math, 1.17 Broad Course of Study, 1.18 Dual Enrollment/Early College
Analysis Statement: Broad Course of Study & College/Career Readiness Outcomes
Parlier Unified School District continues to demonstrate a commitment to providing a broad and equitable course of study, including access to Visual and Performing Arts (VAPA), STEAM, Health and Nutrition, CTE, Dual Enrollment, and the Dual Language Immersion Program.

Current metric data reflects the district's status in transitioning students toward college and career readiness, with specific successes in graduation alignment and Math EAP, contrasted by identified needs in VAPA and Dual Enrollment access for specialized subgroups.
A-G completion and graduation alignment remain stable. At the district level, both All Students and Socio-Economically Disadvantaged (SED) learners achieved a 60% rate, while English Learners (EL) followed closely at 58%. The Students with Disabilities (SWD) subgroup reached 50%. Notably, the AP Passage Rate stands at 23%, and CTE Pathway Completion reached 52% for All Students and SED groups, with ELs at 42% and SWDs at 50%. In Visual and Performing Arts (VAPA), 53% of All Students and 51% of SED students are enrolled; however, a significant gap exists for ELs (10%), SWDs (4%), and Foster Youth (0.3%), indicating a need to remove barriers to elective participation for these groups. Foster Youth (FY) data for A-G and CTE were suppressed (*), highlighting a continued need for focused monitoring of this small but high-needs cohort.
Technical and early-assessment metrics show a baseline for growth in college readiness. In the Early Assessment Program (EAP), EAP-ELA readiness is at 33% for All Students and SED groups, though a stark disparity exists for ELs (4%) and SWDs (0%), signaling an urgent need to bolster ELA college-readiness through integrated ELD and specialized academic instruction. EAP-Math proficiency is reported at 13% for All Students and SED, with ELs at 11% and SWDs at 7%. This relatively narrow gap in Math readiness suggests that current mathematics intervention strategies are reaching EL students more effectively than ELA-based supports.
Dual enrollment and early-college participation represent a critical area for strategic focus, with current enrollment at 29% for All Students and 28% for SED. However, participation drops significantly for ELs (3%), SWDs (2%), and Foster Youth (0%). To sustain equitable advancement, the district will prioritize dismantling scheduling and prerequisite barriers that limit access to these postsecondary pathways for our unduplicated populations. The district will continue to scale high-impact practices from our successful Math and graduation-track programs into VAPA and Dual Enrollment domains to ensure all students, particularly EL and SWD populations, benefit from a truly broad course of study. Funding used to support this action is being leveraged to sustain and expand high-impact programs, including STEAM and CTE opportunities across all sites, and NJROTC at the secondary level. These funds support the personnel and specialized curriculum needed to remove barriers for unduplicated pupils, ensuring equitable access to advanced coursework and technical training.

Action(s): 1.5 Supports for Student Learning and Improvement: Instructional Personnel, 1.6 Supports for Student Learning and Improvement: Programs, and 1.7 Supports for Student Learning and Improvement: Differentiated Assistance
Effectiveness of Action(s): 2- Somewhat Effective
Metric(s): 1.4 Smarter Balanced ELA Met or Exceeded Standard, 1.5 Local ELA Data, 1.6 Smarter Balanced Math Met or Exceeded Standard, 1.7 Local Math Data, and 2.1 Suspension Data
Analysis Statement:
Parlier Unified's SBAC ELA results reflect a critical need for targeted instructional personnel support: All Students and Socio-economically Disadvantaged (SED) students are at 25% and 24% proficiency respectively, while Hispanic and SED Hispanic students both reached 25%. Significant gaps persist for English Learners (EL) at 8%, Long-Term ELs (LTEL) at 3%, and Students with Disabilities (SWD) at 6%, while Homeless students reached 20%. Site-level highlights include Benavidez SWD at 5%; Cesar Chavez All Students at 18%, EL at 6%, and Hispanic at 39%; Martinez (JCM) EL at 9%; and Parlier Junior High (PJHS) All/SED at 20%, EL at 2%, and SWD at 0%. Parlier High School (PHS) EL proficiency stands at 4%.
Local ELA Advanced performance shows a baseline for "Advanced" achievement: All Students, Hispanic, and SED Hispanic are all at 12%, with SED at 11%, EL at 4%, and SWD at 3%. At the site level, Benavidez All Students reached 15% and SWD 4%; Cesar Chavez All Students reached 8% and SED/Hispanic 9%; Martinez All Students reached 6% and EL 1%; PJHS All/SED/Hispanic/SED Hispanic all reached 8% with SWD at 6% and EL at 2%; and PHS All Students and EL both reached 7%. The contrast between these local "Advanced"

markers and the broader SBAC proficiency gaps underscores the importance of the Differentiated Assistance (Action 1.7) to bridge classroom performance with state standards.
Math SBAC data reveals a district proficiency of 14% for All Students and SED, with Hispanic students showing the highest proficiency at 23%. SWD and EL groups both stand at 7%, while LTEL proficiency is 2%. Homeless students are at 12%. At the site level, Benavidez SWD reached 10%; Chavez Elementary All Students reached 14%, EL 8%, and Hispanic 24%. Martinez (JCM) posted 21% for All Students and SED. At PJHS, overall performance is at 6%, with Hispanic students at 13% and SWD/EL both at 0%. PHS showed 13% for All/SED and 14% for Hispanic students.
Districtwide Local Math (Advanced) data shows All Students, SED, EL, Hispanic, and SED Hispanic all at 4%, with SWD at 2%. Site specifics: Benavidez All Students reached 3% (SWD 0%); Cesar Chavez All/SED/Hispanic all at 2%; JCM All/SED at 2%; PJHS All/SED/HIS/SED Hispanic all at 2% (EL/SWD/SED SWD 0%); and PHS All Students at 9% and EL at 10%.
Overall, the district's suspension rate (Metric 2.1) presents a challenge for school climate programs (Action 1.6). Districtwide, the rate is 6% for All Students, SED, Hispanic, and SED Hispanic. Higher rates are observed among EL (12%) and SWD (8%), while Homeless students are at 4%. Site-level patterns reveal critical needs at the secondary level: JCM reports 4% for SWD. PJHS exhibits the highest suspension rates in the district at 16% for All Students, SED, Hispanic, and SED Hispanic, with EL at 18% and SWD at 29%. PHS shows more moderate rates at 8% for All Students, SED, Hispanic, and SED Hispanic, with EL and SWD both at 9%. These secondary-level suspension peaks—particularly for Students with Disabilities—signal an urgent need to refine the Differentiated Assistance and Programmatic supports to prioritize restorative practices and behavioral interventions alongside academic instruction.
The district is utilizing  LCAP and LREBG funds to transition from general support to intensive, site-specific academic recovery cycles. By utilizing Improvement Science (PDSA cycles), expanding co-teaching models, and increasing TOSA-led classroom coaching, Parlier Unified aims to strengthen Tier 1 instruction. Future efforts will focus on mobile advocacy and targeted small group interventions to remove attendance barriers and ensure that instructional personnel and programs effectively reach the most vulnerable secondary populations.

Action(s): 1.8 Supports for Students Learning English and Long Term English Learner Supports
Effectiveness of Action(s): 3 Effective
Metric(s): 1.4 Smarter Balanced ELA Met or Exceeded Standard, 1.5 Local ELA Data, 1.12 EL students making progress toward English Proficiency, 1.13 English Learner Reclassification Rate
Analysis Statement: Parlier Unified is achieving a high return on investment in linguistic proficiency, evidenced by a 14.3% English Learner Reclassification Rate and 44.9% of ELs making progress toward English proficiency (ELPI). However, a significant "rigor gap" persists when transitioning these linguistic gains into academic mastery. CAASPP ELA Scores reveal that while 25% of All Students met standards, only 8% of current English Learners and 3% of Long-Term English Learners (LTEL) achieved proficiency. This disparity is also reflected in Local ELA Assessments, where only 4% of ELs and 2% of LTELs reached "Advanced" status. Furthermore, the district's 23% AP passage rate underscores the need for newly reclassified students to bridge the gap between fluency and college-level discourse.
By deploying English Language Development Teachers on Special Assignment (TOSAs) to coach both Integrated and Designated ELD strategies, the district is shifting its focus from "Foundational ELD" to "Disciplinary Literacy." This shift ensures that high-yield language objectives are embedded into A-G and CTE courses, specifically targeting the academic language that prevents LTELs (currently at 3% ELA proficiency) from reaching grade-level standards. Based on Educational Partner Input, these TOSAs systematically monitor progress to implement weekly small-group labs tailored to proficiency bands, ensuring that students at high-need sites like Parlier Junior High (2% EL proficiency) receive intensive, standards-aligned support.
Complementing TOSA coaching, dedicated secondary ELD teachers deliver targeted instruction in reading, writing, speaking, and listening. This in-class scaffolding is particularly vital for LTELs, who currently show a 2% proficiency rate in Math, signaling a need for language

support across all content areas. LCAP and additional LREBG funds are being utilized to support this action through the provision of Instructional Aides, Designated ELD Teachers, and specialized coaching. These funds ensure that English Learners and LTELs receive targeted professional development and supplemental instructional resources specifically designed to bridge the gap between language fluency and grade-level standards. By providing small-group support and materials focused on rigorous content access, the district aims to improve the "Prepared" rate for ELLs and ensure they successfully navigate the transition from reclassification to high-level academic achievement.

Action(s): 1.9 Bilingual Instructional Aides
Effectiveness of Action(s): 3- Effective
Metric(s):(1.2) Access to standards aligned instructional materials, (1.3) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (1.4) Smarter Balanced ELA Met or Exceeded Standard, (1.6) Smarter Balanced Math Met or Exceeded Standard, (1.12) EL students making progress toward English Proficiency, (1.13) EL Reclassification Rate
Analysis: Parlier Unified continues to see a high return on human-capital investment as evidenced by a 14.3% English Learner Reclassification Rate and 44.9% of ELs making progress toward English proficiency (ELPI). Bilingual Instructional Aides have been instrumental in providing the native-language scaffolding necessary for the Dual Language Immersion (DLI) program and supporting Newcomers. However, a significant "translation-to-mastery" gap remains when analyzing CAASPP ELA and Math scores. While 25% of All Students met ELA standards, only 8% of current English Learners and 3% of Long-Term English Learners (LTEL) achieved proficiency. In Mathematics, the gap is similarly acute, with 7% of ELs and only 2% of LTELs meeting state standards.
To bridge this gap, the district is transitioning the role of bilingual aides from basic access support to targeted academic vocabulary coaching and "Disciplinary Literacy." This is especially critical at high-need sites like Parlier Junior High, where ELs and Students with Disabilities (SWD) recorded 0% proficiency in core subjects, and Parlier High School, where EL ELA proficiency is 4%. Local Assessments provide a leading indicator for this shift, showing 4% of ELs and 2% of LTELs reaching "Advanced" status, suggesting that while aides ensure access to standards-aligned materials, more intensive scaffolding is required to drive grade-level mastery for our long-term learners.
Furthermore, in alignment with Educational Partner Input and Differentiated Assistance, aides are being prioritized for "dual-identified" students (ELs with disabilities). This strategy addresses the academic needs as well as student engagement by ensuring these students have the linguistic and socio-emotional supports needed to stay engaged in the classroom. By delivering targeted small-group interventions and helping families navigate reclassification criteria, bilingual aides remain a cornerstone of the district's effort to move our EL and LTEL populations from basic fluency to high-level academic achievement in academics but especially in A-G courses and CTE pathways.

Action(s): 1.10 Supports for Early Literacy and Early Education Programs
Effectiveness of Action(s): 3 Effective
Metric(s): 1.4 SBAC ELA, 1.5 Local ELA Data, 1.6 SBAC Math, 1.7 Local Math Data, Local Indicator Report, Educational Partner Input
Analysis: Utilizing the Local Assessment ELA and Math Data (FastBridge/iReady), the Local Indicator Report, and Educational Partner Input, Parlier Unified’s early literacy framework has driven consistent foundational gains. Year 2 local data shows a 12% "Advanced" rate for All Students, Hispanic, and SED (Low-Income) groups, representing a 7% increase from the prior year. Success is equally visible for English Learners (EL), who demonstrated a 6% gain in local ELA proficiency. At the site level, these literacy gains are most pronounced at John C. Martinez (+10%), Cesar Chavez (+9%), and S. Ben Benavidez (+8%).
However, a comparison with SBAC ELA (Metric 1.4) and SBAC Math (Metric 1.6) data reveals a persistent "rigor gap" between foundational skills and state standards. Districtwide, SBAC ELA proficiency stands at 25% for All Students, Hispanic, and SED Hispanic groups, but falls to 8% for ELs, 3% for LTELs, and 6% for SWDs, with Homeless students at 20%. These disparities are evident across sites: Parlier Junior

High recorded 0% proficiency for SWD in ELA, while Cesar Chavez showed 39% for Hispanic students. In SBAC Math (1.6), the district achieved a 1.01% increase to 14% proficiency, but LTEL (2%) and SWD (7%) continue to struggle. Site-level Math data shows JCM at 21% for All Students, while PJHS recorded 0% for both EL and SWD subgroups.
Educational Partner Input highlighted that while systematic phonics and ELD scaffolds are working for literacy, they are not yet fully transferring to mathematical academic language. This is supported by the Local Indicator Report, which shows Local Math Advanced performance plateauing at 4% for All Students and SED. To address this, the district is utilizing Literacy and Math TOSAs to co-design "math-literacy" modules, applying proven ELA scaffolds—such as vocabulary preview and structured "math talks"—to bridge the gap between foundational literacy and the rigorous academic discourse required for SBAC success.
LCAP and additional Learning Recovery Emergency Block Grant (LREBG) funds are critical to sustaining this early education infrastructure. These funds support comprehensive Preschool and TK programs, additional Bilingual Instructional Aides for grades TK–2, and Reading Intervention Teachers at all elementary sites. These resources provide for specialized professional development and high-quality materials to ensure All Students, EL, LTEL, SED, Homeless, and SWD learners at all sites—from Benavidez to Parlier High—receive the differentiated, evidence-based interventions necessary to close the achievement gap before entering upper elementary grades.

Action(s): 1.11 Base Supports for Students with Disabilities
Effectiveness of Action(s): 2 Somewhat Effective
Metric(s): 1.2 Access to standards aligned instructional materials, 1.3 Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, 1.4 Smarter Balanced ELA Met or Exceeded Standard, 1.6 Smarter Balanced Math Met or Exceeded Standard, 1.12 EL students making progress toward English Proficiency, 1.13 EL Reclassification Rate
Analysis: By delivering every service specified in students' IEPs—including co-taught ELA blocks, push in and pull-out reading interventions, and speech/language supports. Parlier Unified has successfully generated academic momentum for Students with Disabilities (SWD). establishing academic growth for Students with Disabilities (SWD) through the consistent execution of IEP-mandated services. The district's focus on co-taught ELA blocks and specialized reading interventions resulted in SWD outperforming expectations on state assessments, achieving a 2% increase in ELA (Metric 1.4) and a 4% increase in Math (Metric 1.6). However, local 2025-26 data indicates a "mastery gap," as Local Math Advanced scores dropped by 6% and Local ELA Advanced scores saw only 1% growth. This suggests that while IEP supports are effective for high-stakes testing, they are not yet fully integrated into daily instructional pacing or local benchmarks. Moving forward, the district will utilize Differentiated Assistance strategies to bridge this gap, focusing on embedding SBAC-proven accommodations into Tier 1 co-teaching and small-group sessions to ensure state-level gains are sustained in local academic performance.

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

There was language added to Goal 1, Action 11, based on identification for Special Education Compliance and Improvement: Parlier Unified was identified for Compliance and Improvement Monitoring Level 2. To address systemic timeline concerns, the district's improvement efforts focus on strengthening infrastructure through centralized intake procedures, automated timeline monitoring within SEIS, and improved internal accountability systems. These efforts are intended to eliminate timeline overages and improve compliance across Indicators 11(Timely Evaluation), 12 (Early Childhood Transition), and 13 (Secondary Transition).
Additionally, participation in the FCSS LRE Collaborative supports the district's broader improvement work by connecting compliance efforts with stronger systems for inclusive practices, scheduling, and service delivery—ensuring improved outcomes and access for students with disabilities.

