



## LCFF Budget Overview for Parents

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

CDS Code: 10623640000000

School Year: 2024-25

LEA contact information:

Dr. Rafael Iniguez

Superintendent

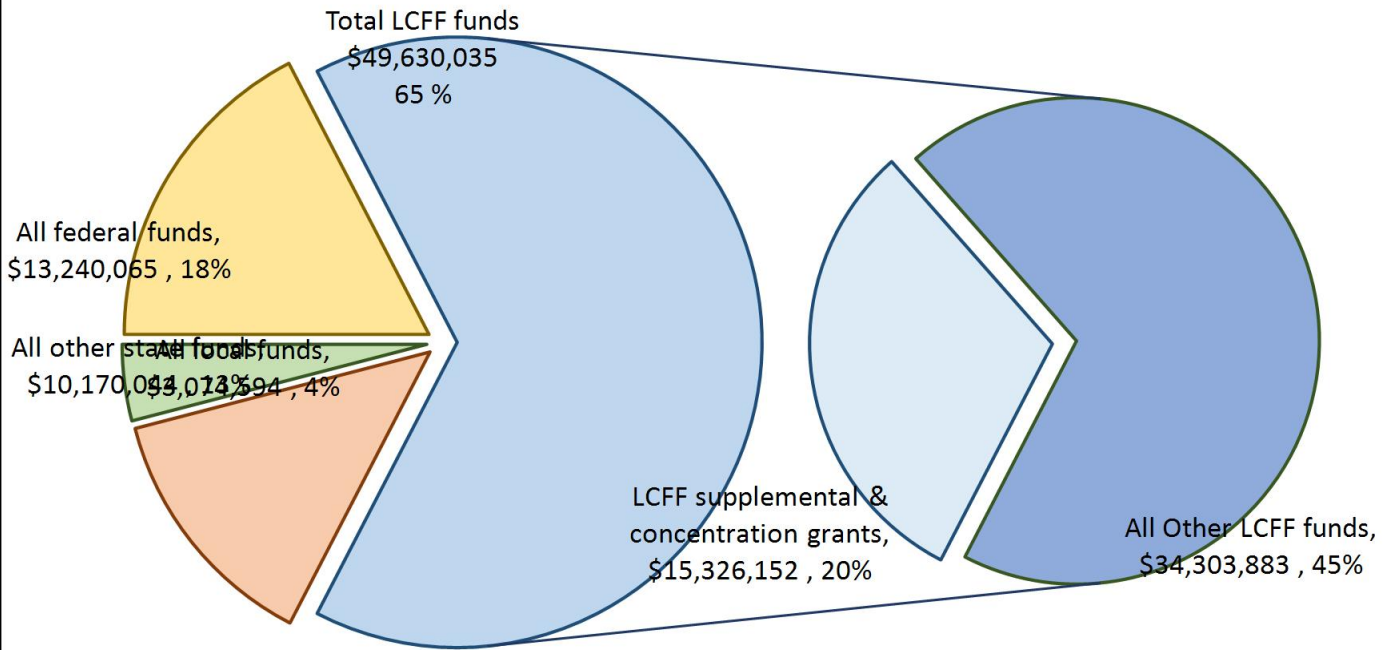
[rafael.iniguez@parlierunified.org](mailto:rafael.iniguez@parlierunified.org)

559-646-2731

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

### **Budget Overview for the 2024-25 School Year**

# Projected Revenue by Fund Source

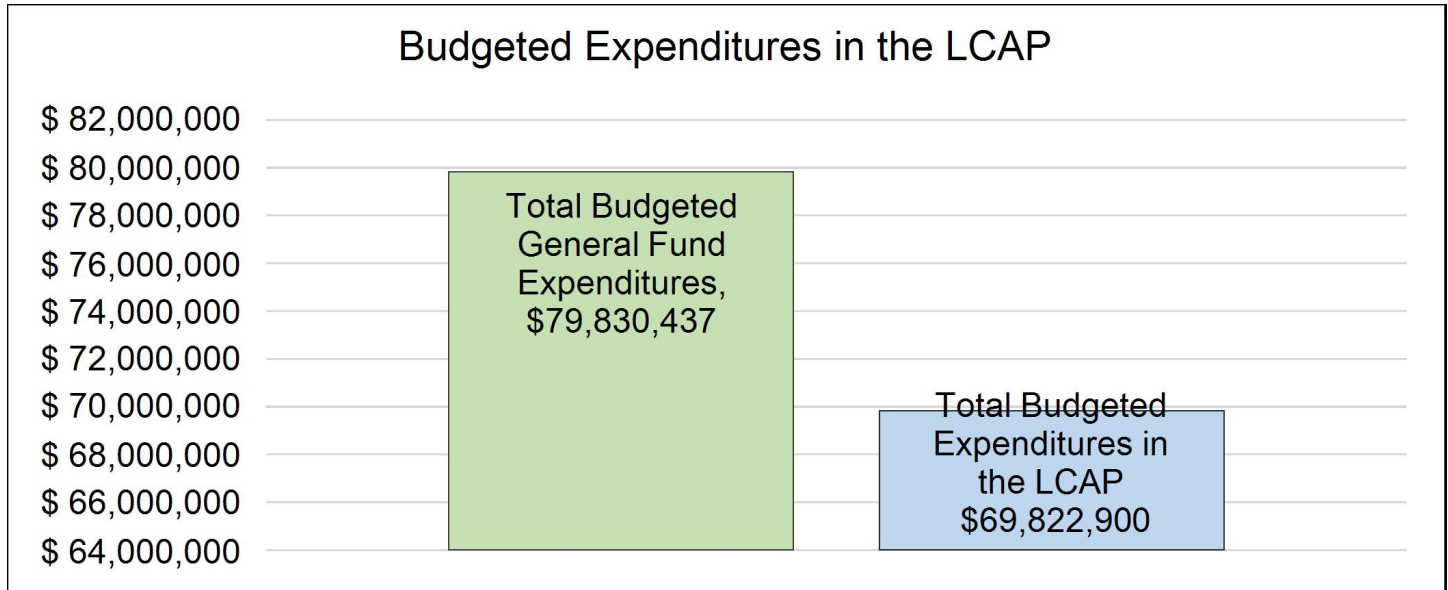


This chart shows the total general purpose revenue Parlier Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Parlier Unified School District is \$76,114,738, of which \$49,630,035 is Local Control Funding Formula (LCFF), \$10,170,044 is other state funds, \$3,074,594 is local funds, and \$13,240,065 is federal funds. Of the \$49,630,035 in LCFF Funds, \$15,326,152 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Parlier Unified School District plans to spend \$79,830,437 for the 2024-25 school year. Of that amount, \$69,822,900 is tied to actions/services in the LCAP and \$10,007,537 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

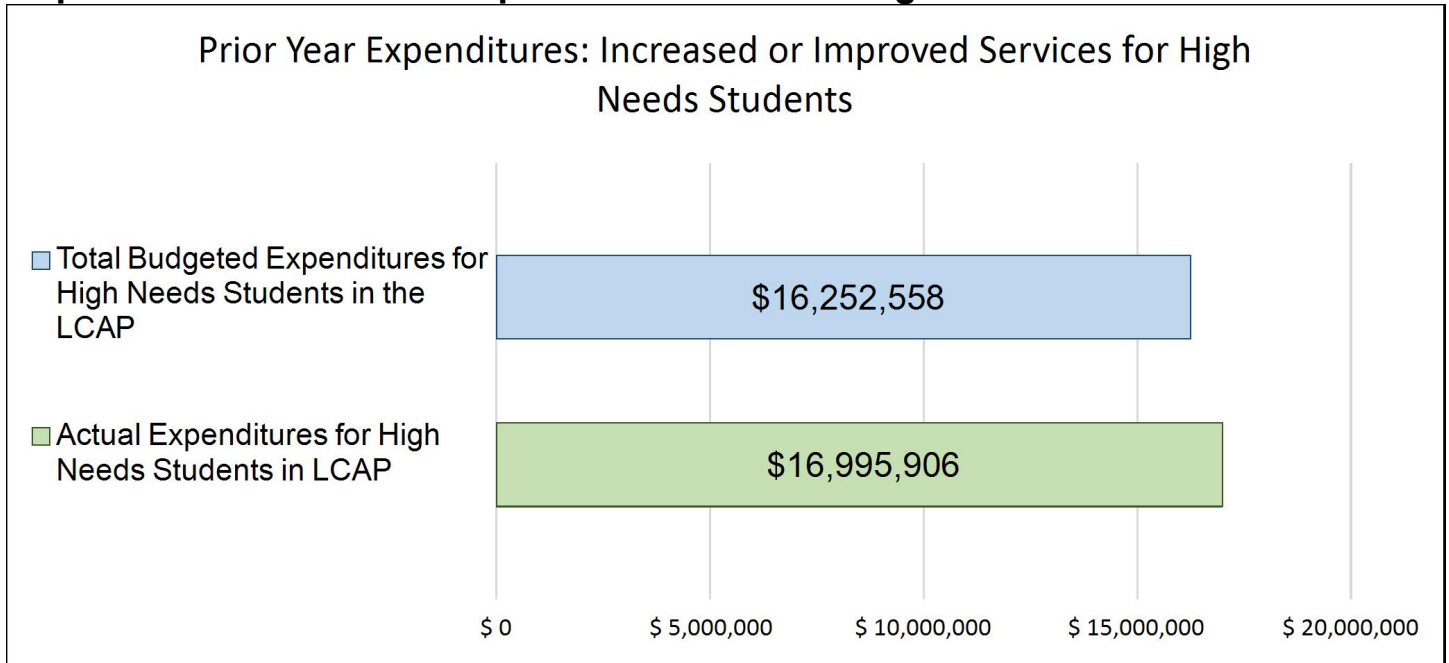
General Fund Budget Expenditures also include expenditures related to school instruction, school site administration, maintenance of facilities and grounds, transportation, district administration, Special Education, federal programs, and other State programs that do not fall under the Local Control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

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

In 2024-25, Parlier Unified School District is projecting it will receive \$15,326,152 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 \$15,302,572 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what 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 2023-24, Parlier Unified School District's LCAP budgeted \$16,252,558 for planned actions to increase or improve services for high needs students. Parlier Unified School District actually spent \$16,995,906 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

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

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced English Language Arts Assessment (ELA)  Note: Local benchmarks and assessments will used until the CAASPP results are available.	Met or exceeded standards:  All - 12.6% ELs - 10.3% SWD - 4%  Data Year: 2020-2021 Data Source: Illuminate  Data source in future will be SBAC	Met or exceeded standards:  All - 17.97% ELs - 6.44% SED - 17.38% SWD - 1.4%  Data Year: 2020-2021 Data Source: SBAC  *Not enough FY students tested to report subgroup data	Met or exceeded standards:  All - 21.80% ELs - 9.43% SED - 21.04% SWD - 3.61%  Data Year: 2021-2022 Data Source: SBAC  *Not enough FY students tested to report subgroup data	Met or exceeded standards:  All - 24.1% ELs - 8.7% SED - 23.6% SWD - 7.22%  Data Year: 2022-2023 Data Source: SBAC  *Not enough FY students tested to report subgroup data	Met or exceeded standards:  All - 20%-M ELs - 18%-NM SED - 20%-M SWD - 12%-NM  Met ___ Not Met _X_  Data Year: 2023-2024 Data Source: CAASPP test results
Smarter Balanced Mathematics	Met or exceeded standards:	Met or exceeded standards:	Met or exceeded standards:	Met or exceeded standards:	Met or exceeded standards:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Local benchmarks and assessments will be used until the CAASPP results are available.	<p>All - 4%</p> <p>ELs - 3%</p> <p>SWD - 0%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Illuminate</p> <p>Data source in future will be SBAC</p>	<p>All - 6.57%</p> <p>ELs - 2.93%</p> <p>SED - 6.41%</p> <p>SWD - .7%</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 - 9.63%</p> <p>ELs - 4.13%</p> <p>SED - 9.42%</p> <p>SWD - 4.27%</p> <p>Data Year: 2021-2022</p> <p>Data Source: SBAC</p> <p>*Not enough FY students tested to report subgroup data</p>	<p>All - 12.1%</p> <p>ELs - 6.8%</p> <p>SED - 12.1%</p> <p>SWD - 4.25%</p> <p>Data Year: 2022-2023</p> <p>Data Source: SBAC</p> <p>*Not enough FY students tested to report subgroup data</p>	<p>All - 12%- M</p> <p>ELs - 11%- NM</p> <p>SED- 12%-M</p> <p>SWD -8%-NM</p> <p>Met ___</p> <p>Not Met _X_</p> <p>Data Year: 2023-2024</p> <p>Data Source: CAASPP test results</p>
EL students making progress toward English Proficiency	<p>48.1%</p> <p>Data Year: 2018 &amp; 2019 ELPAC</p> <p>Data Source: Fall 2019 ELPI</p>	<p>Refer to data below in lieu of no ELPI per suspended 2020 ELPAC</p> <p>Level 4 - 13.98%</p> <p>Level 3 - 33.66%</p> <p>Level 2 - 32.57%</p> <p>Level 1 - 19.79%</p> <p>Data Year: 2021</p> <p>Data Source: ELPAC</p>	<p>46.7% = EL students making progress towards English language proficiency</p> <p>ELPAC:</p> <p>Level 4 - 11.75%</p> <p>Level 3 - 28.78%</p> <p>Level 2 - 34.99%</p> <p>Level 1 - 24.49%</p> <p>ELPI (Status level for this Indicator):</p> <p>ELs who Progressed at least one ELPI level = 45.2%</p> <p>ELs who Maintained ELPI level 4 = 1.5%</p>	<p>54.5% = EL students making progress towards English language proficiency</p> <p>ELPAC:</p> <p>Level 4 - 13.43%</p> <p>Level 3 - 33.31%</p> <p>Level 2 - 31.20%</p> <p>Level 1 - 22.05%</p> <p>ELPI (Status level for this Indicator):</p> <p>ELs who Progressed at least one ELPI level = 54.2%</p> <p>ELs who Maintained ELPI level 4 = 0.3%</p>	<p>54.5%= EL Students making progress towards English Language Proficiency</p> <p>Met __X__</p> <p>Not Met ___</p> <p>Data Year: 2022 &amp; 2023</p> <p>Data Source: Fall 2023 ELPI</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			ELs who Maintained ELPI levels 1, 2L, 2H, 3L, 3H = 35.3% ELs who Decreased at least one ELPI level = 18%  Data Year: 2022  Data Source: ELPAC & ELPI (Status Only)	ELs who Maintained ELPI levels 1, 2L, 2H, 3L, 3H = 33.5% ELs who Decreased at least one ELPI level = 11.9%  Data Year: 2023  Data Source: ELPAC & 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 - 28.8%  Data Year: 2021-2022  Data Source: ELPAC, AERIES	Reclassification rate - 30.8%  Data Year: 2022-2023  Data Source: ELPAC, AERIES	Reclassification rate - 40%  Met ___ Not Met __X_  Data Year: 2023-2024  Data Source: DataQuest
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%	Students with successful A-G course completion: CDE-College/Career Measures Only Report & Data 2022: All 32.3% EL 14.6%	Students with successful A-G course completion: CDE-College/Career Measures Only Report & Data 2023: All 51.4% EL 31.0%	Students with successful A-G course completion: All 30% ELs 25% SED 29% SWD 20% FY: 25%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2020-2021 Data Source: CALPADS EOY 1	SED 32.5% SWD 3.4% FY *  Data Year: 2021-2022 Data Source: CALPADS EOY 1  *Not enough FY students tested to report subgroup data	SED 51.4% SWD 40.0% FY *  Data Year: 2022-2023 Data Source: CALPADS EOY 1 / CDE  *Not enough FY students tested to report subgroup data	Met __X__ Not Met ____  Data Year: 2023-2024 Data Source: CALPADS EOY 1
CTE Pathway Completion Rate	Students CTE Pathway course completion rate: 55.4%  Data Year: 2019-2020 Data Source: CALPADS EOY 1	Students CTE Pathway course completion rate:  All 41.5% ELs 30.8% SED 41.9% SWD 28.0% FY 0.0%  Data Year: 2020-2021 Data Source: CALPADS EOY 1	Students CTE Pathway course completion rate:  CDE-Completed at Least One CTE Pathway: All 22.4% ELs 19.1% SED 22.6% SWD 23.1% FY *  Data Year: 2021-2022 Data Source: CALPADS EOY 1	Students CTE Pathway course completion rate:  CDE-Completed at Least One CTE Pathway: All 43.1% ELs 31.0% SED 43.1% SWD 10.0% FY *  Data Year: 2022-2023 Data Source: CALPADS EOY 1 / CDE	Students CTE Pathway course completion rate: All 60% ELs 50% SED 60% SWD 40% FY 50% Met ____ Not Met __X__  Data Year: 2023-2024 Data Source: CALPADS EOY 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 - 7 students  All 6 ELs 1 SED 6 SWD 0 FY *  Data Year: Summer 2022  Data Source: College Board - CDE College/Career Measures Report & Data  *Not enough FY students tested to report subgroup data	Number - 7 students  All 2.8% ELs 0.0% SED 2.8% SWD 0.0% FY *  Data Year: Summer 2023  Data Source: College Board - CDE College/Career Measures Report & Data  *Not enough FY students tested to report subgroup data	Number - 45 students All 45 ELs 10 SED 45 SWD 5 FY 10 Met __X__ Not Met ____ Data Year: 2023-2024 Data Source: College Board
EAP ELA  Note: Local benchmarks will be used until CAASPP results become available	25.3% college ready or conditionally ready  Data Year: 2020-2021  Data Source: Illuminate  Data source in the future will be from SBAC	31.21% college ready or conditionally ready  All 31.21% ELs 7.55% SED 29.41% SWD 0.00%  Data Year: 2020-2021  Data Source: SBAC	23.20% college ready or conditionally ready  All 23.20% ELs 4.88% SED 21.93% SWD 0.0% FY *  Data Year: 2021-2022  Data Source: SBAC	32.4% college ready or conditionally ready  All 32.4% ELs 7.2% SED 31.3% SWD 0.0% FY *  Data Year: 2022-2023  Data Source: SBAC	35% college ready or conditionally ready All 35% ELs 15% SED 35% SWD 5% Met ____ Not Met __X__ Data Year: 2023-2024 Data Source: SBAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Not enough FY students tested to report subgroup data	*Not enough FY students tested to report subgroup data	*Not enough FY students tested to report subgroup data	
EAP Mathematics  Note: Local benchmarks will be used until CAASPP results become available	7.73% college ready or conditionally ready  Data Year: 2020-2021  Data Source: Illuminate  Data source in the future will be from SBAC	5.45% college ready or conditionally ready  All 5.45% ELs 3.84% SED 4.23% SWD 0.00%  Data Year: 2020-2021  Data Source: SBAC  *Not enough FY students tested to report subgroup data	4.88% college ready or conditionally ready  All 4.88% ELs 0.0% SED 4.91% SWD 0.0% FY *  Data Year: 2021-2022  Data Source: SBAC  *Not enough FY students tested to report subgroup data	4.88% college ready or conditionally ready  All 6.2% ELs 0.0% SED 6.1% SWD 0.0% FY *  Data Year: 2022-2023  Data Source: SBAC  *Not enough FY students tested to report subgroup data	15% college ready or conditionally ready  All 15% ELs 13% SED 15% SWD 5% Met ___ Not Met _X_ Data Year: 2023-2024 Data Source: SBAC
High School graduation rate	Rate of students completing graduation requirements:  All - 94.5% EL - 88% SWD - 80.6%  Data Year: 2020-2021	Rate of students completing graduation requirements:  All - 93.8% EL - 89.5% SED - 93.8% SWD - 84.6% FY - To protect student privacy, data are suppressed (*) on	Rate of students completing graduation requirements:  All - 94.4% EL - 88% SED - 94.8% SWD - 73.9% FY - To protect student privacy, data are suppressed (*) on	Rate of students completing graduation requirements:  All - 92.4% EL - 86.3% SED - 92.4% SWD - 72.4% FY - To protect student privacy, data are suppressed (*) on	Rate of students completing graduation requirements: All - 97% EL - 94% SED - 97% SWD- 85% FY - 90% Met _X_ Not Met ___ Data Year: 2023-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CALPADS/Data Quest	the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less  Data Year: 2020-2021 Data Source: Data Quest	the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less  Data Year: 2021-2022 Data Source: Data Quest	the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less  Data Year: 2022-2023 Data Source: CDE	2024 Data Source: CALPADS/Data Quest
Appropriately assigned and fully credentialed teachers	Mis-assignments - 1%  Vacancies - 1%  Data Year: 2020-2021 Data Source: Dashboard Fall 2021	Mis-assignments - 1%  Vacancies - 1%  Data Year: Data Source: Dashboard Fall 2021	Mis-assignments - 1%  Vacancies - 0%  Data Year: 2022 Data Source: Dashboard Fall 2022	Mis-assignments - <u>  </u> 0 <u>  </u> %  Vacancies - 0 <u>  </u> %  Data Year: 2023 Data Source: Dashboard Fall 2023	1% Mis-assignments  1% Vacancies  Met <u>  </u> Not Met <u>  </u> X <u>  </u>  Data Year: 2023-2024 Data Source: Dashboard Fall 2024
Access to standards aligned instructional materials	100%  Data year: 2020-2021  Data Source: Dashboard Fall 2021	100%  Data year: 2021-2022  Data Source: Dashboard Fall 2021	100%  Data year: 2022-2023  Data Source: Dashboard Fall 2022	100%  Data year: 2022-2023  Data Source: Dashboard Fall 2023	100%  Met <u>  </u> x <u>  </u> Not Met <u>  </u>  Data year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																		
					Data Source: Dashboard Fall 2024																		
Number of CA State Seal of Bi-literacy recipients	<p>Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal:</p> <p>Number of Seals awarded - 9</p> <p>Data Year: 2019-2020 Data Source: CALPADS and Data Quest</p>	<p>Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal:</p> <p>Number of Seals awarded - 0</p> <table> <tr> <td>All</td> <td>0</td> </tr> <tr> <td>RFEP</td> <td>0</td> </tr> <tr> <td>SED</td> <td>0</td> </tr> </table> <p>Data Year: 2020-2021 Data Source: Data Quest</p> <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>	All	0	RFEP	0	SED	0	<p>Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal:</p> <p>Number of Seals awarded -</p> <table> <tr> <td>All</td> <td>15</td> </tr> <tr> <td>RFEP</td> <td>14</td> </tr> <tr> <td>SED</td> <td>15</td> </tr> </table> <p>Data Year: 2021-2022 Data Source: Data Quest</p>	All	15	RFEP	14	SED	15	<p>Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal:</p> <p>Number of Seals awarded -</p> <table> <tr> <td>All</td> <td>6</td> </tr> <tr> <td>RFEP</td> <td>_____</td> </tr> <tr> <td>SED</td> <td>6</td> </tr> </table> <p>Data Year: 2022-2023 Data Source: Data Quest</p>	All	6	RFEP	_____	SED	6	<p>Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy Seal:</p> <p>Number of Seals awarded - 25</p> <p>All 25 RFEP 25 SED 25 Met <u>X</u> Not Met _____</p> <p>Data Year: 2023-2024 Data Source: CALPADS and Data Quest</p>
All	0																						
RFEP	0																						
SED	0																						
All	15																						
RFEP	14																						
SED	15																						
All	6																						
RFEP	_____																						
SED	6																						

