



LCFF Budget Overview for Parents

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

CDS Code: 10623640000000

School Year: 2022-23

LEA contact information:

Dr. Altagracia Guerrero

Superintendent

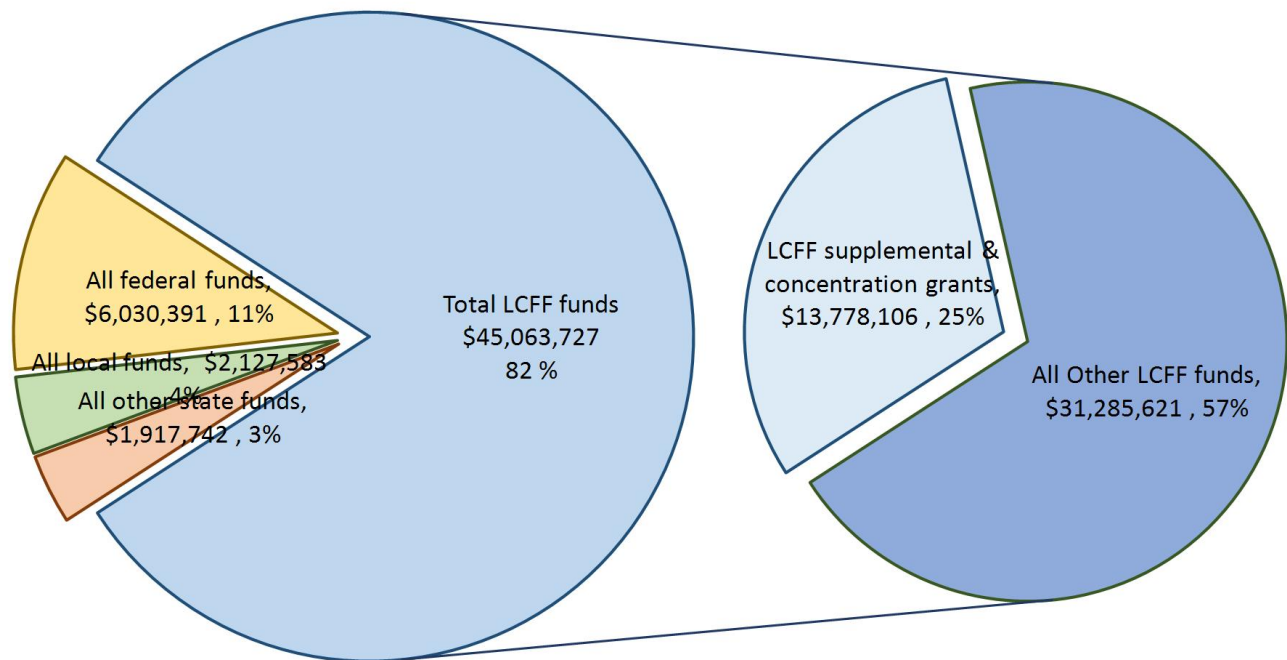
altagracia.guerrero@parlierunified.org

559-646-2731

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

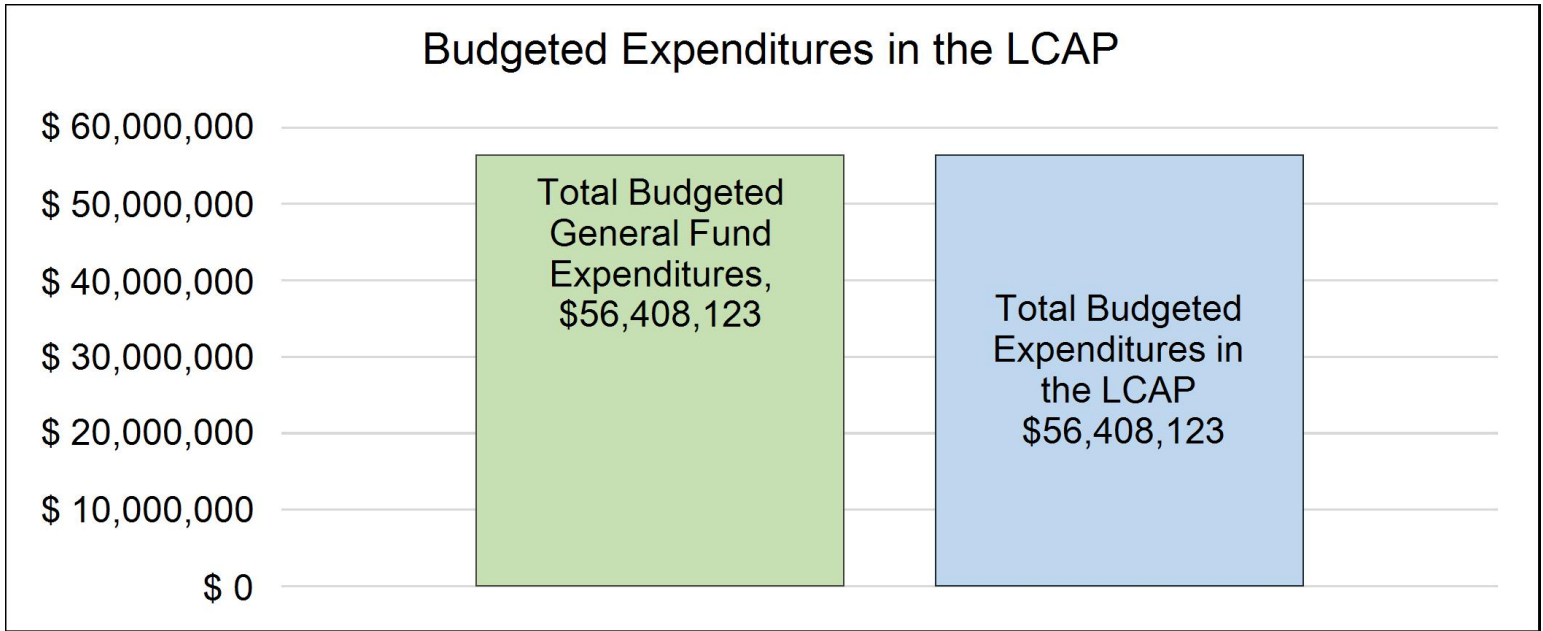


This chart shows the total general purpose revenue Parlier Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Parlier Unified School District is \$55,139,443, of which \$45,063,727 is Local Control Funding Formula (LCFF), \$1,917,742 is other state funds, \$2,127,583 is local funds, and \$6,030,391 is federal funds. Of the \$45,063,727 in LCFF Funds, \$13,778,106 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 2022-23. 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 \$56,408,123 for the 2022-23 school year. Of that amount, \$56,408,123 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:

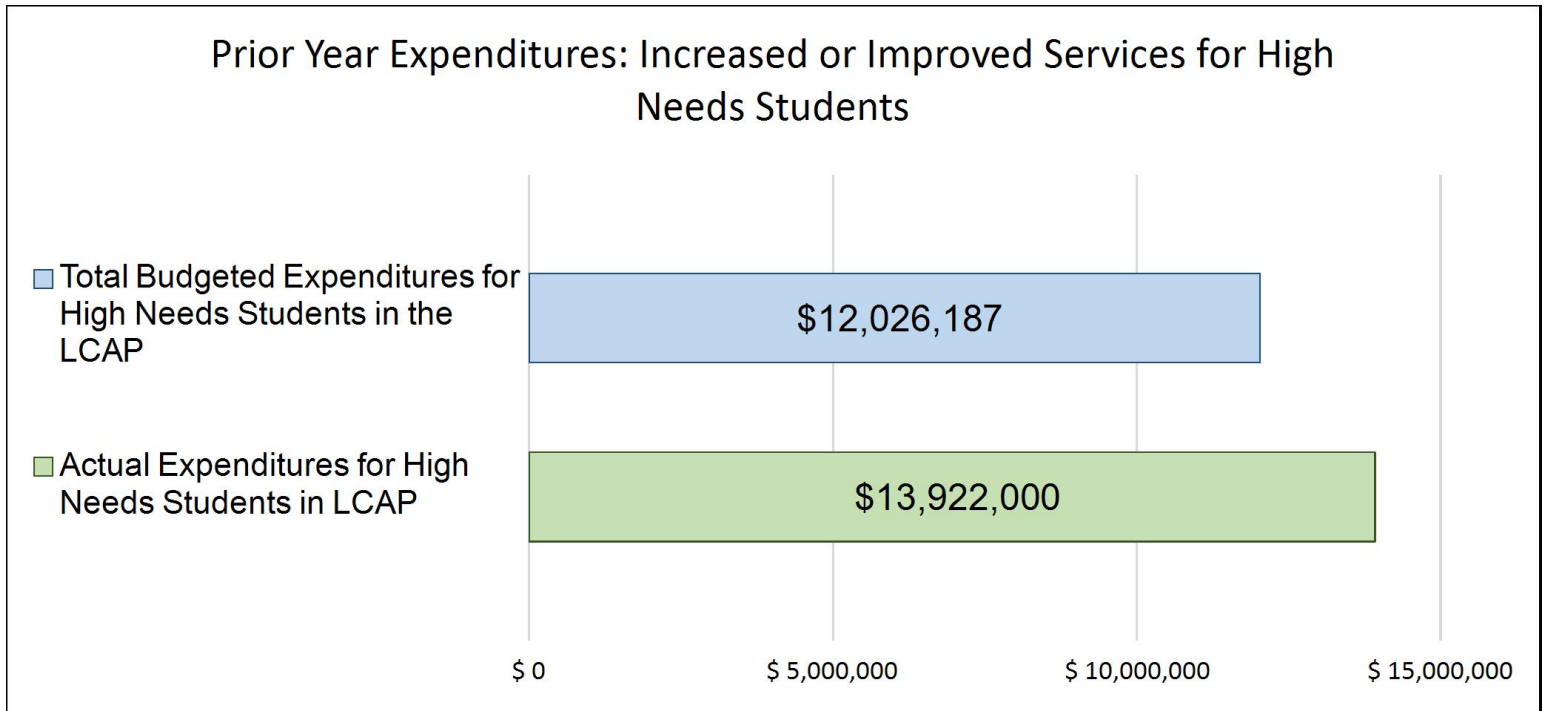
General Fund Budget Expenditures also include expenditures related to school instruction, school site administration, maintenance of facilities and grounds, transportation, district administration, Special Education, federal programs, and other State programs that do not fall under the Local Control Funding Formula category.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Parlier Unified School District is projecting it will receive \$13,778,106 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 \$15,892,174 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 2021-22



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 2021-22, Parlier Unified School District's LCAP budgeted \$12,026,187 for planned actions to increase or improve services for high needs students. Parlier Unified School District actually spent \$13,922,000 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Parlier Unified School District	Dr. Altagracia "Gracie" Guerrero Superintendent	altagracia.guerrero@parlierunified.org (559) 646-2731

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Parlier Unified School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Parlier Unified School District will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

Previous engagement opportunities include:

- School-based administrators engaged during our weekly leadership team meetings
- Monthly MTSS meetings (Administration, School Mental Health Team, School Counselors)

- Monthly Extended Cabinet meetings
- SSC/ELAC meetings that include students, administration, community partners, classified staff, certificated staff, parents and guardians
- We also engaged our teachers, administrators, district leadership, community partners, and students during two of our school board meetings between June 2021 and December 2021

Local Control and Accountability Plan 2021-2022 https://www.fcoe.org/sites/fcoe.org/files/Parlier_Unified_School_District_2021-2022_LCA (p. 10-17) (62-140)

Upcoming engagement opportunities for these funds include:

Parlier Unified School District will engage educational partners by facilitating a series of four community LCAP Stakeholder Input meetings which will be held at four school locations in the district. The educational partners input meetings will be held virtually and in person. The district will provide input opportunities for educational partners by including access to an online input form. The district will also provide an LCAP survey for all parents, students, and Parlier Unified staff members, both certificated and classified. The survey will consist of questions about programs, actions and services provided by the district. The questions will ask specifically what programs, actions, and services are working effectively in the district. The survey will also include a question about the programs, actions and services provided by the district that may need improvement or refinement, or not effective. All the responses from the surveys will be asked for each of the three goals.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

School sites that have an enrollment of unduplicated student groups greater than 55% are: (list the applicable schools)

- Cesar E. Chavez School
- John C. Martinez School
- Mathew J. Brletic School
- S. Ben Benavidez School
- Parlier Jr. High School
- Parlier High School
- San Joaquin Valley High School

Due to the district being 95% unduplicated and all sites being over 55%, the district is distributing funds and services across the district.

3. Staff positions that will be increased at each school include instructional aides for English Learners, specifically newcomer students in their English Language Development (ELD) and core classes. In addition, instructional aides for secondary schools targeting/dedicated to supporting math classes where there is a large number of unduplicated students with a history of struggle in Math.

4. The direct increased/improved services that the additional positions will provide newcomer English Learner students with access to content instruction while attaining English language proficiency while building foundation language skills in their English Language Development (ELD) classes. Newcomer students will have increased support in small groups in class as a Tier I support. In addition, the increase of instructional aides, at the secondary level, to support unduplicated students who are struggling with math courses/standards will provide struggling students with support and extended opportunities to apply concepts and skills in a small group setting within the classroom.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Parlier Unified School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as ABC District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan https://www.fcoe.org/sites/fcoe.org/files/Parlier_ Unified_ School_ District_ 2021-2022_ LCAP_ v7.pdf (p. 31-50)
- Expanded Learning Opportunities Grant Plan https://www.parlierunified.org/apps/pages/index.jsp?uREC_ID=1208184&type=d&pREC_ID=2292259 (1-3)

- Local Control and Accountability Plan https://www.fcoe.org/sites/fcoe.org/files/Parlier_ Unified_School_District_2021-2022_LCA (p. 10-17)
- ESSER III Expenditure Plan https://www.parlierunified.org/apps/pages/index.jsp?uREC_ID=1208184&type=d&pREC_ID=2292245 (2-4)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan Health and safety of students, educators, and other staff (Successes & Challenges)

IMPLEMENTATION OF THE ESSER III EXPENDITURE PLAN

Successes: Parlier Unified was able to reorganize the district's position control system. The restructuring and implementation has ensured all positions hired using ESSER III funds are tracked and monitored. In addition, the increase of classroom walkthroughs by district and site administrators, Teachers on Special Assignment (TOSAs), and Lead Teachers through the ICLE process has allowed for teacher leaders to observe evidence of rigor, relevance, and engagement within each of the classrooms. This process has provided the opportunity for targeted and collaborative conversations with the added support for teacher leaders on the development of lessons.

Challenges: The challenge to the implementation has been the time span in which to implement the actions and services.

IMPLEMENTATION OF ESSER III SAFE RETURN TO IN-PERSON INSTRUCTION EXPENDITURE PLAN

Successes: Increase in support personnel. Successful access to all necessary student materials and PPE. Extended learning time through summer school and inter-sessional instructional programs. Parent Liaison Position has enhanced the engagement of families to provide support, community resources, direction and navigation of district parent resources.

Challenges: The ESSER III Expenditure Plan was brought to the board in October and Parlier is working to implement the actions outlined in the ESSER III Plan. Parlier Unified has approved the plan. Parlier has until September 30, 2024, to obligate the funds.

CONTINUITY OF SERVICES

Successes: Parlier was able to provide support and technology in a timely manner. Our assessment system and class sizes allowed for our teachers to know the exact learning needs of each student and provide them with additional educational opportunities and scaffolds. When

students are out due to COVID-19 quarantine we are working to ensure continuity of services through online instruction and curriculum support at home.

Challenges: Professional development was impacted due to shortage of substitute teachers to cover classrooms for teachers attending trainings/workshops. Decrease in student attendance due to variant which affected student-based programs and parent participation during our parent workshops.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan

Parlier Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by adhering to the universal and correct wearing of masks, modifying facilities to allow for physical distancing, hand washing and respiratory etiquette, maintaining clean and healthy facilities, including improvements to ventilation, contact tracing in combination with isolation and quarantine, diagnostic and screening testing, accommodations for children with disabilities with respect to health and safety policies.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by Goal #2 Action 1-Student Well-Being, Goal #2 Action 2-Student Mental Health Programs, Goal #2 Action 4-Campus Connectedness, Goal #3 Action 1-Parent Engagement and Connectedness, and Goal 1-Maintain condition of district facilities as measured by Facility Inspection Tool (FIT).