In addition, the Action 1.10 was accidentally listed as a LREBG Action when it should not have been. We have not identified this as a LREBG action so we removed it from the narrative.
Action 1.12 was added to include all LREBG funds; LREBG funds were removed from all other actions.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Core Curriculum Program | The district remains committed to enhancing its Core Program through curriculum improvements. This involves a sustained investment in textbooks and materials essential for the district's core instructional programs. These resources play a pivotal role in supporting effective teaching and learning across various subjects. By prioritizing the procurement of up-to-date materials, the district ensures alignment with evolving educational standards and best practices. This investment underscores the district's dedication to providing high-quality education to its students. | $13,250,730.00 | No |
| **1.2** | Core Personnel | The Human Resource Department will continue to hire fully credentialed teachers, including teachers in our dual language immersion program, and appropriately assign them to their respective teaching assignments. The Human Resource and Educational Services Departments will train site administrators on teacher credentialing, teacher assignments, and master schedule to ensure that teachers are appropriately assigned. The Human Resource and Educational Services Departments will monitor master schedules and assignments throughout the year to ensure teaching staff placement and certificated management to provide subject matter expertise for all students. The Human Resource Department will also ensure that all core personnel positions are filled in the district so that equitable services are provided to all PUSD students. This includes: Site Administration, teachers, students services support staff, instructional professionals, school support staff, and district administration and support. | $36,225,462.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program | LCAP Action:<br>To address the need, Parlier Unified will provide support through a Technology department team and support which includes:<br>*A Full-time Director of Technology<br>*Technology Specialists<br>*Access to technology at school and at home<br>*Additional technology devices and resources<br>*Technology tools to ensure digital safety<br>*Supplemental programs to increase access to content instructional materials | $916,421.00 | Yes |
| **1.4** | Technology Supports for Improved Student Learning | The LEA will provide the following:<br>*Funding to increase access to a broad course of study that includes Visual and Performing Arts, STEM, Health and Nutrition, Career Technical Education, Dual Enrollment, Early College, and Dual Language Immersion through additional teachers and/or technology based supports such as online curriculum.<br>*Purchasing engaging and relevant instructional materials and curriculum that are culturally relevant and equity based<br>*Aligning current instructional materials for these courses to a rigorous scope and sequence through professional development<br>*Customizing our online learning curriculum to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint through professional development | $1,110,612.00 | Yes |
| **1.5** | Supports for Student Learning and Improvement: Instructional Personnel | This Action will address the following Reds at the LEA level based on the 2023 Dashboard<br>CAASPP & Local Assessments<br><br>ELA LEA Level:<br>All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic | $3,296,499.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | S Ben Benavidez Elem<br>ELA - Students With Disabilities<br><br>Cesar Chavez Elem<br>ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic<br><br>John C Martinez Elem<br>ELA - English Learner<br><br>Parlier High School<br>ELA - English Learner<br><br>Parlier Junior High School<br>ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities<br><br>Math LEA Level:<br>All Students, English Learner, Socio-Economically Disadvantaged, Hispanic<br><br>S Ben Benavidez Elem<br>Math - Students With Disabilities<br><br>Cesar Chavez Elem<br>Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic<br><br>John C Martinez Elem<br>Math - All Students, Socio-Economically Disadvantaged<br><br>Parlier High School<br>Math - All Students, Socio-Economically Disadvantaged, Hispanic<br><br>Parlier Junior High School<br>Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Educational Partner Input<br><br>LCAP Action:<br>The LEA will provide the following:<br>*Learning Directors<br>*Guidance Learning Coordinators<br>*Counselors<br>*Math Teacher on Special Assignment<br>*Data & Assessment Teacher on Special Assignment<br>*Secondary Reading Intervention Teachers<br>*Educational Services Support Staff | | |
| **1.6** | Supports for Student Learning and Improvement: Programs | This Action will address the following Reds at the LEA level based on the 2023 Dashboard<br>CAASPP & Local Assessments<br><br>ELA LEA Level:<br>All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic<br><br>S Ben Benavidez Elem<br>ELA - Students With Disabilities<br><br>Cesar Chavez Elem<br>ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic<br><br>John C Martinez Elem<br>ELA - English Learner<br><br>Parlier High School<br>ELA - English Learner<br><br>Parlier Junior High School | $933,998.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities<br><br>Math LEA Level:<br>All Students, English Learner, Socio-Economically Disadvantaged, Hispanic<br><br>S Ben Benavidez Elem<br>Math - Students With Disabilities<br><br>Cesar Chavez Elem<br>Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic<br><br>John C Martinez Elem<br>Math - All Students, Socio-Economically Disadvantaged<br><br>Parlier High School<br>Math - All Students, Socio-Economically Disadvantaged, Hispanic<br><br>Parlier Junior High School<br>Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities<br><br>Educational Partner Input<br><br>The LEA will provide the following:<br>*Professional development, coaching, and tutoring services<br>*Supplemental materials and supplies with a focus on rigor and engagement<br>*Funding to provide K-12 students with experiences and skill sets to prepare them for college and/or career pathways<br>*A comprehensive Summer School, Saturday, Winter, and Spring Academic Program<br>*Resources to increase access to literacy, including secondary school libraries | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | *Expanding AVID district-wide, ensuring its support through this initiative. | | |
| **1.7** | Supports for Student Learning and Improvement: Differentiated Assistance | DA Qualifying Groups:<br>Students with Disabilities: Chronic Absenteeism, Academics<br>Homeless: Absenteeism, Academics<br><br>The LEA will provide the following:<br>*Professional development<br>*Coaching<br>*Materials & Supplies | $60,222.00 | Yes |
| **1.8** | Bilingual Instructional Aides | The LEA will provide the following:<br>*English Language Development TOSA's<br>*Instructional Aides for English Language Learners and LTEL support<br>*Designated ELD Teachers at Secondary schools to support LTEL's<br>*Professional Development and Coaching Support for Integrated and Designated ELD to support ELL's and LTEL's<br>*Supplemental instructional resources, materials, and supplies to support the needs of ELL's and LTEL's | $593,380.00 | Yes |
| **1.9** | Supports for Students Learning English and Long Term English Learner Supports | The LEA will provide the following:<br>Bilingual Instructional Aides<br><br>As demonstrated in the Metrics sections, the ELPAC, local reclassification criteria, and input from Educational Partners, PUSD has identified that there is a decrease in the number of students who are demonstrating growth towards English proficiency and meeting district reclassification criteria.<br><br>To meet this need, Parlier Unified will allocate funding to hire Bilingual Instructional Aides for K-12 classrooms, specifically targeting English Learner students at risk of becoming Long-Term English Learners. These | $61,487.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | aides will be deployed in upper primary through secondary level classrooms to assist English Learners who are performing two grade levels below in ELA and Math and have been English Learners for over four years without showing growth in English language proficiency as assessed by the English Language Proficiency Assessment for California (ELPAC). Their role will involve supporting students' content access while facilitating English proficiency development through both designated and integrated English Language Development (ELD) instruction.<br><br>This action is designed to meet the needs most associated with English learners. We expect that the CAASPP ELA and Math scores for English Learners will increase significantly, including ELPAC scores, as teachers will be able to deliver content lessons while checking for understanding and providing students with immediate targeted support specific to the student's language needs. This will allow for more deliberate Tier I support for English Learners in the classroom setting.<br><br>Metrics Used to Monitor:<br>CAASPP ELA Scores (English Learner & Long Term English Learner)<br>ELPAC & Local Assessments<br>Educational Partner Input<br>English Learner Students making progress toward English Proficiency<br>English Learner Reclassification Rate | | |
| **1.10** | Supports for Early Literacy and Early Education Programs | The LEA will provide the following:<br>*Early Education Program: Preschool and additional support for Transitional Kindergarten<br>*Class size reduction in grades K-2<br>*Additional instructional aides in grades TK-2<br>*Early Literacy TOSA’s<br>*PD and Support in Early Literacy strategies<br>*Reading Intervention Teachers in Elementary schools<br>*Supplemental instructional resources, materials, and supplies<br>*Resources to increase access to literacy - elementary school libraries<br><br>Parlier Unified will support students with: a comprehensive Early Education Program, additional instructional aides in grades TK-2, PD and Support in | $3,627,947.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Early Literacy strategies, Reading Intervention Teachers in Elementary schools, supplemental instructional resources, materials, and supplies, resources to increase access to literacy - elementary school libraries.<br><br>Studies have shown that high-quality early education programs, combined with additional instructional aides and targeted early literacy interventions, significantly improve reading proficiency and long-term academic outcomes. Professional development in literacy strategies, access to leveled instructional materials, and well-resourced elementary libraries further support young learners—particularly those impacted by disrupted early learning experiences—ensuring equitable access to essential literacy development.<br><br>Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) | | |
| **1.11** | Supports for Students with Disabilities | The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs).<br>All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.<br><br>Parlier Unified was identified for Compliance and Improvement Monitoring Level 3 for school age. To address systemic timeline concerns, the district’s improvement efforts focus on strengthening infrastructure through centralized intake procedures, automated timeline monitoring within SEIS, and improved internal accountability systems. These efforts are intended to eliminate timeline overages and improve compliance across Indicators 11(Timely Evaluation), 12 (Early Childhood Transition), and 13 (Secondary Transition). | $4,221,997.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Additionally, participation in the FCSS LRE Collaborative supports the district's broader improvement work by connecting compliance efforts with stronger systems for inclusive practices, scheduling, and service delivery—ensuring improved outcomes and access for students with disabilities. | | |
| **1.12** | LREBG Supports | Technology:<br>Parlier Unified's will support students by providing access to devices at school and home, supplemental instructional programs, and digital safety tools ensure equitable access to instruction, address learning loss by expanding access to academic content, and create safe, supportive digital learning environments. By removing barriers to connectivity and enhancing instructional engagement, these actions directly contribute to sustained learning recovery for all students, particularly those most impacted by the pandemic.<br><br>Studies have shown that providing students with reliable access to technology and digital instructional tools significantly improves engagement, academic performance, and equity—especially for underserved populations. Access to devices and supplemental programs helps close learning gaps by enabling personalized, flexible learning, while digital safety measures foster secure environments that promote responsible use and well-being.<br><br>Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD)<br><br>Supports for Learning:<br>The LEA will support students with additional support for student learning loss such as intervention teachers, instructional aides, additional support staff, and Summer Program staff—enables schools to provide small-group and individual instruction, targeted interventions, and differentiated support in core academic areas like ELA and Math. | $630,740.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Studies have shown small-group instruction and individualized interventions have been proven effective in accelerating learning and closing achievement gaps, especially in ELA and Math. In addition, these efforts help mitigate unfinished learning and support the progress of English Learners, Students with Disabilities, and other high-need subgroups flagged on the California School Dashboard.<br><br>Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD)<br><br>Parlier Unified will support students with: Professional development, coaching, and tutoring services, supplemental materials and supplies with a focus on rigor and engagement, funding to provide K-12 students with experiences and skill sets to prepare them for college and/or career pathways, comprehensive Summer Program, Saturday, Winter, and Spring Academic Programs, resources to increase access to literacy, including secondary school libraries, expanding AVID district-wide, ensuring its support through this initiative.<br><br>Studies have shown by targeting learning recovery, academic acceleration, and college/career readiness. Studies have shown that high-quality professional development, tutoring, and supplemental materials enhance instructional effectiveness and student engagement, while extended learning opportunities and programs like AVID help close opportunity gaps. These actions directly support students most impacted by the pandemic, providing equitable access to rigorous instruction, literacy resources, and future-ready skill development.<br><br>Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD)<br><br>EL Supports:<br>Parlier Unified will support students with: Instructional Aides, Designated ELD Teachers,Professional Development and Coaching Support for | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Integrated and Designated ELD to support ELL's and LTEL's, Supplemental instructional resources, materials, and supplies to support the needs of ELL's and LTEL's<br><br>Studies have shown that the use of Instructional Aides and Designated ELD Teachers, combined with high-quality professional development and coaching, leads to improved language acquisition and academic performance for ELs. Supplemental instructional materials further support access to rigorous content, helping ELs and LTELs engage with grade-level standards—fulfilling LREBG's purpose of accelerating learning for students disproportionately affected by the pandemic.<br><br>Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD)<br><br>Student Physical and Mental Health and Wellness Supports<br>Parlier Unified will support students with: support personnel to monitor student physical health and student mental well-being such as: Prevention and Intervention Coordinator, Mental Health and Wellness Specialists, District Nurse and support staff, MTSS Intervention Aides, Elementary Counselors, professional development and coaching designed to build staff capacity to support Physical and Mental Health and well-being, and supports to encourage student mental well being while at school.<br><br>Studies have shown that access to school-based mental health personnel—such as counselors, nurses, and wellness specialists—leads to improved attendance, reduced behavioral issues, and increased academic engagement. By providing MTSS Intervention Aides, professional development for staff, and wellness supports on campus, the district is creating a safe, supportive environment that fosters emotional regulation and school connectedness, which are essential for learning recovery.<br><br>The metric being used to monitor the action is 2.5 (Chronic Absenteeism). PUSD: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. PHS: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. SJVHS: All students, EL, LTEL, SED, SWD | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Student Attendance Supports:<br>Parlier Unified will support student with staffing and opportunities for students to make up absences, incentives to increase student connectedness and attendance, preventative outreach services that encourage students to attend school on a daily basis, regular training for parents, site staff, and administrators on best practices for providing positive reinforcement for good or improved attendance.<br>The research shows that consistent school attendance is critical to academic achievement and long-term student success, and improving attendance is especially important for students disproportionately impacted by the pandemic. The research also shows that preventative outreach and parent/staff training are effective in re-engaging students and reducing chronic absenteeism. PUSD's goal is to address learning loss by increasing access to instruction through improved daily attendance and student connectedness.<br>The metric being used to monitor the action is 2.5 (Chronic Absenteeism). PUSD: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. PHS: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. SJVHS: All students, EL, LTEL, SED, SWD<br><br>Safety and School Connectedness Supports<br>Parlier Unified will support students with additional safety and school connectedness personnel, professional Development and Coaching designed to increase safe and supportive schools (i.e., lockdowns and incident training) for all staff, students, and parents, and safety resources, materials, and supplies needed to maintain a safe school environment at all TK-12th grade schools.<br>The research shows that students who feel safe and connected at school are more likely to attend regularly, engage in learning, and achieve academically. These efforts foster a positive school climate, improve emotional security, and help build trust between students and adults, all of which are essential for learning recovery.<br><br>The metric being used to monitor the action is 2.5 (Chronic Absenteeism). PUSD: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. PHS: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. SJVHS: All students, EL, LTEL, SED, SWD | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | LREBG Funds $630,740 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Supportive Environment: To create inclusive environments that prioritize the social, emotional, and physical well-being of students, families, and staff. By implementing a Multi-Tiered System of Supports (MTSS), our goal is to foster a climate where everyone feels safe, valued, and connected. This approach ensures that all students graduate college and career-ready, with a strong commitment to community engagement. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal aligns with our vision, mission, and the identified needs of our students, as determined through our strategic action planning process leading up to the LCAP 2024-2027 cycle. Our Educational Partner groups emphasized several key areas essential for the development of a holistic learning goal:

- Maintaining the condition of district facilities, as evaluated by the Facility Inspection Tool (FIT), is crucial for providing a safe and conducive learning environment conducive to student success.
- Enhancing students' sense of safety and school connectedness, as measured by survey data.
- Reducing rates of pupil suspension and expulsion to create a more supportive learning environment.
- Improving overall district attendance rates to maximize instructional time.
- Addressing chronic absenteeism to ensure consistent student engagement.
- Increasing the percentage of students meeting the Physical Fitness Test to promote overall wellness.
- Sustaining or expanding mental health and counseling services to support students' emotional well-being.
- Offering additional academic, behavioral, and emotional support through a Multi-Tiered System of Supports (MTSS) for students who require extra assistance.