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 - 48% EL - 22% SED - 42% FY- 0%</p> <p>Students enrolled in VAPA courses: All - 38% EL - 29 % SED - 37% FY- 0%</p> <p>Data Year: 2022-2023 Data Source: CALPADS Fall 2</p>	<p>Students enrolled in advanced academic courses: All - 48% EL - 36% Low-income - 38% FY- 10%</p> <p>Students enrolled in VAPA courses: All - 26% EL - 18% Low-income - 15% FY - 5% Data Year: 2022-2023 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% Met <u>X</u> Not Met <u>   </u> Data Year: 2023-2024 Data Source: CALPADS Fall 2</p>
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>Implementation</p> <p>Baseline - Standard Met</p> <p>Data Year: 2022-2023</p> <p>Data Source: Dashboard Local Indicator Reflection Tool</p>	<p>Full Implementation</p> <p>Baseline - Standard Met</p> <p>Data Year: 2023-2024</p> <p>Data Source: Dashboard Local Indicator Reflection Tool</p>	<p>Full implementation &amp; Sustainability:</p> <p>Standard Met</p> <p>Met <u>X</u> Not Met <u>   </u> Data Year: 2023-2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Source: Dashboard Indicator Reflection Tool
A-G Completion and CTE Pathway Completion Rate	26% students completed a-g and a CTE capstone  Data Year: 2019-20 Data Source: CALPADS EOY 1	5.3% students completed a-g and a CTE capstone  All 5.3% EL 2.2% SED 5.4% SWD 0.0% FY 0.0%  Data Year: 2020-2021 Data Source: CALPADS EOY 1	6.3% students completed a-g and a CTE capstone  All 6.3% EL 5.6% SED 6.3% SWD 0.0% FY *  Data Year: 2021-2022 Data Source: CALPADS EOY 1  *Not enough FY students tested to report subgroup data	21% students completed a-g and a CTE capstone  All 21 % EL 10 % SED 21 % SWD 11 % FY *  Data Year: 2022-2023 Data Source: CALPADS EOY 1 / CDE  *Not enough FY students tested to report subgroup data	26% completed a-g and a CTE capstone All 26% EL 23% SED 26% SWD 15% FY * Met <u>X</u> Not Met <u>    </u> Data Year: 2022-23 Data Source: CALPADS EOY 1

## Goal Analysis

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

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

Parlier Unified used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.  
Rating Scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

The actions outlined in Goal One supported the progress toward meeting the goal of providing a high-quality education with an aligned curriculum and instruction.

Action (1.1) Core Program Curriculum

Implementation Status: 5 - Full Implementation and Sustainability

Parlier Unified continues to invest in textbooks and materials associated to district's core instructional programs.

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

Challenge(s): Replacement of lost textbooks and materials, including purchasing digital copies of textbooks in order to maintain sufficiency and equity for all students.

Action (1.2) Core Program - Personnel

Implementation Status: 5 - Full Implementation and Sustainability

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

Challenge(s): The challenge for the 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 and required support and administrative personnel to cover classrooms.

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

Implementation Status: 5 - Full Implementation and Sustainability

Success(es): Parlier Unified provides equitable access to technology for students by ensuring that all devices at all school sites were refreshed and equipped to meet the academic needs of students. The district provides wi-fi devices to students whose homes do not have access to internet services on an as-needed basis. The district has spent time reviewing and editing their current Technology Plan to ensure all students have equitable access to digital instructional resources to enhance instruction. Under the direction of the Technology Director, the district was able to continue to provide on-site support for each school by sustaining the number of Site Technologists to support staff and students in the classroom.

Challenge(s): There have been some staffing turnover in the Technology Department, which has caused some sites to have a slower response to tickets and assistance with Technology issues in the classroom and with student devices.

Action (1.4) Technology Infrastructure and Support

Implementation Status: 5 - Full Implementation & Sustainability

Success(es): Parlier Unified was able to continue to build the district's technology infrastructure by utilizing funding to provide new devices to all students TK-12 in all seven schools that will provide equitable opportunities for all students to access instructional resources. By expanding the district's technology infrastructure, students are able to demonstrate content knowledge mastery through various methods as evident in their digital assessments, classroom assignments, and cooperative learning groups.



Challenge(s): The challenge continued to indicate students were not bringing their devices to school on a daily basis. To address the challenge, schools increased the number of in-class devices and mobile charging stations for classroom use, as well as, mobile computer carts with additional computers to support assessment administration and instruction.

#### Action (1.5) Teachers on Special Assignment

Implementation Status: 4 - Full Implementation and Sustainability

Success(es): Parlier Unified was able to sustain all six Teachers on Special Assignment (TOSAs) positions. As a result, Parlier Unified is able to provide services in the area of Early Literacy (2 positions), Math (1 position), ELD (1 position), Education Specialist (1 position) and Data Analysis (1 position). The TOSAs, as a team, have been able to provide classroom teachers with support in the areas of Early Literacy, English Language Development (ELD), Math, Special Education, and data analysis through in-class modeling, co-teaching, professional development, and collaboration during PLCs in a collaborative effort to enhance the delivery of lessons targeting the differentiated needs of all 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. In addition to working with classroom teachers on the disaggregation of student data during collaborative meetings, the TOSAs have worked closely with the Educational Services leadership team to develop curriculum maps and aligned scope and sequences that are used by all grade levels in the district in both ELA and Math.

Challenge(s): Although the Parlier Unified CAASPP Scores in Math for 2023 increased slightly, the district continued to score low in math for all students, socio-economically disadvantaged, Hispanic and English Learner student groups.

#### Action (1.6) Curriculum Committee

Implementation Status: 1 - Exploration and Research Phase

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.

#### Action (1.7) Supplemental Personnel

Implementation Status: 4 - Full Implementation

Success(es): Each school site in Parlier Unified continues to have a Reading Intervention teacher to address the early literacy, phonemic awareness, and reading needs of students in grades K-8th grade, while focusing on reading fluency and comprehension in 9-12th grade. There is dedicated time for the Reading Teachers to receive Professional Development and training monthly. Supplemental time continues to be offered to students who are demonstrating below-grade level proficiency in ELA through after school and Saturday School tutoring. 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 with students' classroom teachers. The Reading Intervention teachers, as well as the TOSAs, have continued to focus on Tier I and Tier II instruction and are part of each site's MTSS team.

Challenge(s): The challenge for this action is the continued professional development and PLC time for the secondary Reading Intervention teachers within the Master Schedule. Scheduling and grouping students who benefit from reading intervention will require additional focus so that entrance and exit criteria is clearly established, including formative assessments that will help guide instruction for hetero- and homogenous groupings in the intervention classes.

#### Action (1.8) Summer School Program

Implementation Status: 2 - Beginning Development

Success(es): The Parlier Unified Summer School program was implemented district-wide for all students in K-12th grade. The district provided summer school programs for all students in the district, with transportation provided from the students home site. Each school site recruited their students for the summer school program which involved intervention in ELA, Math, and ELD at the elementary and middle school levels. In addition, all students were provided with daily enrichment activities, field trips, and college visits. 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. The elementary summer program was a duration of 3 weeks and the secondary was a duration of 6 weeks.

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 receive intervention and/or credit recovery.

#### Action (1.9) Supplemental Instructional and Intervention Materials

Implementation Status: 5 - Full Implementation and Sustainability

Success(es): 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 supplemental materials purchased were aligned to our core programs and addressing the specific needs of our at-risk students in targeted areas. In addition, the challenge for the district was to determine program effectiveness and justification for cost investment as measured by student data outcomes and program usage levels.

#### Action (1.10) Instructional Aides

Implementation Status: 4 - Full Implementation

Success(es): The district continued to provide all schools in the district with Instructional Aides to support students in the classroom under the teacher's supervision and guidance. The district implemented an identical instructional schedule at all four elementary sites, which helped with instructional aides 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 conduct Tier 2 interventions for students needing additional support.

Challenge(s): The challenge for the district was staff turnover, which led to the need for constant training in structures and supports. There were also some scheduling conflicts due Instructional Aides availability.

#### Action (1.11) Bilingual Aides

Implementation Status: 3 - Initial Implementation

Success(es): 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: Although replacing the Bilingual Aide vacancy at the high school was filled starting from the beginning of the school year, scheduling difficulties were encountered due to advanced schooling needs shared by the Bilingual Aide.

#### Action (1.12) Alternative School Instructional Supports

Implementation Status: 5 - Full Implementation and Sustainability

Success(es): Parlier Unified was able to sustain the funding for alternative school personnel 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 has been provide consistent support to students with diverse socio-emotional needs.

#### Action (1.13) Supplemental Student Support Programs

Implementation Status: 5 - Full Implementation and Sustainability

Success(es): Parlier Unified was able to enhance the AVID program district-wide by revisiting the staff teaching AVID courses and providing time for AVID teachers to meet and collaborate. 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.

Challenge(s): The challenge for the district is to sustain AVID student enrollment and increase the number of students interested in participating in the AVID program at the secondary level. In addition, the district challenge includes having enough AVID-trained teachers to teach courses at the secondary level. The need for AVID courses is imperative as LCAP metric for A-G requirements indicate a slight increase in the number of students completing their A-G requirements as compared from the district's data in the 23-24 school year.

#### Action (1.14) ELD Teachers

Implementation Status: 5 - Full Implementation and Sustainability

Success(es): Parlier Unified was able to continue to fund English Language Development (ELD) teacher positions at the Secondary level to address the language needs of English Learners in a Designated ELD setting. As indicated on the 2023 CA School Dashboard, 54.5% English Language Learners are making progress towards English language proficiency, which is an increase of 7.7%. Elementary ELD teachers continued to work their at-risk of being Long-Term English Learners or LTELs in their 4th and/or 5th year of being English Learners and not earning a level 4 on the ELPAC test. Additional time was provided for ELD teachers at the secondary level to meet with district support personnel to create a pacing guide and create lessons targeting one or combination of the four language domains in order to meet the language needs of students in Designated ELD classrooms.

Challenge(s): The district's challenge with ELD teachers is the retention of ELD teachers at the secondary level, and the need for targeted professional development in the ELA/ELD Framework of CA and EL Road Map TK-12.

#### Action (1.15) Preschool Program

Implementation Status: 4 - Full Implementation

Success(es): Parlier Unified continues to provide preschool services for 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 is able to sustain the preschool student enrollment in order to sustain the program consistently throughout the school year.

Challenge(s): The challenge is working to sustain a comprehensive preschool program with the changing requirements of Transitional Kindergarten.

#### Action (1.16) Professional Development

Implementation Status: 4 - Full Implementation

Success(es): Parlier Unified has continued to increase the number of professional development opportunities for all K-12th grade staff. Professional training in the district was provided in a variety of formats including, online and in-person. An increase in professional development provided by fellow staff members, specifically by the TOSAs and other support personnel, has allowed Parlier Unified to streamline district needs based on what student data has shown to be key areas of need, while maximizing resources and funding to provide quality purposeful professional training. Workshops provided within the district, have allowed for more creative scheduling that minimizes the need for substitutes while still supporting 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 when teachers needed to attend workshops or conferences outside the district. The district utilized site and district-level credentialed personnel to provide coverage so that teachers were able to attend training.

#### Action (1.17) Learning Directors

Implementation Status: 5 - Full Implementation and Sustainability

Success(es): Parlier Unified continues to fund Learning Directors at school sites to support student academic achievement. Learning Directors are responsible for monitoring student academic progress and managing state and local test administrations. The Principal at 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 in the implementation of district-wide and school initiatives. The Learning Director is also able to monitor classroom instruction, provide feedback to teachers, and work with students with social-emotional needs. Learning Directors collaborate with grade-level teams to engage in the discussion of how best to meet the needs of our students through weekly PLC's. The most effective change for this school year was to provide monthly scheduled meetings specific for Learning Directors in order to hone in on projects, reports, and tasks specifically assigned to them. They were able to collaborate as a team and work on their cycles of continuous improvement.

Challenge(s): One of the challenges continues to be pulling Learning Directors from meetings or trainings when classrooms need coverage.

#### Action (1.18) C&I Director and Support Staff

Implementation Status: 4 - Full Implementation

Success(es): Parlier Unified continued to fund Curriculum and Instruction support staff positions to address the academic needs of all school sites in the district. The Curriculum and Instruction support staff are 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, Special Education, and ELD. The Curriculum and Instruction team participated in class walk-throughs using the ICLE model which focuses on rigor, relevance, and student engagement in the delivery of lessons in TK-12th grade. The staff meet weekly for planning teacher training, student assessment schedules, and PLC meetings. 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 was not filling the Director position for the 23-24 school year.

Action (1.19) Maintain and Reduce Class Sizes and Staff Ratios

Implementation Status: 4 - Full Implementation

Success(es): Parlier Unified continues to work on reducing classroom sizes and staff ratios by funding Instructional Aides to provide students with more support. By providing additional support personnel, students are able to work in smaller groups and receive the support needed to access content.

Challenge(s): The challenge continues to be limited classroom space.

Action (1.20) 1.20 Specialized and Targeted Support for Students with Disabilities

Implementation Status: 5 - Full Implementation and Sustainability

Success(es): Parlier Unified provides equitable access for all students by providing specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education.

Challenge(s): The challenge is to ensure the students are receiving the required amount of support as outlined in their IEP with staff turnover and hard to fill positions such as Speech Language Therapists.

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

Some of the estimated actual expenditures for Goal 1 demonstrate material differences from the budgeted expenditures. Generally, the District assumes a variance of 10% or more within an action to be a material difference. Instances where material differences do exist include:

1.1: Core Program- Instructional Materials

Core Instructional Materials and Programs were budgeted at \$11,234,081.00 and Estimated Actual Expenditures are projected at \$32,719,122. This material difference decrease due increased costs for materials, supplies and other essential services.

1.4: Technology Infrastructure and Support

Technology Infrastructure and Support was budgeted at \$125,137.00 and estimated actual expenditures are projected at \$293,801. This material difference increase is due to additional infrastructure needed in the new classrooms at Parlier High School and shifting current one time funded/grant funded staff to LCAP.

1.5: Teachers on Special Assignment

Teachers on Special Assignment were budgeted at \$1,085,777.00 and estimated actual expenditures are projected at \$369,890. This material difference decrease is due to not hiring the approved additional TOSA's in the 23-24 school year. In addition, one time funds are also being used.

1.9 Supplemental Instructional Materials and Supplies were budgeted at \$124,525 and estimated actual expenditures are projected at \$218,592. The material difference increase is due to increased cost of intervention digital subscriptions and additional materials and supplies needed for collaborative workspaces and district writing program materials.

1.10: Instructional Aides

Instructional Aides were budgeted at \$1,916,798.00 and estimated actual expenditures are projected at \$1,430,747. This material difference decrease is due to positions not being filled in the 23-24 school year.

1.13: Supplemental Student Support Programs

Supplemental Student Support Programs were budgeted at \$354,685 and estimated actual expenditures are projected at \$446,755. The material difference increase is due to additional staff needing to be trained in the AVID Program.

1.14: ELD Teachers

ELD Teachers were budgeted at \$533,983 and estimated actual expenditures are projected at \$673,672. The material difference increase is due to an agreed upon salary and benefit raise and retro for those teachers paid out of this Goal and Action.