ESSER III Expenditure Plan

Parlier Unified School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by Parlier High School Career Technical Education building, Parlier Junior High School Gymnasium. Parlier Jr. High school currently has no indoor physical education classroom. Project would fund for 7th and 8th grade, Parlier Junior High School Gymnasium, Secondary classrooms, Outdoor Classrooms, Shade Structure, Facility updates, additional staffing was hired to address lost instructional time. Staffing to include additional certificated staff, instructional aides, district support staff and instructional coaches. To assist in the closing of the achievement gap created by COVID, ESSR III funds will be used to hire additional staff including para professional aides to provide additional instructional support, Extended Instructional Time, Professional Development.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by Goal #1 Action 13-Supplemental Student Support Programs, Goal #1 Action 16-Professional Development, Goal 1: Maintain condition of district facilities as measured by Facility Inspection Tool (FIT).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

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

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

With three particular areas of focus:

ACCOMPLISHED STUDENTS

Establish, align, and deepen the implementation of quality learning, teaching and leadership practices in all classrooms and schools

* Objective 1

Establish and communicate a Teaching and Learning framework, identifying the instructional components and expectations in each academic area and for each grade level

* Objective 2

Establish and communicate a cycle for academic improvement

SUPPORTIVE ENVIRONMENT

Institute inclusive environments where students, families and staff feel safe and welcome and are supported to attain goals based on high expectations

* Objective 1

Review, align, and implement a plan to provide equitable language support for English Learners

* Objective 2

Standardize and communicate the Multi-Tiered Systems of Support (MTSS) plan as an integral part of the Teach and Learning framework

EMPOWERED COMMUNITY

Build and strengthen partnerships between stakeholders so that the community is empowered and positively impacts student achievement

* Objective 1

Establish and communicate a Strategic Communication plan with all stakeholders

* Objective 2

Form stakeholder groups to regularly serve in an advisory capacity

The 2021-2022 LCAP process included 10 different stakeholder meetings that spanned from January 2022 through June 2022. Public input was collected on our progress towards achieving the established goals and this information was reviewed and summarized by the LCAP District Advisory Committee (DAC) to support existing actions and services while introducing new ideas. This information was then used to impact the writing of the LCAP. The LCAP is centered on three goals. Goal 1 is Accomplished Students. Goal 2 is Supportive Environment. Goal 3 is Empowered Community.

Reflections: Successes

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

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

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

CONDITIONS AND CLIMATE

Suspension Rates:

2% Decline: All student suspension rate 3%

2.2% Decline: English Learners

4.8% Decline: Students with Disabilities

3.3% Decline: Homeless

Parlier Unified LCAP Actions pertaining to Conditions and Climate show to be successful as indicated by our suspension decline. In order to build on the success, Parlier Unified School District will continue to implement PBIS in order monitor data, provide best practices for supporting behavior and social emotional needs of students. We will provide support staff to provide behavior support and progress monitor based on needs.

ACADEMIC PERFORMANCE

CAASPP

Academic Performance: English Language Arts (ELA)

20.3-point increase: Students with Disabilities

6.5-point increase: English Learners

Maintained – Homeless, Socioeconomically Disadvantage, and Hispanic

Academic Performance: Mathematics

17.8-point increase: Students with Disabilities
8.1-point increase: Homeless
Maintained – English Learners, Hispanic, and Socioeconomically Disadvantaged

ELPAC

English Learner Progress

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

College and Career

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

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

LOCAL INDICATORS

Parlier Unified continues to promote excellence at each academic level and for all its students. Parlier Unified's primary goal is for all students to graduate, prepared to succeed at their next level of learning, whether it be postsecondary education and/or entrance into the workforce.

- The State Seal of Bi-literacy: 9 graduating students, class of 2019-2020, achieved this honor. We anticipate this number to increase threefold for class of 2020-2021.
- Graduates Meeting UC/CSU Requirements: graduating students, class of 2019-2020, met UC/CSU requirements. This is a 5.9% increase from 2018-2019.
- Parlier Unified 2019-2020 graduate rate (94.5%) was higher than the State graduation rate (86.6%) and the State of California rate (87.6%).
- English Language Reclassification Rates: Parlier Unified 2020-2021 reclassification rate (10.8%) was higher than the County of Fresno (4.6%) reclassification rate and the State of

California rate (8.6%)

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

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

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

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Based on the review of the district local data and educational partners feedback, we had an increase in the percentage of students meeting or exceeding standards on the CAASPP English Language Arts (ELA) and Mathematics assessment and mathematics for the 2020-2021 for All students while English Learners had a decrease in ELA and maintained in Mathematics. Our local data demonstrates that we are increasing the level of student outcomes after the pandemic. We were able to compare our local data from Semester 1 and Semester 2 due to having multiple years of these data measures. Additionally, we reviewed our last reported California School Dashboard data points to inform work along with our local data and stakeholder feedback. Below is a summary of these multiple data points provided within our Executive Summary which is used with all our stakeholders and includes all our measurements for conditions of learning, pupil achievement, and engagement. Our stakeholders have consistently expressed a commitment to the following curricular and instructional programs, which includes professional learning to deepen understanding of the curriculum and instructional practices that show improved student outcomes. Many of these core curriculum and intervention components are used in tandem to accelerate learning as part of our continued commitment to learning recovery.

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

CONDITIONS AND CLIMATE

Suspension Rates:

2% Decline: All student suspension rate 0%

2.2% Decline: English Learners 0%

4.8% Decline: Students with Disabilities

Parlier Unified LCAP Actions pertaining to Conditions and Climate show to be successful as indicated by our suspension decline. In order to

build on the success, Parlier Unified School District will continue to implement PBIS in order monitor data, provide best practices for supporting behavior and social emotional needs of students. We will provide support staff to provide behavior support and progress monitor based on needs.

ACADEMIC PERFORMANCE

CAASPP

Academic Performance: English Language Arts (ELA)

5.37% increase: All students

3.9% decrease: English Learners

Maintained – Homeless, Socioeconomically Disadvantage, and Hispanic

Academic Performance: Mathematics

2.9% increase: All students

Maintained – English Learners, Hispanic, and Socioeconomically Disadvantaged

ELPAC

English Learner Progress

48.1% making progress towards English Language proficiency

42.8% EL who progressed at least one English Language Performance Indicator (ELPI) level

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- Parlier Unified 2019-2020 graduate rate (94.5%) was higher than the State graduation rate (86.6%) and the State of California rate (87.6%).
- English Language Reclassification Rates: Parlier Unified 2020-2021 reclassification rate (10.8%) was higher than the County of Fresno (4.6%) reclassification rate and the State of California rate (8.6%)
- Advance Placement (AP) Exam: 45% scored a “3” or better on the AP exam in 2019-2020 (considering school closures due to COVID-19 pandemic)
- Advancement Via Individual Determination (AVID): Students enrolled in AVID for the 2019-2020 school year had a higher attendance rate (95%) compared to all students’ attendance rate (94%). AVID courses offered at one elementary school and plans to implement AVID at all elementary schools by 2021.

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

Reflections: Identified Need

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

As a result of the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboards. Reflections on identified needs are based on the most recently available state and local data. The district’s academic performance on the end of the year state assessments indicates the district needs improvement in the areas of English Language Arts and Mathematics for English Learners, as compared to all students. In addition, the LCAP team has identified Chronic Absenteeism rates for the All students and Students with Disabilities groups to have increased.

IDENTIFIED NEED:

Source: 2020-2021 CAASPP

Academic Performance

English Language Arts

All - Increase: 17.97%

ELs - Decrease: 6.44%

SED - Maintained: 17.38%

SWD - Decreased: 1.4%

ACTION STEPS:

To improve English Learner student achievement in English Language Arts, Parlier Unified will provide teachers with resources to address the learning and language needs of English Learners in the classroom. Regardless of the concept or content theme, teachers will be provided with opportunities to implement and practice English Learner strategies that support English Learners to access content material through differentiation and opportunities to practice skills. Teachers will work closely with the Reading Lab teachers and Instructional Aides to discuss and monitor student growth. Teachers will be provided time and opportunities to work collaboratively with grade level peers to discuss student outcome data and develop lessons to address learning needs of second language learners. Teachers will work very closely with the ELD and ELA TOSAs in a variety of settings, including the observation of other teachers and/or lesson demonstration by the TOSA or English Learner coaches. School sites will have funding allocated to support the purchase of supplemental materials and personnel to organize and implement after school intervention, tutoring, and Saturday academies to provide students with additional opportunities to practice skills in a smaller group setting. Students will be assessed quarterly to determine growth towards meeting grade level standards. Parlier Unified will continue to address performance gaps through LCAP goals and actions, specifically Goal 1.

IDENTIFIED NEED:

Source: 2020-2021 CAASPP

Academic Performance

Mathematics

All - Increased: 6.57%

ELs - Decreased: 2.93%

SED - Maintained: 6.41%

SWD - Increased: .7%

ACTION STEPS:

To improve English Learner student achievement in Math, Parlier Unified will be hiring a Math Teacher on Special Assignment (TOSA) to work closely with K-12th grade teachers with coaching, professional development, and team teaching to support instructional delivery of math state standards. The TOSA will provide teachers with differentiation strategies to meet the needs of all students, while also addressing the language needs of English Learners when accessing math content. Teachers will also work closely with English Learners in small groups and/or collaborative group settings to encourage English Learners to practice math content specific vocabulary, to reteach and provide English Learners with a variety of opportunities to practice math skills using the four language domains. The district will continue to provide English Learner professional development and coaching to help all teachers with English Learner strategies that allow for differentiation. Instructional Aides will be placed in classrooms to support newcomer students with content and language material while they learn English. Schools will also provide after school tutoring, ELD academies and Saturday academies to help students with meet grade level standards in math while learning English. School sites will provide supplemental math materials to supplement the state-adopted core math program. Parlier Unified will continue to address performance gaps through LCAP goals and actions, specifically Goal 1.

IDENTIFIED NEED:

Source: CALPADS EOY-3

Chronic Absenteeism Rates

All - Increase: 45.1%

ELs - Increase: 44.2%

SED - Increase: 45.8%

SWD - Increase: 56.6%

FY - Increase: 42.9

ACTION STEPS:

Parlier Unified School District will work on decreasing the Chronic Absenteeism rate by working closely with the Child and Welcome Department to determine root causes for students not coming to school. The district will also work with school site support personnel that work on behavior intervention and the socio-emotional needs of students to determine if students are not attending school regularly as a result of concerns for their safety and/or socio-emotional support. Schools will be encouraged to provide all students with opportunities to interact with others in school activities in order to help students feel connected and supported at school. Schools will communicate with parents via phone calls, home visits, and digital notices regarding school support systems/programs for parents and students. School sites will also encourage school attendance by providing incentives for good attendance. Parlier Unified will continue to address performance through LCAP goals and actions, specifically Goal 2.

LCAP Highlights

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

The 2022- 2023 LCAP will continue to focus on academic improvement. All students will continue to receive standards-based instruction and the additional support necessary to move towards mastery of grade level standards, both in math and ELA. PUSD students will continue to improve their technology competencies designed to equip them with the skills necessary to be college and career ready. School culture and parent engagement remain priorities. PUSD will continue to engage all educational partners in improving school climate and creating a responsible, caring, and safe environment. PUSD will continue the process of building an improved support system to assist our 9 - 12 grade Independent Study students in matriculating to both two and four year colleges.

Comprehensive Support and Improvement

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

Schools Identified

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

San Joaquin Valley High School

Support for Identified Schools

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

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

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

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

In an effort to improve services and interventions for incoming students, the CSI team will develop an intake system to identify students’ academic levels prior to arrival. The process will include a review of student’s state and local assessments (i.e., English Language

Proficiency Assessment of California-ELPAC, California Assessment of Student Performance and Progress-CASSPP, district benchmarks, Interim Assessment Blocks-IABs, Fast Bridge, etc.) to identify academic skills and areas of need.

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

The following is a summary of the input/feedback by LCAP goal and Educational Partner groups-

Educational Partners Involved:

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

Communication was provided for all meetings using the following resources:

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

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

All Meetings provided the following:

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

Meetings occurred as follows:

1. March 3, 2022 - LCAP Community Educational Parents & Community Input Meeting #1 - Held at Cesar E. Chavez School. The presentation was conducted in English and Spanish via Zoom and input was collected for all goals by the use of an online fillable form included in the YouTube presentation.
2. March 17, 2022 - LCAP Community Educational Parents & Community Input Meeting #2 - Held at Mathew J. Brletic School. The presentation was conducted in English and Spanish via Zoom and input was collected for all goals by the use of an online fillable form included in the YouTube presentation.
3. March 24, 2022 - LCAP Community Educational Parents & Community Input Meeting #3 - Held at John C. Martinez School. The presentation was conducted in English and Spanish via Zoom and input was collected for all goals by the use of an online fillable form included in the YouTube presentation.
4. April 6, 2022 - LCAP Community Educational Parents & Community Input Meeting #4 - Held at S. Ben Benavidez School. The presentation was conducted in English and Spanish via Zoom and input was collected for all goals by the use of an online fillable form included in the YouTube presentation.
5. June 3, 2022 - District English Learner Advisory Committee (D.E.L.A.C.) LCAP Input Meeting. Input for all goals was collected. Draft LCAP was presented for feedback to the DELAC. There were no questions therefore there was no need for the Superintendent to respond in writing.
6. June 3, 2022 - Parent Advisory Committee (PAC) LCAP Input Meeting. Input for all goals was collected. Draft LCAP was presented for feedback to the PAC. There were no questions therefore there was no need for the Superintendent to respond in writing.

7. March - April 2022 - LCAP School Site Staff Presentations:

- a. San Joaquin Valley H.S - Held May 4, 2022 (Staff surveys were filled out and submitted at the end of the meeting)
- b. Cesar E. Chavez Elementary - Held May 11, 2022 (Staff surveys were filled out and submitted at the end of the meeting)
- c. John C. Martinez Elementary - Held April 27, 2022 (Staff surveys were filled out and submitted at the end of the meeting)
- d. Benavidez Elementary - Held May 11, 2022 (Staff surveys were filled out and submitted at the end of the meeting)
- e. Brletic Elementary - Held May 4, 2022 (Staff surveys were filled out and submitted at the end of the meeting)
- f. Parlier Jr. High School - Held May 4, 2022 (Staff surveys were filled out and submitted at the end of the meeting)
- g. Parlier High School - Held May 12, 2022 (Staff surveys were filled out and submitted at the end of the meeting)

8. March-May 2022 - LCAP Student Input Surveys were provided and submitted.

9. March-May 2022 - LCAP Teachers and Classified Employees Input Surveys were provided and submitted.

10. March - April 2022 - LCAP Parent Input Surveys were provided to PUSD parents.

11. April 27, 2022- Certificated Bargaining Unit. LCAP presentation was given and input was gathered for Each LCAP goal.

12. April 27, 2022- Classified Bargaining Unit. LCAP presentation was given and input was gathered for Each LCAP goal.

13. March 15, 2022- Principals and Administration. LCAP presentation was given and input was gathered for Each LCAP goal.

- 14. SELPA: ELPA Operations Committee Meeting dates are January 28, February 17, and March 23, April 15. The SELPA will be participating and will be available to consult on activities that align with a district's LCAP development and discussions. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews Operations Committee Meetings Superintendent Governance Council

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

Committee (MPAC). All Educational Partner Input meetings for all required groups were completed by May 31, 2022.

All LCAP Educational Partners Input meetings were scheduled and surveys were distributed between March 1, 2022, through May 27, 2022. The LCAP Educational Partner Input meetings were held strategically at four different school sites in order to provide our parents better access to the meetings if they chose to attend in person. The vast majority of parents chose the online meeting option, while a small number of parents attended the LCAP Educational Partners Input meetings held at neighborhood schools. Translation services were provided and the presentation/information was presented in English and Spanish.

Public Access to DRAFT LCAP and Approval Process:

1. Draft LCAP Public Hearing took place at the June 14, 2022, School Board meeting.
2. Draft LCAP Public Comments took place from June 14, 2022 - to June 27, 2022
3. The DRAFT LCAP was available for public comment from June 14, 2022, through June 27, 2022
 - DRAFT was made available for review at the Parlier Unified District Office, each school site administration office, and the PUSD website. Copies were made available upon request in English and Spanish.
4. The LCAP was taken for adoption on June 28, 2022. There were no questions for the Superintendent presented by the DELAC and PAC.
5. The Local Indicators presentation was presented on June 28, 2022, at the same School Board meeting held for the adoption of the LCAP plan.
6. The PUSD budget was presented and adopted on June 28, 2022, at the same School Board meeting held for the adoption of the LCAP plan.

The LCAP initially approved by the PUSD school board was submitted to the Fresno County Superintendent of Schools office for review and approval on June 29, 2022.

A summary of the feedback provided by specific educational partners.

Key areas of discussion:

ACADEMIC ACHIEVEMENT

Teachers and classified staff indicated in their input meetings that they would like to have more instructional aides hired for classrooms where there are newcomer students who may need extra support. Teachers also indicated that they would like to have a Math Teacher on Special Assignment (TOSA) just like the ELA and ELD TOSAs at the elementary level. In addition, both school staff and parent groups shared that they would like to have a Math Intervention lab to help students who need support with math, especially before they reach middle school. DELAC/PAC parents shared their concern for their students entering the middle school with low math skills. Teachers would like to have more available times for visiting the library. Classified staff would like to see enhancements in the library at every school site with additional books and computer centers. Administrators, teachers, and classified staff would like to see the Visual and Performing Arts (VAPA) program continue and expand by including more students. Teachers also indicated that they would like to continue with the Physical Education teachers and bilingual aides. Teachers would like to see the Saturday Academies continue in order to provide additional support for students at-risk of not meeting grade level standards. Administrators, teachers, and the Special Education department administration and teachers, would like to see more English Learner students meet reclassification criteria, by reviewing the district criteria for all English Learners, including students with disabilities, before entering high school by organizing ELD academies for English Learners, Long-Term English Learners, and newcomer students. DELAC/PAC parents would like to see instructional aides in every classroom. They indicated that they would also like to have all students who are not reading at grade level to be referred to the school reading lab. DELAC parents would like to have math intervention, not just reading intervention classes. They also indicated that they would like to have access to hotspots for home use when students need to complete their schoolwork and there isn't internet at home. Students shared that they would like to have Macbooks instead of Chromebooks and access to chargers. They indicated that they would like to have more vocational courses for jobs of their interest. Students would like to see less of a delay in receiving credit for homework and/or work projects that are submitted.