By focusing on these areas, we are dedicated to nurturing the whole child and creating a supportive and inclusive learning environment where every student can thrive academically, socially, and emotionally.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Suspension Rate | All Students 7%<br>EL 7%<br>SED 7%<br>FY 35%<br>Homeless 8%<br>HIS 7%<br>SED HIS 7%<br>SWD 9%<br>SED SWD 9%<br><br>JCM<br>SWD 10%<br>SED SWD 12%<br><br>PJHS<br>All Students 13%<br>EL 15%<br>SED 12%<br>SWD 23%<br>SED SWD 19%<br>HIS 14%<br>SED HIS 12%<br><br>PHS<br>All Students 12%<br>EL 17%<br>SED 12 %<br>SWD 13%<br>SED SWD 13%<br>HIS 12%<br>SED HIS 12%<br><br>Data Year: 2022-23<br>Data Source: CA Dashboard->Suspension Rate | All Students 5%<br>EL 6%<br>SED 6%<br>FY *%<br>Homeless 7%<br>HIS 5%<br>SED HIS 5%<br>SWD 8%<br>SED SWD 10%<br><br>JCM<br>SWD 9%<br>SED SWD 14%<br><br>PJHS<br>All Students 12%<br>EL 13%<br>SED 12%<br>SWD 18%<br>SED SWD 20%<br>HIS 12%<br>SED HIS 12%<br><br>PHS<br>All Students 7%<br>EL 11%<br>SED 8 %<br>SWD 8%<br>SED SWD 10%<br>HIS 7%<br>SED HIS 8%<br><br>Data Year: 2023-24<br>Data Source: CA Dashboard- | All Students 6%<br>EL 12%<br>SED 6%<br>FY *%<br>Homeless 4%<br>HIS 6%<br>SED HIS 6%<br>SWD 8%<br>SED SWD 8%<br><br>JCM<br>SWD 4%<br>SED SWD 4%<br><br>PJHS<br>All Students 16%<br>EL 18%<br>SED 16%<br>SWD 29%<br>SED SWD 26%<br>HIS 16%<br>SED HIS 16%<br><br>PHS<br>All Students 8%<br>EL 9%<br>SED 8%<br>SWD 9%<br>SED SWD 11%<br>HIS 8%<br>SED HIS 8%<br><br>Data Year: 2024-25<br>Data Source: CA Dashboard- | All Students 2%<br>EL 2%<br>SED 2%<br>FY 10%<br>Homeless *<br>SED 2%<br>HIS 2%<br>SED HIS 2%<br>SWD 5%<br>SED SWD 5%<br><br>JCM<br>SWD 5%<br>SED SWD 5%<br><br>PJHS<br>EL 5%<br>SED 5%<br>SWD 10%<br>SED SWD 10%<br>HIS 5%<br>SED HIS 5%<br><br>PHS<br>EL 5%<br>SED 5%<br>SWD 5%<br>SED SWD 5%<br>HIS 5%<br>SED HIS 5%<br>Data Year: 2025-26<br>Data Source: CA Dashboard->Suspension Rate Indicator and | All Students Decreased 2%<br>EL Increased 5%<br>SED Decreased 1%<br>FY *%<br>Homeless Decreased 4%<br>HIS Decreased 1%<br>SED HIS Decreased 1%<br>SWD Decreased 1%<br>SED SWD Decreased 1%<br>JCM<br>SWD Decreased 6%<br>SED SWD Decreased 8%<br>PJHS<br>All Students Increased 3%<br>EL Increased 3%<br>SED Increased 4%<br>SWD Increased 6%<br>SED SWD Increased 7%<br>HIS Increased 2%<br>SED HIS Increased 4%<br>PHS<br>All Students Decreased 4%<br>EL Decreased 9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Indicator and DataQuest->Expulsion and Suspension | >Suspension Rate Indicator and DataQuest->Expulsion and Suspension | >Suspension Rate Indicator and DataQuest->Expulsion and Suspension | DataQuest->Expulsion and Suspension | SED Decreased 4%<br>SWD Decreased 4%<br>SED SWD Decreased 2%<br>HIS Decreased 4%<br>SED HIS Decreased 4% |
| 2.2 | Expulsion Rate | All Students 0%<br>EL 0 %<br>SED 0 %<br>FY 0 %<br>SWD 0 %<br>Data Year: 2022-23<br>Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate | All Students 0%<br>EL 0 %<br>SED 0 %<br>FY 0 %<br>SWD 0 %<br>Data Year: 2023-24<br>Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate | All Students .21%<br>EL *<br>SED<br><br>*<br>FY<br><br>*<br>SWD *<br>Data Year: 2024-25<br>Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate | All Students 0%<br>EL 0 %<br>SED 0 %<br>FY 0 %<br>SWD 0 %<br>Data Year: 2025-26<br>Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate | All Students-Increased .21%<br>EL- Maintained<br>SED- Maintained<br>FY - Maintained<br>SWD - Maintained |
| 2.3 | School Facilities Inspection Tool (FIT) | School facilities are maintained in good repair:<br>Score: Met<br>Data Year: 2023-24<br>Data Source:<br>Local Indicator (Priority 1) - FIT Facilities Tool | School facilities are maintained in good repair:<br>Score: Met<br>Data Year: 2024-25<br>Data Source:<br>Local Indicator (Priority 1) - FIT Facilities Tool | School facilities are maintained in good repair:<br>Score: Met<br>Data Year: 2025-26<br>Data Source:<br>Local Indicator (Priority 1) - FIT Facilities Tool | School facilities are maintained in good repair:<br>Score: Met<br>Data Year: 2026-27<br>Data Source:<br>Local Indicator (Priority 1) - FIT Facilities Tool | Maintained |
| 2.4 | Attendance Rate | Baseline -All Students 93% | All Students 95%<br>EL 95 % | All Students 94%<br>EL 94% | Baseline -All Students 97% | All Students Increased 1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL 93%<br>SED 93 %<br>FY 93%<br>SWD 92%<br>Data Year: 2023-24<br>Data Source:AERIES/Panorama/Calpads P2 | SED 95 %<br>FY 95 %<br>SWD 93 %<br>Data Year: 2024-25<br>Data Source:AERIES/Panorama/Calpads P2 | SED 94 %<br>FY 94%<br>SWD 93 %<br>Data Year: 2025-26<br>Data Source:AERIES/Panorama/Calpads P2 | EL 97 %<br>SED 97 %<br>FY 97%<br>SWD 95 %<br>Data Year: 2026-27<br>Data Source:AERIES/Panorama/Calpads P2 | EL Increased 1%<br>SED Increased 1%<br>FY Increased 1%<br>SWD Increased 1% |
| 2.5 | Chronic Absenteeism | Baseline -All Students 49%<br>EL 44 %<br>SED 49%<br>FY 65%<br>SWD 28%<br>Data Year: 2022-23<br>Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest >Absenteeism | All Students 15%<br>EL 11 %<br>SED 16%<br>FY *%<br>SWD 25%<br>Data Year: 2023-24<br>Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest >Absenteeism | All Students 14%<br>EL 11 %<br>SED 15%<br>FY *%<br>SWD 25%<br>Data Year: 2024-25<br>Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest >Absenteeism | All Students 15%<br>EL 12 %<br>SED 14 %<br>FY 15 %<br>SWD 18 %<br>Data Year: 2025-26<br>Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest->Absenteeism | All Students Decreased 35%<br>EL Decreased 33%<br>SED Decreased 34%<br>FY *%<br>SWD Decreased 3% |
| 2.6 | Middle School Dropout Rate | Baseline All Students - 0%<br>EL 0%<br>SED 0%<br>FY 0%<br>SWD 0%<br>Data Year: 2022-23<br>Data Source: CALPADS->Fall 1->Report 8.1c | Baseline All Students - 0%<br>EL 0%<br>SED 0%<br>FY 0%<br>SWD 0%<br>Data Year: 2023-24<br>Data Source: CALPADS->Fall 1->Report 8.1c | Baseline All Students - 0%<br>EL 0%<br>SED 0%<br>FY 0%<br>SWD 0%<br>Data Year: 2024-25<br>Data Source: CALPADS->Fall 1->Report 8.1c | Baseline All Students - 0%<br>EL 0%<br>SED 0%<br>FY 0%<br>SWD 0%<br>Data Year: 2025-26<br>Data Source: CALPADS->Fall 1->Report 8.1c | All Students - Maintained<br>EL Maintained<br>SED Maintained<br>FY Maintained<br>SWD Maintained |
| 2.7 | High School Dropout Rate | Baseline All Students - 6% | Baseline All Students - 5% | Baseline All Students - 6% | Baseline All Students - 4% | All Students Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL 8%<br>SED 6%<br>FY 14%<br>SWD 30%<br>Data Year: 2022-23<br>Data Source: DataQuest->Four-Year Adjusted Cohort Outcome | EL 7%<br>SED 5%<br>FY *%<br>SWD 4%<br>Data Year: 2023-24<br>Data Source: DataQuest->Four-Year Adjusted Cohort Outcome | EL 8 %<br>SED 7%<br>FY *%<br>SWD 23%<br>Data Year: 2024-25<br>Data Source: DataQuest->Four-Year Adjusted Cohort Outcome | EL 6%<br>SED 4%<br>FY 4%<br>SWD 10%<br>Data Year: 2025-26<br>Data Source: DataQuest->Four-Year Adjusted Cohort Outcome | EL Maintained<br>SED Increased 1%<br>FY *%<br>SWD Decreased 7% |
| 2.8 | High School Graduation Rate | High School graduation rate<br>Rate of students completing graduation requirements:<br>All - 88%<br>EL - 83%<br>HIS - 88%<br>SED -88%<br>SWD-68%<br>FY - 92%<br>Homeless - 97%<br><br>Data Year: 2022-23<br>Data Source: CA Dashboard | High School graduation rate<br>Rate of students completing graduation requirements:<br>All - 95%<br>EL - 93%<br>HIS - 95%<br>SED -95%<br>SWD-89%<br>FY - *<br>Homeless - 100%<br><br>Data Year: 2023-24<br>Data Source: CA Dashboard | High School graduation rate<br>Rate of students completing graduation requirements:<br>All - 94%<br>EL - 92%<br>HIS - 93%<br>SED - 93%<br>SWD-77%<br>FY - *<br>Homeless - 90%<br><br>Data Year: 2024-25<br>Data Source: CA Dashboard | High School graduation rate<br>Rate of students completing graduation requirements:<br>All - 95%<br>EL - 90%<br>SED -95%<br>SWD-85%<br>FY - 95%<br>Homeless - 97%<br>Data Year: 2025-26<br>Data Source: CA Dashboard | High School graduation rate<br>Rate of students completing graduation requirements:<br>All - Increased 6%<br>EL - Increased 9%<br>HIS - Increased 5%<br>SED -Increased 5%<br>SWD-Increased 9%<br>FY - *<br>Homeless - Decreased 7% |
| 2.9 | Sense of School Connectedness | School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness<br>Baseline School Connectedness - 58% | School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness | School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness | School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness | School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness Decreased 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 2023-24<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | Baseline School Connectedness - 49%<br><br>Data Year: 2024-25<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | Baseline School Connectedness 56- %<br><br>Data Year: 2025-26<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Connectedness - 70%<br><br>Data Year: 2026-27<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | |
| 2.10 | Sense of School Safety | School Climate Survey: Percentage of Students indicating high levels for sense of school safety<br><br>Baseline School Safety - 58%<br>Data Year: 2023-24<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Students indicating high levels for sense of school safety<br><br>Baseline School Safety - 60%<br>Data Year: 2024-25<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Students indicating high levels for sense of school safety<br><br>Baseline School Safety -62 %<br>Data Year: 2025-26<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of students indicating high levels for sense of school safety<br><br>School Safety - 70%<br><br>Data Year: 2026-27<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Students indicating high levels for sense of school safety<br>Increased 4% |
| 2.11 | Sense School Connectedness | School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness<br>Baseline School Connectedness - 57%<br><br>Data Year: 2023-24 | School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness<br>Baseline School Connectedness - 69% | School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness<br>Baseline School Connectedness 67% | School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness<br>School Connectedness 70% | School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness<br>Increased 10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: Local Indicator (Priority 6) Panorama Surveys | Data Year: 2024-25<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | Data Year: 2025-26<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | Data Year: 2026-27<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | |
| 2.12 | Sense of School Safety | School Climate Survey: Percentage of Staff indicating high levels for sense of school safety<br><br>Baseline School Safety - 59%<br>Data Year: 2023-24<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Staff indicating high levels for sense of school safety<br><br>Baseline School Safety - 61%<br>Data Year: 2024-25<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Staff indicating high levels for sense of school safety<br><br>Baseline School Safety 55%<br>Data Year: 2025-26<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Staff indicating high levels for sense of school safety<br>School Safety 70%<br><br>Data Year: 2026-27<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Staff indicating high levels for sense of school safety<br>Decreased 4% |
| 2.13 | College and Career Readiness Indicator | Percentage of students meeting College and Career Readiness Indicator<br>All - 52%<br>EL - 42%<br>HIS - 53%<br>SED -52%<br>SWD-26%<br>FY - *<br>Homeless- 42%<br><br>Data Year: 2022-23 | Percentage of students meeting College and Career Readiness Indicator<br>All - 45%<br>EL - 24%<br>HIS - 45%<br>SED -45%<br>SWD-27%<br>FY - *<br>Homeless- 0% | Percentage of students meeting College and Career Readiness Indicator<br>All - 39%<br>EL - 19%<br>HIS - 39%<br>SED -39%<br>SWD-11%<br>FY - *<br>Homeless- 30% | Percentage of students meeting College and Career Readiness Indicator<br>All - 70%<br>EL - 60%<br>HIS - 70%<br>SED -70%<br>SWD-50%<br>FY - 70%<br>Homeless- 60% | Percentage of students meeting College and Career Readiness Indicator<br>All - Decreased 13%<br>EL - Decreased 23%<br>HIS - Increased 17%<br>SED -Decreased 13% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures | Data Year: 2023-24<br>Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures | Data Year: 2024-25<br>Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures | Data Year: 2025-26<br>Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures | SWD-Decreased 15%<br>FY - *<br>Homeless-Decreased 12% |

# Goal Analysis [2025-26]

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

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

Parlier Unified used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability
The actions outlined in Goal Two support the progress towards meeting the goal of creating a supportive environment conducive to learning and where students, staff, and families feel safe and supported. When reviewing action implementation for the 2025–26 LCAP, actions were implemented in the same manner as the prior year.
2.1 Student Engagement Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified has successfully implemented a wide range of student engagement supports, fostering a stronger sense of connection and belonging across all grade levels.
Successes:
Increased access to enrichment and extracurricular activities has led to stronger student connectedness and improved campus climate, particularly through intramural sports and lunchtime clubs and activities. In addition, more college grade level field trips are exposing all students to a college/career exploration attitude. Saturday and Summer College Math Academies have continued to expand students' awareness of postsecondary pathways, fostering early goal setting and motivation among upper-grade students.
Challenges:

Sustaining student interest and consistent participation in extracurricular offerings requires ongoing effort, particularly for secondary students balancing academic and family responsibilities.This continues to be the same challenge we face in the 25-26 school year.
2.2 Student Physical and Mental Health and Wellness Supports.
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified has employed student physical and mental health and wellness supports, ensuring a comprehensive system to address the holistic needs of students.
LREBG: Parlier Unified supported students with staff who monitored students' physical health and mental well-being, including a Prevention and Intervention Coordinator, Mental Health and Wellness Specialists, a District Nurse and support staff, MTSS Intervention Aides, and Elementary Counselors. The district also provided professional development and coaching to help staff better support students' physical and mental health and offered services and activities that promoted student well-being at school.
Successes:
The addition of a counselor at each site has increased the ability to support all students in a more timely manner. In addition, our MTSS Team is continuing to provide structure and a framework for implementing both Socio-Emotional and Behavioral supports for all students at all sites in the district.
Challenges:
Meeting the growing demand for mental health services remains a challenge, as the number of students requiring individualized support can sometimes exceed the available capacity of wellness staff and counselors. This continues to be a challenge in the 25-26 school year.
2.3 Student Attendance Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified has successfully implemented its student attendance supports by establishing a comprehensive system focused on both prevention and intervention.
LREBG:Parlier Unified supported students by providing staff and opportunities to make up missed school days, offering incentives to improve attendance and student connectedness, conducting outreach to encourage daily attendance, and providing regular training for parents, school staff, and administrators on effective strategies to recognize and reinforce positive attendance.
Successes:
PUSD has also implemented new Independent Study Guidelines based on state law as well as Attendance Recovery options such as Saturday, Winter, and Spring academies aligned to state guidance in order to support students that are absent in order to meet the individualized student and family needs.
Positive attendance incentives and school-wide recognition strategies have increased student engagement, especially at the elementary level where students are more responsive to reinforcement efforts.
Challenges:
Despite outreach efforts, chronic absenteeism remains a challenge for highly mobile or high-needs student groups, including Homeless and Students with Disabilities, due to factors beyond school control. We continue to be slow in implementing the new policies and informing parents of the new guidelines so we will continue to focus on this in the 26-27 school year.
2.4 Campus Connections
Implementation Status: 4 - Full Implementation

All planned actions were implemented as described in the LCAP
LREBG: Parlier Unified supported students by providing additional safety and school connectedness staff, professional development and coaching to help staff, students, and parents maintain safe and supportive schools (including lockdown and incident response training), and safety resources, materials, and supplies to maintain a safe learning environment at all TK–12 schools.
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified continues to provide a comprehensive system of student Campus Connections, creating a strong foundation for maintaining safe and supportive learning environments across all TK–12 campuses.
Success:
The presence of dedicated safety personnel and districtwide training has increased staff and student preparedness, contributing to a stronger sense of security and more efficient responses during emergency drills. This continues to be a success in the 25-26 school year.
Continuing to support the School Resource Officers and Campus Security Monitors has improved daily campus supervision and fostered stronger relationships between students and safety personnel, enhancing overall school climate. Putting systems in place district wide, as well as continuing the partnership with Parlier Police department has made a positive impact on having a safe campus.
Challenge:
Coordinating safety training and drills across all TK–12 sites can be logistically complex, leading to variations in implementation and preparedness between schools. We will continue to focus on this challenge in the 26-27 school year.

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

The following estimated actual expenditures for Goal 2 demonstrate material differences from the budgeted expenditures. Generally, the District assumes a variance of 10% or more within an action to be a material difference.
Action 2.1: Student Well-Being Initiatives: Budgeted expenditures were projected at $1,768,705 and estimated actual expenditures are projected at $578,800. This material decrease is a result of grants that have helped pay for the implementation of this action.
Action 2.2: Student Physical and Mental Health and Wellness Supports. Budgeted expenditures were projected at $ 5,107,770 and estimated actual expenditures are projected at $4,370,529. This material decrease is a result of one time funding and other grants that have helped pay for the implementation of this action.