1.15: Preschool Program

The Preschool Program was budgeted at \$184,476.00 and estimated actual expenditures are projected at \$595,957. This material difference increase is due to the district adding personnel and resources to provide preschool services to any student in our district that qualified.

1.17: Learning Directors

Learning Directors were budgeted at \$1,186,414 and estimated actual expenditures are projected at \$799,010. This material difference decrease is due to professional development and support for these positions were paid out of one time funds.

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

Parlier Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

1– Not Effective

2 – Somewhat Effective

3 – Effective

1.1: Core Program- Instructional Materials, 1.2: Core Program Personnel, and 1.16: Professional Development (3) - Effective

Metric(s): (1) Appropriately assigned and fully credentialed teachers, (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard

Analysis Statement: Parlier Unified experienced growth in both ELA and Math CAASPP scores for all students and subgroups as result of having core curriculum and core personnel correctly placed district-wide. Through the systematic professional development offered throughout the school year and coaching cycles provided, teachers were able to apply strategies in the classroom and receive follow-up professional development in the same areas in an effort to support with opportunities to design, apply, assess, and reflect on effectiveness

through the monitoring of student data. The district anticipates it will continue the Cycle of Continuous Improvement to increase student scores.

1.3: Implement the Technology Plan to support Curriculum Instruction and Assessment, and 1.4: Technology Infrastructure and Support (3) - Effective

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard, (9) A-G Completion Rate, (10) CTE Pathway Completion Rate, (11) A-G Completion and CTE Pathway Completion Combined Rate, (12) EL students making progress toward English Proficiency, (13) EL Reclassification Rate, (14) AP Passage Rate, (15) EAP ELA, (16) EAP Math Analysis Statement: Parlier Unified experienced growth in both ELA and Math CAASPP scores for all students and subgroups as a result of strategically implementing technology devices, access, and support throughout the district. The support received at each school site by the Technology Department was instrumental in providing teachers with the necessary technology tools and on-site support to enhance lesson design and instructional delivery. The district was also able to strengthen the existing infrastructure and put in place necessary systems needed to support and sustain online resources for consistent student use. These actions were very important to the process of formatively assessing the students, monitoring their growth, and minimizing any possible interruption to instruction and assessment.

1.5: Teachers on Special Assignment, 1.7: Supplemental School Personnel, 1.9: Supplemental Instructional and Intervention Materials, and action 1.13: Supplemental Student Support Programs (3)- Effective

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard, (12) ELLs making progress towards English proficiency, (13) EL Reclassification Rate, (14) AP Passage Rate

Analysis Statement: Parlier Unified experienced growth in both ELA and Math CAASPP scores for our English Learner and low-income students. The Districts Teacher on Special Assignment (TOSA's) have been a positive support for teachers in the classroom by providing professional learning and follow up coaching and in class model lessons so that teachers are equipped to teach the depth and breadth of ELA, Math, and ELD standards with supports to differentiate learning for our special education students. In addition, the TOSA's provide support to teachers and administration in the creation and implementation of identifying essential standards, curriculum maps, and scope and sequences that are aligned to ELA, Math, and ELD standards. In addition, we have purchased research based supplemental programs that assist in students growing in both ELA and math by providing a baseline score and regular progress monitoring. Parlier Unified has successfully implemented Reading Intervention teachers at each school site to support early literacy and reading needs across all grade levels. Additionally, they offer supplemental math tutoring for students below grade level and ensure that intervention teachers participate in planning meetings to monitor student progress and enhance instructional strategies. Parlier Unified equipped all school sites with supplemental instructional and intervention materials to support diverse student learning needs. Teachers received resources to enhance core programs, particularly in English Language Arts (ELA), Math, and English Language Development (ELD) and we successfully enhanced its AVID program by providing professional training for staff and implementing new strategies that fostered critical thinking, problem-solving, and leadership skills, preparing students for college and career pathways.

1.6: Curriculum Committee (1) Not Effective

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard

Analysis Statement: Funding for the Curriculum Committee was not utilized as planned. Although the committee supports student academic success, it is an existing entity that does not require specific action or additional funding under the LCAP, making Action 1.6 unnecessary.

#### 1.8: Summer School Program (3)

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard

Analysis Statement: Parlier Unified successfully implemented a district-wide summer school program for all K-12 students, providing ELA, Math, and ELD intervention at elementary and middle schools, and focusing on credit recovery and advancement at the high school level. Holding the program at each school site enabled teachers to work closely with their students in smaller groups, effectively targeting areas of need and addressing learning loss from previous disruptions.

#### 1.10: Instructional Aides and 1.11 Bilingual Aides (3) Effective

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard, (12) EL students making progress toward English Proficiency, (13) EL Reclassification Rate

Analysis Statement: Parlier Unified experienced growth in both ELA and Math CAASPP scores for all students, including low-income students. Parlier Unified utilizes our instructional aides and bilingual instructional aides to assist the teacher in the classroom during small group instruction that allows students to learn new skills in a smaller individualized setting.

#### 1.12 - Alternative School Instructional Supports (2) - Somewhat Effective

Metric(s): High School Graduation Rate, CTE Completion Rate, Access to a Broad Course of Study, EAP ELA and EAP Math, A-G Completion, and CTE pathway Completion Rate

Parlier Unified facilitated collaboration between its comprehensive high school and alternative high school, providing students with counseling, Career Technology Education (CTE), and supports like intervention and credit recovery. While efforts were made to ensure students in the alternative setting had access to a broad course of study, the district remains concerned about graduation rates, particularly among Alternative Education and Independent Studies students, and plans to work closely with parents to address these issues.

#### 1.14: ELD Teachers (3) Effective

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (12) ELLs making progress towards English proficiency, (13) EL Reclassification Rate

Analysis Statement: Parlier Unified has increased their reclassification rate in the 22-23 and 23-24 school year by making data driven decisions and provided support to our Designated ELD teachers at the secondary level to ensure that Long Term English Learners (LTEL's) are provided with the most appropriate instruction in order to reclassify. The District ELD TOSA provided professional development that included data analysis, scope and sequence revision, and supplemental material purchase that focused specifically on LTEL's.

#### 1.15: Preschool Program (2) Somewhat effective

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (12) EL students making progress toward English Proficiency, (18) Chronic Absenteeism, (24) Sense of safety and school connectedness



Analysis Statement: Parlier Unified provides a preschool program to prepare preschool students with foundational and social skills needed to address the academic rigor and standards of the TK-12th grade school system. Preschool personnel is provided with training on how to teach foundational skills that allow students to transition into Kindergarten ready to learn utilizing the California Preschool Framework.

#### 1.17 - Learning Directors and 1.18 - C&I Director (3) Effective

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard, (12) ELLs making progress towards English proficiency, (13) EL Reclassification Rate

Analysis Statement: Parlier Unified provides Learning Directors at each school site in order to increase the support to students, especially our Low-Income, Foster Youth, and English Language Learners. In 23-24, they met monthly with the Ed Services team to analyze data and provide additional supports to all students, but specifically to the above mentioned subgroups. This regular support enabled the Learning Directors to provide specific instructional supports, such as a goal setting protocol, to ensure all students know how to grow academically. Parlier Unified funded a Director of Curriculum and Instruction to assist school sites with ELA and Math curriculum, instruction, and assessment, working closely with Learning Directors to provide teachers with necessary resources. While the position will be eliminated, the collaborative efforts have established effective systems and protocols for continued support.

#### 1.19 - Maintain and Reduce Class Sizes and Staff Ratios (2) Somewhat Effective

Metric(s): Appropriately assigned and full credentialed teachers

Analysis Statement: Parlier Unified made efforts to reduce class sizes and staff ratios, particularly focusing on secondary English Language Development (ELD) classes to support English Learners. However, data shows that English Learners are still not performing at the same level as the overall student population and the Socio-Economically Disadvantaged (SED) student group.

#### 1.20 - Specialized and Targeted Support for Students with Disabilities (3) Effective

Metric(s): (2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard, (12) EL students making progress toward English Proficiency, (13) EL Reclassification Rate

Analysis Statement: Parlier Unified successfully ensures that students with disabilities receive specialized and targeted support as specified in their Individualized Education Plans (IEPs). This approach provides equitable access to district programs and aligns with other offerings to meet each student's academic and social-emotional needs.

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.

With our work with FCSS this year through Differentiated Assistance, we have done a deep data dive and adjusted our Actions in Goal 1 so that they align with our vision and mission. In the 24-25 LCAP, we have combined actions 1.3 and 1.4 to support technology integration and support. We removed 1.5 (TOSA's) and distributed them to the Action best associated with their role. For action 1.6, we broadened this

action to include not just reading intervention personnel but other personnel that we know assist in supporting student achievement. This includes moving Learning Directors from 1.17 to better align with support for students. Since our Alternative Education High School qualified for Equity Multiplier funds, we removed action 1.12 and created Goal 4 to address the additional support needed for this site. Action 1.14 (ELD Teachers) is added to a new action that addresses all English Language Learners, but with a focus on Long Tern English Learners. In addition, we have distributed Professional Development funds (Action 1.16) within our actions so we can better align and streamline the PD we provide to staff. This will enable us to be very prescriptive and track if the PD is making a difference with action implementation.

**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	Supportive Environment  Institute inclusive environments where students, families, and staff feel safe and welcomed and are supported to attain goals based on high expectations.

## 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 - 93.4% ELs - 92.8% SED - 93.0% SWD - 91.4% FY - 93.6%  Data Year: 2021-2022  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	Attendance rate: All - 94% ELs - 94% SED - 94% SWD - 92% FY - 92% Met ___ Not Met <u>X</u> Data Year: 2023-2024 Data Source: P-2
Chronic absenteeism rate	Chronic absenteeism rate:  Baseline All - 25.9%	Chronic absenteeism rate:  All - 45.1% ELs - 44.2%	Chronic Absenteeism rate:  All - 48.6% ELs - 44.1%	Chronic Absenteeism rate:  All - 20.5% ELs - 16.4%	Chronic absenteeism rate: All - 15% ELs - 15% SED - 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELs - 28.11% SWD - 35.27%  Data Year: 2020-2021  Data Source: CALPADS EOY-3	SED - 45.8% SWD - 56.6% FY - 42.9  Data Year: 2021-2022  Data Source: CALPADS EOY-3	SED - 49% SWD - 63% FY - 64.7%  Data Year: 2021-2022  Data Source: CALPADS EOY-3	SED - 20.6% SWD - 27.6% FY - 18.8%  Data Year: 2022-2023  Data Source: CALPADS EOY-3 / CDE	SWD - 20% FY - 15% Met ___ Not Met _X_ Data Year: 2023-2024 Data Source: CALPADS EOY-3
High School Drop Out rate	High School Drop Out rate:  Baseline - 3%  Data Year: 2020-2021 Data Source: Aeries	High School Drop Out rate:  All - 6% ELs - 10% SED - 4% SWD - 15% 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.  Data Year: 2020-2021 Data Source: Aeries	High School Drop Out rate:  All - 3.6% ELs - 6.8% SED - 3.2% SWD - 3.6% 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.  Data Year: 2021-2022 Data Source: Aeries	High School Drop Out rate:  All - 5.7% ELs - 8.2% SED - 5.7% SWD - 13.8% 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.  Data Year: 2022-2023 Data Source: Aeries / CDE	High School Drop Out Rate: All - 2% ELs - 5% SED - 2% SWD - 8% FY - 5% Met _X_ Not Met ___ Data Year: 2023-2024 Data Source: Aeries
Suspension rate	Suspension rate:	Suspension rate:	Suspension rate:	Suspension rate: All - 6.9%	Suspension rate: All - 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Baseline All - 2.7% ELs - 2.2% SWD - 5.5%</p> <p>Data Year: 2019-2020 (Most recent data due to COVID-19 Pandemic closures)</p> <p>Data Source: Aeries &amp; Data Quest</p>	<p>All - 0% ELs - 0% SED - 0% SWD - 0% FY - 0%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Data Quest</p>	<p>All - 4.5% ELs - 4.94% SED - 4.65% SWD - 6.33% FY - 4.76%</p> <p>Data Year: 2021-2022</p> <p>Data Source: Data Quest</p>	<p>ELs - 7.3% SED - 6.9% SWD - 10.0% FY - 35.3%</p> <p>Data Year: 2022-2023</p> <p>Data Source: Data Quest / CDE</p>	<p>ELs - 1% SWD - 2% FY - 1% Met <u>X</u> Not Met <u>    </u></p> <p>Data Year: 2023-2024</p> <p>Data Source: Aeries &amp; Data Quest</p>
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 &amp; 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 - 0.3% ELs - 0.1% SED - 0.0% FY- 0.0%</p> <p>Data Year: 2021-2022</p> <p>Data Source: Data Quest</p>	<p>Expulsion rate:</p> <p>All - 0.1% ELs - 0.1% SED - 0.0% FY- 0.0%</p> <p>Data Year: 2022-2023</p> <p>Data Source: Data Quest</p>	<p>Expulsion rate:</p> <p>All - 0% ELs - 0% SED - 0% FY - 0% Met <u>x</u> Not Met <u>    </u></p> <p>Data Year: 2023-2024</p> <p>Data Source: Aeries &amp; Data Quest</p>
School Climate Survey	<p>School Climate Survey: Percentage of students indicating students feeling high</p>	<p>School Climate Survey: Percentage of students indicating students feeling high</p>	<p>School Climate Survey: Percentage of students indicating students feeling high</p>	<p>School Climate Survey: Percentage of students indicating students feeling high</p>	<p>School Climate Survey: Percentage of students indicating students feeling high</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>levels for school connectedness</p> <p>Baseline School Connectedness - 79%</p> <p>Baseline School Safety - 68%</p> <p>Data Year: 2020-2021</p> <p>Data Source: School Climate Survey</p>	<p>levels for school connectedness</p> <p>STUDENTS: All Connectedness - 86%</p> <p>School Safety - 60%</p> <p>EL Connectedness - 73%</p> <p>School Safety - 53%</p> <p>SED Connectedness - 85%</p> <p>School Safety - 58.5%</p> <p>FY Connectedness - % No Foster Youth outcome data available School Safety - % No Foster Youth outcome data available</p> <p>STAFF: Connectedness - 51%</p> <p>School Safety - 67%</p> <p>PARENTS: Connectedness - 45%</p> <p>School Safety - 59%</p>	<p>levels for school connectedness</p> <p>STUDENTS: All Connectedness - 68%</p> <p>School Safety - 48%</p> <p>EL Connectedness - 61%</p> <p>School Safety - 41%</p> <p>SED Connectedness - 66%</p> <p>School Safety - 46%</p> <p>FY Connectedness - % No Foster Youth outcome data available School Safety - % No Foster Youth outcome data available</p> <p>STAFF: Connectedness - 53%</p> <p>School Safety - 61%</p> <p>PARENTS: Connectedness - 51%</p> <p>School Safety - 36%</p>	<p>levels for school connectedness</p> <p>STUDENTS: All Connectedness - 55%</p> <p>School Safety - 29%</p> <p>EL Connectedness - 52%</p> <p>School Safety - 27%</p> <p>SED Connectedness - 54%</p> <p>School Safety - 28%</p> <p>Connectedness - % No Foster Youth outcome data available School Safety - % No Foster Youth outcome data available</p> <p>STAFF: Connectedness - 60%</p> <p>School Safety - 59%</p> <p>PARENTS: Connectedness - 48%</p> <p>School Safety - 33%</p> <p>Data Year: 2023-2024</p>	<p>levels for school connectedness</p> <p>STUDENTS: All Connectedness - 80%</p> <p>School Safety - 70%</p> <p>EL Connectedness - 80%</p> <p>School Safety - 70%</p> <p>SED Connectedness - 80%</p> <p>School Safety - 70%</p> <p>FY Connectedness - 80%</p> <p>School Safety - 70%</p> <p>STAFF: Connectedness - 80%</p> <p>School Safety - 70%</p> <p>PARENTS: Connectedness - 80%</p> <p>School Safety - 70%</p> <p>Met ___ Not Met <u>X</u></p> <p>Data Year: 2023-2024</p> <p>Data Source: School Climate Survey</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-2022 Data Source: School Climate Survey	Data Year: 2022-2023 Data Source: School Climate Survey	Data Source: School Climate Survey	
School Facilities Inspection Tool (FIT)	School facilities are maintained in good repair: Score: Met Data Year: 2020-2021 Data Source: Williams Facility Inspection (FIT) Tool	School facilities are maintained in good repair: Score: Met Data Year: 2021-2022 Data Source: Williams Facility Inspection (FIT) Tool	School facilities are maintained in good repair: Score: Met Data Year: 2021-2022 Data Source: Williams Facility Inspection (FIT) Tool	School facilities are maintained in good repair: Score: Met Data Year: 2022-2023 Data Source: Williams Facility Inspection (FIT) Tool	School facilities are maintained in good repair: Score: Met Met __X__ Not Met ____ 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:	Middle School Drop Out rate: All - 0% ELs - 0% SED - 0% FY- 0% Data Year: 2021-2022	Middle School Drop Out rate: All - 0% ELs - 0% SED - 0% FY- 0% Data Year: 2022-2023	Middle School Drop Out rate: All - 0% ELs - 0% SED - 0% FY- 0% Met __X__ Not Met ____ Data Year: 2023-2024 Data Source: Aeries & Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Aeries & Data Quest	Data Source: Aeries & Data Quest	Data Source: Aeries & Data Quest	

## Goal Analysis

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

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

Parlier Unified used the following rating scale to determine the LEA’s progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

The actions outlined in Goal Two support the progress towards meeting the goal of creating a supportive environment conducive to learning. An environment where students, staff, and families feel safe and supported.

### Action (2.1) Student Well-Being Initiatives

Implementation Status: 5 - Full Implementation and Sustainability

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. The district saw an increase in the number of students participating in the High School and Junior High marching band. The marching band, which currently consists of middle school and high school students, have participated in various local and state competitions. Parlier was able to purchase additional musical instruments and supplies to meet the need for the increase in student enrollment in the music program. Parlier Unified was able to continue to fund elementary Art teachers to meet the student interest at the elementary schools. The Art teachers were able to teach art skills to encourage self expression for all elementary school students. Career and Technical Education (CTE) program completion rates in the district increase for all students and student groups. The Parlier Unified CTE program continues to expand with a current total of thirteen (13) pathways available to all secondary students. The medical pathway specifically has seen an increase in enrollment within the last two years. Students stay connected to school as a result of the interest they share in completing CTE coursework that lead to post secondary programs. Parlier



Unified's new CTE facility, funded through grant and bond monies, is now housing students in the Medical, Criminology, and Media Arts Pathways and students have competed in local, state, and national skills based competitions increasing their school connectedness.  
Challenge(s): The challenge encountered by the district was the hiring and scheduling of the Art and music teachers at all elementary school sites.

#### Action (2.2) Student Mental Health Programs

Implementation Status: 4 - Full Implementation

Success(s): Parlier Unified was able to fund MTSS aides, Mental Health and Wellness Specialists and other student support services staff that provided behavioral socio-emotional, and mental health support for all schools in the district. The student support services staff are 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 as evidenced in monthly site and district MTSS PLC's. School teams consisted of teachers, administration, MTSS Intervention Aides, and Mental Health and Wellness Specialists working together to address students' social emotional needs.

Challenge(s): The challenge encountered by the district was turn over with MTSS aides and movement in the district that left some vacancies at the sites.