CULTURE AND CLIMATE

Teachers shared they would like to receive more behavior supports training to be able to work with students who have socio-emotional needs. Teachers and Classified union (PFA and CSEA) would also like to have a security officer at each school site to ensure school safety. Teachers and classified indicated that they would like to have their lunch schedules arranged by grade level instead of multiple grade levels. Administrators, teachers, and classified support staff would like to have more positive behavior incentives to promote a safer school climate, including more Visual and Performing Arts (VAPA) opportunities at the elementary level while continuing the VAPA program at the secondary level. DELAC parents would like to have a security guard at all school sites throughout the school day. They would also like to see a police officer at the middle and high schools in order to prevent school violence. Administrators, teachers, Special Education personnel, and classified support staff would also like to see a psychologist at each school site to address the socio-emotional needs of students. DELAC/PAC parents would also like to see more supervision, especially during class time, in school restrooms. They shared their concern drug use at the secondary level and would like to have anti-drug classes offered to middle and high school students. Students would like to

have more options for field trips throughout the school year. Students at the high school level shared that they would like to have a snack bar open during their break and lunch time, including more activities during lunch.

PARENT ENGAGEMENT

Teachers shared that they would like to have guest speakers come out to school sites to provide parents with information about topics that impact parents the most. Administrators and teachers would like to see a series of trainings for parents on how to use the district portal in order to access their child's information, like grades, attendance, and homework. Teachers and Special Education staff would also like to have quarterly trainings for parents on how to use Parent Square and any other communication tools the district utilizes to communicate with parents and the community. In addition, administrators and teachers would like to see Literacy and Math Nights for parents facilitated by the district Teachers on Special Assignment (TOSAs). DELAC parent representatives shared that they would like to have school personnel contact them when their children are failing coursework when it is happening and not at the end of the semester when it is too late to intervene and help their child. DELAC/PAC parents would like to see a more welcoming environment when they enter the school's main office. DELAC parents would also like to see a variety of parent workshop topics and not the same workshops from a previous year.

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

ACADEMIC ACHIEVEMENT:

The ideas and trends that kept emerging from goal #1 responses indicate that educational partners would like to continue to have the Teachers on Special Assignment (TOSAs) and adding a Math TOSA to support teachers and support staff in the area of math. They would also like to see the addition of a math intervention lab to support students not meeting math grade level standards. The input also noted the request for additional instructional aides in the classroom to help all students, especially newcomer students who need additional support. One of the key areas was to continue to provide opportunities for additional academic support through Saturday academies and/or targeted English Language Development (ELD) academies to support English Learners meet reclassification criteria before entering the secondary level. Our educational partners also indicated the need to continue the VAPA program and Saturday Academies in the district. Another trend we were able to gather was the request for updated and/or additional technology for student use at school and home.

CULTURE AND CLIMATE:

The trend that we continued to note in our review of the input from our educational partners for Culture and Climate indicate the request for school security measures by providing security personnel and/or police officers at school sites. Another trend was the need for professional development in the area of behavior supports for working with students with socio-emotional needs. Another key area discussed was providing a variety of positive behavior incentives to cultivate a positive and safe school environment, including school psychologists at

school sites. The input also indicated a need to continue the VAPA program and have student activities available during breaks, including adding a snack bar at the high school. One of the responses that was shared various times by our educational partners was the need to provide students with lessons on how to prevent using drugs and the possible dangers associated with drug use.

PARENT ENGAGEMENT:

The strongest trends noted from the input provided was the need to provide our parents with access to our district communication tools through continued parent training on how to maneuver and access digital platforms that provide parents with their children's academic and attendance information. Through a continual training schedule available to parents and the community to learn how to access and maximize the use of the district's digital resources, more parents will be able to connect to school resources. Another key area emphasized during input meetings was the need to revamp the parent workshops by updating the workshop topics to reflect current needs. Workshops could also be provided by district personnel, such as the TOSAs who can provide workshops or trainings on how to help their child at home in targeted academic areas. Lastly, we noted from multiple comments, that parents want to be kept informed, on a timely manner, of their child's academic and/or behavior need(s) in order to be able to intervene before it is too late.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

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

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

1. **ACADEMIC ACHIEVEMENT** influenced the development of the first LCAP goal - Accomplished Students. The District will sustain the current number of Reading Teachers (1.7) and increase the number of Instructional Aides (1.10) in the reading lab from one to two. The District will hire a Math Teacher on Special Assignment (TOSA) to support the needs of K-12 teachers (1.5). The District and schools will continue to seek and procure evidence-based instructional/intervention materials such as iReady Mathematics, Math Mindsets, English Language Arts and English Language Development supplemental curriculum (1.9). Staff will be provided with professional development on effective instructional strategies that support differentiation and target the needs of English Learners (1.16). These instructional materials

and programs also provide assessments for ELA and Mathematics to use for monitoring student growth over time in addition to the district's use of the CAASPP Interim and block assessments (1.9; 1.16). The district will be offering a summer school program for K-12th grade students to continue to support the learning and credit recovery needs as a result of the learning loss during the COVID pandemic (1.8). The district will also continue to improve technology access and systems for students' learning in the classroom while also providing technology for use at home to expand student learning time and access to content material (1.3; 1.4). The district will purchase applications to support reading, math, and English language skills for students beyond the regular school day such as after school intervention, tutoring, and Saturday academies (1.13). Teachers will continue to receive training on existing digital learning tools as follow-up professional development to enhance and maximize the teachers' use of current programs, as well as, professional development for new digital learning platforms adopted by the district to increase student learning outcomes (1.16). The district will also continue to enhance the supports, resources, and professional development for English Language Learners through the implementation of the CA EL Roadmap TK - 12 grade (1.9; 1.13; 1.14; 1.16).

2. CULTURE AND CLIMATE influenced the development of the second LCAP goal - Support Environment. The District will continue to use additional resources to support a safe learning environment for all students in and out of the classroom (2.4). Student connectedness is an important part of our overall multi-tiered system of support, which includes social-emotional learning (2.2). The District plans on providing all school sites with the resources and personnel needed to meet the socio-emotional needs of students needing support (2.2). The District will continue to provide professional development for all staff in the area of Social Emotional Learning (S.E.L.) including the impact it may have on student learning, choices, and attendance (2.1; 2.2; 2.3). In addition to professional development, the district will monitor the effectiveness of the K-12 grade S.E.L. curriculum in an effort to streamline the consistent support for students (2.2). The District will provide designated personnel to address Tier I, II, and III student needs using the MTSS framework (2.2). School sites will be provided with funding and resources to increase the number of student incentives and opportunities to engage in school activities that encourage positive behavior and enhance school connectedness (2.1). The District will also continue to enhance the supports and resources for Special Education, Foster and Homeless students through targeted outreach to ensure inclusion and participation (2.1).

3. PARENT ENGAGEMENT influenced the development of the third LCAP goal - Empowered Community. The District plans to enhance and enrich the communication between parents, community and district by providing additional opportunities to learn district digital communication platforms (3.1). The input from educational partner input meetings provided an opportunity for the district to reevaluate the current effectiveness of the services provided through the parenting workshops (3.2). The District's goal is to provide parents with relevant, updated, and useful resources through the parent workshops (3.2). The input from staff and parents on how to improve parent participation was also instrumental in the writing of the goals and actions for the 2021-2024 LCAP Goal #3 - Empowered Community. The District will continue to fund a Family and Community Empowerment (F.A.C.E.) Coordinator to focus on the needs shared by our educational partners through the LCAP input meetings (3.1). The F.A.C.E. Coordinator will focus on conducting district parent meetings, organizing district parent committees, providing parent workshops, support school sites by providing them with resources on how to improve communication, build stronger parent relationships, and communicating with parents on a timely manner (3.1; 3.2). In addition, the District will also continue to invest in the digital formats for parent outreach such as PeachJar, ParentSquare, and district school websites (3.1).

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

1. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase the annual rate of reclassification of English Learner students to English Proficient and improve our reclassification rate and continue the implementation of the California English Learner Roadmap.
3. Continue to see an increase in state and local student assessment data, especially in the area of literacy across all content areas.
4. Increase support and improve learning outcomes for students with disabilities.
5. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.
6. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments
7. Improve the district’s Academic Performance as measured by CAASPP data and demonstrate growth for each student group.
8. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT).
9. Provide supplemental and intensified supports to student who require more academic support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Smarter Balanced English Language Arts Assessment (ELA)</p> <p>Note: Local benchmarks and assessments will used until the CAASPP results are available.</p>	<p>Met or exceeded standards:</p> <p>All - 12.6% ELs - 10.3% SWD - 4%</p> <p>Data Year: 2020-2021 Data Source: Illuminate</p> <p>Data source in future will be SBAC</p>	<p>Met or exceeded standards:</p> <p>All - 17.97% ELs - 6.44% SED - 17.38% SWD - 1.4%</p> <p>Data Year: 2020-2021 Data Source: SBAC</p> <p>*Not enough FY students tested to report subgroup data</p>			<p>Met or exceeded standards:</p> <p>All - 20% ELs - 18% SED - 20% SWD - 12%</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: CAASPP test results</p> <p>*Amended to add subgroup data</p>
<p>Smarter Balanced Mathematics</p> <p>Note: Local benchmarks and assessments will used until the CAASPP results are available.</p>	<p>Met or exceeded standards:</p> <p>All - 4% ELs - 3% SWD - 0%</p> <p>Data Year: 2020-2021 Data Source: Illuminate</p>	<p>Met or exceeded standards:</p> <p>All - 6.57% ELs - 2.93% SED - 6.41% SWD - .7%</p> <p>Data Year: 2020-2021 Data Source: SBAC</p>			<p>Met or exceeded standards:</p> <p>All - 12% ELs - 11% SED- 12% SWD -8%</p> <p>Met ____ Not Met ____</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data source in future will be SBAC	*Not enough FY students tested to report subgroup data			Data Year: 2023-2024 Data Source: CAASPP test results *Amended to add subgroup data
EL students making progress toward English Proficiency	48.1% Data Year: 2018 & 2019 ELPAC Data Source: Fall 2019 ELPI	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4 - 13.98% Level 3 - 33.66% Level 2 - 32.57% Level 1 - 19.79% Data Year: 2021 Data Source: ELPAC			TBD Data Year: 2022 & 2023 Data Source: Fall 2023 ELPI
EL Reclassification Rate	Reclassification rate - 10.8% Data Year: 2019-2020 Data Source: Data Quest	Reclassification rate - 8.7% Data Year: 2020-2021 Data Source: Data Quest			Reclassification rate - 40% Met ____ Not Met ____ Data Year: 2023-2024 Data Source: Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					*Amended to add subgroup data
A - G Course Completion	Students with successful A-G course completion: 26.8% Data Year: 2019-2020 Data Source: CALPADS EOY 1	Students with successful A-G course completion: All 9.4% ELs 4.7% SED 8.8% SWD 4.5% FY 0.0% Data Year: 2020-2021 Data Source: CALPADS EOY 1			Students with successful A-G course completion: All 30% ELs 25% SED 29% SWD 20% FY: 25% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: CALPADS EOY 1 *Amended to add subgroup data
CTE Pathway Completion Rate	Students CTE Pathway course completion rate: 55.4% Data Year: 2019-2020	Students CTE Pathway course completion rate: All 41.5% ELs 30.8% SED 41.9% SWD 28.0% FY 0.0%			Students CTE Pathway course completion rate: All 60% ELs 50% SED 60% SWD 40% FY 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CALPADS EOY 1	Data Year: 2020-2021 Data Source: CALPADS EOY 1			Met ____ Not Met ____ Data Year: 2023-2024 Data Source: CALPADS EOY 1 *Amended to add subgroup data
AP Passage Rate	Number - 45 students Data Year: Summer 2020 Data Source: College Board	Number - 7 students All 7 ELs 0 SED 7 SWD 0 FY 0 Data Year: Summer 2021 Data Source: College Board - CDE College/Career Measures Report & Data			Number - 45 students All 45 ELs 10 SED 45 SWD 5 FY 10 Met ____ Not Met ____ Data Year: 2023-2024 Data Source: College Board *Amended to add subgroup data
EAP ELA	25.3% college ready or conditionally ready	31.21% college ready or conditionally ready			35% college ready or conditionally ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Note: Local benchmarks will be used until CAASPP results become available</p>	<p>Data Year: 2020-2021</p> <p>Data Source: Illuminate</p> <p>Data source in the future will be from SBAC</p>	<p>All 31.21%</p> <p>ELs 7.55%</p> <p>SED 29.41%</p> <p>SWD 0.00%</p> <p>Data Year: 2020-2021</p> <p>Data Source: SBAC</p> <p>*Not enough FY students tested to report subgroup data</p>			<p>All 35%</p> <p>ELs 15%</p> <p>SED 35%</p> <p>SWD 5%</p> <p>Met ____</p> <p>Not Met ____</p> <p>Data Year: 2023-2024</p> <p>Data Source: SBAC</p> <p>*Amended to add subgroup data</p>
<p>EAP Mathematics</p> <p>Note: Local benchmarks will be used until CAASPP results become available</p>	<p>7.73% college ready or conditionally ready</p> <p>Data Year: 2020-2021</p> <p>Data Source: Illuminate</p> <p>Data source in the future will be from SBAC</p>	<p>5.45% college ready or conditionally ready</p> <p>All 5.45%</p> <p>ELs 3.84%</p> <p>SED 4.23%</p> <p>SWD 0.00%</p> <p>Data Year: 2020-2021</p> <p>Data Source: SBAC</p> <p>*Not enough FY students tested to report subgroup data</p>			<p>15% college ready or conditionally ready</p> <p>All 15%</p> <p>ELs 13%</p> <p>SED 15%</p> <p>SWD 5%</p> <p>Met ____</p> <p>Not Met ____</p> <p>Data Year: 2023-2024</p> <p>Data Source: SBAC</p> <p>*Amended to add subgroup data</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School graduation rate	<p>Rate of students completing graduation requirements:</p> <p>All - 94.5% EL - 88% SWD - 80.6%</p> <p>Data Year: 2020-2021 Data Source: CALPADS/Data Quest</p>	<p>Rate of students completing graduation requirements:</p> <p>All - 93.8% EL - 89.5% SED - 93.8% SWD - 84.6%</p> <p>FY - To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less</p> <p>Data Year: 2020-2021 Data Source: Data Quest</p>			<p>Rate of students completing graduation requirements:</p> <p>All - 97% EL - 94% SED - 97% SWD - 85% FY - 90%</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: CALPADS/Data Quest</p> <p>*Amended to add subgroup data</p>
Appropriately assigned and fully credentialed teachers	<p>Mis-assignments - 1% Vacancies - 1%</p> <p>Data Year: 2020-2021 Data Source: Dashboard Fall 2021</p>	<p>Mis-assignments - 1% Vacancies - 1%</p> <p>Data Year: Data Source: Dashboard Fall 2021</p>			<p>1% Mis-assignments 1% Vacancies</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: Dashboard Fall 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					*Amended to add subgroup data
Access to standards aligned instructional materials	100% Data year: 2020-2021 Data Source: Dashboard Fall 2021	100% Data year: 2021-2022 Data Source: Dashboard Fall 2021			100% Met ____ Not Met ____ Data year: 2023-2024 Data Source: Dashboard Fall 2024 *Amended to add subgroup data
Number of CA State Seal of Bi-literacy recipients	Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal: Number of Seals awarded - 9 Data Year: 2019-2020 Data Source: CALPADS and Data Quest	Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal: Number of Seals awarded - 0 All 0 RFEP 0 SED 0 Data Year: 2020-2021 Data Source: Data Quest			Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal: Number of Seals awarded - 25 All 25 RFEP 25 SED 25 Met ____ Not Met ____