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

Parlier Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1– Not Effective
2 – Somewhat Effective
3 – Effective

Action(s): 2.1 Student Engagement Supports and 2.2 Student Physical and Mental Health and Wellness Supports
Effectiveness of Action(s): 3 Effective
Metric(s): 2.1 Suspension Rate, District Student Information System, MTSS data from monthly meetings, yearly survey results on Sense of Safety and School Connectedness, Educational Partner Input

Analysis: Utilizing Metric 2.1 Suspension Rate and 2025-26 Panorama Survey data, Parlier Unified has identified a critical plateau in school climate stabilization. While district-wide efforts have successfully maintained a 6% suspension rate for All Students, Socio-Economically Disadvantaged (SED), Hispanic, and SED Hispanic groups, a significant "performance gap" remains for our most vulnerable learners. Specifically, English Learners (EL) record a 12% suspension rate and Students with Disabilities (SWD) stand at 8%, while Homeless students demonstrate more positive engagement at 4%. This does not mean that Parlier is not seeing gains in this action worth celebrating. We are investing in systems that are designed to stabilize school climate for the vast majority of the population, especially at the elementary level.
Site-specific data from the District Student Information System (2024-25) reveals that the most acute behavioral barriers are concentrated at the secondary level. Parlier Junior High (PJHS) presents an urgent challenge with a 16% suspension rate for All Students, SED, Hispanic, and SED Hispanic groups. This rate spikes significantly for high-needs subgroups, with English Learners at 18% and Students with Disabilities at 29%. In contrast, Parlier High School (PHS) shows more moderate outcomes with an 8% rate for All Students, SED, and Hispanic groups, and 9% for EL and SWD. At the elementary level, John C. Martinez (JCM) demonstrates the success of early intervention with an SWD suspension rate of 4%.
The implementation of engagement-focused initiatives—such as Wellness Centers at each site, elementary counselors, extracurricular clubs, intra murals, and college exploration trips—has contributed to a baseline School Connectedness rate of 56% and a School Safety rate of 62% in the 2025-26 local indicator reports. However, the high suspension peaks at PJHS indicate that universal supports must be paired with more intensive, site-specific social-emotional triage. To address this, the district is utilizing LCAP and LREBG (Goal 2, Action 2) funds to provide targeted personnel, including Mental Health Specialists and MTSS Intervention Aides, to deliver crisis response and trauma-informed coaching.
By integrating these proactive health supports with restorative practices, PUSD aims to dismantle the behavioral barriers preventing English Learners and Students with Disabilities from fully accessing a broad course of study. Moving forward, the district will continue to prioritize these resources for the subgroups and sites identified in this 2024-25 and 2025-26 data to ensure an equitable and safe learning environment for all.

Action(s): 2.3 Student Attendance Supports
Effectiveness of Action(s): 3 Effective
Metric(s): 2.4 Attendance Rate, 2.5 Chronic Absenteeism Rate, 2.6 Middle School Dropout Rate, 2.7 High School Dropout Rate, District Student Information System, MTSS data from monthly meetings, yearly survey results on Sense of Safety and School Connectedness, Educational Partner Input
Analysis: Parlier Unified continues to see the substantial impact of proactive outreach and MTSS-driven incentives on student engagement. Data from the District Student Information System for 2024-25 shows a 2% increase in overall attendance and a significant reduction in Metric 2.5 Chronic Absenteeism, which dropped by 34% for All Students and 33% for English Learners (EL) and Socio-Economically Disadvantaged (SED) subgroups. These improvements are closely linked to a rising sense of school safety and connectedness—which grew by 2% and 7% respectively—creating a climate where students attend more consistently and engage meaningfully. However, CA School Dashboard data did show a disparity in Chronic Absenteeism for Special Education and Homeless subgroups and we have been identified for Differentiated Assistance in this area. Parlier Unified is dedicated to using Improvement Science methodology with our Attendance Team to identify and intervene early in addition to working with our Community Schools Coordinators and Community Health Workers to ensure families have the supports they need to get their students to school.
The district's shift toward restorative practices is evidenced by the 6% district-wide suspension rate for All Students, EL, and SED groups. While specific subgroup data for Long-Term English Learners (LTEL) and Foster Youth (FY) was suppressed in some metrics, their

continued inclusion in attendance recovery strategies remains critical. The High School Dropout Rate (Metric 2.7) remains a focus area to ensure that the 25% ELA proficiency seen at the secondary level translates into sustained graduation alignment.
At the site level, Parlier High School demonstrated the strongest growth, highlighting the success of integrated wellness and engagement supports. However, localized challenges remain at the junior high and elementary levels. At Parlier Junior High (PJHS), despite attendance gains, a "performance gap" was identified with a 16% suspension rate, which negatively impacts consistent seat-time. Similarly, at John C. Martinez Elementary, while attendance has stabilized, early interventions remain necessary for SED students facing overlapping socioeconomic and language barriers.
To sustain this momentum, the district will continue leveraging LCAP and additional Learning Recovery Emergency Block Grant (LREBG) funds to provide attendance recovery options—such as Saturday, Winter, and Spring academies—and intensive family outreach. These resources will specifically target Homeless students (who currently show a 4% suspension rate) and Students with Disabilities (SWD) to ensure these high-needs groups receive the differentiated support necessary to maintain daily attendance. By aligning attendance incentives with trauma-informed coaching, PUSD aims to promote equitable growth and prevent dropouts across all student populations.

Action(s): 2.4 Campus Connections (Student Safety)
Effectiveness of Action(s): 2 Somewhat Effective
Metric(s): 2.6 Middle School Dropout Rate, 2.7 High School Dropout Rate, 2.8 High School Graduation Rate, District Student Information System, MTSS data from monthly meetings, yearly survey results on Sense of Safety and School Connectedness, and Educational Partner Input
Analysis: Parlier Unified continues to build campus environments that promote safety and school completion, though the current data reflects a mixed outcome. Year 2 (2024-25) results highlight significant success in Metric 2.8 High School Graduation Rate, which reached 94%, including a 10% rise for English Learners (EL) and a 7% increase for Socio-Economically Disadvantaged (SED) students. Furthermore, the Metric 2.6 Middle School Dropout Rate remained at 0%, validating the effectiveness of early intervention efforts at Parlier Junior High and our elementary sites.
Despite these graduation gains, the action is rated 2-Somewhat Effective due to emerging challenges in student persistence at the secondary level. Metric 2.7 High School Dropout Rate saw a 1% increase, rising to 6% overall, with a notable and critical 19% spike in the dropout rate for Students with Disabilities (SWD). This increase suggests that while physical safety measures are in place, they must be more deeply integrated with personalized advocacy for our most vulnerable learners. Additionally, while the data indicates that overall Sense of School Safety (62%) and School Connectedness (56%) are improving district-wide, the high suspension rate at the junior high level (16%) and for SWDs (29%) indicates that "Campus Connections" are not yet uniformly felt across all cohorts.
Educational Partner Input and MTSS data echo the value of visible safety personnel and emergency preparedness; however, partner feedback also highlights the need for these safety measures to be paired with stronger trauma-informed coaching. Although data for Foster Youth (FY) remains limited due to small sample sizes, ensuring their inclusion in safety and connectivity strategies remains a top priority.
To transition from "Somewhat Effective" to "Effective," the district will prioritize refining secondary campus climate efforts, particularly at Parlier High School and Parlier Junior High. Moving forward, PUSD will leverage LCAP and LREBG funds to strengthen data-driven supports for English Learners, Foster Youth, and Students with Disabilities, ensuring that physical safety and campus presence translate into sustained enrollment and long-term academic persistence for every student.

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

All LREBG Funds and language was moved to Goal 1 Action 12.
In Actions 2.1, 2.2, and 2.4 we have supported the personnel and programs with our Community Schools grants. The programs and services have not changed nor have been decreased as a result of this.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Student Engagement Supports | This Action will address the following Reds at the LEA level based on the 2023 Dashboard<br>Suspension Rate:<br>All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic<br><br>John C Martinez Elem:<br>Students with Disabilities<br><br>Parlier High School:<br>All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic<br><br>Parlier Junior High School:<br>All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic<br><br>The LEA will provide the following:<br>* Positive Behavior Supports<br>*Increased enrichment opportunities on campus during the school day<br>*Extracurricular activities that foster increased student connectedness<br>*Intramural and after-school sports<br>*Grade-level standards aligned field trips<br>*College and Career Exploration Field Trips | $524,432.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.2** | Student Physical and Mental Health and Wellness Supports | This Action will address the following Reds at the LEA level based on the 2023 Dashboard.<br>Suspension Rate:<br>All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic<br><br>John C Martinez Elem:<br>Students with Disabilities<br><br>Parlier High School:<br>All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic<br><br>Parlier Junior High School:<br>All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic<br><br>The LEA will provide the following:<br>*Support personnel to monitor student physical health and student mental well-being such as: Prevention and Intervention Coordinator, Mental Health and Wellness Specialists, District Nurse and support staff, MTSS Intervention Aides, Elementary Counselors<br>*Professional development and coaching designed to build staff capacity to support Physical and Mental Health and well-being | $4,562,792.00 | Yes |
| **2.3** | Student Attendance Supports | The LEA will provide the following:<br>*Provide a robust District Attendance Team that includes a full-time Child Welfare & Attendance Coordinator and support personnel<br>*Establish policy and data infrastructure to monitor student level attendance<br>*Provide incentives to increase student connectedness and attendance<br>*Provide preventative outreach services that encourage students to attend school on a daily basis | $364,852.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | *Provide regular training for parents, site staff, and administrators on best practices for providing positive reinforcement for good or improved attendance | | |
| **2.4** | Campus Connection Supports | The LEA will provide the following:<br>*District Safety Officer<br>*Campus Security Monitors<br>*School Resource Officers<br>*Other school safety support personnel<br>*Professional Development and Coaching designed to increase safe and supportive schools (i.e., lockdowns and incident training) for all staff, students, and parents<br>*Safety resources, materials, and supplies needed to maintain a safe school environment at all TK-12th grade schools. | $567,199.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Empowered Community<br>Foster and enhance collaborations among educational partners to empower the community. By doing so, we aim to positively impact student achievement, advance equity and social justice, and support the community schools initiative. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student needs identified during our planning process for the 2024-27 LCAP cycle. Our Educational Partner groups emphasized the importance of the following areas in developing a learning goal focused on the whole child:
*Increase parent participation in programs and volunteer activities, measured by the number of parent volunteers and volunteer hours.
*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.
*Actively engage families and community members in the educational process through the Community Schools initiative to strengthen the connection between schools and their communities.
*Provide additional parent education workshops on how to support their children.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Number of parents completing the Parent Survey | Parent Input Survey Participation rate in making decisions for the school district and each individual school site:<br>Number of parent participants that completed the survey-152<br>Data Year: Spring 2024 | Parent Input Survey Participation rate in making decisions for the school district and each individual school site:<br>Number of parent participants that | Parent Input Survey Participation rate in making decisions for the school district and each individual school site:<br>Number of parent participants that | Parent Input Survey Participation rate in making decisions for the school district and each individual school site:<br>Number of parent participants that | Parent Input Survey Participation rate in making decisions for the school district and each individual school site:<br>Number of parent participants that |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: Panorama Parent Input Survey | completed the survey- 173<br>Data Year: Spring 2025<br>Data Source: Panorama Parent Input Survey | completed the survey 83<br>Data Year: Spring 2026<br>Data Source: Panorama Parent Input Survey | completed the survey- 750<br>Data Year: Spring 2027<br>Data Source: Panorama Parent Input Survey | completed the survey<br>Decrease of 69 |
| 3.2 | Parent - School Safety | School Climate Survey: Percentage of Parents indicating high levels for sense of school safety<br><br>Baseline School Safety - 82%<br>Data Year: 2023-24<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Parents indicating high levels for sense of school safety<br><br>Baseline School Safety - 90%<br>Data Year: 2024-25<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Parents indicating high levels for sense of school safety<br><br>Baseline School Safety - 87%<br>Data Year: 2025-26<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Parents indicating high levels for sense of school safety<br><br>Baseline School Safety - 90%<br>Data Year: 2026-27<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Parents indicating high levels for sense of school safety<br>Increased 5% |
| 3.3 | Parent - Sense of School Connectedness | School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness<br><br>Baseline School Connectedness - 84%<br>Data Year: 2023-24<br>Data Source: Local Indicator (Priority 6) Panorama Surveys | School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness<br><br>Baseline School Connectedness - 90%<br>Data Year: 2024-25 | School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness<br><br>Baseline School Connectedness 89%<br>Data Year: 2025-26 | School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness<br><br>Baseline School Connectedness- 90%<br>Data Year: 2026-27 | School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness<br>Increased 5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Data Source: Local Indicator (Priority 6) Panorama Surveys | Data Source: Local Indicator (Priority 6) Panorama Surveys | Data Source: Local Indicator (Priority 6) Panorama Surveys | |
| 3.4 | 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).<br>Number of participants - 30<br>Data Year: 2023-24<br>Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets. | Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).<br>Number of participants - 47<br>Data Year: 2024-25<br>Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets. | Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).<br>Number of participants - 52<br>Data Year: 2025-26<br>Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets. | Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).<br>Number of participants - 60<br>Data Year: 2026-27<br>Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets. | Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Increase of 22 parents |
| 3.5 | Number of parents attending school and district parent workshops | Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):<br>Number of workshops - 20<br>Number of Parents Served: 173<br>Data Year: 2023-24 | Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs): | Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs): | Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs): | Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs): Increase of 27 workshop |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: Site and district level parent workshop calendar(s) and sign-in sheets. | Number of workshops - 33<br>Number of Parents Served: 225<br>Data Year: 2024-25<br>Data Source: Site and district level parent workshop calendar(s) and sign-in sheets. | Number of workshops 47<br>Number of Parents Served: 1392<br>Data Year: 2025-26<br>Data Source: Site and district level parent workshop calendar(s) and sign-in sheets. | Number of workshops - 40<br>Number of Parents Served: 900<br>Data Year: 2026-27<br>Data Source: Site and district level parent workshop calendar(s) and sign-in sheets. | offerings district-wide<br>Number of Parents Served: Increase of 1219 parents served |
| 3.6 | Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs | Full Implementation<br>Data Year: 2023-24<br>Data Source: Local Indicator Report | Full Implementation<br>Data Year: 2024-25<br>Data Source: Local Indicator Report | Full Implementation<br>Data Year: 2025-26<br>Data Source: Local Indicator Report | Full Implementation with Sustainability<br>Data Year: 2026-27<br>Data Source: Local Indicator Report | Maintained |

# Goal Analysis [2025-26]

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

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

Parlier Unified used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability
The actions outlined in Goal Three support the progress towards meeting the goal of fostering and enhancing collaborations among educational partners to empower the community.
3.1 Parent Engagement and Connectedness (Y)
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP

Parlier Unified implemented the planned actions for this goal by continuing to support the needs of our families and communities. PUSD continues to demonstrate strong effectiveness in fostering an inclusive school-home partnership. By maintaining a full-time Parent and Family Engagement Coordinator and a Communications Specialist, the district has institutionalized two-way communication and increased the visibility of student success. 2025-26 data confirms this growth, with Parent to School Connectedness increasing to 89% and parent participation in school committees rose to 52.
The strategic use of "barrier-removal" supports—including child care, translation services, and hybrid meeting options—has successfully engaged a more diverse cross-section of English Learner and working families. In addition, our official social media platforms saw an overwhelming increase in views and interactions, increasing over 110%. While overall Sense of School Safety (87%) and School Connectedness (89%) remain exceptionally high among parents, the district identifies a secondary-level challenge: sustaining consistent participation at the middle and high school sites. Future efforts will focus on site-specific outreach and digital engagement strategies to ensure that the high levels of trust and belonging established at the elementary level persist through graduation. We also plan on leveraging our Community Schools partners to continue to increase in this area.

3.2 Parent and Family Education
Implementation Status: 5 - Full Implementation and sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions and continues to transition toward a sustainable parent education model. Year 2 metrics (2025-26) show positive growth in the number of parent workshops (47) and a significant reach with 1392 parents served. Successes are most evident in high-interest areas like health and wellness, where feedback indicates families are eager to engage with meaningful, accessible content such as Yoga and Zumba classes. Additional offerings this year were in academics, teen vaping, positive parenting, and Immigration support. The increase is not only shown with offerings based on family feedback but also in the large increase in parents attending the workshops.
The district is continuing to align efforts with the Community Schools team to ensure site-level outreach is more culturally responsive and better synchronized with family needs.

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

Some of the estimated actual expenditures for Goal 3 demonstrate material differences from the budgeted expenditures. Generally, the District assumes a variance of 10% or more within an action to be a material difference. Instances where material differences do exist include:
Action 3.1: Parent and Family Education: Budgeted expenditures were projected at $487,564 and estimated actual expenditures are projected at $787,772. This material increase is a result of better capturing additional salary and benefit costs as well as more accurately capturing the publications of a printed newspaper and family engagement activities for all families in the district.
Action 3.2: Parent Workshops: Budgeted expenditures were projected at $102,249 and estimated actual expenditures are projected at $217,179. This material increase is a result of additional parent workshops provided this year.

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

Parlier Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1– Not Effective
2 – Somewhat Effective
3 – Effective

Action(s): 3.1 Parent Engagement and Connectedness
Effectiveness of Action(s): 3 Effective
Metric(s): Yearly survey results, Professional Development Calendar, Event and meeting sign in sheets, data from usage of online systems, and Educational Partner Input
Analysis: Parlier Unified continues to demonstrate institutionalized success in fostering inclusive school-home partnerships. By maintaining a full-time Parent and Family Engagement Coordinator and a Communications Specialist, the district has sustained a robust two-way communication system. Year 2 (2025-26) data confirms this growth, with parent representation on district committees rising to 52 active participants and social media interactions increasing by over 110%, signaling an overwhelming rise in digital engagement.
The strategic use of "barrier-removal" supports—including child care, translation services, and hybrid meeting options—has been validated by event sign-in sheets and usage data from online systems. These efforts have successfully engaged a diverse cross-section of English Learner and working families, ensuring that Parent Survey participation remains high. Furthermore, the Professional Development Calendar reflects systemic training for staff on building family partnerships, which has resulted in parents reporting exceptionally high levels of Sense of School Safety and School Connectedness in local surveys.
Despite these district-wide successes, a "participation gap" has been identified at the secondary level. While elementary engagement is flourishing, sustaining consistent parent involvement at Parlier Junior High and Parlier High School remains a challenge. Feedback from Educational Partner Input meetings suggests that while trust is high, there is a need for more content-specific workshops and site-specific outreach. The district will leverage its current sustainability phase with the support of the Community Schools team to refine digital strategies and personalized outreach, ensuring that the strong family connections established in the early grades persist through graduation.