#### Action (2.3) Student Attendance Continuous Improvement Program

Implementation Status: 4 - Full Implementation

Success(s): Parlier Unified was able to sustain an attendance rate above 94% as a result of the work conducted by the Child Welfare and Attendance department personnel with attendance awareness campaigns and consistently adhering to the SARB process. The district continued to provide students, parents, and community members with information regarding the importance of attendance through informational pamphlets and attendance campaigns at all school sites, phone calls, and home visits. High School students also mentor elementary students with an Attendance Hero Campaign that encourages students to attend school with no early outs or late arrivals.

Challenge(s): The challenge experienced by the district still stems from the pandemic, where parents want to keep their students home without a valid absence excuse and overextending our Independent Studies program because parents do not want to send students to school.

#### Action (2.4) Campus Connections

Implementation Status: 4 - Full Implementation

Success(s): Parlier Unified was able to continue to fund Campus Monitors to support school initiatives' and parent events. The Campus Monitors were able to implement school safety initiatives to maintain a safe school environment and create relationships with students to ensure a safe and connected school experience for all students.

Challenge(s): The challenge encountered by the district involved coverage of duties for Campus Monitor personnel out on personal or medical leave at the secondary school level. In addition, the district had a challenge in providing effective campus coverage due to the limited number of Campus Monitors and no available qualified substitutes.

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

Some of the estimated actual expenditures for Goal 2 demonstrate material differences from the budgeted expenditures. Generally, the District assumes a variance of 10% or more within an action to be a material difference. Instances where material differences do exist include:

Action 2.3: Student Attendance Continuous Improvement Program. Budgeted expenditures were projected at \$619,801 and estimated actual expenditures are projected at \$467,039. This material decrease is a result of funding some of the expenses from one-time funding sources.

Action 2.4: Campus Connections. Budgeted Expenditures were projected at \$758,364 and estimated actual expenditures are projected at \$638,924. This material decrease is a result of funding some of the expenses from one-time funding sources.

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

Parlier Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

1– Not Effective

2 – Somewhat Effective

3 – Effective

The actions outlined in Goal Two helped make progress towards the LEA's goal: To support the progress in meeting the goal to improve student academic achievement.

Action(s): Action 2.1 - Student Well-Being Initiatives and Action 2.2 - Student Mental Health Programs

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): School Climate Survey and School Facilities Inspection Tool

Analysis Statement: Although Parlier Unified was able to increase the music program district-wide by funding an additional music teacher, increasing the number of course offerings for music, band, VAPA opportunities and CTE course offerings, the district experienced an increase in suspensions, a slight drop in the attendance rate. Our LCAP student surveys also showed a decline in the percentage of students who feel connected to their school. The district will utilize this data to sustain and increase the number of course offerings to encourage students to come to school daily, but will disaggregate in more detail the reasons why students feel less connected to school. An important component will be taken into consideration will be the types of supports available to students by continuing to fund mental health personnel and professional development focusing on tiered levels of supports and the role that school personnel have on student connectedness. The district has started the MTSS process in an effort to align resources to existing processes for improving connectedness through socio-emotional supports, relationship building, and conflict resolution. Although the district was somewhat effective in meeting the action objective, the district anticipates that the increase in VAPA and CTE courses, along with a tiered system of supports for students through the MTSS process, the district will be effective in decreasing the suspension rate, sustaining an attendance rate over 90%, and increasing student connectedness to school.

Action(s): Action 2.3 Student Attendance Continuous Improvement Program

Effectiveness of Action(s): (3) Effective

Metric(s): Attendance Rate, Chronic Absenteeism Rate, High School Drop Out Rate, Middle School Dropout Rate

Analysis Statement: Parlier Unified experienced an decrease in the number of students identified as chronically absent for all students and subgroups in the 23-24 school year. Although the district has been able to maintain a steady attendance rate above 90% and a low drop-out rate, the district continues to have students who are chronically absent. The Child Welfare and Attendance office has continuously implemented a Super Hero Attendance Campaign to address the district attendance rate. The district will continue to work with Fresno County Superintendent of Schools through the Differentiated Assistance process to determine the root cause(s) for the increase in this area of chronic absenteeism in our Foster Youth. The Child Welfare and Attendance office will also be disaggregating data to determine a correlation between students on Independent Studies and chronic absenteeism. The district anticipates to review data collaboratively at our monthly Extended Cabinet meetings to determine the root cause(s) and come up with collective solutions.

2.4 Campus Connections

Effectiveness of Action(s): (3) Effective

Metric(s): Suspension Rate, Expulsion Rate, and School Climate Survey

Analysis Statement: Although we have seen a district wide decrease in the percentage of student being suspended from school, Parlier Unified will continue to provide funding for Campus Control Monitors to ensure students, staff, and parents feel safe in the school setting. The goal of the district is to maintain a safe school environment by supporting school initiatives focused on building school connections between students and students with teachers and staff. The district anticipates that through the MTSS process, PBIS incentives, reduction in office referrals, and alternatives to discipline, the district will continue to experience a decrease in the number of suspensions and expulsions. The LCAP Educational Partners survey has an established trend for this particular action. Our Educational Partners want to see more safety aspects put in place to make our campuses safer.

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.

For the 2024-27 LCAP Cycle, Parlier Unified will be keeping the same actions under Goal 2, Supportive Environment but we have increased the focus on Multi-Tiered Systems of Support as a Framework to ensure alignment with implementation of actions.

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

# 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>

## 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 Number of parent participants - 125</p> <p>Data Year: 2020-2021 Data Source: Google Forms/Survey Monkey</p>	<p>Parent Input Survey participation rate in making decisions for the school district and each individual school:</p> <p>Number of parent participants - 96</p> <p>Data Year: 2021-2022 Data Source: Google Forms/Survey Monkey</p>	<p>Parent Input Survey participation rate in making decisions for the school district and each individual school:</p> <p>Number of parent participants - 151</p> <p>Data Year: 2022-2023 Data Source: Panorama Survey</p> <p>Note: The district purchased a comprehensive survey program to better analyze Educational Partner feedback and input. PUSD will be</p>	<p>No available Parent Input Survey data. Survey has not been administered yet.</p> <p>Parent Input Survey participation rate in making decisions for the school district and each individual school:</p> <p>Number of parent participants - 183</p> <p>Data Year: 2023-2024 Data Source: Panorama Survey</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> <p>Met ___ Not Met _X_</p> <p>Data Year: 2023-2024 Data Source: Google Forms/Survey Monkey</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			using Panorama for all Educational Partner surveys for 2022-2023.	Note: The district purchased a comprehensive survey program to better analyze Educational Partner feedback and input. PUSD will be using Panorama for all Educational Partner surveys for 2023-2024.	
Participation rate (number) of parents in school and district level committees	<p>Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).</p> <p>Baseline Number of participants - 16</p> <p>Data Year: 2020-2021 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 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 - 26</p> <p>Data Year: 2022-2023 Data Source: In-person and virtual meeting participation logs.</p> <p>Note: After Covid, the district provided a</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 - 35</p> <p>Data Year: 2023-2024 Data Source: In-person and virtual meeting participation logs.</p> <p>Note: After Covid, the district provided a</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 Met ___ Not Met _x_ Data Year: 2023-2024 Data Source: Zoom or Google Meets participation logs</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			hybrid model for Educational Partner meetings which included in-person and virtual meeting formats.	hybrid model for Educational Partner meetings which included in-person and virtual meeting formats.	
Number of parents attending district parent workshops	<p>Parental participation in parent workshops provided by the district (includes unduplicated 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>Parental participation in parent workshops provided by the district (includes unduplicated 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>Parental participation in parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):</p> <p>Number of participants - 46</p> <p>Data Year: 2022-2023 Data Source: In-person and virtual workshops participation logs.</p> <p>Note: After Covid, the district provided a hybrid model for Educational Partner workshops which included in-person and virtual formats.</p>	<p>Parental participation in parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):</p> <p>Number of participants - 223</p> <p>Data Year: 2023-2024 Data Source: In-person and virtual workshops participation logs.</p> <p>Note: After Covid, the district provided a hybrid model for Educational Partner workshops which included in-person and virtual formats.</p>	<p>Parental participation in parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):</p> <p>Number of participants - 50 Met ___ Not Met_X___ Data Year: 2023-2024 Data Source: Zoom participation logs</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 - 8</p> <p>Data Year: 2022-2023 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 - <u>18</u></p> <p>Data Year: 2023-2024 Data Source: Workshop provider contract(s) and sign in sheets</p>	<p>Number of parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):</p> <ul style="list-style-type: none"> <li>• 16</li> </ul> <p>Met <u>    </u> Not Met <u>X</u></p> <p>Data Year: 2023-2024 Data Source: Workshop provider contract(s)</p>

## Goal Analysis

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

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

Parlier Unified used the following rating scale to determine the LEA’s progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation

## 5 – Full Implementation and Sustainability

The actions outlined in Goal 3 support the progress towards meeting the goal of creating a supportive environment conducive to learning. An environment where students, staff, and families feel safe and supported.

### (3.1) Parent Engagement and Connectedness

Implementation Status: 4 - Full Implementation

Success(es): Parlier Unified was able to maintain a highly qualified Family and Community Engagement (FACE) Coordinator to connect with parents and community members to help bridge the communication between school and home. The F.A.C.E. Coordinator was also 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 a key partner in the district's participation in the Community Engagement Initiative (CEI) and Community Schools Advisory Committee. The district included our F.A.C.E. Coordinator in all the parent engagement initiatives in an effort to coordinate resources to better serve our parents.

Challenge(s): The challenge the district encountered was continuing to expand the number of active parents involved in our educational process as it seems that the same parents are the active participants.

### (3.2) Parent Workshops

Implementation Status: 4 - Full Implementation

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): Parlier Unified continued to see a lower participation rate for parents of English Learners and Foster Youth.

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

The following estimated actual expenditures for Goal 3 demonstrate material differences from the budgeted expenditures. Generally, the District assumes a variance of 10% or more within an action to be a material difference. This goal did not have any action that had a material difference of more or less than 10%.

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

Parlier Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

1– Not Effective

2 – Somewhat Effective

3 – Effective.



The actions outlined in Goal 3 helped make progress towards the LEA's goal: To support the progress in meeting the goal to improve student academic achievement.

Action(s): Action 3.1 - Parent Engagement and Empowerment

Effectiveness of Action(s): 3 - Effective

Metric(s): School Climate Survey and School Facilities Inspection Tool

2 – Somewhat Effective

3 – Effective.

The actions outlined in Goal 3 helped make progress towards the LEA's goal: To support the progress in meeting the goal to improve student academic achievement.

Action(s): Action 3.1 - Parent Engagement and Empowerment

Effectiveness of Action(s): 3 - Effective

Metric(s): School Climate Survey and School Facilities Inspection Tool

Analysis Statement: Parlier Unified will continue funding the Family and Community Engagement (F.A.C.E.) Coordinator position to maintain and build upon the established rapport with parents and the community. The district will engage parents through various online tools, apps, and phone calls to foster participation and confidence among parents, families, and the community. Additionally, the F.A.C.E. Coordinator will participate in all district parent engagement projects, including the Community Engagement Initiative (CEI) and the Community Schools Grant.

Action(s): Action 3.2 - Parent Workshops

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Number of Parents Attending Workshops and Number of Workshops

Analysis Statement: Parlier Unified scheduled district-wide workshops to accommodate parent schedules, including virtual workshops for those without transportation. The district also provided childcare and light refreshments for evening meetings. Notifications were disseminated through various media formats. Workshops were conducted in Spanish, with translation services available for both English and Spanish speakers.

Through the Educational Partner input process, parents recommended providing incentives to increase participation at workshops. They also suggested workshops on adult mental health and managing socio-emotional behaviors at home. The district will use this input to plan future workshops and parent training sessions. As a result, the district anticipates an increase in parent attendance and participation in school and district workshops for the coming school year.

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 will continue to support actions 3.1 and 3.2 to increase the family and school connectedness in the 2024-25 LCAP Cycle. We believe that by providing a communications specialist to increase the positive social media presence and the ability to communicate with our parents and respond to their needs in a timely manner will allow us to increase the number of parents that wish to be actively involved in their students education.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

Parlier, an agricultural community nestled in the heart of rural Fresno County, is home to a close-knit population of 14,691 residents. Within this setting, Parlier's educational landscape shines brightly, serving 3,322 students across a diverse array of institutions.

Diversity is not just a statistic here, it's a source of pride. With 98.2% of students identifying as Hispanic and nearly 15% coming from Migrant families, our schools embrace and celebrate cultural richness. Additionally, 98% of our students come from low-income backgrounds, highlighting the resilience and determination that permeate our community. In addition, Parlier Unified's English Learner population is 43% of our students, with 13% being Long Term English Learners.

Our Equity Multiplier School Site, San Joaquin Valley High School (SJVHS) has a student population of 72 students that are enrolled in the Day Program (2023 Dashboard). Of those, 94.4% are Socioeconomically Disadvantaged, 38.9% are English Learners, and 0% are Foster Youth students. SJVHS has 69% English Language Learners and 49% Long Term English Learners.

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

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

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

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

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

## Reflections: Annual Performance

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

In our ongoing efforts to enhance student outcomes, our Local Education Agency (LEA) has diligently examined both successes and challenges throughout the development process of our Local Control and Accountability Plan (LCAP).

On the 2023 California School Dashboard, we show the following Red Indicators and student subgroups

ELA: All students, English Learners, Homeless, Socio-economically Disadvantaged student subgroups.

Math: All students, English Learners, Socio-economically Disadvantaged student subgroups.

Suspension: All students, English Learners, Foster Youth, Homeless, Students with Disabilities, Socio-economically Disadvantaged student subgroups.

While we celebrate achievements, such as the notable increase in English Learners making progress, rising by 7.7%, and the consistent improvement in College and Career Readiness Indicator, where 52.4% of our students are now deemed prepared, we also acknowledge areas requiring urgent attention.

ELA and Math data reveal significant gaps, with students lagging 70.7 and 122 points below standard, respectively. Additionally, Chronic Absenteeism persists at 20.6%, signaling a need for targeted interventions to boost attendance rates and foster a culture of regular school attendance.

Although progress has been made, our Graduation Rate, while showing improvement at 88%, still falls within the Orange category, indicating room for further growth. Similarly, the Suspension rate remains a concern, with 6.9% of students suspended at least one day.

To address these challenges, our LEA is implementing a multifaceted approach. We are intensifying support for students struggling in ELA and Math through targeted interventions and differentiated instruction. Moreover, we are enhancing English Learner programs to ensure continued progress among this student group.

To combat Chronic Absenteeism, we are implementing proactive strategies, including community outreach, family engagement initiatives, and personalized support for at-risk students. Furthermore, we are implementing restorative practices to reduce suspension rates and promote a positive school climate.

Through collaborative efforts and a relentless focus on equity and excellence, we are committed to realizing our vision of academic success for all students. Our LCAP reflects our dedication to addressing the diverse needs of student groups and schools, ensuring that every student has the opportunity to thrive and achieve their full potential.

The following Schools have received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Cesar Chavez- ELA: All students, English Learners, Socio-economically disadvantaged, Hispanic student subgroups

Cesar Chavez- Math: All students, English Learners, Socio-economically disadvantaged, Hispanic student subgroups

John C Martinez - ELA: English Learners student subgroup

John C Martinez- Math: All students, Socio-economically disadvantaged student subgroup

John C Martinez- Suspension: Students with Disabilities student subgroup

S. Ben Benavidez- ELA: Students with Disabilities student subgroup

S. Ben Benavidez- Math: Students with Disabilities student subgroup

Parlier Junior High School- ELA: All students, English Learners, Socio-economically disadvantaged, Hispanic, and Students with Disabilities student subgroups

Parlier Junior High School-Math: All students, English Learners, Socio-economically disadvantaged, Hispanic, and Students with Disabilities student subgroups

Parlier Junior High School- Suspension: All students, English Learners, Socio-economically disadvantaged, Hispanic, and Students with Disabilities student subgroups

Parlier High School-ELA: English Learner student subgroup

Parlier High School- Math: All students, Socio-economically disadvantaged, Hispanic student subgroups

Parlier High School- Suspension: All students,, English Learners, Socio-economically disadvantaged, Hispanic, and Students with Disabilities student subgroups

We have identified our LCAP Goals for the next three year cycle:

GOAL 1: Accomplished Students

Establish, align, and deepen the implementation of quality learning, teaching, and leadership practices in all classrooms and schools, supported by a Multi-Tiered System of Supports (MTSS) to graduate every student college, career, and community ready.

#### GOAL 2: Supportive Environment

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

#### GOAL 3: Empowered Community

##### Empowered Community

Foster and enhance collaborations among educational partners to empower the community. By doing so, we aim to positively impact student achievement, advance equity and social justice, and support the community schools initiative.

## Reflections: Technical Assistance

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

Parlier Unified qualifies for Differentiated Assistance (DA) due to having one or more student groups classified as red in two or more priority areas. Under new legislation, DA eligibility for school districts extends over a two-year period. Our district meets eligibility criteria in several areas, including English Learner, Hispanic, Homeless, and Socio-economically Disadvantaged student groups.

As the primary driver of Differentiated Assistance, Parlier Unified closely collaborates with the Fresno County Superintendent of Schools (FCSS). Together, we conducted a thorough analysis of data and systems to pinpoint potential root causes underlying issues identified by the Dashboard. This collaborative approach aims to identify actionable steps for improvement, which are subsequently reflected in the annual update of our Local Control and Accountability Plan (LCAP).

To address these challenges, Fresno County Superintendent of Schools has provided technical assistance to Parlier Unified. This assistance includes completing a Root Cause Analysis, conducting Empathy Interviews through a Rounding Process, and performing a detailed data dive to analyze information from identified schools and subgroups. Subsequently, an Action Plan has been developed to implement necessary measures to enhance student outcomes.

Monthly meetings between the District Cabinet team and FCSS have been held to facilitate this process, emphasizing the motto "All Means All." Additionally, District Extended Cabinet sessions and engagements with site principals have provided opportunities for further data analysis, collaboration, and the development of additional actions to be incorporated into School Site Plans. The District Cabinet team met with FCSS on 10/17/23, 11/7/23, and 1/23/24 so that we could then work with all Administration and Department Leads to take them through this process under the Motto of All Means All. We met with District Extended Cabinet on 12/4/23, 1/11/24, 2/8/24, 3/7/2024, and 4/9/2024. In addition, site principals were given time to analyze their data with District Administration and FCSS Coaches and then take the data to their site staff to disaggregate and come up with additional actions that will be identified in their School Site Plan



Through this collaborative and data-driven approach, Parlier Unified and Fresno County Superintendent of Schools are committed to fostering a supportive environment where all students can thrive academically and socially.