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>*Note: Data Quest data does not match internal SIS data. According to local data 21 Parlier Students were awarded the Seal of Bi-literacy</p>			<p>Data Year: 2023-2024 Data Source: CALPADS and Data Quest</p> <p>*Amended to add subgroup data</p>
Access to and enrollment in a Broad Course of Study	<p>Students enrolled in advanced academic courses: All - 34% EL - 27% Low-income - 33%</p> <p>Students enrolled in VAPA courses: All - 11% EL - 9% Low-income - 11%</p> <p>Data Year: 2020-2021 Data Source: CALPADS Fall 2</p>	<p>Students enrolled in advanced academic courses: All - 57% EL - 31% SED - 51 % FY- 0%</p> <p>Students enrolled in VAPA courses: All - 31% EL - 21% SED - 30% FY- 0%</p> <p>Data Year: 2021-2022 Data Source: CALPADS Fall 2</p>			<p>Students enrolled in advanced academic courses: All - 50% EL - 45% Low-income - 45% FY- 20%</p> <p>Students enrolled in VAPA courses: All - 25% EL - 20% Low-income - 25% FY - 10%</p> <p>Data Year: 2023-2024 Data Source: CALPADS Fall 2</p> <p>*Amended to add subgroup data</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	<p>Initial Implementation</p> <p>Baseline - Standard Met</p> <p>Data Year: 2020-2021</p> <p>Data Source: Dashboard Indicator Reflection Tool</p>	<p>Implementation</p> <p>Baseline - Standard Met</p> <p>Data Year: 2021-2022</p> <p>Data Source: Dashboard Local Indicator Reflection Tool</p>			<p>Full implementation & Sustainability:</p> <p>Standard Met</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024</p> <p>Data Source: Dashboard Indicator Reflection Tool</p> <p>*Amended to add subgroup data</p>
A-G Completion and CTE Pathway Completion Rate	<p>26% students completed a-g and a CTE capstone</p> <p>Data Year: 2019-20</p> <p>Data Source: CALPADS EOY 1</p>	<p>5.3% students completed a-g and a CTE capstone</p> <p>All 5.3% EL 2.2% SED 5.4% SWD 0.0% FY 0.0%</p> <p>Data Year: 2020-2021</p> <p>Data Source: CALPADS EOY 1</p>			<p>26% completed a-g and a CTE capstone</p> <p>All 26% EL 23% SED 26% SWD 15% FY</p> <p>Data Year: 2022-23</p> <p>Data Source: CALPADS EOY 1</p> <p>*Amended to add subgroup data</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Program - Curriculum	Continued investment in textbooks and materials associated to district's core instructional programs.	\$8,016,261.00	No
1.2	Core Program - Personnel	Core program personnel to provide core services to all students within Parlier Unified. Personnel to include; Site Administration Teachers Student services support staff Instructional Paraprofessionals School support staff District Administration District support staff District Operations staff	\$30,481,375.00	No
1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	As demonstrated in the Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English Learner students are struggling with reading and math concepts. A needs assessment revealed a need to ensure reliable, reliable internet and technology is available to EL students to access additional learning material and digital language and literacy supports. To address the need, Parlier Unified will provide support through a Technology department team and support which includes a full-time Director of Technology, Technology Specialists, additional technology devices, technology tools to ensure safety, and	\$848,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supplemental programs to increase access to content instructional materials for K-12 students performing two or more grade levels below grade level which includes access to programs in the classroom setting and training for teachers. Technology allows EL students to progress and practice ELA and Math concepts at their own pace and enables teachers to create a learning environment that is conducive for all different levels of language learners. We expect that the CAASPP ELA and Math scores for English Learners will increase, as teacher training will provide students with better access to supplemental content digital materials targeting key areas of need. Teachers will also utilize learned skills to teach digital citizenship curriculum to better support EL students and the appropriate use of technology. This action is designed to meet the needs most associated with English learner students, However, because we expect that all students showing two or more grade levels below grade level will benefit, this action will be provided on an LEA-wide basis. Parlier Unified School District anticipates an increase in CAASPP ELA and Math data for EL students annually for the following three years.</p>		
1.4	Technology Infrastructure and Support	<p>As demonstrated in the Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners and foster youth students are struggling with reading and math concepts. A needs assessment revealed a need to ensure reliable internet and technology is available to EL and Foster youth students to access additional learning material and digital supports. To address the need, Parlier Unified will provide funding for the upgrade of technology infrastructure that is reliable, robust, and scalable to ensure full access for students in a 21st Century classroom for K-12 foster youth and English Learner students performing two or more grade levels below grade level which includes access to programs in the classroom setting and training for teachers. Technology allows EL and foster youth students to progress and practice ELA and Math concepts at their own pace and enables teachers to create a learning environment that is conducive for all</p>	\$100,996.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>different levels of learners. We expect that the CAASPP ELA and Math scores for English Learners and foster youth students will increase, as technology infrastructure provides students with differentiated access to content digital materials targeting key areas of need. Teachers will also utilize learned skills to teach digital citizenship curriculum to support appropriate and responsible use of technology for EL and foster youth students. This action is designed to meet the needs most associated with EL and foster youth students, however, because we expect that all students showing two or more grade levels below grade level will benefit, this action will be provided on an LEA-wide basis. Parlier Unified School District anticipates an increase in CAASPP ELA and Math data for EL and foster youth students.</p>		
1.5	Teachers on Special Assignment	<p>As demonstrated in the Identified Needs and Metrics sections, CAASPP ELA data, local school assessments, and input from educational partners have identified that English Learner students, foster youth, and low-income students are struggling with reading. A needs assessment revealed a need for a more deliberate approach to teaching literacy to our most at-risk students. To address the need, Parlier Unified will provide funding to hire Teachers on Special Assignment (TOSAs) in English Language Arts, English Language Development, Mathematics, and Special Education to support teachers in K-12th grades with professional development, in-class coaching, lesson modeling, and assessment support in their respective areas of specialization. The TOSAs will target instructional strategies and practices to support teachers who work with English Learners, low-income, and foster youth students, as well as students from these subgroups who are also identified as a student with disabilities who are performing two grade levels below their grade level. We expect that the CAASPP ELA scores for English Learners, low income, and foster youth students will increase, as the one-on-one support for teachers, professional development, feedback to teachers,</p>	\$787,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and lesson demonstrations are designed to meet the needs of our at-promise English Learners, low-income, and foster youth students, however, because we expect that all students showing two or more grade levels below grade level will benefit, this action will be provided on an LEA-wide basis.		
1.6	Curriculum Committee	As demonstrated in the Metrics sections, CAASPP ELA data, local school assessments, and input from educational partners have identified English Learners, foster youth, and low-income students who are struggling with reading. A needs assessment revealed a need for a more deliberate approach to teaching literacy to our most at-promise students. To address the need, Parlier Unified will provide funding to purchase materials and pay for staff extra duty time to support teachers in K-12th grades with professional development, and alignment of instructional materials, including assessment support in their respective areas of content specialization. The Curriculum Committee will target instructional strategies and practices to support teachers who work with English Learners, foster youth, and low-income students who are performing two grade levels below their grade level. We expect that the CAASPP ELA scores for English Learners, low-income, and foster youth will increase, as the Curriculum Committee works on the alignment and/or pacing of standards by grade level, an assessment matrix for formative and summative in K-12 designed to meet the needs these student groups. This action is designed to meet the needs of EL, FY, and LI students, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	\$0.00	No
1.7	Supplemental School Personnel	As demonstrated in the Identified Metrics section, CAASPP ELA data, local school assessments, and input from educational partners have identified English learners, Low-income, and Foster Youth students at both the elementary and secondary levels are struggling with reading. A needs assessment revealed a need for a more deliberate approach to teaching literacy to our most at-promise students. To address the	\$2,289,178.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>need, Parlier Unified will fund additional Reading teachers at each site and increased instructional aide support in order to address the reading needs of at-promise English learners, Low-income, and Foster Youth students who have scored two or more grade levels below grade level in the area of reading. These students will be provided with additional opportunities to practice reading skills in smaller groups within a designated reading lab, differentiated reading support by the Intervention teacher, progress monitoring, and articulation between the student's homeroom and Intervention teacher. We expect that the CAASPP ELA scores for English learners, Low-income, and Foster Youth students will increase significantly, as the Reading teachers will provide targeted reading support specific to the low proficiency areas of reading domains. This action is designed to meet the needs of English learners, Low-income, and Foster Youth students however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.8	Summer School Program	<p>As demonstrated in the Metrics section, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, Low-income, and Foster Youth students are struggling with ELA and Mathematics. A needs assessment revealed a need for a more deliberate approach and time to practice basic literacy and maths skills for our most at-promise students. To address the need, Parlier Unified has provided funding for a comprehensive summer school program for English learners, Low-income, and Foster Youth students in grades K-12 at various school sites in the district for elementary and secondary students to address the ELA and Math needs of at-promise English learners, Low-income, and Foster Youth students who have scored two or more grade levels below grade level in the area of English Language Arts and Mathematics. Students will be provided with reading intervention strategies with integrated ELD standards to address the language needs of English Learners while they are learning ELA content and standards material. In addition, English learners, Low-income, and Foster Youth students will be provided with additional opportunities to practice math skills in smaller groups, using the Eight Mathematical</p>	\$50,688.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Practices within an extended morning period, access to manipulatives, math journals, and supplemental materials, and training for teachers. We expect that the CAASPP ELA and Math scores for English learners, Low-income, and Foster Youth students will increase significantly, as the summer school teachers will provide targeted ELA and Math support specific to the low proficiency areas in ELA and Mathematics with embedded ELD standards. This action is designed to meet the unique needs of English learners, Low-income, and Foster Youth students however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.9	Supplemental Instructional and Intervention Materials	<p>As demonstrated in the Metrics section, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, Low-income, and Foster Youth students are struggling with ELA and Mathematics. A needs assessment revealed a need for a more deliberate approach and additional resources to practice basic literacy and maths skills for our most at-promise students. To address the need, Parlier Unified will provide funding for supplemental materials in ELA, Math, ELD, and other content areas to address the reading needs of at-promise English learners, Low-income, and Foster Youth who have scored two or more grade levels below grade level in the area of reading and math. The identified students will be provided with additional opportunities to practice reading and math skills by using differentiated materials that scaffold and/or reinforce core content material taught by the teacher. These students will be able to demonstrate mastery through a variety of methods. We expect that the CAASPP ELA and Math scores for English learners, Low-income, and Foster Youth will increase significantly, as teachers will provide targeted reading and math support specific to the low proficiency areas of reading and math domains. This action is designed to meet the unique needs of English learners, Low-income, and Foster Youth, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	\$284,588.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Instructional Aides	As demonstrated in the Metrics section, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, Low-income, and Foster Youth students are struggling with ELA and Mathematics. A needs assessment revealed a need for a more deliberate approach and one on one support in both literacy and maths skills for our most at-promise students. To address the need, Parlier Unified will provide funding to hire Instructional Aides in grades K-12 grade to address the reading needs of at-promise English learners, Low-income, and Foster Youth students who have scored two or more grade levels below grade level in reading and math. School sites will be assigned Instructional Aides to support the classroom teacher(s) by working with the identified students in small groups under the direction of the classroom teacher. The Instructional Aides will support the teacher by monitoring student engagement and supporting students with the application of skills. Instructional Aides will also provide students with one-on-one support before, during, and after a lesson. We expect that the CAASPP ELA and Math scores for English learners, Low-income, and Foster Youth students will increase significantly, as teachers will be able to deliver lessons while checking for understanding and providing students with immediate targeted support specific to the students' needs. This will allow for more deliberate and differentiated Tier I support for English learners, Low-income, and Foster Youth students in the classroom setting. This action is designed to meet the unique needs of English learners, Low-income, and Foster Youth, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	\$2,170,662.00	Yes
1.11	Bilingual Instructional Aides	As demonstrated in the Metrics sections, the ELPAC, local reclassification criteria, and input from Educational Partners have	\$55,650.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>identified that English Learner students have a decrease in the number of students who are demonstrating growth towards English proficiency and meeting district reclassification criteria. To address the need, Parlier Unified will provide funding to hire Bilingual Instructional Aides for classrooms to support English Learner students in grades K-12 who are at risk of becoming Long-Term English Learners or Long-Term English Learners. Bilingual Instructional Aides will be assigned to classrooms in upper primary through secondary level classrooms to support the language needs of English Learners who are performing at two grade levels below grade level in ELA and Math and have been identified as an English Learners for more than four years without demonstrating English language proficiency growth as measured by the ELPAC. Bilingual Instructional Aides will support students' access to content while they develop English proficiency through designated and integrated ELD. 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.</p>		
1.12	Alternative School Instructional Supports	<p>As demonstrated in the Metrics sections, the A-G completion rate, graduation rate, and input from Educational Partners have identified English learners, low income, and foster youth students at the secondary level have a lower graduation rate and A-G completion rate. A needs assessment revealed a need for more opportunities for students to access A-G courses and makeup credits. To address the need, Parlier Unified will provide additional support staff and teacher for 10-12th grade English Learner students who are at risk of not graduating and/or completing the A-G course requirements needed to continue their education beyond high school graduation. Alternative school personnel will provide college and career guidance for English learners, low income, and foster youth students who may have a</p>	\$134,434.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>deficiency in high school credits and require additional time for guidance in a smaller school setting that targets students experiencing a need to be placed in an alternate setting from that of a comprehensive high school. We expect that the high school graduation and A-G completion rates for English learners, low income, and foster youth students will increase significantly, as the Alternative school setting and staff will be able to provide students with additional opportunities to meet with their guidance counselors on a one-on-one basis or group setting. This opportunity will also allow staff to monitor more closely the trajectory of course completion towards graduation while also providing English learners, low-income, and foster youth students with opportunities to engage in college and career events targeting this group of students. This is action is designed to meet the needs most associated with English learners, low income, and foster youth students, but because we expect that all students at risk of not graduating and/or completing A-G course requirements will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects that our Graduation and A-G course completion rates for our English learners, low income, and foster youth students will increase annually and the number of English learners, low income, and foster youth students earning a high school diploma and continuing their education beyond high school will increase annually for the following three years.</p>		
1.13	Supplemental Student Support Programs	<p>As demonstrated in the Metrics sections, the A-G completion rate, graduation rate, and input from Educational Partners have identified English learners, low-income, and foster youth students at the secondary level have a lower graduation rate and A-G completion rate. To address the need, Parlier Unified will provide funding to provide K-12 students with experiences and skillsets to prepare them for college and/or career pathways, professional development for teachers on college strategies, such as AVID, to support English learners, low-income, and foster youth students who are at-risk of not graduating and/or completing the A-G course requirements needed to continue their education beyond high school graduation. Students will have access to information and experiences at the elementary level</p>	\$310,116.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>which will allow them to plan for high school graduation and/or college or career pathways before they reach the secondary level. We expect that the high school graduation and A-G completion rates for English learners, low-income, and foster youth students will increase significantly, as the experiences and skill sets will provide the identified students with additional opportunities to identify and reflect on options and pathways targeting their interests while building strong college and career skills throughout their educational experience in the K-12th grade school system. Professional development for teachers and staff training will prepare staff to meet the needs of English learners, low-income, and foster youth students who may need additional support to successfully access and complete high school graduation coursework and college and career pathways. This action is designed to meet the needs most associated with English learners, low-income, and foster youth students, but because we expect that all students at risk of not graduating and/or completing A-G course requirements will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects that our Graduation and A-G course completion rates for our English learners, low-income, and foster youth students will increase annually and the number of English Learners earning a high school diploma and continuing their education beyond high school will increase annually for the following three years.</p>		
1.14	ELD Teachers	<p>As demonstrated in the Metrics sections, the English Learner progress towards English proficiency, the reclassification rate, and input from Educational Partners, have identified English Learner students have lower English proficiency and reclassification rates as compared to the previous school year. To address the need, Parlier Unified will provide funding to hire English Language Development teachers who work directly with English Learner students, including those students who may be at risk of becoming Long-Term English Learners and/or are Long-Term English Learners in a Designated English Language Development(ELD) setting or period targeting ELD state standards, including language domain-specific strategies and professional development for teachers, administration, and support staff. We expect that the English proficiency and reclassification rates for</p>	\$450,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>English Learners will increase significantly, as the ELD teachers will be able to provide students with targeted language acquisition strategies and additional opportunities to practice their English language skills in an environment conducive to practicing all four English language domain skills which is a low affect filter environment during the Designated ELD time. Parlier Unified School District expects that our English proficiency and reclassification rates for our English Learner students will increase annually for the following three years.</p>		
<p>1.15</p>	<p>Preschool Program</p>	<p>As demonstrated in the Identified and Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English Learners, low-income, and foster youth students who are struggling with reading and math. A needs assessment revealed a need for more early interventions and support for the identified students both in literacy and maths skills. To address the need, Parlier Unified will have a preschool program to support English Learners, low-income, and foster youth students. The preschool opportunity will support early literacy development and socio-emotional learning as well as professional training for teachers. This program will allow for the identified students to have early access to pre-literacy skills, and pre-math skills such as vocabulary, phonics, sorting and recognizing patterns. We expect that ELA and Math CAASPP rates for English learners, low-income and foster youth students will increase significantly, as teachers will prepare preschool students with skills that will provide the foundational skills to meet the academic rigor and standards of the K-12 grade school system. This action is designed to meet the unique needs of English Learners, low-income, and foster youth students, however, because we expect that all students showing will benefit, this action is provided on an LEA-wide basis.</p>	<p>\$202,251.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
1.16	Professional Development	As demonstrated in the Identified Needs and Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, low income, and foster youth students who are struggling with reading and math. A needs assessment revealed that teachers need additional professional development to support the unique needs of these student groups. To address the need, Parlier Unified will provide funding to provide, supplement, and increased professional development for staff in the areas of ELA, Mathematics, ELD, and other content areas. Professional development for K-12th staff will provide them with tools to support English learners, low income, and foster youth students who are performing two or more grade levels below grade level by providing training regarding language and differentiation strategies that target students' language needs in all content areas, including Designated and Integrated ELD professional training for teachers. We expect that ELA and Math rates for English Learners, low-income, and foster youth students will increase significantly, as teachers will have the skills set to identify student language needs and provide differentiation strategies to support access to core content standards while acquiring English language proficiency concurrently. This action is designed to meet the unique needs of English learners, low income, and foster youth students, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	\$432,672.00	Yes
1.17	Learning Directors	As demonstrated in the Identified Needs and Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, low income, and foster youth students who are struggling with reading and math. A needs assessment revealed a need for better monitoring of student data as well as a systematic approach to ensuring the identified students are receiving the interventions are support that they need to be successful. To address the need, Parlier Unified will provide funding for Learning Director positions at all school sites that have English Learner, low-income, and foster youth students performing two or more grade levels below grade level including	\$1,084,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>monitoring student data, providing teacher instructional feedback, and training for teachers and staff. Learning Directors will oversee learning difference and supports for EL, LI, and FY students, and study skills programs in the school and manages information and data to ensure the identified students receive the supports they need. We expect that ELA and Math rates for English Learners, low-income, and foster youth students will increase significantly, as Learning Directors will be able to monitor instruction, and student assessment outcome data, and work collaboratively with teacher groups and/or grade level Professional Learning Communities (PLCs) to review student data, instructional practices, and goal setting. This action is designed to meet the unique needs of EL, FY, and LI students, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. We expect that ELA and Math state and local data will improve for EL, FY, and LI students.</p>		
1.18	C&I Director and Support Staff	<p>As demonstrated in the Identified Needs and Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, low-income, and foster youth students who are struggling with reading and math. A needs assessment revealed a need for better monitoring of student data as well as a systematic approach to ensuring the identified students are receiving the interventions are support that they need to be successful. To address the need, Parlier Unified will provide additional support for Educational Services Department support staff positions at the district level who work directly with school sites that have English learners, low-income, and foster youth students performing two or more grade levels below grade level that includes monitoring LEA-level student data, providing data reports, funding guidance and support, feedback, and training for site administration on core and supplemental resources. We expect that CAASPP ELA and Math rates for English Learners, low-income, and foster youth will increase significantly, as additional curriculum and instructional personnel will be able to monitor instruction, student</p>	\$150,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment outcome data, plan and implement interventions for at-promise students while working collaboratively with school sites to review student data, instructional practices, coaching for identifying site needs, establishing goals, and action planning using the Cycle of Continuous Improvement. This action is designed to meet the unique needs of EL, FY, and LI students, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.		
1.19	Maintain and Reduce Class Sizes and Staff Ratios	As demonstrated in the Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English Learner students are struggling with reading and math. To address this need, Parlier Unified will utilize additional funding to maintain and reduce class sizes and staff ratios in grades K-12 grade to address the reading needs of at-promise English Learner students who have scored two or more grade levels below grade level in reading and math. School sites will be provided with additional teachers and support personnel to provide more individualized instruction in smaller groups targeting students' areas of need specific to reading and math skills. Smaller class size and staff ratios will allow staff to hone in on students' understanding and ability to apply skills by monitoring student work outcomes. PUSD currently exceeds the state ratio in K-3 and by providing lower staff ratios, students will be provided the additional opportunities to practice and build their comprehension of skills. We expect that the CAASPP ELA and Math scores for English Learners will increase significantly, as smaller class and staff ratios will allow for teachers to provide more targeted Tier I support more readily and often to ensure students are building foundational skills needed to master grade level standards. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects our ELA and Math CAASPP scores for our English Learner students will increase annually for the following three years.	\$563,854.00	Yes