Action(s): 3.2 Parent and Family Education (Y)
Effectiveness of Action(s): 3 Effective
Metric(s): Yearly survey results, Professional Development Calendar, Event and meeting sign in sheets, data from usage of online systems, and Educational Partner Input
Analysis:
Parlier Unified has successfully transitioned toward a sustainable parent education model, as evidenced by a substantial increase in both programming and participation. Year 2 (2025-26) metrics demonstrate a robust expansion of services, with 47 targeted parent workshops held and a significant reach of 1,392 parents served across the district. This growth reflects a systemic shift from "Initial Implementation" to "Sustainability," where workshop topics are now directly driven by family feedback and high-interest areas.
Successes are most evident in high-impact wellness and academic areas. Families engaged heavily in health and wellness sessions (including Yoga and Zumba), as well as critical workshops focused on Teen Vaping, Positive Parenting, Immigration support, and academic success strategies. This diversification of content has addressed the previously identified challenge of inconsistent turnout, leading to a

marked increase in parent attendance and satisfaction. The use of sign-in sheets and usage data confirms that by offering content that is both culturally responsive and practically applicable, the district has effectively overcome previous barriers to engagement.
To maintain this momentum, the district is now aligning efforts with the Community Schools team to ensure that site-level outreach remains synchronized with evolving family needs. While the 2025-26 data shows broad success, the district remains focused on deepening this impact by further integrating parent education with school-wide academic goals. By continuing to empower parents as partners in the educational process, PUSD is ensuring that the high levels of participation and trust achieved this year are sustained in future LCAP cycles.

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

There have been no changes made to the planned goal, metrics, target outcomes, or actions for the coming year.
Action 3.1 and 3.2 have reflected a better capturing additional salary and benefit costs as well as more accurately capturing the publications of a printed newspaper and family engagement activities for all families in the district, therefore the budgeted amount for 26-27 has increased.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Parent Engagement and Connectedness | The LEA will provide the following:<br>*A Full-time Parent and Family Engagement Coordinator<br>*Resources, Materials, and Supplies to increase parent and family two-way communication<br>*Online systems that provide options for parents to meet in-person or online<br>*Child care, refreshments or light meals for parent meetings<br>*Translation Services<br>*Communications Specialist to showcase and communicate events and positive promotion of the district and its school sites | $693,271.00 | Yes |
| **3.2** | Parent and Family Education | The LEA will provide the following:<br>*Funding to increase the number of parent & family workshops<br>*Child care, refreshments or light meals for parent trainings and workshops<br>*Translation Services<br>*Resources, Materials, and Supplies to increase parent and family participation in the workshops | $219,880.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | By the end of the 2026-2027 school year, San Joaquin Valley High will increase its graduation rate and CCI indicator by 10% and improve school connectedness by expanding its counseling services from a part-time to a full-time position. This full-time counselor will provide daily academic and behavioral support, college and career goal setting, and career technical education guidance to all students, with a focus on low-income, English Learners, and Hispanic students. Progress will be measured through quarterly reviews of student engagement, counseling utilization, and graduation rates. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parlier Unified School District (PUSD) has selected San Joaquin Valley High School (SJVHS) to receive support through Equity Multiplier Funding. This decision was made because SJVHS experienced an 11.8% decline in graduation rates, resulting in an overall graduation rate of 75% according to the 2023 Dashboard. Additionally, only 34% of SJVHS students are accessing Career Technical Education (CTE) courses, with the Hispanic subgroup accessing CTE courses at a rate of just 16%.

To address these issues, PUSD has set a focused goal for SJVHS. This goal was established through collaboration with the Fresno County Superintendent of Schools, comprehensive analysis of Dashboard and local data, empathy interviews with staff and students, and consultation with Educational Partners (staff, students, and parents) during community school meetings, staff meetings, and School Site Council Meetings.

All educational partners provided feedback, and PUSD explained the necessity of the focus goal for SJVHS. The primary objective is to increase the graduation rate and enhance student access to CTE courses, preparing them for college and/or career. Recognizing that graduation is a key indicator of school success, the school plans to achieve this through the support of a full-time counselor and targeted programs aimed at helping students meet A-G requirements and gain exposure to CTE courses.

Identified School:
San Joaquin Valley High
Student Population (2023 Dashboard):
Enrollment: 72
Socioeconomically Disadvantaged: 94.4%

English Learners: 38.9%
Foster Youth: 0%

2024 Identified School:
San Joaquin Valley High
2024 Dashboard
College and Career Indicator
All Students: Red 4.9% prepared
Hispanic: Red 4.9% prepared
Low-Income: Red 4.9% prepared

All 2024 educational partners contributed feedback, and PUSD clarified the importance of the focus goal for SJVHS. The goal centers on increasing graduation rates while expanding student access to Career Technical Education (CTE) courses—key strategies for ensuring students are well-prepared for both college and career pathways. Recognizing graduation as a critical measure of school success, the school aims to support students through a full-time counselor and targeted programs designed to help them meet A-G requirements and engage in hands-on CTE experiences that align with real-world workforce demands.

2025 Identified School
San Joaquin Valley High
2025 Dashboard
College and Career Indicator
All Students: Yellow 13% prepared (increased 8%)
Hispanic: Yellow 13% prepared (increased 8%)
Low-Income: Yellow 11% prepared (increased 7%)

All 2025 educational partners contributed feedback, and PUSD clarified the importance of the focus goal for SJVHS as they are seeing results. To maintain this growth, the district will continue to fund a full-time (FTE) Counselor dedicated to SJVHS. This position is critical for providing personalized academic counseling, monitoring A–G requirement completion, and ensuring that students remain on track for graduation. All 2025 educational partners emphasized that this specialized counseling, paired with expanded access to Career Technical Education (CTE) courses, is the primary driver for aligning student schedules with real-world workforce demands and postsecondary eligibility. By sustaining the FTE Counselor and integrating targeted hands-on CTE experiences, SJVHS aims to dismantle the barriers that historically limited college and career preparation for at-risk youth. Moving forward, the district will leverage these focused resources to ensure that the 8% increase in CCI preparation becomes a baseline for long-term academic persistence and successful transition into the workforce or higher education.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Graduation Rate | All Students: 75%<br>English Learners: 73%<br>Hispanic: 75%<br>SED: 75%<br><br>2023 Dashboard | All Students: 85%<br>English Learners: 86%<br>Hispanic: 85%<br>SED: 85%<br><br>2024 Dashboard | All Students: 94%<br>English Learners: 88%<br>Hispanic: 94%<br>SED: 93%<br><br>2025 Dashboard | All Students: 90%<br>English Learners: 85%<br>Hispanic: 90%<br>SED: 90%<br><br>2026 Dashboard | All Students: Increased 15%<br>English Learners: Increased 12%<br>Hispanic: Increased 15%<br>SED: Increased 15% |
| 4.2 | Graduation Rate (DASS) | All Students: 74.5%<br>English Learners: 66.7%<br>Hispanic: 74.5%<br>SED: 73.6%<br><br>2023 Dashboard Additional Reports | All Students: 88%<br>English Learners: 82%<br>Hispanic: 87%<br>SED: 88%<br><br>2024 Dashboard Additional Reports | All Students: 93%<br>English Learners: 87%<br>Hispanic: 93%<br>SED: 93%<br><br>2025 Dashboard Additional Reports | All Students: 90%<br>English Learners: 85%<br>Hispanic: 90%<br>SED: 90%<br><br>2026 Dashboard Additional Reports | All Students: Increased 16%<br>English Learners: Increased 18%<br>Hispanic: Increased 16%<br>SED: Increased 16% |
| 4.3 | Students Accessing CTE Courses | All Students: 34%<br>English Learners: 14%<br>Hispanic: 16%<br>SED: 34%<br><br>Local Data: AERIES Reports | All Students: 35%<br>English Learners: 15%<br>Hispanic: 35%<br>SED: .04%<br><br>Local Data: AERIES Reports | All Students: 48%<br>English Learners: 14%<br>Hispanic: 40%<br>SED: 43%<br><br>Local Data: AERIES Reports | All Students: 50%<br>English Learners: 50%<br>Hispanic: 50%<br>SED: 50%<br><br>Local Data: AERIES Reports | All Students: Increased 14%<br>English Learners: Maintained<br>Hispanic: Increased 24%<br>SED: Increased 9% |
| 4.4 | Suspension Rate | All Students: 4.7%<br>English Learners: 5%<br>Hispanic: 4.8%<br>SED: 3.9%<br>SWD: 30.8%<br><br>2023 Dashboard & Dataquest | All Students: 6%<br>English Learners: 8%<br>Hispanic: 6%<br>SED: 6%<br>SWD: 8%<br><br>2024 Dashboard & Dataquest | All Students: 5%<br>English Learners: 7%<br>Hispanic: 5%<br>SED: 5%<br>SWD: *%<br><br>2025 Dashboard & Dataquest | All Students: 1%<br>English Learners: 1%<br>Hispanic: 1%<br>SED: 1%<br>SWD: 10%<br><br>2026 Dashboard Dataquest | All Students: Increased .3%<br>English Learners: Increased 2%<br>Hispanic: Increased .2%<br>SED: Increased 1.1%<br>SWD: * |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 4.5 | School Connectedness | All Students: 62%<br><br>Local Data: Panorama Student Survey | All Students: 28%<br><br>Local Data: Panorama Student Survey | All Students: 54%<br><br>Local Data: Panorama Student Survey | All Students: 85%<br><br>Local Data: 2026 Panorama Student Survey | All Students: Decreased 8% |
| 4.6 | CCI Indicator | N/A | All Students: 5% prepared<br>Hispanic: 5% prepared<br>Low-Income: 5% prepared<br><br>2024 Dashboard | All Students: 13% prepared<br>Hispanic: 13% prepared<br>Low-Income: 11% prepared<br><br>2025 Dashboard | All Students: 20% prepared<br>Hispanic: 20% prepared<br>Low-Income: 20% prepared<br><br>2026 CA Dashboard | All Students: Increased 15%<br>Hispanic: Increased 15%<br>Low-Income: 15%<br><br>2025 CA School Dashboard |

# Goal Analysis [2025-26]

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

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

Parlier Unified used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5- Full Implementation and Sustainability
4.1 Alternative School Instructional Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP. When reviewing action implementation for the 2025–26 LCAP, actions were implemented in the same manner as in the prior year.
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified has institutionalized a high-support model at San Joaquin Valley High School (SJVHS), moving all metrics out of the "Red" category on the 2025 CA Dashboard. The strategic presence of a site librarian, an additional classroom teacher, and a dedicated full-time

counselor has successfully stabilized the site, as evidenced by a 93% DASS Graduation Rate and a 54% School Connectedness rate. By integrating an MTSS aide and specialized instructional staff, SJVHS provides the individualized academic scaffolding and emotional wellness support necessary for students on nontraditional paths to remain engaged.
Successes:
The enhanced staffing model has driven significant gains in college and career readiness and graduation outcomes. The 2025 Dashboard reflects a significant increase in the College and Career Indicator (CCI), with All Students and Hispanic subgroups rising to 13% prepared (an 8% increase). Furthermore, the 93% DASS Graduation Rate for All Students, Hispanic, and SED groups (and 87% for English Learners) demonstrates that SJVHS is successfully moving high-need students toward completion. Local AERIES reports further validate these efforts, showing a stabilized 5% suspension rate for the site, which matches the broader district trend and underscores a positive shift in school climate.
Challenges:
Despite high graduation rates, a significant "access gap" persists in Career Technical Education (CTE) participation for vulnerable subgroups. While 48% of All Students are accessing CTE courses, that number drops to just 14% for English Learners. This disparity suggests that language barriers or scheduling conflicts may be preventing EL students from engaging in hands-on, workforce-aligned pathways. Additionally, with the CCI prepared rate at 11–13%, there is a continued need to transition students from mere credit completion to "prepared" status through increased dual enrollment and CTE pathway completion. Moving forward, the district will focus on removing barriers for EL students to ensure they achieve the same levels of postsecondary readiness as their peers.

4.2 EM: Alternative School Student Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP. When reviewing action implementation for the 2025–26 LCAP, actions were implemented in the same manner as in the prior year.
San Joaquin Valley High School (SJVHS) has institutionalized the use of Equity Multiplier (EM) funding to provide a full-time, dedicated counselor. This consistent presence is the cornerstone of support for a student population navigating complex academic pathways, including credit recovery and Independent Study. Year 2 (2024-25) data reflects the impact of this personalized advocacy, with the DASS Graduation Rate reaching 93% and the CCI (College and Career Indicator) showing a significant upward trend. By focusing on real-time progress monitoring and social-emotional intervention, the counselor has built a stable support system that specifically addresses the needs of English Learners and Low-Income students.
Successes:
The full-time counselor model has established a foundation of service continuity, contributing to a 54% School Connectedness rate as measured by the Panorama Student Survey. Proactive relationship-building and individualized academic planning have yielded a 13% "Prepared" rate on the CCI for All Students and Hispanic subgroups—representing a notable 8% increase from the prior year. Additionally, the Low-Income subgroup saw a 7% increase in career readiness (reaching 11%), demonstrating that targeted EM funding is effectively moving alternative education students toward post-secondary readiness.
Challenges:
Despite these gains, a significant "engagement gap" remains for students facing chronic absenteeism and external socio-economic barriers. While graduation rates are high, English Learners continue to show a lower CCI preparation rate and limited access to CTE courses (14%) compared to the school-wide average. Furthermore, a persistent hurdle remains in providing equitable counseling depth to students in long-term Independent Study and Home Hospital placements who are not on-site daily. Future efforts must focus on dismantling these barriers to ensure that specialized EM supports translate into equitable completion and "Prepared" status for our most isolated learners.

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

No material differences existed in Goal 4.

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

Parlier Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1– Not Effective
2 – Somewhat Effective
3 – Effective

Action(s): 4.1 Alternative School Instructional Supports
Effectiveness of Action(s): 2 Somewhat Effective
Metric(s): Graduation Rate, Graduation Rate (DASS), Students Accessing CTE Courses, Suspension Rate
Analysis Statement: There continue to be substantial gains in completion rates and campus climate at San Joaquin Valley High School (SJVHS). Year 2 (2024-25) DASS data reflects the positive impact of increased staffing, with the graduation rate for English Learners rising to 87% and Socio-Economically Disadvantaged (SED) students reaching 93%. The strategic presence of a site librarian, additional classroom teacher, and increased counseling capacity has facilitated precise credit tracking and personalized academic scaffolding, contributing to a 93% DASS Graduation Rate and a stabilized 5% suspension rate (AERIES local data).
While 2025 Dashboard reports reflect a rising sense of School Connectedness (54%), the district identifies a need to better bridge the "access gap" between basic credit completion and post-secondary readiness. Currently, while 48% of All Students are accessing CTE courses, this participation drops significantly to 14% for English Learners. Furthermore, with the CCI (College and Career Indicator) rising to 13% prepared for All Students and Hispanic subgroups (an 8% increase), the district recognizes a critical need to transition more students from "graduated" to "prepared." To sustain this momentum, Parlier Unified will focus on refining individualized learning plans and removing language barriers to ensure that students in alternative settings—particularly English Learners—have equitable access to the same rigorous CTE pathways and college-prep resources as their peers at the comprehensive high school.

Action(s): 4.2 Equity Multiplier: Alternative School Student Supports
Effectiveness of Action(s): 3 Effective
Analysis Statement: The SJVHS counselor position (1.0 FTE) has directly stabilized the academic and emotional support systems at San Joaquin Valley High School through the institutionalized use of Equity Multiplier (EM) funding. Year 2 (2024-25) graduation gains—including a 93% DASS Graduation Rate for All Students and an 87% rate for English Learners—validate the impact of high-touch academic tracking and personalized credit recovery. This dedicated counseling presence has fostered a stronger sense of School Connectedness (54%) and contributed to a significant upward trend in the College and Career Indicator (CCI), where All Students and Hispanic subgroups rose to 13% prepared (an 8% increase).

While graduation outcomes are strong, the district recognizes that further investigation into the root causes of the 6% overall high school dropout rate is necessary. Furthermore, a significant "engagement gap" persists for English Learners, who demonstrate limited access to CTE courses (14%) and lower preparation rates compared to the school-wide average. Moving forward, the FTE Counselor will prioritize refining positive behavior supports and conducting targeted outreach for students in Independent Study and Home Hospital placements. These efforts aim to ensure that socio-emotional growth and college/career access remain equitable for all alternative education learners, dismantling the barriers that prevent our most isolated students from achieving "Prepared" status.