## **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.

Parlier Junior High School has been identified for Comprehensive Support and Improvement due to the following:  
Academics - ELA: English Learners, SED, Hispanic, SWD  
Academics - Math: EL, SED, Hispanic, SWD  
Suspension- EL, SED, Hispanic, SWD

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

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

The LEA supported PJHS by submitting the application for CSI funding and collaborated with site administration by informing PJHS of the identification and approval of application funding. The LEA also supported the site by providing the training from the Fresno County Superintendent of Schools office for the site administration of CSI needs assessment tool. In addition, the LEA supported the site by providing the training from the Fresno County Superintendent of Schools office at principal's meetings, and an FCSS provided CSI training in which a variety of evidence based intervention resources were shared, applicable for the site to utilize after analyzing the data from the needs assessment. Parlier Unified Ed Services staff and FCSS staff supported the site in identifying the online California dashboard resources and identifying site inequalities. Once the site inequities were identified, the LEA supported the school site staff identifying and selecting curriculum, supplemental materials, and professional development by using the What Works Clearinghouse (WWC) and consultation with Fresno County Superintendent of Schools. The district also supported the site at several Staff meetings in which classified and certificated staff completed a needs assessment, and the MTSS (FIT) and (SIT) tools provided insight of site inequalities and areas for improvement. The alignment and integration of CSI guidelines with the schools School Plan for Student Achievement (SPSA) was a priority. There was also the development of the site LCAP survey in which students, staff, and parents provided input to identify inequalities. The results of these resources guided the identification and metrics, actions, and services for improvement utilizing the CSI allocation for the site.

## **Monitoring and Evaluating Effectiveness**

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

To ensure the effective implementation and evaluation of the California Comprehensive School Improvement (CSI) plan, Parlier Unified School District will employ a systematic and structured approach. Here's how Parlier Unified will monitor and evaluate both the implementation and effectiveness of the CSI plan:

### CSI Plan Implementation Monitoring

#### 1. Regular Progress Reviews:

Parlier Unified administration will conduct monthly check-ins meetings with the school leadership team to review progress on the implementation of specific strategies outlined in the CSI plan. The district will require the school to maintain a detailed action plan with timelines, responsible parties, and specific tasks aligned with the CSI goals.

#### 2. Site Visits and Observations:

Parlier Unified district-level administration will schedule regular on-site visits to observe classrooms, review lesson plans, and ensure adherence to the CSI plan. The school, with the support of district administration, will create and utilize an implementation rubric to assess the extent to which the CSI strategies are being implemented according to the CSI Plan.

#### 3. Data Collection and Reporting:

Parlier Unified will require the school to submit regular reports on key implementation metrics, such as professional development attendance, intervention program enrollment, and resource allocation. The district will support the school in utilizing a system to track implementation metrics in a timely manner, allowing for immediate identification of areas needing attention.

### CSI Plan Implementation Evaluation

#### 1. Formative Assessments:

Parlier Unified will conduct interim evaluations using formative assessment data to determine if the CSI plan's activities are being implemented as intended. District administration will conduct Data/Feedback Chats to establish where school staff can report challenges and successes, allowing for adjustments.

#### 2. Educational Partners Surveys:

Parlier Unified will administer teacher and student surveys to gather feedback on the implementation process, focusing on engagement, clarity of the plan, and perceived support. Parent feedback will also be collected to determine their perceptions of the CSI plan's implementation and its impact on their children's education.

#### 3. Professional Development Impact:

Parlier Unified will evaluate the impact of professional development sessions by assessing changes in teacher practices and implementation levels. Targeted attention will be provided to scheduling follow-up sessions to reinforce initial training and address any emerging issues.

### CSI Plan Effectiveness Monitoring

#### 1. Student Performance Data:

Parlier Unified will continuously monitor student performance data, including standardized test scores, formative assessments, and grades, to measure the impact of the CSI plan on student achievement. The district will also analyze data by student subgroups (e.g., EL, low-income, special education) to ensure all groups are benefiting.

#### 2. Behavioral and Attendance Data:

Parlier Unified will track student attendance rates as an indicator of engagement and the effectiveness of the CSI plan in creating a supportive learning environment. The district will also monitor all disciplinary incidents and behavioral referrals to assess improvements in school climate.

#### CSI Plan Effectiveness Evaluation

##### 1. Summative Evaluations:

Parlier Unified will use end-of-year assessments to conduct summative evaluations at the end of each academic year to determine the overall effectiveness of the CSI plan. The district will also conduct a comparative analysis to compare the current performance data with baseline data collected before the CSI plan's implementation to measure growth and achievement.

##### 2. Comprehensive Reports:

Parlier Unified will prepare annual comprehensive reports detailing the outcomes of the CSI plan, including both quantitative data (test scores, attendance) and qualitative data (survey results, Educational Partner feedback). The district will share these reports with all Educational Partners, including the school board, parents, and community members, to maintain transparency and accountability.

##### 3. Continuous Improvement Cycle:

Parlier Unified will review and revise the CSI plan annually by evaluating the data to ensure that it remains responsive to the needs of students and school. The district will also involve Educational Partners in the review process to gather different perspectives and ensure the plan's relevance and effectiveness.

By implementing these strategies, Parlier Unified will ensure that the CSI plan is not only implementing the plan effectively but also achieves its intended outcomes in improving student performance and school quality.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Mid-Year Report	<p>LCAP Mid-Year Report                      Regular School Board Meeting                      Tuesday, February 27, 2024                      The LCAP Mid-Year Report was present at the February 27, 2024 regular board meeting. The LCAP Mid-Year Report presentation covered the overview of all LCAP metrics, the actions by goal, total funding allocated to each goal and action. The presentation addressed the implementation status for each action, budgeted expenditures, estimated actuals (1st interim), and implementation notes.</p> <p>Upon completion of the presentation, the school board members were provided with an opportunity for input. All comments and questions were addressed at the board meeting. No further questions or comments were provided.</p>
Parents	<p>LCAP Educational Partner Input Meeting Dates:                      Thursday, February 15, 2024 at John C. Martinez School from 5:30-7:00 p.m.                      Thursday, February 22, 2024 at Parlier High School from 5:30-7:00 p.m.                      Thursday, February 29, 2024 via Zoom from 5:30-7:00 p.m.</p> <p>Parlier Unified School District planned a total of three LCAP Educational Partner Input parent/community meetings to allow</p>

Educational Partner(s)	Process for Engagement
	<p>parents and community members to select the meeting date that best fit their schedule. The first two meetings were held at John C. Martinez School and Parlier High School. The third meeting was held virtually to provide parents and community members the option to participate without having to travel.</p> <p>The LCAP Educational Partner Input meeting attendees were provided with a presentation that addressed the following components:</p> <ul style="list-style-type: none"> <li>LCAP history/purpose</li> <li>LCFF funding process</li> <li>Supplemental and Concentration funding</li> <li>CA State Priorities</li> <li>District Goals</li> <li>Goals, Actions, and Services</li> <li>District Goal Metric Outcomes</li> <li>Funding amounts per Action by Goals</li> </ul> <p>Purpose: Provide Educational Partners with opportunity to provide input for each of the district LCAP goals. Input was collected by having parents and community members go through an exercise consisting of having them provide input for each of the three LCAP goals.</p> <p>LCAP Parent Survey 2024 April 5, 2024 through May, 2024</p> <p>Parents were provided with access to an electronic LCAP Parent Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all parents using Panorama. The surveys were provided both in digital and hard copy format. Access to the LCAP Parent Survey was provided through QR codes and survey link posted on flyers, posters, Parent Square, school and district websites. The hard copy surveys were made available to all parents and community at each school site administrative office, including the district administrative office. Both digital codes and hard copies were also made available a school and district events.</p>

Educational Partner(s)	Process for Engagement
Teachers	<p data-bbox="1054 240 1556 305">Educational Partner Input Meetings April 2024</p> <p data-bbox="1054 347 2045 565">Educational Partner Input meetings for teachers were held during staff meetings in April 2024. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Teachers were provided with an opportunity to provide input on each of the goals and actions.</p> <p data-bbox="1054 607 1556 672">LCAP Staff Survey 2024 April 5, 2024 through May 10, 2024</p> <p data-bbox="1054 714 1955 818">Teachers were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all teachers using Panorama.</p>
Students	<p data-bbox="1054 873 1367 938">Student Input Meeting April 2024</p> <p data-bbox="1054 980 2028 1198">A student input meeting was held at the secondary level to present the school's Leadership students with a presentation which included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Students were provided with an opportunity to provide input on each of the goals and actions using a graphic organizer.</p> <p data-bbox="1054 1240 1367 1305">LCAP Student Survey April 9-26, 2024</p> <p data-bbox="1054 1347 1990 1451">Students were sent an LCAP Student Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all students using Panorama.</p>
Principals	Educational Partner Input Meeting

Educational Partner(s)	Process for Engagement
	<p>April 2024</p> <p>Principals were provided with an LCAP Input presentation during their Principal's meeting in April 2024. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Principals were provided with an opportunity to provide input on each of the goals and actions.</p> <p>LCAP Staff Survey 2024 Timeline April 5, 2024 through April 19, 2024</p> <p>Principals were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Principals using Panorama.</p>
Administrators	<p>Educational Partner Input Meeting April 2024</p> <p>Administrators were provided with an LCAP Input presentation during a Principal's meeting in April 2024. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Principals were provided with an opportunity to provide input on each of the goals and actions.</p> <p>LCAP Staff Survey 2024 Timeline April 5, 2024 through April 19, 2024</p> <p>Administrators were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Administrators using Panorama.</p>
Classified/Other	<p>Educational Partner Input Meeting April 2024</p>

Educational Partner(s)	Process for Engagement
	<p>Educational Partner Input meetings for Classified staff were held during staff meetings in April 2024. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Classified staff were provided with an opportunity to provide input on each of the goals and actions.</p> <p>LCAP Staff Survey 2024 Timeline April 5, 2024 through April 19, 2024</p> <p>Classified staff were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Classified staff using Panorama.</p>
<p>PFA (Certificated Union) and CSEA (Classified Union)</p>	<p>PFA (Certificated Union) and CSEA (Classified Union): April 19, 2024 from 3:30-5:00 pm May 29, 2024 from 3:30-5:00pm</p> <p>The completed draft LCAP was presented to the district's two Bargaining Unit members. After the presentation and review of all the proposed actions, funding, and data were shared, the two Bargaining Unit members were provided with time to ask questions about actions, costs, and data. CSEA and PFA Union members took turns asking questions, at which time the Superintendent addressed and answered each of the question(s) and responded to Union members openly during the meeting. He further asked if other Union members needed further clarification.</p> <p>At the conclusion of the meeting, there were no further questions asked by the CSEA and PFA Union members. The Superintendent encouraged CSEA and PFA members to send questions in writing if they thought of additional questions after the meeting. The Superintendent informed the Union members he would respond to their questions as quickly as possible in writing.</p>



Educational Partner(s)	Process for Engagement
	<p>There were no further questions for the Superintendent. All CSEA and PFA questions were addressed and answered at the CSEA and PFA Educational Partners Input and completed draft LCAP meetings.</p>
<p>SELPA</p>	<p>SELPA - Educational Partner Input Meeting            Tuesday, May 21, 2024            3:30-4:30 p.m.</p> <p>The meeting with the SELPA team took place on May 21, 2024 (3:30-4:30 p.m.) to discuss Special Education program needs as they pertain to the LCAP's three goals. The LCAP presentation was presented and the opportunity for input for each of the three goals was provided.</p>
<p>Submission to Applicable Committees (PAC)</p>	<p>LCAP PAC Input Meeting            May 28, 2024            6:00pm-7:00pm</p> <p>The data completed draft LCAP was presented to the district's Parent Advisory Committee members. After the presentation and review of all the proposed actions, funding, and data were shared, the P.A.C. members were provided with time to ask questions about actions, costs, and data. P.A.C. members took turns asking questions, at which time the Superintendent addressed and answered each of the question(s) and responded to P.A.C. members openly during the meeting. He further asked if other P.A.C. members needed further clarification.</p> <p>At the conclusion of the meeting, there were no further questions asked by the P.A.C. members. The Superintendent encouraged P.A.C. members to send questions in writing if they thought of additional questions after the meeting. The Superintendent informed the P.A.C. members he would respond to their questions as quickly as possible in writing.</p>

Educational Partner(s)	Process for Engagement
	<p>There were no further questions for the Superintendent. All P.A.C. questions were addressed and answered at the P.A.C. meeting on May 28, 2024.</p>
<p>Submission to Applicable Committees (DELAC)</p>	<p>DELAC - Educational Partner Meeting:  May 23, 2024  4:00-5:30 p.m.</p> <p>The completed draft LCAP was presented to the District English Learner Advisory Committee (DELAC) members. The presentation provided to DELAC members included all goals, actions within each goal, projected funding for each of the actions, and data to support the need for the action. D.E.L.A.C. parents provided input regarding the actions in each of the goals. The district Director of Categorical Programs provided time for members to ask questions. Once questions were asked, D.E.L.A.C. members were provided with clarifying responses as it related to action(s), cost(s), and/or metrics associated with the action(s).</p> <p>There were no further questions regarding the completed draft LCAP requiring a response from the district Superintendent.</p>
<p>Schools receiving Equity Multiplier funding</p>	<p>Equity Multiplier School Site:  San Joaquin Valley High School</p> <p>Consultation Process:  Parlier Unified School District consulted with all Educational Partners at San Joaquin Valley High School. Student focus groups (4/11/2024), Community Schools Advisory Meetings (5/1/2024, 5/29/2024), SJVHS Staff Meetings (5/8/2024, 5/15/2024) and School Site Council Meetings (4/24/2024, 5/29/2024)</p> <p>After consulting all Educational Partners, PUSD set a focused goal for SJVHS. This goal was established through collaboration with the Fresno County Superintendent of Schools, comprehensive analysis of Dashboard and local data, empathy interviews with staff and students,</p>

Educational Partner(s)	Process for Engagement
	<p>and consultation with Educational Partners (staff, students, and parents) during community school meetings, staff meetings, and School Site Council Meetings.</p> <p>PUSD explained the necessity of the focus goal for SJVHS and all educational partners provided feedback, therefore influencing the selection of this focus goal and the development of the adopted LCAP. The primary objective is to increase the graduation rate and enhance student access to CTE courses, preparing them for college and/or career. Recognizing that graduation is a key indicator of school success, the school plans to achieve this through the support of a full-time counselor and targeted programs aimed at helping students meet A-G requirements and gain exposure to CTE courses.</p> <p>Development of required goal for school generating Equity Multiplier funds:  LCAP Goal 4 was created in order to meet the needs of San Joaquin Valley High School</p>
Public Comments	<p>Completed Draft LCAP Public Comments  June 10-24, 2024</p> <p>Parlier Unified School District provided a two-week window for public comments beginning on Monday, June 10, 2024 and concluding on Monday, June 24, 2024. All Educational Partner groups and community were invited to provide comments on the completed draft LCAP. Communication and invitation for public comments was conducted through the use of flyers, Parent Square, announcements displayed on school marquees and websites. The completed draft LCAP was available for Educational Partners and community both digitally and in hard copy form. The hard copies were made available at school administrative offices, including the district's administrative office. At the conclusion of the two-week window for public comments, there were no comments and/or questions received from the district's Educational Partner groups and community.</p> <p>There were no further questions regarding the completed draft LCAP requiring a response from the district Superintendent.</p>

Educational Partner(s)	Process for Engagement
Public Hearing	<p>Completed Draft LCAP Public Hearing Regular School Board Meeting Tuesday, June 18, 2024 6:00 p.m.</p> <p>Parlier Unified School District had the completed draft LCAP Public Hearing on Tuesday, June 18, 2024 at a regular scheduled school board meeting. Educational Partners and community were invited to submit questions and/or comments regarding the completed draft LCAP.</p> <p>There were no further questions regarding the completed draft LCAP requiring a response from the district Superintendent.</p>
LCAP Adoption	<p>LCAP Adoption Regular School Board Meeting Tuesday, June 25, 2024 6:00 p.m.</p> <p>Parlier Unified School District adopted the LCAP at a regularly scheduled public school board meeting on Tuesday, June 25, 2024.</p>
Budget Adoption and Local Indicator Report to governing board	<p>PUSD Budget Approval and Local Indicators Presentation Regular School Board Meeting Tuesday, June 25, 2024 6:00 p.m.</p> <p>Parlier Unified School District presented the Local Indicators report at the regularly scheduled school board meeting on Tuesday, June 25, 2024. The district budget was also presented to the members of the school board at the same meeting. Both the Local Indicators and district budget were presented on Tuesday, June 25, 2024.</p>

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

1. Enhanced Student Achievement:

Based on the 2023 Dashboard metrics, discussions and written input from our Educational Partner Input meetings and LCAP survey results, parents and teachers consistently emphasized the need for improved academic performance among students. The feedback highlighted the importance of focusing on core subjects like English Language Arts, Mathematics and English Language Development (ELD) to build a strong foundation for all students, including second language learners. Specifically, the feedback revealed that both parents and teachers are concern for English Learners who are not progressing academically and have not been reclassified. Parent survey results also showed a consistent trend to provide targeted intervention in the area of mathematics. In response, the LCAP includes specific goals aimed at raising proficiency levels in these critical areas. This involves targeted interventions, curriculum enhancements, and additional resources to support both students and teachers. In an effort to measure progress, Parlier Unified will use state assessments and local benchmark tests. These tools will provide quantitative data on student performance and help identify areas needing further improvement.

2023 Dashboard Metrics:

CAASPP & Local Assessments

ELA LEA Level:

All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic

S Ben Benavidez Elem

ELA - Students With Disabilities

Cesar Chavez Elem

ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic

John C Martinez Elem

ELA - English Learner

Parlier High School

ELA - English Learner

Parlier Junior High School

ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities

Math LEA Level:

All Students, English Learner, Socio-Economically Disadvantaged, Hispanic

S Ben Benavidez Elem

Math - Students With Disabilities

Cesar Chavez Elem

Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic

John C Martinez Elem

Math - All Students, Socio-Economically Disadvantaged

Parlier High School

Math - All Students, Socio-Economically Disadvantaged, Hispanic  
Parlier Junior High School

Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities

## 2. Increased College and Career Readiness:

Parents, teachers, and students, including the same groups from the Equity Multiplier Educational Partners from San Joaquin Valley High School emphasized the need for better preparation for college success. They pointed out that students need more opportunities to develop skills relevant to the workforce and higher education. The LCAP sets goals for expanding career technical education (CTE) programs and increasing dual enrollment opportunities. These programs provide students with practical skills and early exposure to college-level coursework. Successful implementation will be evaluated based on graduation rates and the number of students participating in CTE and dual enrollment programs. These metrics will indicate how well students are being prepared for their futures.

San Joaquin Valley High School (Equity Multiplier School):

English Language Learners, Socio-Economically Disadvantaged, Foster Youth

## 3. Improved School Climate:

2023 CA Dashboard metrics and LCAP survey results for students, parents, and staff emphasized the importance of creating a positive and safe school environment. Their feedback indicated a strong need for initiatives that promote a supportive and inclusive environment in schools. An example shared by both the PAC members and the Parlier Faculty Association (Certificated Bargaining Unit), was increasing clubs at all school sites, not just at the secondary level. Parent surveys also revealed that over half of all parents would like to see the inclusion or addition of mental health professionals at school sites to address the socio-emotional needs of students while teacher surveys revealed the need for access to staff mental health support structures. The LCAP incorporates initiatives/programs such as anti-bullying programs and social-emotional learning (SEL) curriculum to address this request. These initiatives/programs will be designed to foster a nurturing environment where students feel safe and valued. The effectiveness of these initiatives/programs will be tracked through surveys on school climate and records of student discipline. This feedback will help Parlier Unified adjust programs as needed to continually improve the school environment.