Goal Analysis [2021-22]

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

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

Overall, the actual implementation of the actions within Goal 1 closely matched the plan. While the impacts of COVID-19 during 2021-22 had a significant impact on programs and services, staff were able to effectively implement these specific actions consistent with the plan.

Actions in Goal 1 work together to establish, align, and deepen the implementation of quality learning, teaching, and leadership practices in all classrooms and schools.

(1.1) Core Program Curriculum - Parlier Unified continues to invest in textbooks and materials associated to district's core instructional programs.

Success(s): Parlier Unified provided all students in grades K-12th with state-adopted content core materials.

Challenge(s): Upon students return to in person learning, many textbooks and materials were lost and had to be replaced in order to maintain sufficiency and equity for all students.

(1.2) Core Program - Personnel

Success(s): Students had appropriately credentialed and assigned teachers in 99% of all classrooms district-wide.

Challenge(s): The challenge for the entire district was providing coverage for all classrooms with substitutes. The district's substitute list did not meet the demands for coverage in classrooms, which in turn, interrupted continuity of instruction for students.

(1.3) Implement the Technology Plan to Support the Curriculum, Instruction, and Assessment:

Success(s): Parlier Unified provided increased access to technology for students by ensuring that all devices at all school sites were updated to meet the academic needs of students. The Technology department provided wi-fi devices to students whose homes did not have access to internet services in an effort to eliminate access problems to school work. Under the direction of the Technology Director, the district was able to provide on-site support for each school site by increasing the number of Site Technologists to support staff and students in the classroom.

Challenge(s): In the process of trying to provide access to devices and the internet, the district experienced a challenge in trying to provide remote devices for students leaving the district for extended periods of time. Overall, the implementation of the Technology Plan to support the curriculum, instruction, and assessment was effective in transitioning from the hybrid model of teaching and learning to in-class instruction.

(1.4) Technology Infrastructure and Support:

Success(s): Similar to LCAP Action 1.3, Parlier Unified was able to continue to build the district's technology infrastructure by utilizing funding to increase the number and type of devices and tools in the classroom suitable for expanding the learning of all students. By expanding on the district's technology infrastructure, students were able to demonstrate content knowledge mastery through various methods as evident in their digital assessments, classroom assignments, and cooperative learning groups.

Challenge(s): A challenge that was encountered was students not bringing their devices to school on a daily basis. To address the challenge, schools were able to purchase mobile computer carts with additional computers to support assessment administration and instruction.

(1.5) Teachers on Special Assignment:

Success(s): Parlier Unified was able to hire a total of six Teachers on Special Assignment (TOSAs) for ELA (2), Math (1), ELD (1), and Special Education (1), and Data Analysis (1). The TOSAs have been able to provide teachers with in-class support for delivering lessons targeting the differentiated needs of students in the classrooms. The TOSAs have been able to provide professional development in their respective areas of expertise, including supporting school sites with all formative and summative assessments. Teachers have been provided with opportunities to work closely with the district TOSAs in the development of lessons, and delivery of content material with a targeted focus on second-language learners and students with special needs. The team of TOSAs works collaboratively to plan site visits, observe lessons, monitor student data, and provide feedback to teachers regarding their instructional delivery of core content material. One of the most effective ways in which the TOSAs have been especially instrumental has been the disaggregation of student data and the implications data has on instructional planning.

Challenge(s): One of the challenges the district has encountered has been the replacement of the Math TOSA position. Parlier Unified CAASPP Scores in Math for 2021 are below 10% for all students, including all sub-groups

(1.6) Curriculum Committee:

Funding was not utilized. While the Curriculum Committee's actions support student academic success, it does not require an action specific to the formation of this committee. The Curriculum Committee is an existing entity that fulfills the description of the action but does not need to be written as an action in the LCAP. Parlier Unified School District Action #1.6 (Curriculum Committee) funding was not utilized.

(1.7) Supplemental Personnel:

Success(s): School sites in Parlier Unified were assigned a Reading Intervention teacher to address the early literacy and phonemic awareness needs of students in grades K-2nd grade, while focusing on reading fluency and comprehension in 3-12th grade. In addition, supplemental time was provided for students to receive math after school and Saturday School tutoring. The supplemental staff, such as the Reading Intervention teachers, have been able to participate in grade level planning meetings to discuss student progress monitoring and planning. The Reading Intervention teachers, as well as the TOSAs, have been instrumental in looking at both Tier I and Tier II instruction.

Challenge(s): The challenge for this action has been the refinement of the high school Reading Intervention teacher focus as it pertains to ELA. Scheduling students to attend the high school Reading Intervention sessions will require additional planning in order to maximize the services to all students and student subgroups.

(1.8) Summer School Program:

Success(s): The Parlier Unified Summer School program was implemented district-wide for all students in K-12th grade. The district provided summer school services for all students and held at all school sites. Each school site was provided with the opportunity to recruit their students to the summer school program which involved intervention in ELA, Math, and ELD at the elementary and middle school levels. The secondary level summer school was held at Parlier High School for all incoming and existing students in grades 9-12th with a focus on credit recovery and advancement. All summer school programs were scheduled for a total of six weeks. By having the summer school

services available at all school sites, teachers were able to work with their students in smaller groups and target areas of greatest need. This model allowed for more students to attend summer school to address the learning loss from not having in-person instruction during COVID. Challenge(s): The challenge that was encountered was hiring enough teachers to teach summer school. The district made every effort to advertise with ample time before summer school started, but there were challenges in getting teachers to take the extra assignment(s). Overall, the summer school program was successful in getting students to come to their local schools to receive intervention and/or credit recovery.

(1.9) Supplemental Instructional and Intervention Materials:

Success(s): Parlier Unified provided all school sites with supplemental instructional and intervention materials to address the learning needs of all students. School sites were able to supplement core instructional materials with materials and supplies to enhance existing programs. Teachers had access to instructional and intervention materials targeting ELA, Math, and ELD.

Challenge(s): The challenge was ensuring that the materials purchased were supplemental to the core and providing time for district-wide grade level teams to meet and discuss the effectiveness of materials.

(1.10) Instructional Aides:

Success(s): The district provided all schools in the district with Instructional Aides to support students in the classroom under the teacher's supervision and guidance. Classroom teachers were able to provide small group instruction to students needing extra time to learn and apply new skills. Instructional Aides worked closely with the teachers and have been instrumental in allowing teachers to do Tier I interventions for students additional support.

Challenge(s): The challenge for the district was retaining the Instructional Aides due to advancements from Instructional Aide to teacher.

(1.11) Bilingual Aides:

Success(s): Parlier Unified provided funding for Bilingual Aides targeting English Learner and Migrant students needing support to access core content while learning English. The focus for the Bilingual Aides was placing them in content classes at the secondary level, to meet the needs of newcomer students learning the English language while trying to access content materials (standards).

Challenge: The challenge for Parlier Unified was replacing the vacancies left by Bilingual Aides once they moved to other positions with more hours.

(1.12) Alternative School Instructional Supports:

Success(s): Parlier Unified was able to fund alternative school personnel and purchases to address the needs of students in the alternative school setting. Personnel at the alternative school setting were able to work closely with students by setting goals on how to recover credit deficiencies needed towards obtaining a high school diploma. Students in the alternative high school setting were also able to connect with onsite support personnel that worked closely with students to encourage students to advance their education past the high school level.

Challenge(s): The challenge was working with independent studies students' schedules

(1.13) Supplemental Student Support Programs:

Success(s): Parlier Unified was able to implement the AVID program district-wide. Elementary and secondary teachers, including administration were able to attend professional training for AVID strategies. The skills that were learned were implemented in classrooms to

encourage and prepare students for college and/or career pathways. Students were provided lessons to foster critical thinking, problem solving, and leadership. This program provides students with the skills needed to prepare for continued education beyond high school through the A-G requirement process.

Challenge(s): The challenge for the district is to recoup the number of students completing their A-G requirements from pre-COVID data indicating 26% of students completed A-G requirement in 2019-2020, while only 5.3% completion rate was attained in the 2020-2021 school year.

(1.14) ELD Teachers:

Success(s): Parlier Unified was able to fund English Language Development (ELD) teacher positions to address the language needs of English Learners in a Designated ELD setting. Teachers were able to work directly with students in small groups, as well as, in a one-on-one setting. ELD teachers were able to work strategically with Long-Term English Learners or LTELs at the secondary level, while elementary schools were able to target at-risk of becoming an LTEL for EL students in 4th-6th grade. Teachers were able to meet to discuss EL student data from students in Designated ELD classrooms.

Challenge(s): The district's challenge with ELD teachers is the retention of ELD teachers at the secondary level.

(1.15) Preschool Program:

Success(s): Parlier Unified continued to provide preschool program services for preschool children in an ongoing effort to prepare our English learners, foster youth, and low-income students with early intervention skills in ELA and Math. The preschool program also focused on social-emotional skills through a wide variety of games and activities to help build these skills. The district was able to enroll 10 preschool age children to attend the program consistently throughout the school year.

Challenge(s): The challenges encountered by the district involved providing specific professional development for preschool staff and having coverage when staff was absent during long periods of work leaves.

(1.16) Professional Development:

Success(s): Parlier Unified provided a variety of professional development opportunities for all staff K-12th grade. Professional training in the district was provided in a variety of formats including, online and in-person. Staff was able to attend training and workshops provided within the district by fellow staff members or through outside entities. Conferences and workshops outside the district were also provided to encourage and support professional learning throughout the school year. Professional development opportunities were planned to address the engagement of our students with the academic core standards in ELA, Math, ELD and other subject and content areas.

Challenge(s): The biggest challenge for the district was the shortage of teacher substitutes for coverage in classrooms. The shortage of teacher substitutes made it difficult to send teachers to training. The district utilized district-level credentialed personnel to provide coverage so that teachers were able to leave their classrooms and attend training. This challenge also offered a good opportunity for the district to plan alternate and creative ways to cover classrooms on training days without affecting students' learning.

1.17) Learning Directors:

Success(s): Parlier Unified continued to fund Learning Directors at school sites to support student academic achievement. Learning Directors were responsible for monitoring student academic progress and managing state and local test administrations. The principal of each school site worked closely with the Learning Director to disaggregate student academic and behavioral data. As a team, the school Principal and

Learning Director were able to support teachers implement district-wide and school initiatives. The Learning Director was also able to monitor classroom instruction, provide feedback to teachers, and work with students with social-emotional needs. Learning Directors were also able to collaborate with grade-level teams to engage in the discussion of how best to meet the needs of our students.

Challenge(s): One of the challenges was pulling Learning Directors to attend meetings or training during testing windows and/or training provided for both administrators to collaborate during training.

(1.18) C&I Director and Support Staff:

Success(s): Parlier Unified funded the Curriculum and Instruction Director and support staff positions to address the academic needs of all school sites in the district. The Curriculum and Instruction Director and support staff were able to work with school sites to provide the resources and support needed to address the needs of students not meeting grade level standards in ELA, Math, and ELD. The Curriculum and Instruction Director was able to work closely with site administration in conducting class walk-throughs to monitor instruction and implementation of district and school initiatives. The district's Teachers on Special Assignment team also worked closely with the Curriculum and Instruction Director for planning teacher training, student assessment schedules, and teacher planning sessions. Support staff was instrumental in managing the logistics of acquiring the resources needed to implement district-wide instructional programs and services, including the communication and maintaining of records.

Challenge(s): The challenge encountered centered on coverage for teachers in the classroom in order to fully implement district instructional initiatives.

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 majority of the estimated actual expenditures for Goal 1 demonstrate material differences from the budgeted expenditures.

Instances where material differences do exist include:

(1.1) Core Program - Curriculum: Budgeted Expenditures were projected at \$6330,069 and Estimated Actual Expenditures are projected at \$6,639,562. Material differences were a result of not originally budgeting for all items that support the Core Instructional program at the district.

1.2) Core Program - Personnel: Budgeted Expenditures were projected at \$35,582,221 and Estimated Actual Expenditures are projected at \$34,639,041. Material differences were a result of differences in salary and benefits of personnel hired versus what was estimated at the time due to step and range placement and student support staff that were new/additional positions to assist in increased services to students being paid out of other funding sources.

1.3) Implement the Technology Plan to Support Curriculum instruction and assessment: Budgeted Expenditures were projected at \$775,355 and Estimated Actual Expenditures are projected at \$625,000. Material differences were a result of the district utilizing COVID additional funding which allowed for district to spend less than the projected expenditure amount.

1.4) Technology Infrastructure and Support: Budgeted Expenditures were projected at \$770,153 and Estimated Actual Expenditures are projected at \$0. Material differences was a result of the district utilizing COVID funding to implement this action and needs being met due to students returning to in person learning. The money was budgeted in the instance that additional supports were going to be necessary for online learning.

1.5) Teachers on Special Assignment: Budgeted Expenditures were projected at \$591,592 and Estimated Actual Expenditures are projected at \$850,000. Material differences were a result of the district utilizing non contributing factors to the LCAP, such as Title 1 for.

1.6) Curriculum Committee: Budgeted Expenditures were projected at \$19,480 and Estimated Actual Expenditures are projected at \$0. Material differences was a result of the district Curriculum Committee's actions support student academic success but not requiring an action specific to the formation of this committee nor did it need a funding source.

1.7) Supplemental School Personnel: Budgeted Expenditures were projected at \$906,269 and Estimated Actual Expenditures are projected at \$1,775,000. Material differences were a result of increased need for additional personnel to support student learning loss, especially to support student subgroups.

1.8) Summer School Program: Budgeted Expenditures were projected at \$152,663 and Estimated Actual Expenditures are projected at \$1,000. The action was successfully implemented but the material difference was a result of the district utilizing one-time state and federal funds.

1.9) Supplemental and Intervention Materials: Budgeted Expenditures were projected at \$8,651 and Estimated Actual Expenditures are projected at \$600,000. Material differences were significant as a result of the district's need to provide additional on-going intervention programs due to learning loss during COVID. The district utilized a variety of intervention programs, materials, and coaching for teachers to address students' needs at various levels.

1.10) Instructional Aides: Budgeted Expenditures were projected at \$1,604,408 and Estimated Actual Expenditures are projected at \$1,785,000. Material difference was a result of funding for additional personnel and extra time paid for substitutes to cover vacancies in order to maintain the same level of support for students.

1.11) Bilingual Instructional Aides: Budgeted Expenditures were projected at \$15,700 and Estimated Actual Expenditures are projected at \$0. Material difference was a result of the district's continued funding of Bilingual Aides through categorical funding.

1.14) ELD Teachers: Budgeted Expenditures were projected at \$457,695 and Estimated Actual Expenditures are projected at \$340,000. Material differences were a result of retaining existing ELD teachers and not needing additional personnel once the master schedule was completed and it allowed for other teachers to teach a period of ELD.

1.15) PreSchool Program: Budgeted Expenditures were projected at \$183,417 and Estimated Actual Expenditures are projected at \$158,000. Material differences were a result of personnel costs being lower than originally projected. Employee extended absences were filled by substitutes.