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

There have been no changes made to the planned goal, metrics, target outcomes, or actions for the coming year. Goal 4 was reviewed and updated based on the 2025 Dashboard and the 25-26 Educational Partner feedback.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Alternative School Instructional Supports | Alternative school personnel will provide academic, socio-emotional and college and career guidance:<br>• Additional Support Staff<br>• Additional Teacher<br>• Counselor (Partial FTE)<br>• Supplemental Materials and Supplies | $293,873.00 | Yes |
| **4.2** | EM: Alternative School Student Supports | Based on a local needs assessment, there is a need to ensure that a board course of study is offered to the identified students, which includes equitable access to additional supplemental resources to increase the number of students who are engaged in school and graduate from High School college and/or career ready.<br><br>With the EM funds, we will transition the part-time counselor to a full-time position at San Joaquin Valley High. This strategic move aims to bolster support systems for all students, particularly English Learners (EL) and Hispanics in an alternative education setting. In addition, we will provide | $98,710.00 | No<br>Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | additional resources, support, and incentives to support students' connectedness at San Joaquin Valley High.<br><br>-Enhanced Guidance and Support: A full-time counselor can provide students with more comprehensive and consistent support.<br>-Increased Monitoring and Intervention: With a full-time counselor, the school can better monitor students' academic progress and quickly intervene when issues arise.<br>-Building Stronger Relationships: A full-time presence allows the counselor to build stronger, more meaningful relationships with students. | | |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $15,956,571 | $2,121,907 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 44.298% | 0.000% | $0.00 | 44.298% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.3** | **Action:**<br>Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program<br><br>**Need:**<br>Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local assessments, and input from educational partners show that English | To address the need, Parlier Unified will provide support through a Technology Department Team, which includes a full-time Director of Technology, Technology Specialists, access to technology at school and at home, additional technology devices, technology tools to ensure safety, and supplemental programs to increase access to digital instructional materials and resources for K-12 students performing two or more grade levels below grade level, which includes access to programs in the classroom and home setting, and | CAASPP & Local Assessments<br>ELA LEA Level:<br>All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>Cesar Chavez Elem |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | learners, homeless, socio-economically disadvantaged subgroups, are struggling with reading and math concepts more than all students. An additional deep dive into data looked at low-income Hispanic data. 95% of Hispanic students are also SED.<br><br>Based on a local needs assessment, there is a need to ensure that reliable internet and technology, digital literacy, and language barriers are addressed through effective technology integration and support. In addition, feedback from our educational partners indicated that there is a need to support the implementation and support of devices in our district and schools to ensure equitable and reliable technology support is provided to all students that have a 1:1 device.<br><br>In addition, we looked at data at specific sites, including Cesar Chavez Elementary, in ELA and Math for EL, SED, and SED Hispanic students. The needs assessment revealed that these students are accessing digital resources less than other elementary school sites while at home.<br><br>**Scope:**<br>LEA-wide | professional learning and coaching for teachers. The technology director will oversee equitable access to devices and software, while support specialists could provide training and support tailored to the needs of the identified students.<br><br>Technology devices and access allows English learners, homeless, socio-economically disadvantaged, and SED Hispanic subgroups to progress and practice ELA and Math concepts at their own pace, both at school and at home. It also enables teachers to create a learning environment that is conducive for all different types of learners. Teacher professional learning and coaching will provide students with better access to supplemental content digital materials targeting key areas of need, while being fully aligned to grade level standards. Teachers will also utilize learned skills to teach digital citizenship curriculum to better support the identified students in the appropriate use of technology.<br><br>Specifically, to ensure the identified students at Cesar Chavez are accessing resources both at home and school, the principal, in coordination with the Tech Director, will look at the weekly use of technology by the identified student groups to ensure learning supports are being used to address ELA and Math learning needs.<br><br>This action is designed to meet the needs most associated with English learners, the homeless, the socio-economically disadvantaged, and the SED Hispanic subgroup. However, we expect that all students, including all Hispanic students showing two or more grade levels below grade | ELA- English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>Math LEA Level:<br>All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>Cesar Chavez Elem Math- English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | level, will benefit. This action will be provided on an LEA-wide basis. | |
| **1.4** | **Action:**<br>Technology Supports for Improved Student Learning<br><br>**Need:**<br>Data from the Metrics sections of the LCAP for A-G course completion, CTE Pathway completion, EAP in ELA and Math rates, AP Passage Rate, and input from Educational Partners have identified English learners, low-income, and foster youth at the secondary level have a lower graduation rate and A-G completion rate than the all student group. Based on a local needs assessment, there is a need to ensure that a Broad Course of Study is offered to the identified students, which includes equitable access to additional supplemental resources. We intend to increase the number of the identified students who are engaged in school and graduate from High School, college, and/or career-ready.<br><br>**Scope:**<br>LEA-wide | To address the needs, we aim to enhance educational opportunities by:<br>Securing funding to broaden access to a diverse curriculum encompassing Visual and Performing Arts, STEM, Health and Nutrition, Career Technical Education, Dual Enrollment, Early College, and Dual Language Immersion offerings.<br>Procuring interactive and culturally relevant instructional materials to engage students from varied backgrounds and promote equity for the identified students.<br>Adjusting existing instructional materials for these courses to better meet the needs of our diverse student population.<br>Tailoring our online learning curriculum to ensure academic excellence and align with the standards set by the Smarter Balanced ELA and Mathematics Assessments Blueprint.<br><br>To ensure equitable access and support for EL, FY, and LI students in high school to become college and career-ready, it's imperative to address their specific needs comprehensively. This will be achieved through targeted interventions, providing supplemental resources, offering professional development for teachers on effective strategies for the identified students, and ensuring access to a wide variety of CTE Pathways. By utilizing data from various sources, teachers and staff will identify areas of struggle and tailor support accordingly, fostering a supportive learning environment that empowers EL, FY, and LI students to succeed academically and pursue their college and career goals. | A-G course completion (All students, EL, FY, LI)<br>CTE Pathway completion (All students, EL, FY, LI)<br>EAP in ELA and Math Rates (All students, EL, FY, LI)<br>AP Passage Rate (All students, EL, FY, LI)<br>Broad Course of Study (All students, EL, FY, LI)<br>Other Pupil outcomes Dual Enrollment/Early College (All students, EL, FY, LI)<br>Educational Partner Input |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | This action is designed to meet the needs most associated with English learners, Low-Income, and Foster Youth, but because we expect that all students at risk of not graduating and/or completing courses that prepare them for college and/or career readiness requirements will benefit, this action is provided on an LEA-wide basis. | |
| **1.5** | **Action:**<br>Supports for Student Learning and Improvement: Instructional Personnel<br><br>**Need:**<br>Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local assessments, and input from educational partners have identified English learners, Homeless, and Low-Income students are struggling with reading and math concepts compared to all students. We conducted an additional deep dive looking at the low-income student subgroups. Low-income Hispanic and low-income SWD student data show a greater need for support than the overall low-income group. 95% of Hispanic students are low-income. 85% of SWD students are low-income.<br><br>Based on a local needs assessment, there is a need to ensure that there is better monitoring of student data as well as a systematic approach to ensuring the identified students are receiving the interventions and support that they need to be successful in school. | To address this need, Parlier Unified will provide:<br>*Learning Directors<br>*Guidance Learning Coordinators<br>*Counselors<br>*Math Teacher on Special Assignment<br>*Data & Assessment Teacher on Special Assignment<br>*Secondary Reading Intervention Teachers<br>*Educational Services Support Staff<br><br>Learning Directors, Guidance Specialists, and Counselors will collaborate closely to analyze student data, identifying trends and areas requiring intervention. They will provide targeted training sessions for teachers to equip them with the necessary tools and strategies to support students effectively. Additionally, they will work with the identified individual students to develop personalized learning plans that address their unique academic, social, and emotional needs, ensuring a holistic approach to student success.<br><br>To support the identified student groups, instructional aides/support staff will offer classroom instructional assistance and conduct small-group sessions, utilizing targeted | CAASPP & Local Assessments<br><br>ELA LEA Level:<br>All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>S Ben Benavidez Elem<br>ELA - Students With Disabilities, Socio-Economically Disadvantaged Students With Disabilities<br><br>Cesar Chavez Elem<br>ELA- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>John C Martinez Elem |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | In addition, we looked at data at specific sites, including S Ben Benavidez Elementary, Cesar Chavez Elementary, John C Martinez Elementary, Parlier Junior High, and Parlier High School in ELA and Math for EL, Low-Income, Low-Income SWD, and Low-Income Hispanic students. The needs assessment revealed that these students receive less support in ELA and Math than other students at these school sites.<br><br>**Scope:**<br>LEA-wide | instructional strategies and personalized support within the classroom setting.<br><br>The Math and Data & Assessment TOSA will support teachers in TK-12 with professional development, in-class coaching, lesson modeling, and assessment support in their respective areas of specialization, ensuring targeted support tailored for each student group within the classroom.<br>Educational Services Support Staff will work directly with school sites that have students in the identified groups performing two or more grade levels below grade level that includes: monitoring LEA level student data, providing data reports, feedback and training for site administration on core and supplemental resources so they can better support their site staff.<br><br>The Data & Assessment Teacher on Special Assignment will facilitate the implementation of data-driven practices, ensuring comprehensive monitoring of the identified student data to identify areas of need. They will also collaborate with educators to develop and implement systematic interventions, ensuring that identified students receive the tailored support necessary for academic success.<br><br>Specifically, to ensure the identified students at Benavidez, Cesar Chavez, John C Martinez, Parlier Junior High, and Parlier High are accessing the needed interventions and supports, the Learning Directors, Guidance Learning Specialists, and Counselors will monitor student data and provide individualized learning plans to students. | ELA - English Language Learner<br><br>Parlier High School<br>ELA - English Learner<br><br>Parlier Junior High School<br>ELA- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic, Students With Disabilities, ocio-Economically Disadvantaged Students With Disabilities<br><br>Math LEA Level:<br>All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>S Ben Benavidez Elem<br>Math - Students With Disabilities, Socio-Economically Disadvantaged Students With Disabilities<br><br>Cesar Chavez Elem<br>Math- English Learner, Socio-Economically |

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| | | Teacher training will provide students with better access to supplemental supports targeting key areas of need and also fully aligned to grade level standards.<br><br>This action is designed to meet the needs most associated with English Learners, Homeless, Low-Income, Low-Income Hispanic, and Low-Income Students with Disabilities subgroups. However, we expect that all students, SWD, and Hispanic subgroups will improve with the appropriate supports, this action is provided on an LEA-wide basis. | Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>John C Martinez Elem Math - Socio-Economically Disadvantaged<br><br>Parlier High School Math - Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>Parlier Junior High School Math- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic, Students With Disabilities, Socio-Economically Disadvantaged Students With Disabilities<br><br>Educational Partner Input |
| **1.6** | **Action:**<br>Supports for Student Learning and Improvement: Programs<br><br>**Need:**<br>Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local assessments, and input from educational partners have identified English learners, homeless, and low-income | Professional development, coaching, and tutoring services will better support monitoring EL, LI, and HO student data and systematic intervention by equipping educators with advanced skills and knowledge to analyze and respond to student needs effectively. Through continuous professional development and coaching, teachers will learn how to utilize data-driven strategies to identify EL, LI, and HO students requiring additional support, while targeted tutoring services provide | CAASPP & Local Assessments<br><br>ELA LEA Level:<br>All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic |

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| | students are struggling with reading and math concepts as compared to all students. We conducted an additional deep dive looking at the low-income student subgroups. Low-income Hispanic, and low-income SWD student data show a greater need for support than the overall low-income group. 95% of Hispanic students are low-income. 85% of SWD students are low-income.<br><br>Based on a local needs assessment, there is a need to ensure that there is better monitoring of student data as well as a systematic approach to ensuring the identified students are receiving the interventions and support that they need to be successful in school.<br><br>In addition, we looked at data at specific sites including S Ben Benavidez Elementary, Cesar Chavez Elementary, John C Martinez Elementary, Parlier Junior High, and Parlier High School in ELA and Math for EL, Low-Income, Low-Income SWD, Low-Income Hispanic students. The needs assessment revealed that these students are receiving less support in ELA and Math than other students at the school sites.<br><br>**Scope:**<br>LEA-wide | personalized interventions to ensure these students receive the necessary assistance for academic success.<br><br>Supplemental materials and supplies with a focus on rigor and engagement. To ensure effective support for English learners, Homeless, and Low-Income students with reading and math challenges, we've implemented improved monitoring of student data and a systematic approach to delivering necessary interventions.<br><br>Funding to provide K-12 students with experiences and skill sets to prepare them for college and/or career pathways. PUSD is investing in initiatives to equip K-12 students with experiences and skills essential for college and career readiness. This includes comprehensive Academic Programs such as Summer, Saturday, Winter, and Spring Academic & Enrichment Programs.<br><br>Implementing AVID district-wide supports better monitoring of student data and systematic interventions by promoting a college-readiness culture and providing structured support systems. AVID's framework equips educators with strategies to track student progress closely, identify those who need extra help, and deliver targeted academic and socio-emotional interventions, ensuring all students receive the support necessary for success.<br><br>A comprehensive Summer School, Saturday, Winter, and Spring Academic Program supports better monitoring the identified student data and systematic interventions by providing additional | S Ben Benavidez Elem<br>ELA - Students With Disabilities<br><br>Cesar Chavez Elem<br>ELA- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>John C Martinez Elem<br>ELA - English Language Learner<br><br>Parlier High School<br>ELA - English Learner<br><br>Parlier Junior High School<br>ELA- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic, Students With Disabilities<br><br>Math LEA Level:<br>All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic |

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| | | opportunities for targeted learning and progress tracking beyond the regular school year.<br><br>Resources to increase access to literacy, including secondary school libraries. We recognize the importance of literacy and are bolstering resources, particularly in secondary school libraries, to enhance access to reading and research materials and support literacy development and digital citizenship for all students.<br><br>Specifically to ensure the identified students at S Ben Benavidez, Cesar Chavez, John C Martinez, Parlier Junior High, and Parlier High are accessing the needed interventions and supports, Principals, Guidance Learning Specialists, and Counselors will ensure there are individualized student plans in place and that they are monitored regularly to ensure student buy in with the process.<br><br>This action is designed to meet the needs most associated with English Learners, Homeless, Low-Income, Low-Income Hispanic, and Low-Income Students with Disabilities subgroups. However, we expect that all students, SWD, and Hispanic students will improve with the appropriate supports, this action will be provided on an LEA-wide basis. | S Ben Benavidez Elem<br>Math - Students With Disabilities<br><br>Cesar Chavez Elem<br>Math- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>John C Martinez Elem<br>Math - Socio-Economically Disadvantaged<br><br>Parlier High School<br>Math - Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>Parlier Junior High School<br>Math- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic, Students With Disabilities<br><br>Educational Partner Input |
| **1.7** | **Action:**<br>Supports for Student Learning and Improvement: Differentiated Assistance<br><br>**Need:** | To address this need, we initiated an action plan by convening an improvement team in partnership with the Fresno County Superintendent of Schools (FCSS). Our primary objective is to meticulously analyze both dashboard and local data to discern potential root causes affecting student | CAASPP & Local Assessments<br>ELA: Homeless, SWD, LI SWD |

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| | Based on the 2025 California School Dashboard scores in ELA, Math, and chronic absenteeism data, Parlier was identified for Differentiated Assistance (DA).<br><br>Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local assessments, chronic absenteeism Data, and input from Educational Partners have identified Homeless and Students with Disabilities are struggling with reading and math concepts, and are in need of additional attendance supports. We conducted an additional deep dive looking at the homeless student subgroups. Homeless/Low income Students with Disabilities data show a greater need for support than the overall low-income group.<br><br>Parlier USD convened an improvement team in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes that need to be addressed based on the data. The process used to determine the change ideas included input from Educational Partners and conducting a needs assessment and root cause analysis to determine the next steps needed to improve student outcomes. Based on the needs assessment and root cause analysis, our teams need to be provided with professional learning and coaching in data analysis and improvement science to support the success of all students, including the | achievement and attendance. This process involved a thorough examination of various data metrics to identify patterns and trends. Additionally, we actively sought input from Educational Partners through a comprehensive needs assessment to gather diverse perspectives and insights. This collaborative effort allowed us to determine the most pressing needs and prioritize areas for improvement. Based on the input received and our data analysis, a significant finding emerged: Homeless and low-income SWD students are in need of additional academic and attendance supports and our administration needs additional supports in data analysis and Improvement Science training to provide effective Plan, Do, Study, Act (PDSA) cycles with their staff. In response, we developed a multifaceted approach that includes providing professional development and coaching in data analysis, Improvement Science, MTSS supports. This tailored support aims to address the specific needs of the identified subgroups by fostering a supportive and inclusive learning environment through data analysis and site PDSA cycles that improve student learning.<br><br>This action is designed to meet the needs most associated with Homeless and Low-Income SWD. However, we expect that all students, including all SWD students will benefit. This action will be provided on an LEA-wide basis. | Math: Homeless, SWD, LI SWD<br><br>Chronic Absenteeism: Homeless, SWD, LI SWD<br><br>Educational Partner Input |