2023 CA Dashboard Metrics Suspension Rate

All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic

John C Martinez Elem:

Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities

Parlier High School:

English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic

Parlier Junior High School:

English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic

To ensure accountability and track the effectiveness of the LCAP initiatives, Parlier Unified will use a variety of metrics:

#### State and Local Assessments:

##### CA Dashboard Metrics

Standardized test scores in core subjects will provide a clear picture of student achievement.

Local Assessments: Periodic benchmark assessments will measure ongoing progress and help identify areas of need.

Survey Results: Feedback from students, parents, and staff will offer insights into school climate and satisfaction with the initiatives.

Graduation and Attendance Rates: These key indicators will reflect student engagement and overall success.

Participation Rates: Enrollment in advanced coursework, extracurricular activities, and support programs will show the extent of student involvement in school activities.

## ACTIONS

### Goal #1

#### 1.4 Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program

Parents, staff, and students requested more opportunities for students to develop skills relevant to the workforce and higher education.

In response, Parlier Unified allocated funding for the expansion of career technical education (CTE) programs to address the vocational/workforce skills and dual enrollment opportunities to increase the access and completion of higher education for students.

Budgeted Expenditure:

\$747,400.00 annually

#### 1.6 Supports for Student Learning and Improvement:

Parents have requested additional support for students in the area of English Language Arts and Mathematics while teachers have requested more training on new instructional strategies to better support all student learning.

In response, Parlier Unified allocated funding for professional development workshops and collaborative planning time. This investment aims to enhance teachers' skills and improve classroom instruction.

Budgeted Expenditure:

\$533,692.00 annually

#### 1.8 Supports for Students Learning English and Long Term English Learner Supports

Parents and teachers have requested additional support for English Learner students who have not been reclassified and are not demonstrating academic achievement in the areas of English Language Arts and Mathematics.

In response, Parlier Unified allocated funding for English Language Development (ELD) Teachers on Special Assignment (TOSAs), Instructional Aides to support English Learners in the classroom, professional development and coaching for Integrated and Designated ELD to support English Learners and Long-Term English Learners (LTELs) and collaborative planning time. This investment aims to enhance teachers' skills and increase English language proficiency which will lead to reclassification.

Budgeted Expenditure:

\$760,548.00 annually

## Goal #2

### 2.1 Student Engagement Supports

Students, parents, and staff have requested an increase in enrichment opportunities for students during and after school. In doing so, students in Parlier Unified will attain a sense of belonging, safety, and connectedness.

In response, Parlier Unified aims to provide a positive and inclusive school environment in schools by increasing on-campus events, programs to promote positive behavior, sports programs, field trips, and other opportunities for students to thrive regardless of their background and circumstances. This investment aims to enhance student connectedness which in turn improves school attendance and academic success.

Budgeted Expenditure:

\$1,768,705.00 annually

### 2.2 Student Physical and Mental Health and Wellness Supports:

Parents, students, and staff have requested through Educational Partner Input meetings and surveys an increase in mental and physical health supports. Parents and students would like an increase in the services addressing mental health through programs, additional mental health professionals trained to provide the outreach to students and staff. In addition to personnel, students and parents would like to see an increase in opportunities for engaging activities at school that promote a sense of belonging.

In response, Parlier Unified aims to increase the hiring of counselors, social workers and expanded tutoring programs to provide comprehensive support for students. This investment aims to cultivate a community where both physical and mental health are addressed in an equitable manner.

Budgeted Expenditure:

\$3,615,795.00 annually

## BUDGETED EXPENDITURES

Total LCAP Budget Allocation: \$14,851,913.00

The total budget for the LCAP initiatives, influenced by feedback, is approximately \$7,426,140.00.

### Breakdown:

Funds are distributed across various priority areas, ensuring a balanced approach that addresses multiple needs and priorities.

## PROCESS FOR PRIORITIZATION

### 1. Educational Partner Meetings and Surveys:

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

### 2. Budgetary Constraints:

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



### 3. Focus Areas:

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

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We developed this goal to ensure a comprehensive approach to education that supports the diverse needs of our students. In consultation with our Educational Partner groups, we have identified key areas of focus essential for achieving optimal learning outcomes:

- \*Prioritizing the provision of instructional materials and professional development opportunities across various content areas such as ELA, Mathematics, History Social Science, and NGSS, we aim to enhance teaching effectiveness and student learning outcomes
- \*Ensuring that all teachers are fully credentialed and appropriately assigned, as assessed through credential audits and assignment reviews, we strive to maintain a high standard of teaching quality and professionalism
- \*Our commitment to implementing California Standards in ELA/ELD, Mathematics, and all content areas aims to ensure the highest level of educational achievement and alignment with state requirements
- \*Continuously improving state and local student assessment data, with a particular emphasis on literacy across all content areas, reflects our dedication to tracking student progress and addressing areas of need
- \*Increasing the annual rate of reclassification of English Learner students to English Proficient and enhancing support for students with disabilities demonstrates our commitment to fostering inclusive educational practices and equitable opportunities for all learners
- \*Offering supplemental and intensified supports to students who require additional academic assistance through the AVID College and Career Readiness Framework and the Multi-Tiered System of Supports (MTSS) underscores our commitment to addressing the individual needs of each student, promoting academic success and well-being
- \*Offering Visual and Performing Arts classes in grades 7-12 reflects our LEA's commitment to providing a well-rounded, inclusive, and enriching educational experience that empowers all students to reach their full potential

\*Offering dual enrollment, CTE Pathways, and an Early College Program at our high school empowers students to take control of their academic and career pathways, providing them with valuable opportunities for academic enrichment, college readiness, and future success

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	82% Data Year: 2021-22 Data Source: Fall 2023 Dashboard			95% Data Year: 2024-25 Data Source: Fall 2026 Dashboard	
1.2	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicator (Priority 1) Williams Sufficiency			100% Data Year: 2026-27 Data Source: Local Indicator (Priority 1) Williams Sufficiency	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	4 Data Year: 2023-24 Data Source: Local Indicator Priority 2 data			5 Data year: 2026-27 Data Source: Local Indicator Priority 2 data	
1.4	Smarter Balanced ELA Met or Exceeded Standard	LEA All Students 24% EL 9% EL LTEL 7% Homeless 23% SED 24% Hispanic 24% SED Hispanic 24% FY 0%			All Students 45% EL 25% EL LTEL 23% Homeless 40% SED 40% Hispanic 40% SED Hispanic 40% FY 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 7%  Benavidez SWD 8% SED SWD 9%  Chavez All Students 14% EL 5% SED 14% HIS 12% SED HIS 15%  Martinez EL 3%  PJHS All Students 21% EL 0% SED 21% HIS 20% SED HIS 21% SWD 2% SED SWD 11%  PHS EL 6% Data Year: 2022-23 Data Source: DataQuest->CAASPP Test Results			SWD 20%  Benavidez SWD 25% SED SWD 25%  Chavez All students 30% EL 30% SED 30% HIS 30% SED HIS 30%  Martinez EL 20%  PJHS All Students 35% EL 20% SED 35% HIS 35% SED HIS 35% SWD 30% SED SWD 25%  PHS EL 25% Data Year: 2025-26 Data Source: DataQuest->CAASPP Test Results	
1.5	Local ELA Data	Advanced LEA All Students 5%			Advanced All Students 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 1%			EL 26%	
		EL LTEL 1%			EL LTEL 26%	
		Homeless 0%			Homeless 25%	
		SED 5%			SED 25%	
		Hispanic 5%			Hispanic 25%	
		SED Hispanic 5%			SED Hispanic 25%	
		FY 0%			FY 20%	
		SWD 3%			SWD 23%	
		Benavidez 7%			Benavidez 27%	
		SWD 3%			SWD 23%	
		SED SWD 4%			SED SWD 24%	
		Chavez 6%			Chavez 26%	
		SED 6%			SED 26%	
		HIS 6%			HIS 26%	
		SED HIS 6%			SED HIS 26%	
		Martinez 5%			Martinez 25%	
		EL 0%			EL 20%	
		PJHS 4%				
		EL 0%				
		SED 4%				
		HIS 4%				
		SED HIS 4%				
		SWD 2%				
		SED SWD 2%				
		PHS 4%				
		EL 0%				
		Data Year: 2023-24				
		Data Source: FastBridge				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					PJHS 24% EL 20% SED 24% HIS 24% SED HIS 24% SWD 22% SED SWD 22%  PHS 24% EL 20%  Data Year: 2026-27 Data Source: FastBridge, iReady	
1.6	Smarter Balanced Math Met or Exceeded Standard	All Students 13% EL 5% EL LTEL 2% Homeless 12% SED 12% HIS 12% SED HIS 12% FY 0% SWD 4%  Benavidez SWD 8%			All Students 30% EL 20% EL LTEL 20% Homeless 25% SED 25% HIS 25% SED HIS 25% FY 15% SWD 20%  Benavidez SWD 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED SWD 18%  Chavez All Students 12% EL 5% Homeless 6% SED 12% HIS 12% SED HIS 12%  JCM All Students 15% SED 15%  PJHS All Students 6% EL 1% SED 6% HIS 5% SED HIS 6% SWD 0% SED SWD 0%  PHS All Students 7% SED 7% HIS 6% SED HIS 6% Data Year: 2022-23 Data Source: DataQuest->CAASPP Test Results			SED SWD 35%  Chavez All Students 30% EL 25% Homeless 25% SED 30% HIS 30% SED HIS 30%  JCM All Students 30% SED 30%  PJHS All Students 30% EL 15% SED 15% HIS 30% SED HIS 20% SWD 15% SED SWD 15%  PHS All Students 20% SED 20% HIS 20% SED HIS 20% Data Year: 2025-26 Data Source: DataQuest->CAASPP Test Results	
1.7	Local Math Data	Advanced All Students: 7%			Advanced	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL	5%			All Students:	
	Homeless	0%			27%	
	SED	7%			EL	
	HIS	7%			25%	
	SED HIS	7%			Homeless	
	FY	0%			20%	
	SWD	7%			SED	
					27%	
	Benavidez	9%			HIS	
	SWD	5%			27%	
	SED SWD	5%			SED HIS	
					27%	
	Chavez	7%			FY	
	EL	6%			20%	
	Homeless				SWD	
	SED	7%			27%	
	HIS	7%				
	SED HIS	7%			Benavidez	
					29%	
	JCM	6%			SWD	
	SED	6%			25%	
					SED SWD	
	PJHS	4%			25%	
	EL	1%				
	SED	4%			Chavez	
	HIS	4%			27%	
	SED HIS	4%			EL	
	SWD	0%			26%	
	SED SWD	0%			Homeless	
					SED	
	PHS				27%	
	11%				HIS	
	SED				27%	
	11%				SED HIS	
	HIS	11%			27%	
	SED HIS	11%				
	Data Year: 2023-24					



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: FastBridge			JCM 26% SED 26%  PJHS 24% EL 21% SED 24% HIS 24% SED HIS 24% SWD 20% SED SWD 20%  PHS 31% SED 31% HIS 31% SED HIS 31%  Data Year: 2026- 27 Data Source: FastBridge, iReady	
1.8	California Science Test (CAST)	All Students 7% EL 1% SED 6%			All Students 40% EL 40% SED 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Met or Exceeded Standard	FY 0% SWD 0% Data Year: 2022-23 Data Source: DataQuest->CAASPP Test Results			FY 40% SWD 35% Data Year: 2025-26 Data Source: DataQuest->CAASPP Test Results	
1.9	A-G Completion Rate	All Students 30% EL 15% SED 30% FY * SWD 16% Data Year: 2022-23 Data Source:DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures			All Students 50% EL 40% SED 50% FY 20% SWD 30% Data Year: 2025-26 Data Source:DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures	
1.10	CTE Pathway Completion Rate	All Students 41% EL 31% SED 41% FY * SWD 24% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports->CCI Measures			All Students 70% EL 60% SED 70% FY 30% SWD 40% Data Year: 2025-26 Data Source: CA Dashboard Additional Reports->CCI Measures	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	A-G Completion and CTE Pathway Completion Combined Rate	All Students 21% EL 10% SED 21% FY * SWD 11% Data Year: 2022-23 Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures			All Students 40% EL 30% SED 40% FY 30% SWD 30% Data Year: 2025-26 Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures	
1.12	EL students making progress toward English Proficiency	EL Students 55% Data Year: 2022-23 Data Source: CA Dashboard->English Learner Progress Indicator			EL Students 70% Data Year: 2025-26 Data Source: CA Dashboard->English Learner Progress Indicator	
1.13	EL Reclassification Rate	EL Students 12% Data Year: 2022-23 Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports			EL Students 40% Data Year: 2025-26 Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports	
1.14	AP Passage Rate	All Students 3% Data Year: 2022-23			All Students 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard Additional Reports->CCI Measures			Data Year: 2025-26 Data Source: CA Dashboard Additional Reports->CCI Measures	
1.15	EAP ELA	All Students 33% EL 6% SED 32% FY 0% SWD 5% Data Year: 2022-23 Data Source: CAASPP			All Students 50% EL 20% SED 50% FY 20% SWD 15% Data Year: 2025-26 Data Source: CAASPP	
1.16	EAP MATH	All Students 6% EL 1% SED 7% FY 0% SWD 0% Data Year: 2022-23 Data Source: CAASPP			All Students 20% EL 15% SED 20% FY 15% SWD 10% Data Year: 2025-26 Data Source: CAASPP	
1.17	Broad Course of Study	Students enrolled in VAPA Courses All Students 60% EL 40% SED 60% FY 30% SWD 15% Data Year: 2023-24 Data Source: CALPADS			Students enrolled in VAPA Courses All Students: 80% EL 50% SED 80% FY 50% SWD 30% Data Year: 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: CALPADS	
1.18	Other Pupil Outcomes: Dual Enrollment	Students enrolled in both HS and College Courses All Students 75% EL 75% SED 77% FY 0% SWD 50% Data Year: 2023-24 Data Source: CALPADS			Students enrolled in both HS and College Courses All Students 90% EL 90% SED 90% FY 15% SWD 80% Data Year: 2026-27 Data Source: CALPADS	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Curriculum Program	The district remains committed to enhancing its Core Program through curriculum improvements. This involves a sustained investment in textbooks and materials essential for the district's core instructional programs. These resources play a pivotal role in supporting effective teaching and learning across various subjects. By prioritizing the procurement of up-to-date materials, the district ensures alignment with evolving educational standards and best practices. This investment underscores the district's dedication to providing high-quality education to its students.	\$11,928,625.00	No
1.2	Core Personnel	The Human Resource Department will continue to hire fully credentialed teachers, including teachers in our dual language immersion program, and appropriately assign them to their respective teaching assignments. The Human Resource and Educational Services Departments will train site administrators on teacher credentialing, teacher assignments, and master schedule to ensure that teachers are appropriately assigned. The Human Resource and Educational Services Departments will monitor master schedules and assignments throughout the year to ensure teaching staff placement and certificated management to provide subject matter expertise for all students. The Human Resource Department will also ensure that all core personnel positions are filled in the district so that equitable services are provided to all PUSD students. This includes: Site Administration, teachers, students services support staff, instructional professionals, school support staff, and district administration and support.	\$40,826,680.00	No
1.3	Technology Supports for Improved Student Learning	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 *Access to technology at school and at home *Additional technology devices and resources	\$946,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>*Technology tools to ensure digital safety</li> <li>*Supplemental programs to increase access to content instructional materials</li> </ul>		
1.4	Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program	<p>The LEA will provide the following:</p> <ul style="list-style-type: none"> <li>*Funding to increase access to a broad course of study that includes Visual and Performing Arts, STEM, Health and Nutrition, Career Technical Education, Dual Enrollment, Early College, and Dual Language Immersion through additional teachers and/or technology based supports such as online curriculum.</li> <li>*Purchasing engaging and relevant instructional materials and curriculum that are culturally relevant and equity based</li> <li>*Aligning current instructional materials for these courses to a rigorous scope and sequence through professional development</li> <li>*Customizing our online learning curriculum to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint through professional development</li> </ul>	\$747,400.00	Yes
1.5	Supports for Student Learning and Improvement: Instructional Personnel	<p>This Action will address the following Reds at the LEA level based on the 2023 Dashboard CAASPP &amp; Local Assessments</p> <p>ELA LEA Level: All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic</p> <p>S Ben Benavidez Elem ELA - Students With Disabilities</p> <p>Cesar Chavez Elem ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic</p> <p>John C Martinez Elem</p>	\$4,969,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ELA - English Learner</p> <p>Parlier High School ELA - English Learner</p> <p>Parlier Junior High School ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities</p> <p>Math LEA Level: All Students, English Learner, Socio-Economically Disadvantaged, Hispanic</p> <p>S Ben Benavidez Elem Math - Students With Disabilities</p> <p>Cesar Chavez Elem Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic</p> <p>John C Martinez Elem Math - All Students, Socio-Economically Disadvantaged</p> <p>Parlier High School Math - All Students, Socio-Economically Disadvantaged, Hispanic</p> <p>Parlier Junior High School Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities</p> <p>Educational Partner Input</p> <p>The LEA will provide the following: *Learning Directors *Guidance Learning Coordinators *Counselors *Math Teacher on Special Assignment</p>		