1.16) Professional Development: Budgeted Expenditures were projected at \$280,929 and Estimated Actual Expenditures are projected at \$675,000. Material differences are significant as a result of the district's need for additional services for professional coaching for teachers and staff, including follow-up professional development contracts targeting student learning loss, data analysis, intervention, and instructional strategies.

1.18) C&I Director and Support Staff: Budgeted Expenditure were projected at \$139,446 and Estimated Actual Expenditures are projected at \$158,000. Material difference was a result in increase in staff salaries and benefits.

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

Parlier Unified School District Goal #1 is Accomplished Students which focuses on establishing, aligning, and deepening the implementation of quality learning, teaching, and leadership practices in all classrooms and schools. Evidence and data to determine how effectively the district accomplished this goal is through the outcome data from the CAASPP results for ELA and Math, and English Learner progress towards English proficiency rate.

The ELA CAASPP data indicates that English Learner students have a significantly lower percentage of students meeting or exceeding grade-level standards in ELA (6.44%) as compared to All students who are 17.97% of meeting or exceeding grade-level standards in ELA. The same pattern can be observed for the CAASPP Math results of English Learner students (2.93%) compared to All students who are at 6.57%. The data indicates that the district's English Learner students are not performing at the same rate as the non-EL students in ELA and Math. However, English Learners are maintaining the percentage of English Learners demonstrating growth towards English proficiency. The difference in the percentage of students making progress towards English proficiency went from 48.1% in 2019-2020 to 46.3% in the 2020-2021 Summative ELPAC assessment. Although there was a slight decline of students making progress to English proficiency of 1.8%, the difference was not a significant drop considering students were provided instruction at home during the COVID school closures.

The ELA CAASPP data indicates that Low-Income students have a similar percentage of students meeting or exceeding grade-level standards in ELA (17.38%) as compared to All students who are 17.97% of meeting or exceeding grade-level standards in ELA. The same pattern can be observed for the CAASPP Math results of Low-Income students (6.41%) compared to All students who are at 6.57%. The data indicates that the district's Low-Income students are performing at the same rate as All students in ELA and Math. However, Low-Income students who are also identified as English Learners are maintaining the percentage of English Learners demonstrating growth towards English proficiency. The difference in the percentage of students making progress towards English proficiency went from 48.1% in 2019-2020 to 46.3% in the 2020-2021 Summative ELPAC assessment. Although there was a slight decline of students making progress to

English proficiency of 1.8%, the difference was not a significant drop considering students were provided instruction at home during the COVID school closures.

There is not a significant amount of Foster Youth students in order to provide ELA & Math CAASPP data due to privacy regulations. Parlier is committed and has internal policies and procedures for tracking and ensuring Foster Youth students are making growth and progress in terms of ELA and Math proficiency.

After a review of all actions for Goal #1 and the impact of effectively meeting the district goal for establishing, aligning, and deepening the implementation of quality learning, teaching, and leadership practices in all classrooms and schools, the following actions will need to be revisited to address the metric data indicating the district was not effective in narrowing the achievement gap between English Learners and Foster youth and All students.

(1.1) Core Program Curriculum - Parlier Unified will continue to ensure all classrooms and course offerings have state-adopted core instructional materials for all students in K-12th grade. Early planning for the following school year will ensure that all ELA, Math, ELD, and other content subject core textbooks and materials have been ordered prior to the beginning of the new school year. The Curriculum and Instruction Director will work closely with each school site to submit textbook orders needed for replacement of core textbooks and/or to address student enrollment projections.

(1.2) Core Program Personnel - Parlier Unified will review staffing needs in early Spring to determine which core program personnel will need to be replaced as a result of retirements, vacancies, and/or expansions in primary and/or secondary levels. The Human Resource department will work closely with the Business department on the position control process to ensure all classrooms have appropriately and updated Multiple Subjects and Single Subject teacher credentials for the new school year.

(1.3) Implement the Technology Plan to Support Curriculum Instruction and Assessment - The Technology department will collect all student devices at the end of the school year to determine the number of devices needing repair or replacement and thus, update the district's student device inventory list. The Technology team of Site Technologists, under the direction of the Technology Director, will clean devices to ensure digital security programs are installed and provide space for uploading district-approved instructional programs for ELA, Math, and ELD that will enhance instruction for all students in K-12th grade.

(1.4) Technology Infrastructure and Support - Parlier Unified will update and increase access to technology in all K-12th grade classrooms. The district's Technology department will work closely with the Education Services department to provide a more reliable, robust, and scalable digital network and equipment to meet the learning needs of students in a 21st Century classroom. The district will monitor the implementation capacity and effectiveness of devices and programs to reevaluate sustainability and continuity of learning for all students in ELA, Math, and ELD.

(1.5) Teachers on Special Assignment (TOSAs) - Parlier Unified hired a total of five additional Teachers on Special Assignment (TOSAs) for the areas of Early Literacy, Mathematics, English Learners, and Special Education. The TOSAs were assigned to work with teachers and

site administration on planning professional development, modeling, coaching, and monitoring of instructional best practices in the area of their expertise. The TOSAs has been instrumental in streamlining assessments, in collaboration with teachers, and providing school staff with feedback. This entire process has allowed teachers to partake in opportunities to learn, implement, observe, and monitor their understanding of good first instruction, differentiation, checking for understanding, monitoring student mastery of content information/skills, and the importance of TIER I intervention in the classroom. The TOSAs have developed a positive repertoire with teacher teams which has been evident in the manner in which teachers are collaborating and focusing on student outcome data.

(1.6) Curriculum Committee - The Curriculum Committee will continue to meet quarterly, at minimum, to update and develop a scope and sequence for teaching enduring standards for all grade levels in ELA, Math, and ELD. The Curriculum Committee will facilitate district-wide grade-level PLCs to review student data in ELA, Math, and ELD to determine district-wide and school-wide student needs based on outcome data for students in K-12th grade. In addition, the Curriculum Committee will work closely with the Director of Curriculum and Instruction to align all district formative assessments which include assessments used for screening, diagnostic, and early literacy. The Curriculum Committee will work with district grade level PLCs to backwards map the enduring standards and formative assessments needed to for all students to meet grade level standards, while using student outcome data to address the learning gaps of at-promise students.

(1.7) Supplemental School Personnel - Parlier Unified will continue to provide Reading Intervention teachers at all school sites. The Reading teachers will work closely with the homeroom teachers at the elementary level and ELA teachers at the secondary level to review student data and plan for instructional practices to increase ELA scores. Reading Intervention teachers will partake in the grade level PLCs to support teachers with instructional planning, differentiation of instruction, and progress monitoring of student assessment data. Reading Intervention teachers will provide the Tier II intervention in addition to the Tier I intervention provided by the homeroom or ELA teacher.

(1.8) Summer School Program - Parlier Unified will provide an intensive summer school program targeting at-promise students in core subject areas of ELA, Math, and ELD at the K-8th grade level. The summer school program at the 9-12th grade level will focus on credit recovery to ensure all students at the secondary level meet PUSD high school graduation requirements and/or A-G course requirements for college entrance. The high school summer school program will offer in-class and online courses to recoup credits. The district will provide supplemental materials to enhance intervention coursework in ELA, Math, and ELD.

(1.9) Supplemental Instructional and Intervention materials - The district has been strategic in the manner in which supplemental and intervention materials have been purchased, monitored for effectiveness and level of implementation. Having this action in the LCAP has allowed the district to address the various needs of all student groups while being careful not to have a multitude of programs at different school sites. The supplemental and intervention materials have facilitated the process of teaching grade level enduring standards beyond what the core textbooks provide. The ability to embed supplemental materials to address student needs has opened an opportunity for teachers to focus on teaching the standards, knowing how to identify gaps in core instructional materials, and differentiating for English Learner students as well as other subgroups.

(1.10) Instructional Aides - Instructional Aides will be placed at all school sites to provide teachers with opportunities to work in small groups with at-promise English Learner, low-income, and Foster Youth students while the Instructional Aide(s) work with students on skills taught

during a lesson. Instructional Aides will also participate in professional development opportunities that will enhance their capacity to help students in the classroom in the areas of ELA, Math, and ELD.

(1.11) Bilingual Aides - The Bilingual Instructional Aides have been effective in addressing the needs of English Learners, low-income, and foster youth in content classes at the secondary level. Parlier Unified has strategically placed the Bilingual Aides at the middle school and high school in an effort to support the language needs of Newcomer English Learner students while learning content in English. Having Bilingual Aides in classrooms has made it possible for students to receive small group instruction with the classroom teacher while the Bilingual Aide continues to support other English Learners with applying content skills in a comprehensible manner and support. The district will revisit the Bilingual Aide position to extend the amount of hours scheduled for the position in an effort to fill the position(s) and retain staff.

(1.12) Alternative School Instructional Supports - Parlier Unified will facilitate the collaboration between the regular comprehensive high school and the alternative high school to address the learning needs of high school students while providing them with above and beyond counseling access and Career Technology Education (CTE). The Alternative School personnel will continue to monitor student progress towards meeting high school graduation credits and A-G course requirements. The Alternative school personnel will work closely with parents of English Learners, low-income, and Foster Youth parents/guardians to monitor progress towards meeting graduation, career pathway, and/or college entrance requirements.

(1.13) Supplemental Student Support Programs - Parlier Unified will continue to provide Career and Technical Education (CTE) feeder programs at the middle school level to provide students with information and opportunities to explore selected CTE programs before entering high school. One of the key programs that have been instrumental in preparing students for continued education beyond high school graduation is the AVID program. Parlier Unified will continue to provide funding for AVID professional development, both at the secondary level, as well as, the elementary level. English Learner, low-income, and Foster Youth students will be able to utilize their AVID skills or other supplemental program skills to access opportunities to prepare for the rigor and demands of higher education, while using skills to meet or exceed grade level and course level standards.

(1.14) ELD Teachers - Parlier Unified will continue to provide ELD teachers to teach designated ELD courses at the secondary level (7-12th grade). Teachers will continue to target English Learner, Long-Term English Learners and Newcomer students with targeted instruction of the English Language Development standards in a Designated ELD class setting. ELD teachers will have access to their students's English language files to determine learning needs for each of the four English language domains. ELD teachers will collaborate with ELA and Math teachers to support English Learners with academic (Tier II) and content specific (Tier III) vocabulary. By front loading necessary skills to access content material, English Learners will continue to demonstrate progress towards attaining English language proficiency and reclassification.

(1.15) Preschool Program - Parlier Unified will continue to provide a preschool program to prepare students preschool students with foundational and social skills needed to address the academic rigor and standards of the K-12th grade school system. Preschool personnel will be provided with training on how to teach foundational skills that allow students to transition into Kindergarten ready to learn.

(1.16) Professional Development (1.16) - Professional development has allowed Parlier Unified teachers and staff to refine their skills through a process of providing training that is ongoing and not a one-time training session. Parlier Unified understands the importance of having professional development that has follow-up sessions embedded in the overall Professional Development plan. Research indicates that the most effective professional development occurs when it is ongoing and teachers have an opportunity to learn, implement, evaluate, and adjust instruction to meet the needs of their students. Parlier Unified utilizes the Cycle of Continuous Improvement to evaluate and reflect on the effectiveness of implementation and student data outcomes.

(1.17) Learning Directors - Parlier Unified will provide funding for a Learning Director at school site with the high school having two Learning Directors to address the needs of school's enrollment. Learning Directors will continue to work with teachers in their grade-level or subject PLCs to review data, provide instructional feedback to teachers, and monitor ELA, Math, and ELD assessment data for English Learners, low-income, and Foster Youth students. In addition, Learning Directors will monitor the data of students in the districts' student information system so as to ensure that CALPADS student data is up-to-date and correctly identified for local and state accountability.

(1.18) Curriculum & Compliance Directors and Support Staff - The Curriculum and Instruction Director, Compliance Director, and support personnel will work collaboratively with all school sites to review student data through assessment data reviews and English Learner data chats. The Curriculum and Compliance Directors will continue to provide school administration funding and compliance guidance to ensure school budgets are maximized to meet the needs of English Learners, low-income, and Foster Youth.

The level of effectiveness of the above-combined actions to support the district's goal to meet the first-year goal metrics on state assessments such as the CAASPP in English Language Arts and Mathematics, and ELPAC Summative state assessment that measures progress toward language proficiency for English Learners will need to be refined to target key areas of need identified in our CAASPP data. In addition, the actions will also support English Learners' progress towards reclassification which is a metric that is outlined in this plan. It is anticipated that the continuous implementation of Goal #1 actions, especially those itemized in this section, will demonstrate a consistent growth towards meeting the annual metric outcomes, while also having evidence of increases to metrics for the high school graduation rate, A-G requirements, and CA State Seals of Bi-literacy.

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

Parlier Unified School District will continue with actions in goal #1 with the exception of Action #6 - The Curriculum Committee. As mentioned previously in this analysis, the Curriculum Committee action (1.6) does not warrant a specific dollar amount outline in the budget, but will remain itemized as an action as it is an important component for meeting goal #1 metrics. This action will remain, but have zero funding for next school year.

For 2022-2023 school year the additional 15% add-on has expanded and added the following actions. Added Goal 1 Action 19 to address the need of class size through grade 12th. Goal 1: Action 7 (Supplemental School Personnel) Increase the number of Reading Intervention teachers at each site K-12 and increase the number of reading lab Instructional Aides. Goal 1: Action 10 (Instructional Aides) Increase the number of Instructional Aides districtwide even with declining enrollment, fill Instructional Aide vacancies.

Parlier Unified has also added sub-group data within the metric section to better monitor the progress of EI, LI, FY, and SWD within each data point.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey or District Safety and School Connectedness survey data
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Improve district attendance rate
4. Decrease chronic absenteeism
5. Increase the percent of students meeting the Physical Fitness Test
6. Maintain or increase the support for mental health services and counseling services
7. Provide supplemental and intensified supports to student who require more academic, behavioral, and/or emotional support (MTSS)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	Attendance rate: Baseline - 93.04% Data Year: 2020-2021 Data Source: P-2	Attendance rate: All - 95.38% ELs - 95.46% SED - 95.42% SWD - 94.15% FY - 95.71 Data Year: 2020-2021 Data Source: P-2			Attendance rate: All - 94% ELs - 94% SED - 94% SWD - 92% FY - 92% Met ____ Not Met ____ Data Year: 2023-2024 Data Source: P-2
Chronic absenteeism rate	Chronic absenteeism rate: Baseline All - 25.9% ELs - 28.11% SWD - 35.27% Data Year: 2020-2021 Data Source: CALPADS EOY-3	Chronic absenteeism rate: All - 45.1% ELs - 44.2% SED - 45.8% SWD - 56.6% FY - 42.9 Data Year: 2021-2022 Data Source: CALPADS EOY-3			Chronic absenteeism rate: All - 15% ELs - 15% SED - 15% SWD - 20% FY - 15% Met ____ Not Met ____ Data Year: 2023-2024 Data Source: CALPADS EOY-3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Drop Out rate	<p>High School Drop Out rate:</p> <p>Baseline - 3%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Aeries</p>	<p>High School Drop Out rate:</p> <p>All - 6%</p> <p>ELs - 10%</p> <p>SED - 4%</p> <p>SWD - 15%</p> <p>FY - To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p> <p>Data Year: 2020-2021</p> <p>Data Source: Aeries</p>			<p>High School Drop Out rate:</p> <p>All - 2%</p> <p>ELs - 5%</p> <p>SED - 2%</p> <p>SWD - 8%</p> <p>FY - 5%</p> <p>Met ___</p> <p>Not Met ___</p> <p>Data Year: 2023-2024</p> <p>Data Source: Aeries</p>
Suspension rate	<p>Suspension rate:</p> <p>Baseline</p> <p>All - 2.7%</p> <p>ELs - 2.2%</p> <p>SWD - 5.5%</p> <p>Data Year: 2019-2020 (Most recent data due to COVID-19 Pandemic closures)</p> <p>Data Source: Aeries & Data Quest</p>	<p>Suspension rate:</p> <p>Baseline</p> <p>All - 0%</p> <p>ELs - 0%</p> <p>SED - 0%</p> <p>SWD - 0%</p> <p>FY - 0%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Data Quest</p>			<p>Suspension rate:</p> <p>All - 1%</p> <p>ELs - 1%</p> <p>SWD - 2%</p> <p>FY- - 1%</p> <p>Met ___</p> <p>Not Met ___</p> <p>Data Year: 2023-2024</p> <p>Data Source: Aeries & Data Quest</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	<p>Expulsion rate:</p> <p>Baseline All - 0% ELs - 0%</p> <p>Data Year: 2019-2020 (Most recent data due to COVID-19 Pandemic closures)</p> <p>Data Source: Aeries & Data Quest</p>	<p>Expulsion rate:</p> <p>All - 0% ELs - 0% SED - 0% FY- 0%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Data Quest</p>			<p>Expulsion rate:</p> <p>All - 0% ELs - 0% SED - 0% FY - 0%</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: Aeries & Data Quest</p>
School Climate Survey	<p>School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness</p> <p>Baseline School Connectedness - 79% Baseline School Safety - 68%</p> <p>Data Year: 2020-2021</p> <p>Data Source: School Climate Survey</p>	<p>School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness</p> <p>STUDENTS: All Connectedness - 86% School Safety - 60%</p> <p>EL Connectedness - 73% School Safety - 53%</p> <p>SED Connectedness - 85% School Safety - 58.5%</p>			<p>School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness</p> <p>STUDENTS: All Connectedness - 80% School Safety - 70%</p> <p>EL Connectedness - 80% School Safety - 70%</p> <p>SED Connectedness - 80% School Safety - 70%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY Connectedness - % No Foster Youth outcome data available School Safety - % No Foster Youth outcome data available STAFF: Connectedness - 51% School Safety - 67% PARENTS: Connectedness - 45% School Safety - 59% Data Year: 2021- 2022 Data Source: School Climate Survey			FY Connectedness - 80% School Safety - 70% STAFF: Connectedness - 80% School Safety - 70% PARENTS: Connectedness - 80% School Safety - 70% Met ____ Not Met ____ Data Year: 2023- 2024 Data Source: School Climate Survey
School Facilities Inspection Tool (FIT)	School facilities are maintained in good repair: Score: Met Data Year: 2020- 2021	School facilities are maintained in good repair: Score: Met Data Year:			School facilities are maintained in good repair: Score: Met Met ____ Not Met ____