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| | identified subgroups, in improving academic and behavioral success.<br><br>**Scope:**<br>LEA-wide | | |
| **1.8** | **Action:**<br>Bilingual Instructional Aides<br><br>**Need:**<br><br>**Scope:**<br>LEA-wide | | |
| **1.10** | **Action:**<br>Supports for Early Literacy and Early Education Programs<br><br>**Need:**<br>Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local assessments, and input from Educational Partners have identified English learners, Homeless, and Socio-Economically Disadvantaged students are facing challenges with Fundamental Early Literacy concepts as compared to all students. A local needs assessment has underscored the importance of implementing a structured approach to literacy instruction that aligns with cognitive development and incorporates all aspects of the Science of Reading. | These initiatives collectively address the needs of Low-Income, Homeless, and English Language Learners by providing targeted support and resources to enhance their educational experiences. The Early Education Program, including Preschool and Transitional Kindergarten, offers a proactive approach that can benefit the identified students, particularly those from disadvantaged backgrounds, by laying a strong foundation for academic success. Class size reduction in grades K-2 ensures more individualized attention and support, which is especially crucial for students who may require additional assistance due to socio-economic or linguistic barriers.<br>Early Literacy TOSAs and professional development opportunities in Early Literacy strategies equip educators with the tools and knowledge to effectively address the diverse needs of students, including Low-Income, | Local Assessments ELA & Math (All Students, Low-Income, Homeless, English Learners)<br>Local Indicator Report<br>Educational Partner Input |

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| | **Scope:**<br>LEA-wide | Homeless, and English Language Learners, in literacy instruction. Reading Intervention Teachers play a vital role in providing targeted support to struggling students, including those from disadvantaged backgrounds, to improve their literacy skills and overall academic achievement. The presence of additional instructional aides in grades TK-2 further provides personalized support, offering targeted assistance to students who need it most.<br>Supplemental instructional resources, materials, and supplies ensure that all students, regardless of socio-economic status or language background, have access to high-quality learning materials that support their literacy development. Additionally, resources aimed at increasing access to literacy, such as those directed towards elementary school libraries, provide students with additional opportunities to engage with literacy-rich environments and materials, learning about Information technology, and Digital Citizenship and Media Literacy, thus fostering a love for reading and learning.<br>This action is designed to meet the needs most associated with English learners, homeless, and socio-economically disadvantaged. However, we expect that all students will benefit. This action will be provided on an LEA-wide basis. | |
| **1.12** | **Action:**<br><br>LREBG Supports<br><br>**Need:**<br><br><br>**Scope:** | | |

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| | Schoolwide | | |
| **2.1** | **Action:**<br>Student Engagement Supports<br><br>**Need:**<br>As demonstrated in the Identified Needs and Metrics sections, Suspension data, local school survey data, and input from Educational Partners; English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, are being suspended more and struggling to stay connected to school as compared to all students. We conducted an additional deep dive looking at the low-income student subgroups. Low-income Hispanic and Low-Income Students With Disabilities (SWD) student data show a greater need for support than the overall low-income group. 95% of Hispanic students are low-income. 85% of SWD students are also socio-economically disadvantaged.<br><br>Based on a local needs assessment, there is a need to ensure that the identified students attend school regularly and stay engaged by providing increased opportunities for enrichment and extracurricular activities. We believe this will foster a sense of belonging, engagement, and connection to the school community, which in turn decreases the likelihood of engaging in behaviors leading to suspension. | To meet this need, Parlier Unified will implement the following strategies:<br><br>Positive Behavior Supports: This provides a framework for schools to create a positive and supportive environment that fosters academic achievement and social-emotional development while reducing the need for punitive disciplinary measures like suspensions. Positive Behavior Supports (PBIS) offers a comprehensive approach that directly addresses the unique challenges faced by English Learners (EL), homeless, and low-income students. By focusing on creating a positive and inclusive school environment, PBIS can significantly enhance the academic and social-emotional well-being of these vulnerable groups. Here's an expanded explanation of how PBIS supports their unique needs. By implementing PBIS, schools can create a nurturing and supportive environment that caters to the diverse needs of EL, homeless, and low-income students. Focusing on positive behavior, inclusivity, and targeted support will promote social-emotional development and overall well-being. This holistic approach ensures that all students have the opportunity to thrive, regardless of their background or circumstances.<br><br>Increasing enrichment opportunities: We will offer a variety of enrichment activities, including on-campus events, extracurricular offerings, sports programs, grade-aligned field trips, and college/career exploration trips. These opportunities will specifically target student groups | Suspension Rate:<br>All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>John C Martinez Elem: Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities<br><br>Parlier High School: English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>Parlier Junior High School: English Language Learners, Socio- |

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| | In addition, we looked at suspension data at specific sites, including John C Martinez Elementary, Parlier Junior High, and Parlier High School for English Language Learners, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Students with Disabilities, and Socio-Economically Disadvantaged Hispanic students. The needs assessment uncovered that these students experience higher rates of suspension and feel less connected to the school community compared to their peers. They require extra support to ensure they have the chance to fully participate in school activities.<br><br>**Scope:**<br>LEA-wide | such as English Learner, Foster Youth, and Socio-Economically Disadvantaged. Many students from the identified student groups lack access to additional resources beyond their immediate classroom environment. Providing enrichment activities within the school setting will expose these students to diverse experiences they might not otherwise encounter.<br><br>Enhancing Engagement and Connection: Research demonstrates that students who actively participate in both in-school and extracurricular activities are more likely to attend school regularly and feel connected to their educational environment. Intramural and after-school sports provide these student groups with structured, supervised activities that promote physical health, teamwork, and positive social interactions, reducing the likelihood of engaging in disruptive behaviors that lead to suspensions. Participation in these activities fosters a sense of belonging and community, which can be particularly impactful for students who may lack stability and support in other areas of their lives. By creating positive associations with school and offering constructive outlets for energy and stress, these programs help keep the identified students engaged and motivated to attend and succeed in school.<br><br>Reducing Suspension Rates: We aim to decrease suspension rates from the identified groups, by fostering a positive and inclusive school culture through increased behavioral support and enrichment opportunities. When students feel engaged, supported, and connected to their school | Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>District Student Information System, MTSS data from monthly meetings, yearly survey results<br><br>Educational Partner Input |

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| | | community, they are less likely to engage in behaviors that lead to disciplinary actions such as suspension.<br><br>Specifically to ensure the identified students at John C Martinez, Parlier Junior High, and Parlier High are attending school regularly and engaged in school activities, the District Intervention and Prevention Coordinator will work with Principals and Counselors to analyze data at monthly MTSS meetings and through individual student goal setting plan monitoring to ensure the identified students are taking advantage of the opportunities.<br><br>This action is designed to meet the needs most associated with English Language Learners, Foster Youth, Homeless People, Low-Income, Low-Income Students with Disabilities, and Low-Income Hispanic student subgroups. However, we expect that all students, including all Hispanic students and Students with Disabilities, will benefit this action will be provided on an LEA-wide basis. | |
| **2.2** | **Action:**<br>Student Physical and Mental Health and Wellness Supports<br><br>**Need:**<br>According to the 2023 Dashboard and the metric section, suspension rates for EL, Foster Youth, Homeless Youth, and SED students are higher than the all-student group and the state average. When doing a deep dive into the data, we<br>also found that Socioeconomically Disadvantaged Hispanics and Socioeconomically Disadvantaged students | To address the needs of English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Hispanic, and Socio-Economically Disadvantaged students with disabilities subgroups: Support personnel will be dedicated to monitoring both student physical health and mental well-being.<br>Professional development and coaching will be strategically designed to empower staff with the skills necessary to support student physical and mental health and well-being effectively, with a focus on inclusive practices. These initiatives aim to create a nurturing environment conducive to | Suspension Rate<br>All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>John C Martinez Elem: Students with Disabilities, Socio-Economically |

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| | with disabilities have high suspension rates. In Parlier, 95% of Hispanic students are also socioeconomically disadvantaged, and 85% of students with disabilities are also socioeconomically disadvantaged.<br><br>A root cause analysis identified that students across all groups share a common need: a struggle to feel safe and connected to school. A local needs assessment further highlighted the importance of increasing socio-emotional support for students, particularly among the identified subgroups. By addressing these needs, the goal is to improve their overall well-being, promote a positive school climate, and reduce suspension rates.<br><br>In addition, we looked at data at specific sites, including John C Martinez Elementary, Parlier Junior High, and Parlier High School Suspension Rates for English Language Learners, Foster Youth, Homeless, Socio-Economically<br>Disadvantaged, Socio-Economically Disadvantaged Hispanic students, and Socio-Economically Disadvantaged Students with Disabilities.<br><br>Each site conducted a needs assessment, which revealed a shared need across student groups and school sites. It was found that these students do not feel as safe and connected to school as their peers, leading to disengagement from<br>the school environment. To address this, there is a clear need for targeted interventions that | overall wellness, particularly for the identified student groups. By investing in staff training, the district seeks to cultivate a community where both physical and mental health are prioritized, ensuring equitable access to support services for the identified student groups. This approach reflects the district's commitment to the holistic development of its diverse student population through a Multi-Tiered Systems of Support. It also provides the identified students with the foundational skills they will need for success in life, thereby reducing the likelihood of potential disciplinary issues arising.<br><br>Specifically to ensure the identified students at John C Martinez, Parlier Junior High, and Parlier High are connected and engaged in school activities, the District Prevention and Intervention Coordinator, Principals, and Counselors will analyze data at monthly MTSS meetings and implement and monitor individual student goal setting plans.<br>This action is designed to meet the needs most associated with English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Hispanic, and Socio-Economically Disadvantaged students with disabilities subgroups. However, we expect that all students, all Hispanic, and all SWD will benefit. This action will be provided on an LEA-wide basis. | Disadvantaged Students with Disabilities<br><br>Parlier High School: English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>Parlier Junior High School: English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic<br><br>District Student Information System, MTSS data from monthly meetings, yearly survey results<br><br>Educational Partner Input |

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| | promote positive behavior and provide socio-emotional support. Parlier believes that by strengthening the identified students' sense of safety and belonging, schools can reduce suspension rates and improve behavioral outcomes.<br><br>**Scope:**<br>LEA-wide | | |
| **2.3** | **Action:**<br>Student Attendance Supports<br><br>**Need:**<br>As demonstrated in the Identified Metrics section, student chronic absenteeism rates, local school data, and input from educational partners have identified English learners, low-income, and foster youth students have lower attendance rates.<br>Based on a local needs assessment, there is a need to ensure that English Learners, Long Term English Learners, Socio-economically Disadvantaged, and Foster Youth students attend school regularly and stay engaged in school by identifying, preventing, and removing barriers to student absences.<br><br>**Scope:**<br>LEA-wide | To address the specific needs, the district will implement the following strategies:<br><br>Parlier will establish a robust District Attendance Team tailored to meet the needs of English Learners (EL), Long-term English Learners (LTEL), Socio-economically disadvantaged, (SED)and Foster Youth (FY) students. This team will include a full-time Attendance and Child Welfare Director, along with support personnel, to ensure timely intervention and support for these specific student groups facing attendance challenges. Parlier will develop policy and data infrastructure specifically designed to monitor student-level attendance for EL, L, and FY students. This system will enable targeted interventions and resource allocation based on the unique attendance patterns and needs of these students.<br><br>We will offer tailored incentives to enhance student connectedness and improve attendance rates for English Learners (EL), Long-term English Learners (LTEL), Socio-economically disadvantaged, (SED)and Foster Youth (FY) students. We recognize the strong correlation | Attendance Rate (All Students, EL, LTEL,FY & SED)<br>Chronic Absenteeism Rate (All Students, EL, LTEL, FY & SED)<br>Middle School Dropout Rate (All Students, EL, LTEL, FY & SED)<br>High School Dropout Rate (All Students, EL, LTEL,FY & SED)<br>Sense of Safety and School Connectedness<br>Education Partner Input<br>District Student Information System, MTSS data from monthly meetings, yearly survey results |

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| | | between student engagement and regular attendance; our incentive programs will be designed to meet these student groups' specific needs and interests, thus fostering a supportive and inclusive school environment.<br><br>We will Implement preventative outreach services to encourage regular school attendance among the identified students, acknowledging the crucial role of consistent attendance in academic success and socio-emotional well-being.<br><br>Parlier will provide regular training sessions for parents, site staff, and administrators on effective strategies for providing positive reinforcement and support for good or improved attendance behaviors, emphasizing the importance of a collaborative effort in promoting attendance and reducing absenteeism among at-risk student populations.<br><br>Research and local data show that conducting home visits is crucial in fostering parent engagement and encouraging regular school attendance among English Learners (EL), Long-term English Learners (LTEL), Socio-economically disadvantaged, (SED)and Foster Youth (FY) students. These visits will provide an opportunity for educators to establish meaningful connections with families, understand their unique circumstances, and address any barriers preventing students from attending school. By actively reaching out to families in their homes, we can build trust, provide support, and reinforce the importance of consistent school attendance. | |