Action #	Title	Description	Total Funds	Contributing
		*Data & Assessment Teacher on Special Assignment *Secondary Reading Intervention Teachers *Educational Services Support Staff		
1.6	Supports for Student Learning and Improvement: Programs	This Action will address the following Reds at the LEA level based on the 2023 Dashboard CAASPP & Local Assessments  ELA LEA Level: All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic  S Ben Benavidez Elem ELA - Students With Disabilities  Cesar Chavez Elem ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic  John C Martinez Elem ELA - English Learner  Parlier High School ELA - English Learner  Parlier Junior High School ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities  Math LEA Level: All Students, English Learner, Socio-Economically Disadvantaged, Hispanic  S Ben Benavidez Elem Math - Students With Disabilities	\$533,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Cesar Chavez Elem Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic</p> <p>John C Martinez Elem Math - All Students, Socio-Economically Disadvantaged</p> <p>Parlier High School Math - All Students, Socio-Economically Disadvantaged, Hispanic</p> <p>Parlier Junior High School Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities</p> <p>Educational Partner Input</p> <p>The LEA will provide the following:            *Professional development, coaching, and tutoring services            *Supplemental materials and supplies with a focus on rigor and engagement            *Funding to provide K-12 students with experiences and skill sets to prepare them for college and/or career pathways            *A comprehensive Summer School, Saturday, Winter, and Spring Academic Program            *Resources to increase access to literacy, including secondary school libraries            *Expanding AVID district-wide, ensuring its support through this initiative.</p>		
1.7	Supports for Student Learning and Improvement: Differentiated Assistance	DA Qualifying Groups: ELA: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged Math: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged	\$193,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Suspension: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged</p> <p>The LEA will provide the following:</p> <ul style="list-style-type: none"> <li>*Professional development</li> <li>*Coaching</li> <li>*Materials &amp; Supplies</li> </ul>		
1.8	Supports for Students Learning English and Long Term English Learner Supports	<p>The LEA will provide the following:</p> <ul style="list-style-type: none"> <li>*English Language Development TOSA's</li> <li>*Instructional Aides for English Language Learners and LTEL support</li> <li>*Designated ELD Teachers at Secondary schools to support LTEL's</li> <li>*Professional Development and Coaching Support for Integrated and Designated ELD to support ELL's and LTEL's</li> <li>*Supplemental instructional resources, materials, and supplies to support the needs of ELL's and LTEL's</li> </ul>	\$760,548.00	Yes
1.9	Bilingual Instructional Aides	<p>The LEA will provide the following: Bilingual Instructional Aides</p> <p>As demonstrated in the Metrics sections, the ELPAC, local reclassification criteria, and input from Educational Partners, PUSD has identified that there is a decrease in the number of students who are demonstrating growth towards English proficiency and meeting district reclassification criteria.</p> <p>To meet this need, Parlier Unified will allocate funding to hire Bilingual Instructional Aides for K-12 classrooms, specifically targeting English Learner students at risk of becoming Long-Term English Learners. These aides will be deployed in upper primary through secondary level classrooms to assist English Learners who are performing two grade levels below in ELA and Math and have been English Learners for over four years without showing growth in English language proficiency as assessed by the English Language Proficiency Assessment for California (ELPAC).</p>	\$184,203.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Their role will involve supporting students' content access while facilitating English proficiency development through both designated and integrated English Language Development (ELD) instruction.</p> <p>This action is designed to meet the needs most associated with English learners. We expect that the CAASPP ELA and Math scores for English Learners will increase significantly, including ELPAC scores, as teachers will be able to deliver content lessons while checking for understanding and providing students with immediate targeted support specific to the student's language needs. This will allow for more deliberate Tier I support for English Learners in the classroom setting.</p> <p>Metrics Used to Monitor:  CAASPP ELA Scores (English Learner &amp; Long Term English Learner)  ELPAC &amp; Local Assessments  Educational Partner Input  English Learner Students making progress toward English Proficiency  English Learner Reclassification Rate</p>		
<b>1.10</b>	Supports for Early Literacy and Early Education Programs	<p>The LEA will provide the following:</p> <ul style="list-style-type: none"> <li>*Early Education Program: Preschool and Transitional Kindergarten</li> <li>*Class size reduction in grades K-2</li> <li>*Additional instructional aides in grades TK-2</li> <li>*Early Literacy TOSA's</li> <li>*PD and Support in Early Literacy strategies</li> <li>*Reading Intervention Teachers in Elementary schools</li> <li>*Supplemental instructional resources, materials, and supplies</li> <li>*Resources to increase access to literacy - elementary school libraries</li> </ul>	\$1,379,675.00	Yes
<b>1.11</b>	Base Supports for Students with Disabilities	<p>The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate</p>		No

Action #	Title	Description	Total Funds	Contributing
		public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	<p>All Students 7%</p> <p>EL 7%</p> <p>SED 7%</p> <p>FY 35%</p> <p>Homeless 8%</p> <p>HIS 7%</p> <p>SED HIS 7%</p> <p>SWD 9%</p> <p>SED SWD 9%</p> <p>JCM</p> <p>SWD 10%</p> <p>SED SWD 12%</p> <p>PJHS</p> <p>All Students 13%</p> <p>EL 15%</p> <p>SED 12%</p> <p>SWD 23%</p> <p>SED SWD 19%</p> <p>HIS 14%</p> <p>SED HIS 12%</p> <p>PHS</p> <p>All Students 12%</p> <p>EL 17%</p> <p>SED 12 %</p> <p>SWD 13%</p> <p>SED SWD 13%</p> <p>HIS 12%</p> <p>SED HIS 12%</p> <p>Data Year: 2022-23</p> <p>Data Source: CA Dashboard-&gt;Suspension Rate Indicator and</p>			<p>All Students 2%</p> <p>EL 2%</p> <p>SED 2%</p> <p>FY 10%</p> <p>Homeless *</p> <p>SED 2%</p> <p>HIS 2%</p> <p>SED HIS 2%</p> <p>SWD 5%</p> <p>SED SWD 5%</p> <p>JCM</p> <p>SWD 5%</p> <p>SED SWD 5%</p> <p>PJHS</p> <p>EL 5%</p> <p>SED 5%</p> <p>SWD 10%</p> <p>SED SWD 10%</p> <p>HIS 5%</p> <p>SED HIS 5%</p> <p>PHS</p> <p>EL 5%</p> <p>SED 5%</p> <p>SWD 5%</p> <p>SED SWD 5%</p> <p>HIS 5%</p> <p>SED HIS 5%</p> <p>Data Year: 2025-26</p> <p>Data Source: CA Dashboard-&gt;Suspension Rate Indicator and DataQuest-</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DataQuest->Expulsion and Suspension			>Expulsion and Suspension	
2.2	Expulsion Rate	All Students 0% EL 0 % SED 0 % FY 0 % SWD 0 % Data Year: 2022-23 Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate			All Students 0% EL 0 % SED 0 % FY 0 % SWD 0 % Data Year: 2025-26 Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate	
2.3	School Facilities Inspection Tool (FIT)	School facilities are maintained in good repair: Score: Met Data Year: 2023-24 Data Source: Local Indicator (Priority 1) - FIT Facilities Tool			School facilities are maintained in good repair: Score: Met Data Year: 2026-27 Data Source: Local Indicator (Priority 1) - FIT Facilities Tool	
2.4	Attendance Rate	Baseline -All Students 93% EL 93% SED 93 % FY 93% SWD 92% Data Year: 2023-24 Data Source:AERIES/Panorama/Calpads P2			Baseline -All Students 97% EL 97 % SED 97 % FY 97% SWD 95 % Data Year: 2026-27 Data Source:AERIES/P	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					anorama/Calpads P2	
2.5	Chronic Absenteeism	Baseline -All Students 49% EL 44 % SED 49% FY 65% SWD 28% Data Year: 2022-23 Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest >Absenteeism			Baseline -All Students 15% EL 12 % SED 14 % FY 15 % SWD 18 % Data Year: 2025-26 Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest->Absenteeism	
2.6	Middle School Dropout Rate	Baseline All Students - 0% EL 0% SED 0% FY 0% SWD 0% Data Year: 2022-23 Data Source: CALPADS->Fall 1->Report 8.1c			Baseline All Students - 0% EL 0% SED 0% FY 0% SWD 0% Data Year: 2025-26 Data Source: CALPADS->Fall 1->Report 8.1c	
2.7	High School Dropout Rate	Baseline All Students - 6% EL 8% SED 6% FY 14% SWD 30%			Baseline All Students - 4% EL 6% SED 4% FY 4% SWD 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: DataQuest->Four-Year Adjusted Cohort Outcome			Data Year: 2025-26 Data Source: DataQuest->Four-Year Adjusted Cohort Outcome	
2.8	High School Graduation Rate	High School graduation rate Rate of students completing graduation requirements: All - 88% EL - 83% HIS - 88% SED -88% SWD-68% FY - 92% Homeless - 97%  Data Year: 2022-23 Data Source: CA Dashboard			High School graduation rate Rate of students completing graduation requirements: All - 95% EL - 90% SED -95% SWD-85% FY - 95% Homeless - 97% Data Year: 2025-26 Data Source: CA Dashboard	
2.9	Sense of School Connectedness	School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness Baseline School Connectedness - 58%  Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys			School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness School Connectedness - 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	
2.10	Sense of School Safety	School Climate Survey: Percentage of Students indicating high levels for sense of school safety  Baseline School Safety - 58% Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys			School Climate Survey: Percentage of students indicating high levels for sense of school safety  School Safety - 70%  Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	
2.11	Sense School Connectedness	School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness Baseline School Connectedness - 57%  Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys			School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness School Connectedness 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	
2.12	Sense of School Safety	School Climate Survey: Percentage of Staff indicating high levels for sense of school safety  Baseline School Safety - 59% Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys			School Climate Survey: Percentage of Staff indicating high levels for sense of school safety School Safety 70%  Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	
2.13	College and Career Readiness Indicator	Percentage of students meeting College and Career Readiness Indicator All - 52% EL - 42% HIS - 53% SED -52% SWD-26% FY - * Homeless- 42%  Data Year: 2022-23			Percentage of students meeting College and Career Readiness Indicator All - 70% EL - 60% HIS - 70% SED -70% SWD-50% FY - 70% Homeless- 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures			Data Year: 2025-26 Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Engagement Supports	This Action will address the following Reds at the LEA level based on the 2023 Dashboard Suspension Rate:	\$1,768,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic</p> <p>John C Martinez Elem: Students with Disabilities</p> <p>Parlier High School: All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Parlier Junior High School: All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic</p> <p>The LEA will provide the following:  * Positive Behavior Supports  *Increased enrichment opportunities on campus during the school day  *Extracurricular activities that foster increased student connectedness  *Intramural and after-school sports  *Grade-level standards aligned field trips  *College and Career Exploration Field Trips</p>		
2.2	Student Physical and Mental Health and Wellness Supports	<p>This Action will address the following Reds at the LEA level based on the 2023 Dashboard.  Suspension Rate:  All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic</p> <p>John C Martinez Elem: Students with Disabilities</p> <p>Parlier High School: All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Parlier Junior High School:</p>	\$3,615,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic</p> <p>The LEA will provide the following:            *Support personnel to monitor student physical health and student mental well-being such as: Prevention and Intervention Coordinator, Mental Health and Wellness Specialists, District Nurse and support staff, MTSS Intervention Aides, Elementary Counselors            *Professional development and coaching designed to build staff capacity to support Physical and Mental Health and well-being</p>		
<b>2.3</b>	Student Attendance Supports	<p>The LEA will provide the following:            *Provide a robust District Attendance Team that includes a full-time Child Welfare &amp; Attendance Coordinator and support personnel            *Establish policy and data infrastructure to monitor student level attendance            *Provide incentives to increase student connectedness and attendance            *Provide preventative outreach services that encourage students to attend school on a daily basis            *Provide regular training for parents, site staff, and administrators on best practices for providing positive reinforcement for good or improved attendance</p>	\$450,659.00	Yes
<b>2.4</b>	Campus Connection Supports	<p>The LEA will provide the following:            *District Safety Officer            *Campus Security Monitors            *School Resource Officers            *Other school safety support personnel            *Professional Development and Coaching designed to increase safe and supportive schools (i.e., lockdowns and incident training) for all staff, students, and parents            *Safety resources, materials, and supplies needed to maintain a safe school environment at all TK-12th grade schools.</p>	\$584,652.00	Yes

Action #	Title	Description	Total Funds	Contributing



# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student needs identified during our planning process for the 2024-27 LCAP cycle. Our Educational Partner groups emphasized the importance of the following areas in developing a learning goal focused on the whole child:

- \*Increase parent participation in programs and volunteer activities, measured by the number of parent volunteers and volunteer hours.
- \*Seek parent input for the decision-making process at the district and site level for all students, including unduplicated students and students with exceptional needs.
- \*Actively engage families and community members in the educational process through the Community Schools initiative to strengthen the connection between schools and their communities.
- \*Provide additional parent education workshops on how to support their children.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of parents completing the Parent Survey	Parent Input Survey Participation rate in making decisions for the school district and each individual school site: Number of parent participants that			Parent Input Survey Participation rate in making decisions for the school district and each individual school site:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>completed the survey- 152</p> <p>Data Year: Spring 2024</p> <p>Data Source: Panorama Parent Input Survey</p>			<p>Number of parent participants that completed the survey- 750</p> <p>Data Year: Spring 2027</p> <p>Data Source: Panorama Parent Input Survey</p>	
3.2	Parent - School Safety	<p>School Climate Survey: Percentage of Parents indicating high levels for sense of school safety</p> <p>Baseline School Safety - 82%</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Indicator (Priority 6) Panorama Surveys</p>			<p>School Climate Survey: Percentage of Parents indicating high levels for sense of school safety</p> <p>Baseline School Safety - 90%</p> <p>Data Year: 2026-27</p> <p>Data Source: Local Indicator (Priority 6) Panorama Surveys</p>	
3.3	Parent - Sense of School Connectedness	<p>School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness</p> <p>Baseline School Connectedness - 84%</p> <p>Data Year: 2023-24</p>			<p>School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Indicator (Priority 6) Panorama Surveys			Baseline School Connectedness-90% Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	
3.4	Participation rate (number) of parents in school and district level committees	Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Number of participants - 30 Data Year: 2023-24 Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets.			Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Number of participants - 60 Data Year: 2026-27 Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets.	
3.5	Number of parents attending school and district parent workshops	Number of parent workshops provided by the district (includes unduplicated count			Number of parent workshops provided	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students and students with exceptional needs): Number of workshops - 20 Data Year: 2023-24 Data Source: Site and district level parent workshop calendar(s) and sign-in sheets.			by the district (includes unduplicated count students and students with exceptional needs): Number of workshops - 40 Data Year: 2026-27 Data Source: Site and district level parent workshop calendar(s) and sign-in sheets.	
3.6	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2023-24 Data Source: Local Indicator Report			Full Implementation with Sustainability Data Year: 2026-27 Data Source: Local Indicator Report	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement and Connectedness	<p>The LEA will provide the following:</p> <ul style="list-style-type: none"> <li>*A Full-time Parent and Family Engagement Coordinator</li> <li>*Resources, Materials, and Supplies to increase parent and family two-way communication</li> <li>*Online systems that provide options for parents to meet in-person or online</li> <li>*Child care, refreshments or light meals for parent meetings</li> <li>*Translation Services</li> <li>*Communications Specialist to showcase and communicate events and positive promotion of the district and its school sites</li> </ul>	\$487,564.00	Yes
3.2	Parent and Family Education	<p>The LEA will provide the following:</p> <ul style="list-style-type: none"> <li>*Funding to increase the number of parent &amp; family workshops</li> <li>*Child care, refreshments or light meals for parent trainings and workshops</li> <li>*Translation Services</li> <li>*Resources, Materials, and Supplies to increase parent and family participation in the workshops</li> </ul>	\$102,249.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Identified School:  
 San Joaquin Valley High  
 Student Population (2023 Dashboard):  
 Enrollment: 72  
 Socioeconomically Disadvantaged: 94.4%  
 English Learners: 38.9%

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	All Students: 75% English Learners: 66.7% Hispanic: 75% SED: 75%  2023 Dashboard			All Students: 90% English Learners: 85% Hispanic: 90% SED: 90%  2026 Dashboard	
4.2	Graduation Rate (DASS)	All Students: 74.5% English Learners: 66.7% Hispanic: 74.5% SED: 73.6%  2023 Dashboard Additional Reports			All Students: 90% English Learners: 85% Hispanic: 90% SED: 90%  2026 Dashboard Additional Reports	
4.3	Students Accessing CTE Courses	All Students: 34% English Learners: Hispanic: 16% SED: 34%  Local Data: AERIES Reports			All Students: 50% English Learners: 50% Hispanic: 50% SED: 50%  Local Data: AERIES Reports	
4.4	Suspension Rate	All Students: 4.7% English Learners: % Hispanic: 4.8% SED: 3.9% SWD: 30.8%			All Students: 1% English Learners: 1% Hispanic: 1% SED: 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Dashboard & Dataquest			SWD: 10% 2026 Dashboard Dataquest	
4.5	School Connectedness	All Students: 62% Local Data: Panorama Student Survey			All Students: 85% Local Data: Panorama Student Survey	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions



Action #	Title	Description	Total Funds	Contributing
4.1	Alternative School Instructional Supports	<p>Alternative school personnel will provide academic, socio-emotional and college and career guidance:</p> <ul style="list-style-type: none"> <li>• Additional Support Staff</li> <li>• Additional Teacher</li> <li>• Counselor (Partial FTE)</li> <li>• Supplemental Materials and Supplies</li> </ul>	\$232,179.00	Yes
4.2	EM: Alternative School Student Supports	<p>Based on a local needs assessment, there is a need to ensure that a board course of study is offered to the identified students, which includes equitable access to additional supplemental resources to increase the number of students who are engaged in school and graduate from High School college and/or career ready.</p> <p>With the EM funds, we will transition the part-time counselor to a full-time position at San Joaquin Valley High. This strategic move aims to bolster support systems for all students, particularly English Learners (EL) and Hispanics in an alternative education setting. In addition, we will provide additional resources, support, and incentives to support students' connectedness at San Joaquin Valley High.</p> <ul style="list-style-type: none"> <li>• Enhanced Guidance and Support: A full-time counselor can provide students with more comprehensive and consistent support.</li> <li>• Increased Monitoring and Intervention: With a full-time counselor, the school can better monitor students' academic progress and quickly intervene when issues arise.</li> <li>• Building Stronger Relationships: A full-time presence allows the counselor to build stronger, more meaningful relationships with students.</li> </ul>	\$110,524.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$15,326,152	\$2,050,163

## 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
45.244%	0.000%	\$0.00	45.244%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Technology Supports for Improved Student Learning</p> <p><b>Need:</b> Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local assessments, and input from educational partners show that English learners, homeless, socio-economically disadvantaged subgroups, are struggling with</p>	To address the need, Parlier Unified will provide support through a Technology Department Team, which includes a full-time Director of Technology, Technology Specialists, access to technology at school and at home, additional technology devices, technology tools to ensure safety, and supplemental programs to increase access to digital instructional materials and resources for K-12 students performing two or more grade levels below grade level, which includes access to programs in the classroom and home setting, and	<p>CAASPP &amp; Local Assessments ELA LEA Level: All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>Cesar Chavez Elem</p>

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

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

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		<p>EL, FY, and LI students to succeed academically and pursue their college and career goals.</p> <p>This action is designed to meet the needs most associated with English learners, Low-Income, and Foster Youth, but because we expect that all students at risk of not graduating and/or completing courses that prepare them for college and/or career readiness requirements will benefit, this action is provided on an LEA-wide basis.</p>	
<p><b>1.5</b></p>	<p><b>Action:</b> Supports for Student Learning and Improvement: Instructional Personnel</p> <p><b>Need:</b> Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local assessments, and input from educational partners have identified English learners, Homeless, and Low-Income students are struggling with reading and math concepts compared to all students. We conducted an additional deep dive looking at the low-income student subgroups. Low-income Hispanic and low-income SWD student data show a greater need for support than the overall low-income group. 95% of Hispanic students are low-income. 85% of SWD students are low-income.</p> <p>Based on a local needs assessment, there is a need to ensure that there is better monitoring of student data as well as a systematic approach to ensuring the identified students</p>	<p>To address this need, Parlier Unified will provide:</p> <ul style="list-style-type: none"> <li>*Learning Directors</li> <li>*Guidance Learning Coordinators</li> <li>*Counselors</li> <li>*Math Teacher on Special Assignment</li> <li>*Data &amp; Assessment Teacher on Special Assignment</li> <li>*Secondary Reading Intervention Teachers</li> <li>*Educational Services Support Staff</li> </ul> <p>Learning Directors, Guidance Specialists, and Counselors will collaborate closely to analyze student data, identifying trends and areas requiring intervention. They will provide targeted training sessions for teachers to equip them with the necessary tools and strategies to support students effectively. Additionally, they will work with the identified individual students to develop personalized learning plans that address their unique academic, social, and emotional needs, ensuring a holistic approach to student success.</p> <p>To support the identified student groups, instructional aides/support staff will offer</p>	<p>CAASPP &amp; Local Assessments</p> <p>ELA LEA Level: All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>S Ben Benavidez Elem ELA - Students With Disabilities, Socio-Economically Disadvantaged Students With Disabilities</p> <p>Cesar Chavez Elem ELA- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic</p>