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Williams Facility Inspection (FIT) Tool	Data Source: Williams Facility Inspection (FIT) Tool			Data Year: 2023- 2024 Data Source: Williams Facility Inspection (FIT) Tool
Middle School Dropout	Middle School Drop Out rate: Baseline - 0% Data Year: 2020- 2021 Data Source: Aeries & Data Quest	Middle School Drop Out rate: All - 0% ELs - 0% SED - 0% FY- 0% Data Year: Data Source: Aeries & Data Quest			Middle School Drop Out rate: All - 0% ELs - 0% SED - 0% FY- 0% Met ____ Not Met ____ Data Year: 2023- 2024 Data Source: Aeries & Data Quest

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Well-Being Initiatives	As demonstrated in the Identified Needs and Metrics sections, suspension data, local school survey data, and input from educational partners have identified English learners, low-income, and foster youth students are struggling to stay connected to school as compared to all students. To address the need, Parlier Unified will provide funding to increase enrichment and extracurricular activities, VAPA and CTE	\$2,652,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>courses, positive behavior incentives, support staff, expansion of the district VAPA and music program to include the elementary schools, staff professional development to improve school culture and build teacher capacity to support K-12th grade students who may not have access or knowledge of how access school resources that help them connect to school. This includes increasing course offerings at the secondary level, developing feeder programs at the elementary level, and staff professional development. VAPA and CTE courses benefit students by offering increased access to relevant and engaging curriculum and instruction which research states will increase students' sense of belonging, connectedness, and student-student relationships. In addition, data demonstrate that the overall culture of positive reinforcements plays an important role in connecting students to their school environment. Positive Behavior Supports including incentives, staff, and training will allow teachers to implement best practices regarding positive behavior strategies in order to promote teacher-student relationships and student-student relationships in a caring environment. PBIS support staff will collect data, provide professional development, and develop tiered systems of support in order to meet the needs of EL, LI, and FY students within the district. This support includes strategies for improving school culture, building teacher capacity, increasing attendance, alternative discipline strategies, and social and emotional development. The district will utilize input from the identified student groups data to determine students' interests when planning course offerings. An increase in the number of personnel trained to accommodate the need for career and VAPA course offerings will be implemented. The district will focus on creating a school environment, K-12, where EL, FY, and LI students will be able to explore visual and performing arts at the elementary level by hiring additional music teachers and one additional art teacher to work with elementary level students. The district will also revisit the master schedules at the secondary level to increase career exploration courses for 7-12th grade students, including VAPA courses. Staff will also receive training and support for staff on promoting positive behavior in and out of the classroom. By increasing the number of career exploration and VAPA course offerings, K-12 EL, FY, and LI students will be connected to their</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>school through the opportunity to learn a new skill(s) and explore their potential in a non-traditional environment, thereby being engaged in their school.</p> <p>We expect that the suspension rates for English Learners, low-income, and Foster youth students will decrease, as more course offerings targeting students' interests, professional development, student outreach, access to enrichment activities, and courses are to meet the needs of our English learners, low-income, and foster youth students. However, because we expect that all students needing support to stay connected will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District anticipates the rate of English Learner, low-income, and foster youth students' suspension data to decrease and student survey of connectedness will increase annually for the following three years.</p>		
2.2	Student Mental Health Programs	<p>As demonstrated in the Metrics sections, suspension and attendance rates, local school data, and input from educational partners have identified English learners, low-income, and foster youth students are struggling with feeling safe and connected to school. To address the need, Parlier Unified will provide funding to increase support personnel to monitor student attendance, school safety, Counselors, Social Workers, and Behavior Intervention Specialists to address the social-emotional needs of English learners, low-income, and foster youth students. Staff professional development will be designed to improve school culture and build staff capacity to support K-12th grade EL, FY, and LI students who may be in need of social and emotional support services to stay connected with school. This includes small group counseling and guidance, in-class lessons, mental health support in either one-on-one or group setting, and social-emotional learning training for staff, students, and parents. The identified students will be referred by their teachers and/or by parent request. The support personnel, in conjunction with the Child Wellness and Attendance department, will conduct wellness home visits to ensure students are attending school and learning, while their social and</p>	\$3,923,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>emotional needs are being met. By providing the identified students with social and emotional support in a safe school environment, students will be able to sustain good school attendance which will allow for these students to have full access to school services and opportunities to feel connected to their school. PBIS encourages the development of positive teacher-student relationships. In addition, it provides LI, EL, and FY students with the foundational skills they will need for success in life. We expect that the suspension rates for English learners, low-income, and foster youth students will decrease, as the one-on-one support for teachers and students, professional development, student outreach, access to PBIS strategies, and courses are to meet the needs of our English learners, low-income, and foster youth students. This action is designed to meet the needs most associated with the identified student groups, however, because all students can benefit, this action will be provided LEA-wide. Parlier Unified School District anticipates the rate of English Learner, low-income, and foster youth students' suspension rate will decrease while attendance rates will increase annually for the following three years.</p>		
2.3	Student Attendance Continuous Improvement Program	<p>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. To address the need, Parlier Unified will fund staff that includes a full-time Attendance and Child Welfare Director, support personnel, incentives to increase student connectedness and attendance, community outreach expenses, and supplies to maintain secure campuses to address the attendance needs of English Learner, low-income, and foster youth students who have excessive absences and chronic absenteeism. The identified students and their families will be provided with outreach services that encourage students to attend school on a daily basis, incentives to sustain consistent attendance, and training for parents. The identified students would benefit from personnel who works directly with students, parents, and community groups at school sites to identify,</p>	\$490,407.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>remedy and prevent attendance barriers at the school site; prioritizing barriers related to a sense of belonging. The district will provide a Child Welfare and Attendance personnel and school site personnel to monitor reasons or issues that negatively impact student attendance and utilize data to develop incentives to build connectedness and increase daily attendance. Having consistent monitoring of EL, LI, and FY student attendance and analyzing trends that arise from data collected, will help target key areas of need. Wellness home visits, on-campus support, and maintaining secure school campuses, will ensure students are attending schools and learning, while their social and emotional needs are being met. In addition, incentives will be planned to target the need for increasing attendance.</p> <p>We expect that the attendance rate for English learners, low-income, and foster youth students will increase significantly, as the Child and Welfare staff will provide targeted assistance to students and their families through home visits, one-on-one guidance, and the elimination of barriers keeping students from attending school daily. However, because we expect that all students showing low attendance rates and high absenteeism will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects that the attendance rates for English learners, and low-income and foster youth students will increase annually for the following three years.</p>		
2.4	Campus Connections	<p>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, and foster youth students are struggling with feeling connected and safe at school. According to student and parent feedback from our English learners, low-income, and foster youth student populations want additional resources and people on campus to ensure their safety. To address the need, Parlier Unified has provided funding for campus control monitors, Safety Resource Officers, increase safe school training (i.e., lockdowns and incident training) for all staff, and other safety resources and materials</p>	\$455,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>needed to maintain a safe school environment at all 7-12th grade schools for EI, FY, LI students who have expressed concern for their safety in the school setting which may include campus safety checks, campus patrol, staff safety training, development of safety protocols, and literature for students on school safety topics. The district Safety Resource Officers will work with site administration and staff to provide community-oriented communications with parents, students, and staff. In addition, they will conduct presentations on campus safety for staff and students, work with school administration on Restorative Practices, and demonstrate positive interactions with law enforcement. We expect that the climate survey results for English Learners, Low-income, and Foster youth students feeling safe at school will increase significantly, like the safety measures and protocols will be consistently implemented and well-articulated for staff and students. However, because we expect that all students showing concern for school safety will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects that student climate survey rates for English learners, low-income, and foster youth students and families will increase annually for the following three years.</p>		

Goal Analysis [2021-22]

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

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

Overall, the actual implementation of the actions within Goal 2 closely matched the plan. While the impacts of COVID-19 during 2021-22 had a significant impact on programs and services, staff were able to effectively implement these specific actions consistent with the plan.

(2.1) Student Well-Being Initiatives:

Success(s): As a result of Action 2.1, Parlier Unified was able to increase student participation in Visual and Performing Arts (VAPA) activities such as music classes that provided students with opportunities to learn different instruments. Students at the middle school and high school level were provided with band classes, music instruments, and events to practice and refine their skills. The district saw an increase in the number of students participating in the district's marching band. The district marching band which currently consists of middle school and high school students were invited to perform in Disneyland on May 14, 2022. Parlier Unified was able to fund two Art teachers for all elementary schools. The Art teachers were able to teach art skills to encourage self expression for all elementary school students.

Challenge(s): The challenge encountered by the district was the scheduling of the Art teachers at all elementary school sites.

(2.2) Student Mental Health Programs:

Success(s): Parlier Unified was able to fund Behavior Intervention Specialists and Social Workers that provided support for all schools in the district. The Behavior Intervention Specialists were able to work collaboratively with site administration to work with students experiencing behavior difficulties in and out of the classroom environment. The schools were able to provide tiered support for students by aligning supports through a progressive and preventive approach. School teams consisted of teachers, administration, Behavior Intervention Specialists, and Social Workers working together to address students' social emotional needs.

Challenge(s): The challenge encountered was having teacher participation in the collaborative meetings as a result of classroom/period coverage.

(2.3) Student Attendance Continuous Improvement Program:

Success(s): Parlier Unified was able to maintain an attendance rate above 90% as a result of home visits conducted by the Child Welfare and Attendance department personnel. The district was able to provide students, parents, and community members with information regarding the importance of attendance.

Challenge(s): The challenge experienced by the district involved the COVID mandates to keep students at home when exposed and/or experiencing COVID-like systems.

(2.4) Campus Connections:

Success(s): Parlier Unified was able to fund Campus Monitors to support school initiatives' and parent events. The Campus Monitors were able to enhance the Positive Behavior Intervention and Supports (PBIS) initiative district-wide.

Challenge(s): The challenge encountered by the district involved the coverage for Campus Monitor personnel at the high school level.

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 majority of the estimated actual expenditures for Goal 2 demonstrate material differences from the budgeted expenditures.

Instances where material differences do exist include:

(2.1) Student Well-Being: Budgeted Expenditures were projected at \$2,214,993 and Estimated Actual Expenditures are projected at \$2,435,000. Material differences were as a result of funding an additional elementary music teacher and two additional elementary Art teachers to increase access to music and art to all students at the elementary level.

(2.3) Student Chronic Attendance Improvement Program: Budgeted Expenditures were projected at \$359,527 and Estimated Actual Expenditures are projected at \$445,000. Material differences were primarily as a result of extra time needed for student and family outreach such as home visits. Additional materials were also needed to increase attendance awareness and follow COVID protocols.

(2.4) Campus Connections: Budgeted Expenditures were projected at \$331,495 and Estimated Actual Expenditures are projected at \$420,000. Material differences were a result of extra time paid to staff for campus safety, substitutes, and contracted security vendor as a result of safety staff absences.

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

Parlier Unified School District Goal #2 is Supportive Environment which focuses on instituting inclusive environments where students, families, and staff feel safe and welcomed and are supported to attain goals based on high expectations. Evidence and data to determine how effectively the district accomplished this goal is through the outcome data from the attendance rate and high school drop out data results for English Learners, low-income, Foster youth and students with disabilities.

The attendance data indicates that English Learner students have 95.46% attendance rate as compared to all students' attendance rate of 95.38%. The high school drop-out data for English Learners is 10% as compared to the drop-out rate of 6% for all students. The data indicates that the district's English Learner students have a higher attendance rate as the attendance rate of non-EL students and a lower drop-out rate as the students who are not non-EL students.

The attendance data indicates that low-income students have 95.42% attendance rate as compared to all students' attendance rate of 95.38%. The high school drop-out data for low-income is 4% as compared to the drop-out rate of 10% for all students. The data indicates that the district's low-income students have a higher attendance rate as the attendance rate of students who are not low-income and a lower drop-out rate as the students who are not low-come.

The attendance data indicates that students with disabilities have 94.15% attendance rate as compared to all students' attendance rate of 95.38%. The high school drop-out data for students with disabilities is 15% as compared to the drop-out rate of 10% for all students. The data indicates that the district's students with disabilities have a lower attendance rate as the attendance rate of students without a disability and a higher drop-out rate as the students without a disability.

After a review of all actions for Goal #2 and the impact of instituting inclusive environments where students, families, and staff feel safe and welcomed and are supported to attain goals based on high expectations, the following actions will need to be revisited to address the metric data indicating the district was effective in narrowing gap between English Learners, low-income, and Foster youth, students with disabilities, and All students.

(2.1) Student Well-Being Initiatives - Parlier Unified will continue to provide VAPA and Art courses for all students in order to increase the number of students participating in the marching band, reinforce music program, and encourage students to engage in school. The district will focus on providing additional support for Art instruction.

(2.2) Student Mental Health Programs - Parlier Unified will continue to fund the Behavior Intervention Specialists and Social Workers to address the social emotional needs of students displaying behaviors that negatively impact their learning and connectedness to schools. The district will work on expanding the district's substitute list to provide coverage for teachers to participate in collaborative meetings with support personnel that involved their students. Teacher input is critical to the overall success of tiered behavior interventions. The district will focus on reviewing students with disabilities to monitor their social emotional needs and connectedness to school which may impact attendance and drop-out rates.

(2.3) Student Attendance Continuous Improvement Plan - Parlier Unified will continue to provide incentives and events that encourage student attendance and school connectedness. The Child and Welfare department will continue to hold informational meetings district-wide for parents and students on the importance of school attendance and the connection good attendance has on academic success.

(2.4) Campus Connections - Parlier Unified will continue to fund the Campus Control Monitors as a way to reinforce the need to build a bridge between school and home. The district's Human Resource and Business departments will review position control to determine how to effectively have Campus Control Monitors fully staffed all school sites, especially at the secondary level.

The level of effectiveness of the above-combined actions to support the district's goal to meet the first-year goal metrics of the district's attendance rate and high school drop-out rate measures will need to be refined to target key areas of need identified in our attendance and drop-out data. It is anticipated that the continuous implementation of Goal #2 actions, especially those itemized in this section, will demonstrate a consistent growth towards meeting the annual metric outcomes, while also having evidence of increases to metrics for the high school graduation rate, A-G requirements, and CA State Seals of Bi-literacy.