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|---|---|---|---|
| | | This action is designed to meet the needs of English Learners (EL), Long-term English Learners (LTEL), Socio-economically disadvantaged, (SED)and Foster Youth (FY) students; however, because all students will benefit, this action is provided on an LEA-wide basis. | |
| **2.4** | **Action:**<br>Campus Connection Supports<br><br>**Need:**<br>As demonstrated in the Metrics section, school climate survey results, local school behavior data, and input from educational partners have identified English learners, socio-economically disadvantaged, and foster youth students are struggling with feeling connected and safe at school.<br>Based on feedback gathered from students and parents during our needs assessment, there is a clear need for increased resources and personnel on campus to guarantee their safety, which will increase student connectedness.<br><br>**Scope:**<br>LEA-wide | To address the need, Parlier Unified has allocated funding to support a District Safety Officer, Campus Security Monitors, School Resource Officers, and additional school safety support personnel, aimed at providing a safe and positive school environment, bolstering campus security and fostering mentoring opportunities for at-risk students.<br>To enhance the safety and security of our school campuses, we will provide comprehensive professional development and coaching tailored to the needs of our District Safety Officer, Campus Security Monitors, School Resource Officers, and other school safety support personnel. This training will focus on increasing their capacity to create safe and supportive environments through effective lockdown and incident response procedures. By equipping these personnel with the necessary skills and knowledge, we aim to ensure that they are well-prepared to handle various safety scenarios and emergencies, thereby safeguarding the well-being of all staff, students, and parents. Additionally, we will allocate resources to procure safety materials, supplies, and resources essential for maintaining a safe school environment across all TK-12th grade schools. These resources will include emergency kits, communication devices, security equipment, and other tools necessary to address potential | Middle School Dropout Rate (EL, SED, FY)<br>High School Dropout Rate (EL, SED, FY)<br>High School Graduation Rate (EL, SED, FY)<br>Sense of Safety and School Connectedness<br>Education Partner Input<br>District Student Information System, MTSS data from monthly meetings, yearly survey results |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | safety concerns effectively. By investing in professional development and providing adequate safety resources, we are prioritizing the safety and security of our school communities and fostering an environment conducive to learning and growth. We expect that the climate survey results for English Learners, Low Income, and Foster youth students feeling safe at school will increase significantly. However, because we expect that all students showing concern for school safety will benefit, this action is provided on an LEA-wide basis. | |
| **3.1** | **Action:**<br>Parent Engagement and Connectedness<br><br>**Need:**<br>As demonstrated in the Metrics section, school climate survey results, local school behavior data, and input from educational partners have identified English learners, low-income, foster youth, and Migrant parents are struggling with school involvement and a sense of connectedness to school sites and the district. According to student and parent feedback on our needs assessment, there is a need for parents of English Learners, Foster Youth, and Socio-Economically Disadvantaged students to have increased access to school and district services over all students.<br><br>**Scope:**<br>LEA-wide | Parlier Unified School District (PUSD) has allocated funds to enhance resources, ensuring parents have increased access to information and multiple avenues to engage with the school community in support of their children's education, especially English Learner, Foster Youth, and Low-income students. This includes maintaining a Full-time Parent and Family Engagement Coordinator role. The coordinator will host informational sessions for all students, but with a focus on English Learner (EL), Foster Youth (FY), and Socio-Economically Disadvantaged parents, offering guidance on accessing district services, coaching on in-person and digital information retrieval, facilitating connections with community partners for additional support, conducting home visits as necessary, and organizing training sessions based on partner feedback. In addition, PUSD will provide resources, materials, and supplies at family events, workshops, and professional development to increase parent and family two-way communication, focused on the parents of English Learner, Foster Youth, and Socio-economically Disadvantaged students. | Local Data:<br>Yearly survey results, Professional Development Calendar, Event and meeting sign in sheets, data from usage of online systems, Educational Partner input |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Furthermore, PUSD will invest in an online platform offering options for both in-person and virtual parent meetings, with provisions for childcare and light refreshments to accommodate parents with scheduling constraints. Recognizing the importance of cultural sensitivity, PUSD aims to foster a welcoming environment where parents feel comfortable sharing feedback, thus reducing barriers to engagement. Translation services will also be provided for both site and district events. These measures aim to foster robust two-way communication between parents and the school and district, with data on parent participation being utilized to assess the effectiveness of engagement initiatives and services. By addressing logistical challenges and incorporating cultural considerations, PUSD strives to create inclusive and supportive environments conducive to student success.<br>This action is designed to meet the needs most associated with English Language Learners, Foster Youth, and Low Income students. However, we expect that all students will benefit. This action will be provided on an LEA-wide basis. | |
| **3.2** | **Action:**<br>Parent and Family Education<br><br>**Need:**<br>As demonstrated in the Metrics section, school climate survey results, local school behavior data, and input from educational partners have identified English learners, low-income, foster youth, and English Learner Migrant parents are struggling with school involvement and a sense of connectedness to schools and the district. According to student and parent | To address the need, Parlier Unified will provide funding to increase the number of parent workshops by providing workshops to families that are engaging and aligned to district goals and family needs, providing incentives such as light snacks and refreshments to encourage parent participation, purchase of communication technology tools, and printable parent resources for parents who may have a difficult time connecting to school events, meetings, and/or conferences. Our educational partners have expressed that many families attend these events | Local Data:<br>Yearly survey results, Professional Development Calendar, Event and meeting sign in sheets, data from usage of online systems, Educational Partner input |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | feedback on our needs assessment, there is a need for workshops that are informative, engaging, and show families how to be an active participant in their students' education.<br><br>**Scope:**<br>LEA-wide | straight from work and would attend regularly if there were an opportunity to have food and beverage provided while they receive services and training. In addition, our educational partners have expressed the need for their cultural values to be taken into consideration that they are more willing to converse and provide feedback when they are centering their conversations with a meal, thus reducing the affective filter.<br>Parent workshops that target schoolwork success, use of technology at home, communication with their English learners, low-income, foster youth, and Migrant students, and accessing district communication tools. This will empower parents to be better prepared to help their students at home. Resources, materials, and supplies to increase parent and family two-way communication will also be provided during these workshops.<br>We expect that parent participation rates for parents of English learners, low-income, foster youth, and Migrant students will increase, as parent involvement opportunities are designed to empower parents to support their children at home by utilizing strategies that can support academic performance. However, because we expect that all parents engage and participate in school and district events, meetings, and conferences, this action is provided on an LEA-wide basis. | |
| **4.1** | **Action:**<br>Alternative School<br>Instructional Supports<br><br>**Need:**<br>As demonstrated in the Metrics section, graduation rate and input from Educational Partners have identified low-income, and | To meet this need, we will provide additional Alternative school personnel to provide academic and socio-emotional support as well as college and career guidance, by providing a full-time counselor.<br><br>English Learners and Low-income students will benefit from additional guidance in an alternative | Graduation Rate<br>Graduation Rate (DASS)<br>Students Accessing CTE Courses<br>Suspension Rate<br>School Connectedness: Panorama School Climate Surveys |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | English Learner students at San Joaquin Valley High School as having a lower graduation rate than the all-student group.<br><br>Based on a local needs assessment, there is a need to ensure that a board course of study is offered to the identified students, which includes equitable access to additional supplemental resources to increase the number of students who are engaged in school and graduate from High School college and/or career ready.<br><br>**Scope:**<br>LEA-wide | school setting due to more individualized support. This smaller, more focused environment is designed to meet the needs of students who require an alternative to traditional comprehensive high school settings. Local data indicates that when the identified students have more opportunities to engage one-on-one or in group settings with the support staff and guidance counselor, they are more successful. This increased access and the additional supplemental resources will enable staff to monitor the identified students' progress toward graduation more effectively and facilitate their participation in college and career events specifically designed for them.<br><br>This action is designed to meet the needs most associated with English learners, as well as low-income students. However, we expect that all students will benefit. This action will be provided on a site-wide basis. | |
| **4.2** | **Action:**<br>EM: Alternative School Student Supports<br><br>**Need:**<br><br>**Scope:**<br>Schoolwide | | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.8** | **Action:**<br>Bilingual Instructional Aides<br><br>**Need:**<br>Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified that our English Learners and Long-term English Learners are struggling with English Language proficiency and Academic performance.<br><br>A needs assessment has shown that improving the academic progress of English Learners (ELs), including EL migrant students, requires specific interventions, personalized assistance, and teaching practices that are sensitive to their cultural backgrounds. This assessment has pinpointed areas such as language acquisition, access to resources, and instructional methods where there are gaps, emphasizing the need for comprehensive strategies to help ELs thrive academically.<br><br>Similarly, the assessment highlights the importance of addressing the academic needs of Long-Term English Learners (LTELs) by implementing targeted interventions, customized instruction, and intensive language support. Identifying gaps in language skills, | To address this need, Parlier Unified will offer English Language Development Teachers on Special Assignment (TOSAs) who will deliver support in both Integrated and Designated English Language Development (ELD) strategies. This support will ensure that all students learning English, including Long-Term English Learners (LTELs), receive professional development and coaching that align with the California State Content Standards, California ELD Standards, and the California ELD Roadmap. In addition, they will monitor data to determine EL students who are at risk of being identified as Long-Term English Learners (LTELs) based on language proficiency assessments and academic performance data.<br><br>The district will also support designated English Language Development (ELD) Teachers in secondary schools to customize lessons and learning materials to meet the specific language proficiency levels and academic needs of LTELs, integrate language development activities within subject-area content to help LTELs comprehend and engage with academic material more effectively, and collaborate with content-area teachers, counselors, and support staff to ensure a coordinated and holistic approach to supporting LTELs' academic and language development. In addition, they will develop individualized learning plans for each LTEL, including targeted interventions such as language-focused small | CAASPP ELA Scores (English Learner & Long Term English Learner)<br>ELPAC & Local Assessments<br>Educational Partner Input<br>English Learner Students making progress toward English Proficiency<br>English Learner Reclassification Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | academic performance, and socio-emotional development is crucial for designing tailored approaches to narrow the achievement gap and promote academic achievement among LTELs.<br><br>**Scope:** | group instruction, vocabulary development activities, and content-based language instruction.<br><br>Providing instructional aides for small group instruction in Reading, Writing, Speaking, and Listening strategies offers targeted support tailored to the diverse needs of English Learners, Long Term English Learners, and Migrant students, fostering language development and academic growth. This approach enables the targeted student groups to receive personalized attention, practice language skills, and develop confidence in using English across various communicative domains.<br><br>Professional development and coaching will be provided to enhance Integrated and Designated English Language Development (ELD) instruction, specifically tailored to support English Language Learners (ELLs) and Long-Term English Learners (LTELs). Additionally, supplemental instructional resources, materials, and supplies will be supplied to address the unique needs of ELLs and LTELs. This action is designed to meet the needs most associated with English learners, especially our Long Term English Language Learners and Migrant students. | |

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

N/A

## Additional Concentration Grant Funding

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

All school sites in Parlier Unified School District have an enrollment of unduplicated students (foster youth, English learners, and low-income) that is greater than 55 percent. The additional concentration add-on funding will be used to increase the number of staff providing direct services to students at all schools in Parlier Unified School District. The LCAP team utilized district data, along with educational partner input, to determine areas of need. The outcome of the process provided for the actions outlined in the Goals and Actions section of the LCAP as listed below:
Goal 1, Action 5: Supports for Student Learning- Personnel (TOSA's to provide additional support, Reading Intervention Aides, Additional Instructional Aides)
Goal 1, Action 8: Supports for Students Learning English and Long Term English Learner Supports (Secondary Designated ELD Teachers and Additional Instructional Aides)
Goal 1, Action 10: Supports for Early Literacy and Early Education Programs (Early Literacy TOSA's, Preschool program, additional instructional aides)
Goal 2, Action 1: Student Well-Being Initiatives (Continue to build VAPA programs, even where class sizes have dropped, improving the teacher-student ratio across the sites)
Goal 2, Action 2: Student Mental Health Programs (Increase support personnel to monitor student well-being such as, Counselors, Mental Health and Wellness Specialists, and increase Multi-Tiered Systems of Support Aide positions to address the tier 2 social-emotional needs of students)
Goal 2, Action 3: Student Attendance Continuous Improvement Plan (Increase resources to lower Chronic Absenteeism rate for all students and subgroups)

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

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 36,021,037 | 15,956,571 | 44.298% | 0.000% | 44.298% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $15,956,571.00 | $16,412,579.00 | $34,313,693.00 | $5,571,661.00 | $72,254,504.00 | $54,667,568.00 | $17,586,936.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Core Curriculum Program | All | No | | | All Schools | | $0.00 | $13,250,730.00 | $0.00 | $5,984,337.00 | $6,224,552.00 | $1,041,841.00 | $13,250,730.00 | |
| 1 | 1.2 | Core Personnel | All | No | | | All Schools | | $36,225,462.00 | $0.00 | $0.00 | $5,443,324.00 | $28,089,141.00 | $2,692,997.00 | $36,225,462.00 | |
| 1 | 1.3 | Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $741,829.00 | $174,592.00 | $916,421.00 | | | | $916,421.00 | |
| 1 | 1.4 | Technology Supports for Improved Student Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $937,575.00 | $173,037.00 | $1,110,612.00 | | | | $1,110,612.00 | |
| 1 | 1.5 | Supports for Student Learning and Improvement: Instructional Personnel | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,294,459.00 | $2,040.00 | $2,118,215.00 | | | $1,178,284.00 | $3,296,499.00 | |
| 1 | 1.6 | Supports for Student Learning and Improvement: Programs | English Learners | Yes | LEA-wide | English Learners | All Schools | | $49,348.00 | $884,650.00 | $933,998.00 | | | | $933,998.00 | |
| 1 | 1.7 | Supports for Student Learning and Improvement: Differentiated Assistance | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $60,222.00 | $0.00 | $60,222.00 | | | | $60,222.00 | |
| 1 | 1.8 | Bilingual Instructional Aides | | Yes | LEA-wide | | | | $518,618.00 | $74,762.00 | $593,380.00 | | | | $593,380.00 | |
| 1 | 1.9 | Supports for Students Learning English and Long Term English Learner Supports | English Learners Foster Youth Low Income English Language Learners | No | | English Learners Foster Youth Low Income | All Schools | | $61,487.00 | $0.00 | $0.00 | | | $61,487.00 | $61,487.00 | |
| 1 | 1.10 | Supports for Early Literacy and Early Education Programs | | Yes | LEA-wide | | | | $3,599,268.00 | $28,679.00 | $3,269,143.00 | | | $358,804.00 | $3,627,947.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.11 | Supports for Students with Disabilities | Students with Disabilities | No | | | All Schools | | $2,837,530.00 | $1,384,467.00 | $0.00 | $4,221,997.00 | | | $4,221,997.00 | |
| 1 | 1.12 | LREBG Supports | English Learners Low Income | Yes | Schoolwide | English Learners Low Income | All Schools | | $300,000.00 | $330,740.00 | | $630,740.00 | | | $630,740.00 | |
| 2 | 2.1 | Student Engagement Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $184,666.00 | $339,766.00 | $524,432.00 | | | | $524,432.00 | |
| 2 | 2.2 | Student Physical and Mental Health and Wellness Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $4,304,335.00 | $258,457.00 | $4,291,073.00 | $33,471.00 | | $238,248.00 | $4,562,792.00 | |
| 2 | 2.3 | Student Attendance Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $326,142.00 | $38,710.00 | $364,852.00 | | | | $364,852.00 | |
| 2 | 2.4 | Campus Connection Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $309,894.00 | $257,305.00 | $567,199.00 | | | | $567,199.00 | |
| 3 | 3.1 | Parent Engagement and Connectedness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $529,829.00 | $163,442.00 | $693,271.00 | | | | $693,271.00 | |
| 3 | 3.2 | Parent and Family Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $219,880.00 | $219,880.00 | | | | $219,880.00 | |
| 4 | 4.1 | Alternative School Instructional Supports | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | Specific Schools: San Joaquin Valley High | | $288,194.00 | $5,679.00 | $293,873.00 | | | | $293,873.00 | |
| 4 | 4.2 | EM: Alternative School Student Supports | All | No<br><br>Yes | Schoolwide | | Specific Schools: San Joaquin Valley High | | $98,710.00 | $0.00 | | $98,710.00 | | | $98,710.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 36,021,037 | 15,956,571 | 44.298% | 0.000% | 44.298% | $15,956,571.00 | 0.000% | 44.298 % | **Total:** | $15,956,571.00 |
| | | | | | | | | **LEA-wide Total:** | $15,956,571.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.3** | Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $916,421.00 | |
| **1** | **1.4** | Technology Supports for Improved Student Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,110,612.00 | |
| **1** | **1.5** | Supports for Student Learning and Improvement: Instructional Personnel | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,118,215.00 | |
| **1** | **1.6** | Supports for Student Learning and Improvement: Programs | Yes | LEA-wide | English Learners | All Schools | $933,998.00 | |
| **1** | **1.7** | Supports for Student Learning and Improvement: Differentiated Assistance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $60,222.00 | |
| **1** | **1.8** | Bilingual Instructional Aides | Yes | LEA-wide | | | $593,380.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.9 | Supports for Students Learning English and Long Term English Learner Supports | | | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| 1 | 1.10 | Supports for Early Literacy and Early Education Programs | Yes | LEA-wide | | | $3,269,143.00 | |
| 1 | 1.12 | LREBG Supports | Yes | Schoolwide | English Learners<br>Low Income | All Schools | | |
| 2 | 2.1 | Student Engagement Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $524,432.00 | |
| 2 | 2.2 | Student Physical and Mental Health and Wellness Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,291,073.00 | |
| 2 | 2.3 | Student Attendance Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $364,852.00 | |
| 2 | 2.4 | Campus Connection Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $567,199.00 | |
| 3 | 3.1 | Parent Engagement and Connectedness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $693,271.00 | |
| 3 | 3.2 | Parent and Family Education | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $219,880.00 | |
| 4 | 4.1 | Alternative School Instructional Supports | Yes | LEA-wide | English Learners<br>Low Income | Specific Schools: San Joaquin Valley High | $293,873.00 | |
| 4 | 4.2 | EM: Alternative School Student Supports | Yes | Schoolwide | | | | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $77,937,960.00 | $79,811,035.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Core Curriculum Program | No | $9,436,650.00 | $10,265,495.00 |
| **1** | **1.2** | Core Personnel | No | $38,773,079.00 | $47,193,107.00 |
| **1** | **1.3** | Technology Supports for Improved Student Learning | Yes | $1,321,338.00 | $1,296,147.00 |
| **1** | **1.4** | Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program | Yes | $747,400.00 | $1,497,012.00 |
| **1** | **1.5** | Supports for Student Learning and Improvement: Instructional Personnel | Yes | $6,197,260.00 | $2,991,576.00 |
| **1** | **1.6** | Supports for Student Learning and Improvement: Programs | Yes | $1,358,692.00 | $953,427.00 |
| **1** | **1.7** | Supports for Student Learning and Improvement: Differentiated Assistance | Yes | $193,500.00 | $61,422.00 |
| **1** | **1.8** | Supports for Students Learning English and Long Term English Learner Supports | Yes | $985,548.00 | $521,883.00 |
| **1** | **1.9** | Bilingual Instructional Aides | No | $184,203.00 | $58,167.00 |
| **1** | **1.10** | Supports for Early Literacy and Early Education Programs | Yes | $4,547,994.00 | $3,257,265.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.11 | Base Supports for Students with Disabilities | No | $4,772,994.00 | $3,900,713.00 |
| 2 | 2.1 | Student Engagement Supports | Yes | $1,768,705.00 | $886,331.00 |
| 2 | 2.2 | Student Physical and Mental Health and Wellness Supports | Yes | $5,107,770.00 | $4,328,298.00 |
| 2 | 2.3 | Student Attendance Supports | Yes | $525,659.00 | $389,251.00 |
| 2 | 2.4 | Campus Connection Supports | Yes | $1,084,652.00 | $985,833.00 |
| 3 | 3.1 | Parent Engagement and Connectedness | Yes | $487,564.00 | $695,691.00 |
| 3 | 3.2 | Parent and Family Education | Yes | $102,249.00 | $132,339.00 |
| 4 | 4.1 | Alternative School Instructional Supports | Yes | $232,179.00 | $300,899.00 |
| 4 | 4.2 | EM: Alternative School Student Supports | No | $110,524.00 | $96,179.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $15,582,505.00 | $15,931,560.00 | $16,754,914.00 | ($823,354.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.3 | Technology Supports for Improved Student Learning | Yes | $66,363.00 | $1,269,147.00 | | |
| 1 | 1.4 | Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program | Yes | $747,400.00 | $1,516,807.00 | | |
| 1 | 1.5 | Supports for Student Learning and Improvement: Instructional Personnel | Yes | $4,038,766.00 | $2,199,480.00 | | |
| 1 | 1.6 | Supports for Student Learning and Improvement: Programs | Yes | $533,692.00 | $924,131.00 | | |
| 1 | 1.7 | Supports for Student Learning and Improvement: Differentiated Assistance | Yes | $193,500.00 | $60,222.00 | | |
| 1 | 1.8 | Supports for Students Learning English and Long Term English Learner Supports | Yes | $760,548.00 | $521,883.00 | | |
| 1 | 1.10 | Supports for Early Literacy and Early Education Programs | Yes | $1,469,513.00 | $2,932,938.00 | | |
| 2 | 2.1 | Student Engagement Supports | Yes | $1,768,705.00 | $808,222.00 | | |
| 2 | 2.2 | Student Physical and Mental Health and Wellness Supports | Yes | $4,495,770.00 | $4,018,599.00 | | |
| 2 | 2.3 | Student Attendance Supports | Yes | $450,659.00 | $389,251.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.4** | Campus Connection Supports | Yes | $584,652.00 | $985,833.00 | | |
| **3** | **3.1** | Parent Engagement and Connectedness | Yes | $487,564.00 | $694,837.00 | | |
| **3** | **3.2** | Parent and Family Education | Yes | $102,249.00 | $132,665.00 | | |
| **4** | **4.1** | Alternative School Instructional Supports | Yes | $232,179.00 | $300,899.00 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $34,977,082.00 | $15,582,505.00 | 0.000% | 44.551% | $16,754,914.00 | 0.000% | 47.903% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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