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

Minor revisions or changes will be made to the planned goal, metrics, desired outcomes, or actions for the 2022-2023 school year. Parlier added subgroup data to the metric section to better monitor the progress of EL, LI, FY, and SWD data.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Number of parent participants - 125</p> <p>Data Year: 2020-2021</p> <p>Data Source: Google Forms/Survey Monkey</p>	<p>Number of parent participants - 96</p> <p>Data Year: 2021-2022</p> <p>Data Source: Google Forms/Survey Monkey</p>			<p>Met ____</p> <p>Not Met ____</p> <p>Data Year: 2023-2024</p> <p>Data Source: Google Forms/Survey Monkey</p>
<p>Participation rate (number) of parents in school and district level committees</p>	<p>Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).</p> <p>Baseline</p> <p>Number of participants - 16</p> <p>Data Year: 2020-2021</p> <p>Data Source: Zoom or Google Meets participation logs</p>	<p>Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).</p> <p>Number of participants - 20</p> <p>Data Year: 2021-2022</p> <p>Data Source: Zoom or Google Meets participation logs</p>			<p>Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).</p> <p>Number of participants - 30</p> <p>Met ____</p> <p>Not Met ____</p> <p>Data Year: 2023-2024</p> <p>Data Source: Zoom or Google Meets participation logs</p>
<p>Number of parents attending district parent workshops</p>	<p>Parental participation in parent workshops provided by the district (includes unduplicated</p>	<p>Parental participation in parent workshops provided by the district (includes unduplicated</p>			<p>Parental participation in parent workshops provided by the district (includes unduplicated</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>count students and students with exceptional needs):</p> <p>Baseline Number of participants - 23</p> <p>Data Year: 2020-2021 Data Source: Zoom participation logs</p>	<p>count students and students with exceptional needs):</p> <p>Number of participants - 68</p> <p>Data Year: 2021-2022 Data Source: Zoom participation logs</p>			<p>count students and students with exceptional needs):</p> <p>Number of participants - 50</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: Zoom participation logs</p>
Number of parent workshops	<p>Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):</p> <p>Baseline Number of workshops - 8</p> <p>Data Year: 2020-2021 Data Source: Workshop provider contract(s)</p>	<p>Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):</p> <p>Number of workshops - 12</p> <p>Data Year: 2021-2022 Data Source: Workshop provider contract(s)</p>			<p>Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):</p> <p>Number of workshops - 16</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: Workshop provider contract(s)</p>

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement and Connectedness	<p>As demonstrated in the Metrics section, parent participation data, CAASPP ELA and Math data, and input from educational partners have identified English Learner and Migrant parents struggling with school involvement. To address the need, Parlier Unified will provide funding to increase resources to provide parent access to student information, hire a full-time Parent and Family Engagement Coordinator, communication Apps, and automated information systems that provide options for parents to meet in-person or online, including child care, refreshments or light meals for parent meetings and parent training supplies for families who may have a difficult time connecting to school events, meetings, and/or conferences to discuss their student’s academic performance data. Our educational partners have expressed that many families attend these events 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. The Family and Community Engagement Coordinator will provide informational forums to guide EL, FY, and LI parents and families on how to access the district’s services by providing them contact information, coaching them on how to obtain information in-person and digitally, network with community partners to connect parents to community outreach services, do home visits, as needed, and facilitate training on topics that the identified parents request. The Apps will provide the district with targeted resources for targeted parent groups and enhance the communication between the schools and parents. The Apps will also help in monitoring parent participation data which will be used to evaluate the effectiveness of parent engagement actions and services. We expect that parent participation rates for parents of English learners and Migrant students will increase, as parent involvement opportunities are designed to empower English learners and Migrant parents to support their</p>	\$374,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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. Parlier Unified School District anticipates the rate of English Learner and Migrant parent participation rates will increase annually for the following three years.</p>		
3.2	Parent Workshops	<p>As demonstrated in the Metrics section, parent participation data, local school data, and input from educational partners have identified English Learner and Migrant parents struggling with being engaged and connected to schools. To address the need, Parlier Unified will provide funding to increase the number of parent workshops by contracting with outside vendors to expand workshop topic options, providing incentives such as 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 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. This includes EL and migrant parent opportunities to engage in school and district facilitated events scheduled to accommodate parents' work schedules and thus increase parent participation. Parent workshops that target homework completion, use of technology at home, communication with their EL and migrant students, incentives such as refreshments to encourage participation, and accessing district communication tools, parents will be better prepared to help their students at home. We expect that parent participation rates for parents of English learners and Migrant</p>	\$97,954.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students will increase, as parent involvement opportunities are designed to meet the needs most associated with the challenges and time constraints English Learners and Migrant parents encounter when attempting to engage with schools. However, because we expect that all parents engage and participate in school and district events, this action is provided on an LEA-wide basis. Parlier Unified School District anticipates the rate of English Learner and Migrant parent participation rate will increase annually for the following three years.		

Goal Analysis [2021-22]

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

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

Overall, the actual implementation of the actions within Goal #3 closely matched the plan.

(3.1) Parent Engagement and Connectedness:

Success(es): Parlier Unified's Family and Community Engagement (FACE) Coordinator was instrumental in connecting with parents and community members to help bridge the communication between school and home. The F.A.C.E. Coordinator was able to connect with outside entities to bring services and resources to families in our community. Opportunities to attend parent training were made easier by providing childcare, light snacks, and resources in Spanish. The F.A.C.E. Coordinator was also able to connect with parents by using a coaching approach to dealing with parents needing to know how to access school resources.

Challenge(s): The challenge the district encountered was inconsistent participation rates from one school to another.

(3.2) Parent Workshops:

Success(es): Parlier Unified provided opportunities for parents to attend a wide selection of parent workshops at school sites to address the low parent participation rate district-wide. Parents were able to select the workshop dates and times, regardless of the school site their children attended. Training materials and flexible scheduling were available to encourage parents to attend.

Challenge(s): Although we did see an increase in the number of EL parents who participated in the workshops, Migrant parent participation was minimal due to their mobility (they leave in October and return until April).

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 estimated actual expenditures for Goal #3 demonstrate material differences from the budgeted expenditures.

Instances where material differences do exist include:

(3.2) Parent Workshops - Budgeted Expenditures were projected at \$90,365 and Estimated Actual Expenditures are projected at \$80,000. Material difference was a result of decrease in materials, supplies and extra time paid for staff to assist in trainings as a result of low parent participation.

The actual implementation of this action will continue to be reevaluated at the end of each school year to ensure funding allocation meets the action.

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

Parlier Unified School District Goal #3 is Empowered Community which focuses on instituting inclusive environments where students, families, and staff feel safe and welcomed and are supported to attain goals based on high expectations. Evidence and data to determine how effectively the district accomplished this goal is through the outcome data from the number of parent workshops provided by the district and the number of parents attending district parent workshops.

Parent workshops provided by the district increased from eight (8) workshops in 2020-to 2021 compared to twelve (12) workshops in 2021-22. The difference in the number of parent workshops increased by four (4) more workshops in 2022-2022 than in 2020-2021. Parent participation at district-provided workshops increased from 23 parents in 2020-2021 to 68 parents in 2021-2022. The difference in the number of parents attending district parent workshops increased by 45 more parents in 2022-2022 than in 2020-2021.

After a review of all actions for Goal #3 and the impact of engaging and empowering parents, families, community partners, and students in teaching and learning through effective communication, capacity building, and collaborative decision-making, the following actions will need to continue to maintain and increase the metric data indicating the district has been effective in engaging and empowering parents, families, community partners, and students in teaching and learning:

(3.1) Parent Engagement and Empowerment - Parlier Unified will continue to fund the Family and Community Engagement (F.A.C.E.) Coordinator position to continue the work and rapport that has been established with parents and the community. The district will continue to engage parents through a variety of online tools and Apps, including phone calls, to encourage participation and confidence in parents, families, and the community.

(3.2) Parent Workshops - Parlier will continue to schedule and provide district-wide parent workshops at all school sites with a variety of workshop topics. The district will provide parents with opportunities to share what specific topics they would like to have available for them to attend, as well as, workshops determined by the school and community needs.

The level of effectiveness of the above-combined actions to support the district's goal to meet the first-year goal metrics towards increasing parent workshops and parent participation will need to be implemented consistently to maintain and increase the level of parent engagement and capacity. It is anticipated that the continuous implementation of Goal #3 actions, especially those itemized in this section, will demonstrate a consistent growth towards meeting the annual metric outcomes.

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

No revisions or changes will be made to the planned goal, metrics, desired outcomes, or actions for the 2022-2023 school year.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$13,778,106	\$1,834,148

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
44.60%	0.00%	\$0.00	44.60%

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

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) is contained in the action described in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action is marked as “wide” and contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and is effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

Goal and Action Number List:

- 1.3 Implement the Technology Plan to support curriculum, instruction, and assessment
- 1.4 Technology Infrastructure and Support
- 1.5 Teachers on Special Assignment
- 1.7 Supplemental School Personnel
- 1.8 Summer School Program
- 1.9 Supplemental instructional and intervention materials
- 1.10 Instructional Aides
- 1.12 Alternative School Instructional Supports
- 1.13 Supplemental Student Support Programs
- 1.15 Preschool Program
- 1.16 Professional Development
- 1.17 Learning Directors
- 1.18 C&I Director and Support Staff
- 1.19 Maintain and Reduce Class Sizes and Ratios

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

- 3.1 Parent Engagement and Connectedness
- 3.2 Parent Workshops

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

Parlier Unified has demonstrated it will exceed the 44.60% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 51.44% proportionality percentage based on the contributing actions/services in this plan, to expend all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learners, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described in our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

1.14 ELD Teachers

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 7 (Supplemental School Personnel) Increase the number of Reading Intervention teachers at each site K-12 and increase the number of reading lab Instructional Aides.

Goal 1: Action 10 (Instructional Aides) Increase the number of Instructional Aides districtwide even with declining enrollment, fill Instructional Aide vacancies.

Goal 1: Action 19 (Student-Teacher Ratios/Class-size Reduction). This is a brand new action for the 2022-2023 school year. Increase staff to improve the student-teacher ratios and smaller class sizes, even where staff reductions should have occurred due to declining enrollment.

Goal 2: Action 1 (Student Well-Being Initiatives) Increase VAPA teachers and support personnel to continue to build VAPA programs, even where class sizes have dropped, improving the teacher-student ratio across the site.

Goal 2: Action 2 (Student Mental Health Programs) Increase support personnel to monitor student well-being such as, Counselors, Social Workers, and increase Behavior Intervention Specialist positions to address the social-emotional needs of students.

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	32.4 to 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15.5 to 1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$45,063,727.00	\$1,917,742.00	\$2,127,583.00	\$7,299,071.00	\$56,408,123.00	\$45,145,895.00	\$11,262,228.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Core Program - Curriculum	All	\$3,704,092.00	\$1,522,650.00	\$438,323.00	\$2,351,196.00	\$8,016,261.00
1	1.2	Core Program - Personnel	All	\$25,467,461.00	\$395,092.00	\$1,689,260.00	\$2,929,562.00	\$30,481,375.00
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	English Learners	\$848,112.00				\$848,112.00
1	1.4	Technology Infrastructure and Support	English Learners Foster Youth	\$100,996.00				\$100,996.00
1	1.5	Teachers on Special Assignment	English Learners Foster Youth Low Income	\$130,000.00			\$657,015.00	\$787,015.00
1	1.6	Curriculum Committee	All	\$0.00				\$0.00
1	1.7	Supplemental School Personnel	English Learners Foster Youth Low Income	\$2,289,178.00				\$2,289,178.00
1	1.8	Summer School Program	All				\$50,688.00	\$50,688.00
1	1.9	Supplemental Instructional and Intervention Materials	English Learners Foster Youth Low Income	\$283,921.00			\$667.00	\$284,588.00
1	1.10	Instructional Aides	English Learners Foster Youth Low Income	\$1,827,888.00			\$342,774.00	\$2,170,662.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Bilingual Instructional Aides	All				\$55,650.00	\$55,650.00
1	1.12	Alternative School Instructional Supports	English Learners Foster Youth Low Income	\$134,434.00				\$134,434.00
1	1.13	Supplemental Student Support Programs	English Learners Foster Youth Low Income	\$310,116.00				\$310,116.00
1	1.14	ELD Teachers	English Learners	\$450,837.00				\$450,837.00
1	1.15	Preschool Program	English Learners Foster Youth Low Income	\$202,251.00				\$202,251.00
1	1.16	Professional Development	English Learners Foster Youth Low Income	\$325,302.00			\$107,370.00	\$432,672.00
1	1.17	Learning Directors	English Learners Foster Youth Low Income	\$545,350.00			\$538,815.00	\$1,084,165.00
1	1.18	C&I Director and Support Staff	English Learners Foster Youth Low Income	\$150,951.00				\$150,951.00
1	1.19	Maintain and Reduce Class Sizes and Staff Ratios	English Learners Foster Youth Low Income	\$563,854.00				\$563,854.00
2	2.1	Student Well-Being Initiatives	English Learners Foster Youth Low Income	\$2,652,160.00				\$2,652,160.00
2	2.2	Student Mental Health Programs	English Learners Foster Youth Low Income	\$3,658,210.00			\$265,334.00	\$3,923,544.00
2	2.3	Student Attendance Continuous	English Learners Foster Youth Low Income	\$490,407.00				\$490,407.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Improvement Program						
2	2.4	Campus Connections	English Learners Foster Youth Low Income	\$455,891.00				\$455,891.00
3	3.1	Parent Engagement and Connectedness	English Learners	\$374,362.00				\$374,362.00
3	3.2	Parent Workshops	English Learners	\$97,954.00				\$97,954.00

2022-23 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
\$30,892,894	\$13,778,106	44.60%	0.00%	44.60%	\$15,892,174.00	0.00%	51.44 %	Total:	\$15,892,174.00
								LEA-wide Total:	\$14,985,446.00
								Limited Total:	\$450,837.00
								Schoolwide Total:	\$455,891.00

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	Implement the Technology Plan to Support Curriculum instruction, and assessment	Yes	LEA-wide	English Learners	All Schools	\$848,112.00	
1	1.4	Technology Infrastructure and Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$100,996.00	
1	1.5	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
1	1.7	Supplemental School Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,289,178.00	
1	1.9	Supplemental Instructional and Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$283,921.00	
1	1.10	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,827,888.00	

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	1.12	Alternative School Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,434.00	
1	1.13	Supplemental Student Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$310,116.00	
1	1.14	ELD Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$450,837.00	
1	1.15	Preschool Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$202,251.00	
1	1.16	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,302.00	
1	1.17	Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$545,350.00	
1	1.18	C&I Director and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,951.00	
1	1.19	Maintain and Reduce Class Sizes and Staff Ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$563,854.00	
2	2.1	Student Well-Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,652,160.00	
2	2.2	Student Mental Health Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,658,210.00	
2	2.3	Student Attendance Continuous Improvement Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$490,407.00	
2	2.4	Campus Connections	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Parlier Jr. High School and Parlier High School	\$455,891.00	

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 (%)
						7th -12th		
3	3.1	Parent Engagement and Connectedness	Yes	LEA-wide	English Learners	All Schools	\$374,362.00	
3	3.2	Parent Workshops	Yes	LEA-wide	English Learners	All Schools	\$97,954.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$50,420,440.00	\$56,988,203.00

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 Program - Curriculum	No	\$630,069.00	\$6,639,562
1	1.2	Core Program - Personnel	No	\$35,582,221.00	\$34,639,041
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	Yes	\$775,355.00	\$625,000
1	1.4	Technology Infrastructure and Support	Yes	\$70,153.00	\$0
1	1.5	Teachers on Special Assignment	Yes	\$591,592.00	\$850,000
1	1.6	Curriculum Committee	Yes	\$19,480.00	\$0
1	1.7	Supplemental School Personnel	Yes	\$906,269.00	\$1,775,000
1	1.8	Summer School Program	Yes	\$473,351.00	\$1,000
1	1.9	Supplemental Instructional and Intervention Materials	Yes	\$8,651.00	\$600,000
1	1.10	Instructional Aides	Yes	\$1,915,765.00	\$1,820,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Bilingual Instructional Aides	Yes	\$115,216.00	\$42,600
1	1.12	Alternative School Instructional Supports	Yes	\$140,951.00	\$140,000
1	1.13	Supplemental Student Support Programs	Yes	\$297,878.00	\$295,000
1	1.14	ELD Teachers	Yes	\$457,695.00	\$340,000
1	1.15	Preschool Program	Yes	\$183,417.00	\$158,000
1	1.16	Professional Development	Yes	\$280,929.00	\$805,000
1	1.17	Learning Directors	Yes	\$1,081,901.00	\$1,090,000
1	1.18	C&I Director and Support Staff	Yes	\$139,446.00	\$158,000
2	2.1	Student Well-Being Initiatives	Yes	\$2,214,993.00	\$2,435,000
2	2.2	Student Mental Health Programs	Yes	\$3,473,297.00	\$3,335,000
2	2.3	Student Attendance Continuous Improvement Program	Yes	\$359,527.00	\$445,000
2	2.4	Campus Connections	Yes	\$331,495.00	\$420,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent Engagement and Connectedness	Yes	\$280,424.00	\$295,000
3	3.2	Parent Workshops	Yes	\$90,365.00	\$80,000

2021-22 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)
\$13,896,513	\$12,026,187.00	\$13,922,000.00	(\$1,895,813.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	Yes	\$775,355.00	\$625,000		
1	1.4	Technology Infrastructure and Support	Yes	\$70,153.00	\$0		
1	1.5	Teachers on Special Assignment	Yes	\$30,000.00	\$30,000		
1	1.6	Curriculum Committee	Yes	\$19,480.00	\$0		
1	1.7	Supplemental School Personnel	Yes	\$906,269.00	\$1,775,000		
1	1.8	Summer School Program	Yes	\$52,663.00	\$1,000		
1	1.9	Supplemental Instructional and Intervention Materials	Yes	\$8,651.00	\$600,000		
1	1.10	Instructional Aides	Yes	\$1,604,408.00	\$1,785,000		
1	1.11	Bilingual Instructional Aides	Yes	\$15,700.00	\$0		
1	1.12	Alternative School Instructional Supports	Yes	\$140,951.00	\$140,000		
1	1.13	Supplemental Student Support Programs	Yes	\$297,878.00	\$295,000		

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	1.14	ELD Teachers	Yes	\$457,695.00	\$340,000		
1	1.15	Preschool Program	Yes	\$183,417.00	\$158,000		
1	1.16	Professional Development	Yes	\$280,929.00	\$675,000		
1	1.17	Learning Directors	Yes	\$550,319.00	\$555,000		
1	1.18	C&I Director and Support Staff	Yes	\$139,446.00	\$158,000		
2	2.1	Student Well-Being Initiatives	Yes	\$2,214,993.00	\$2,435,000		
2	2.2	Student Mental Health Programs	Yes	\$3,216,069.00	\$3,110,000		
2	2.3	Student Attendance Continuous Improvement Program	Yes	\$359,527.00	\$445,000		
2	2.4	Campus Connections	Yes	\$331,495.00	\$420,000		
3	3.1	Parent Engagement and Connectedness	Yes	\$280,424.00	\$295,000		
3	3.2	Parent Workshops	Yes	\$90,365.00	\$80,000		

2021-22 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)
\$30,303,025	\$13,896,513	0%	45.86%	\$13,922,000.00	0.00%	45.94%	\$0.00	0.00%

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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).

California Department of Education
January 2022