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	<p>are receiving the interventions and support that they need to be successful in school.</p> <p>In addition, we looked at data at specific sites, including S Ben Benavidez Elementary, Cesar Chavez Elementary, John C Martinez Elementary, Parlier Junior High, and Parlier High School in ELA and Math for EL, Low-Income, Low-Income SWD, and Low-Income Hispanic students. The needs assessment revealed that these students receive less support in ELA and Math than other students at these school sites.</p> <p><b>Scope:</b> LEA-wide</p>	<p>classroom instructional assistance and conduct small-group sessions, utilizing targeted instructional strategies and personalized support within the classroom setting.</p> <p>The Math and Data &amp; Assessment TOSA will support teachers in TK-12 with professional development, in-class coaching, lesson modeling, and assessment support in their respective areas of specialization, ensuring targeted support tailored for each student group within the classroom. Educational Services Support Staff will work directly with school sites that have students in the identified groups performing two or more grade levels below grade level that includes: monitoring LEA level student data, providing data reports, feedback and training for site administration on core and supplemental resources so they can better support their site staff.</p> <p>The Data &amp; Assessment Teacher on Special Assignment will facilitate the implementation of data-driven practices, ensuring comprehensive monitoring of the identified student data to identify areas of need. They will also collaborate with educators to develop and implement systematic interventions, ensuring that identified students receive the tailored support necessary for academic success.</p> <p>Specifically, to ensure the identified students at Benavidez, Cesar Chavez, John C Martinez, Parlier Junior High, and Parlier High are accessing the needed interventions and supports, the Learning Directors, Guidance Learning Specialists,</p>	<p>John C Martinez Elem ELA - English Language Learner</p> <p>Parlier High School ELA - English Learner</p> <p>Parlier Junior High School ELA- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic, Students With Disabilities, ocio-Economically Disadvantaged Students With Disabilities</p> <p>Math LEA Level: All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>S Ben Benavidez Elem Math - Students With Disabilities, Socio-Economically Disadvantaged Students With Disabilities</p> <p>Cesar Chavez Elem</p>

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		<p>and Counselors will monitor student data and provide individualized learning plans to students. Teacher training will provide students with better access to supplemental supports targeting key areas of need and also fully aligned to grade level standards.</p> <p>This action is designed to meet the needs most associated with English Learners, Homeless, Low-Income, Low-Income Hispanic, and Low-Income Students with Disabilities subgroups. However, we expect that all students, SWD, and Hispanic subgroups will improve with the appropriate supports, this action is provided on an LEA-wide basis.</p>	<p>Math- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>John C Martinez Elem Math - Socio-Economically Disadvantaged</p> <p>Parlier High School Math - Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>Parlier Junior High School Math- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic, Students With Disabilities, Socio-Economically Disadvantaged Students With Disabilities</p> <p>Educational Partner Input</p>
<p><b>1.6</b></p>	<p><b>Action:</b> Supports for Student Learning and Improvement: Programs</p> <p><b>Need:</b> Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA</p>	<p>Professional development, coaching, and tutoring services will better support monitoring EL, LI, and HO student data and systematic intervention by equipping educators with advanced skills and knowledge to analyze and respond to student needs effectively. Through continuous professional development and coaching, teachers will learn</p>	<p>CAASPP &amp; Local Assessments</p> <p>ELA LEA Level: All Students, English Learner, Homeless, Socio-Economically</p>

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



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		<p>A comprehensive Summer School, Saturday, Winter, and Spring Academic Program supports better monitoring the identified student data and systematic interventions by providing additional opportunities for targeted learning and progress tracking beyond the regular school year.</p> <p>Resources to increase access to literacy, including secondary school libraries. We recognize the importance of literacy and are bolstering resources, particularly in secondary school libraries, to enhance access to reading and research materials and support literacy development and digital citizenship for all students.</p> <p>Specifically to ensure the identified students at S Ben Benavidez, Cesar Chavez, John C Martinez, Parlier Junior High, and Parlier High are accessing the needed interventions and supports, Principals, Guidance Learning Specialists, and Counselors will ensure there are individualized student plans in place and that they are monitored regularly to ensure student buy in with the process.</p> <p>This action is designed to meet the needs most associated with English Learners, Homeless, Low-Income, Low-Income Hispanic, and Low-Income Students with Disabilities subgroups. However, we expect that all students, SWD, and Hispanic students will improve with the appropriate supports, this action will be provided on an LEA-wide basis.</p>	<p>Socio-Economically Disadvantaged Hispanic</p> <p>S Ben Benavidez Elem Math - Students With Disabilities</p> <p>Cesar Chavez Elem Math- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>John C Martinez Elem Math - Socio-Economically Disadvantaged</p> <p>Parlier High School Math - Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>Parlier Junior High School Math- English Learner, Socio-Economically Disadvantaged, Hispanic, Socio-Economically Disadvantaged Hispanic, Students With Disabilities</p> <p>Educational Partner Input</p>
1.7	<b>Action:</b>	To address this need, we initiated an action plan by convening an improvement team in partnership	CAASPP & Local Assessments

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	<p>Supports for Student Learning and Improvement: Differentiated Assistance</p> <p><b>Need:</b> Based on the 2023 California School Dashboard scores in ELA, Math, and Suspension Data, Parlier was identified for Differentiated Assistance (DA).</p> <p>Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local assessments, Suspension Data, and input from Educational Partners have identified English learners, Homeless, and Low-Income students are struggling with reading and math concepts, and are in need of additional behavioral supports. We conducted an additional deep dive looking at the low-income student subgroups. Low-income Hispanic data show a greater need for support than the overall low-income group. 95% of Hispanic students are low-income.</p> <p>Parlier USD convened an improvement team in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes that need to be addressed based on the data. The process used to determine the change ideas included input from Educational Partners and conducting a needs assessment and root cause analysis to determine the next steps needed to improve student outcomes. Based on the needs assessment and root cause</p>	<p>with the Fresno County Superintendent of Schools (FCSS). Our primary objective is to meticulously analyze both dashboard and local data to discern potential root causes affecting student achievement and behaviors. This process involved a thorough examination of various data metrics to identify patterns and trends. Additionally, we actively sought input from Educational Partners through a comprehensive needs assessment to gather diverse perspectives and insights. This collaborative effort allowed us to determine the most pressing needs and prioritize areas for improvement. Based on the input received and our data analysis, a significant finding emerged: low income and low-income Hispanic students are in need of additional academic and behavioral supports and our administration needs additional supports in data analysis and Improvement Science training to provide effective Plan, Do, Study, Act (PDSA) cycles with their staff. In response, we developed a multifaceted approach that includes providing professional development and coaching in data analysis, Improvement Science, MTSS supports. This tailored support aims to address the specific needs of the identified subgroups by fostering a supportive and inclusive learning environment through data analysis and site PDSA cycles that improve student learning.</p> <p>This action is designed to meet the needs most associated with English learners, Homeless, the Low-Income, and Low-Income Hispanic. However, we expect that all students, including all Hispanic will benefit. This action will be provided on an LEA-wide basis.</p>	<p>ELA: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Hispanic</p> <p>Math: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Hispanic</p> <p>Suspension: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Hispanic</p> <p>Educational Partner Input</p>

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

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		<p>disadvantaged backgrounds, to improve their literacy skills and overall academic achievement. The presence of additional instructional aides in grades TK-2 further provides personalized support, offering targeted assistance to students who need it most.</p> <p>Supplemental instructional resources, materials, and supplies ensure that all students, regardless of socio-economic status or language background, have access to high-quality learning materials that support their literacy development. Additionally, resources aimed at increasing access to literacy, such as those directed towards elementary school libraries, provide students with additional opportunities to engage with literacy-rich environments and materials, learning about Information technology, and Digital Citizenship and Media Literacy, thus fostering a love for reading and learning.</p> <p>This action is designed to meet the needs most associated with English learners, homeless, and socio-economically disadvantaged. However, we expect that all students will benefit. This action will be provided on an LEA-wide basis.</p>	
2.1	<p><b>Action:</b> Student Engagement Supports</p> <p><b>Need:</b> As demonstrated in the Identified Needs and Metrics sections, Suspension data, local school survey data, and input from Educational Partners; English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, are being suspended more and struggling to stay</p>	<p>To meet this need, Parlier Unified will implement the following strategies:</p> <p>Positive Behavior Supports: This provides a framework for schools to create a positive and supportive environment that fosters academic achievement and social-emotional development while reducing the need for punitive disciplinary measures like suspensions. Positive Behavior Supports (PBIS) offers a comprehensive approach that directly addresses the unique challenges</p>	<p>Suspension Rate: All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic,</p>

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	<p>connected to school as compared to all students. We conducted an additional deep dive looking at the low-income student subgroups. Low-income Hispanic and Low-Income Students With Disabilities (SWD) student data show a greater need for support than the overall low-income group. 95% of Hispanic students are low-income. 85% of SWD students are also socio-economically disadvantaged.</p> <p>Based on a local needs assessment, there is a need to ensure that the identified students attend school regularly and stay engaged by providing increased opportunities for enrichment and extracurricular activities. We believe this will foster a sense of belonging, engagement, and connection to the school community, which in turn decreases the likelihood of engaging in behaviors leading to suspension.</p> <p>In addition, we looked at suspension data at specific sites, including John C Martinez Elementary, Parlier Junior High, and Parlier High School for English Language Learners, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Students with Disabilities, and Socio-Economically Disadvantaged Hispanic students. The needs assessment uncovered that these students experience higher rates of suspension and feel less connected to the school community compared to their peers. They require extra support to ensure they have the chance to fully participate in school activities.</p>	<p>faced by English Learners (EL), homeless, and low-income students. By focusing on creating a positive and inclusive school environment, PBIS can significantly enhance the academic and social-emotional well-being of these vulnerable groups. Here's an expanded explanation of how PBIS supports their unique needs. By implementing PBIS, schools can create a nurturing and supportive environment that caters to the diverse needs of EL, homeless, and low-income students. Focusing on positive behavior, inclusivity, and targeted support will promote social-emotional development and overall well-being. This holistic approach ensures that all students have the opportunity to thrive, regardless of their background or circumstances.</p> <p>Increasing enrichment opportunities: We will offer a variety of enrichment activities, including on-campus events, extracurricular offerings, sports programs, grade-aligned field trips, and college/career exploration trips. These opportunities will specifically target student groups such as English Learner, Foster Youth, and Socio-Economically Disadvantaged. Many students from the identified student groups lack access to additional resources beyond their immediate classroom environment. Providing enrichment activities within the school setting will expose these students to diverse experiences they might not otherwise encounter.</p> <p>Enhancing Engagement and Connection: Research demonstrates that students who actively participate in both in-school and extracurricular</p>	<p>Socio-Economically Disadvantaged Hispanic</p> <p>John C Martinez Elem: Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities</p> <p>Parlier High School: English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>Parlier Junior High School: English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>District Student Information System, MTSS data from monthly</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>activities are more likely to attend school regularly and feel connected to their educational environment. Intramural and after-school sports provide these student groups with structured, supervised activities that promote physical health, teamwork, and positive social interactions, reducing the likelihood of engaging in disruptive behaviors that lead to suspensions. Participation in these activities fosters a sense of belonging and community, which can be particularly impactful for students who may lack stability and support in other areas of their lives. By creating positive associations with school and offering constructive outlets for energy and stress, these programs help keep the identified students engaged and motivated to attend and succeed in school.</p> <p>Reducing Suspension Rates: We aim to decrease suspension rates from the identified groups, by fostering a positive and inclusive school culture through increased behavioral support and enrichment opportunities. When students feel engaged, supported, and connected to their school community, they are less likely to engage in behaviors that lead to disciplinary actions such as suspension.</p> <p>Specifically to ensure the identified students at John C Martinez, Parlier Junior High, and Parlier High are attending school regularly and engaged in school activities, the District Intervention and Prevention Coordinator will work with Principals and Counselors to analyze data at monthly MTSS meetings and through individual student goal setting plan monitoring to ensure the identified students are taking advantage of the opportunities.</p>	<p>meetings, yearly survey results</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>This action is designed to meet the needs most associated with English Language Learners, Foster Youth, Homeless People, Low-Income, Low-Income Students with Disabilities, and Low-Income Hispanic student subgroups. However, we expect that all students, including all Hispanic students and Students with Disabilities, will benefit this action will be provided on an LEA-wide basis.</p>	
<p><b>2.2</b></p>	<p><b>Action:</b> Student Physical and Mental Health and Wellness Supports</p> <p><b>Need:</b> According to the 2023 Dashboard and the metric section, suspension rates for EL, Foster Youth, Homeless Youth, and SED students are higher than the all-student group and the state average. When doing a deep dive into the data, we also found that Socioeconomically Disadvantaged Hispanics and Socioeconomically Disadvantaged students with disabilities have high suspension rates. In Parlier, 95% of Hispanic students are also socioeconomically disadvantaged, and 85% of students with disabilities are also socioeconomically disadvantaged.</p> <p>A root cause analysis identified that students across all groups share a common need: a struggle to feel safe and connected to school. A local needs assessment further highlighted the importance of increasing socio-emotional support for students, particularly among the</p>	<p>To address the needs of English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Hispanic, and Socio-Economically Disadvantaged students with disabilities subgroups: Support personnel will be dedicated to monitoring both student physical health and mental well-being.</p> <p>Professional development and coaching will be strategically designed to empower staff with the skills necessary to support student physical and mental health and well-being effectively, with a focus on inclusive practices. These initiatives aim to create a nurturing environment conducive to overall wellness, particularly for the identified student groups. By investing in staff training, the district seeks to cultivate a community where both physical and mental health are prioritized, ensuring equitable access to support services for the identified student groups. This approach reflects the district's commitment to the holistic development of its diverse student population through a Multi-Tiered Systems of Support. It also provides the identified students with the foundational skills they will need for success in life,</p>	<p>Suspension Rate All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>John C Martinez Elem: Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities</p> <p>Parlier High School: English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>identified subgroups. By addressing these needs, the goal is to improve their overall well-being, promote a positive school climate, and reduce suspension rates.</p> <p>In addition, we looked at data at specific sites, including John C Martinez Elementary, Parlier Junior High, and Parlier High School Suspension Rates for English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Hispanic students, and Socio-Economically Disadvantaged Students with Disabilities.</p> <p>Each site conducted a needs assessment, which revealed a shared need across student groups and school sites. It was found that these students do not feel as safe and connected to school as their peers, leading to disengagement from the school environment. To address this, there is a clear need for targeted interventions that promote positive behavior and provide socio-emotional support. Parlier believes that by strengthening the identified students' sense of safety and belonging, schools can reduce suspension rates and improve behavioral outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>thereby reducing the likelihood of potential disciplinary issues arising.</p> <p>Specifically to ensure the identified students at John C Martinez, Parlier Junior High, and Parlier High are connected and engaged in school activities, the District Prevention and Intervention Coordinator, Principals, and Counselors will analyze data at monthly MTSS meetings and implement and monitor individual student goal setting plans.</p> <p>This action is designed to meet the needs most associated with English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Socio-Economically Disadvantaged Hispanic, and Socio-Economically Disadvantaged students with disabilities subgroups. However, we expect that all students, all Hispanic, and all SWD will benefit. This action will be provided on an LEA-wide basis.</p>	<p>Socio-Economically Disadvantaged Hispanic</p> <p>Parlier Junior High School: English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Socio-Economically Disadvantaged Students with Disabilities, Hispanic, Socio-Economically Disadvantaged Hispanic</p> <p>District Student Information System, MTSS data from monthly meetings, yearly survey results</p> <p>Educational Partner Input</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>2.3</b></p>	<p><b>Action:</b> Student Attendance Supports</p> <p><b>Need:</b> 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. Based on a local needs assessment, there is a need to ensure that English Learners, Long Term English Learners, Socio-economically Disadvantaged, and Foster Youth students attend school regularly and stay engaged in school by identifying, preventing, and removing barriers to student absences.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To address the specific needs, the district will implement the following strategies:</p> <p>Parlier will establish a robust District Attendance Team tailored to meet the needs of English Learners (EL), Long-term English Learners (LTEL), Socio-economically disadvantaged, (SED)and Foster Youth (FY) students. This team will include a full-time Attendance and Child Welfare Director, along with support personnel, to ensure timely intervention and support for these specific student groups facing attendance challenges. Parlier will develop policy and data infrastructure specifically designed to monitor student-level attendance for EL, L, and FY students. This system will enable targeted interventions and resource allocation based on the unique attendance patterns and needs of these students.</p> <p>We will offer tailored incentives to enhance student connectedness and improve attendance rates for English Learners (EL), Long-term English Learners (LTEL), Socio-economically disadvantaged, (SED)and Foster Youth (FY) students. We recognize the strong correlation between student engagement and regular attendance; our incentive programs will be designed to meet these student groups' specific needs and interests, thus fostering a supportive and inclusive school environment.</p> <p>We will Implement preventative outreach services to encourage regular school attendance among the identified students, acknowledging the crucial</p>	<p>Attendance Rate (All Students, EL, LTEL, FY &amp; SED) Chronic Absenteeism Rate (All Students, EL, LTEL, FY &amp; SED) Middle School Dropout Rate (All Students, EL, LTEL, FY &amp; SED) High School Dropout Rate (All Students, EL, LTEL, FY &amp; SED) Sense of Safety and School Connectedness Education Partner Input District Student Information System, MTSS data from monthly meetings, yearly survey results</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>role of consistent attendance in academic success and socio-emotional well-being.</p> <p>Parlier will provide regular training sessions for parents, site staff, and administrators on effective strategies for providing positive reinforcement and support for good or improved attendance behaviors, emphasizing the importance of a collaborative effort in promoting attendance and reducing absenteeism among at-risk student populations.</p> <p>Research and local data show that conducting home visits is crucial in fostering parent engagement and encouraging regular school attendance among English Learners (EL), Long-term English Learners (LTEL), Socio-economically disadvantaged, (SED)and Foster Youth (FY) students. These visits will provide an opportunity for educators to establish meaningful connections with families, understand their unique circumstances, and address any barriers preventing students from attending school. By actively reaching out to families in their homes, we can build trust, provide support, and reinforce the importance of consistent school attendance.</p> <p>This action is designed to meet the needs of English Learners (EL), Long-term English Learners (LTEL), Socio-economically disadvantaged, (SED)and Foster Youth (FY) students; however, because all students will benefit, this action is provided on an LEA-wide basis.</p>	

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>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.</p> <p>Parent workshops that target schoolwork success, use of technology at home, communication with their English learners, low-income, foster youth, and Migrant students, and accessing district communication tools. This will empower parents to be better prepared to help their students at home. Resources, materials, and supplies to increase parent and family two-way communication will also be provided during these workshops.</p> <p>We expect that parent participation rates for parents of English learners, low-income, foster youth, and Migrant students will increase, as parent involvement opportunities are designed to empower parents to support their children at home by utilizing strategies that can support academic performance. However, because we expect that all parents engage and participate in school and district events, meetings, and conferences, this action is provided on an LEA-wide basis.</p>	
<p><b>4.1</b></p>	<p><b>Action:</b> Alternative School Instructional Supports</p> <p><b>Need:</b> As demonstrated in the Metrics section, graduation rate and input from Educational Partners have identified low-income, and English Learner students at San Joaquin Valley High School as having a lower graduation rate than the all-student group.</p>	<p>To meet this need, we will provide additional Alternative school personnel to provide academic and socio-emotional support as well as college and career guidance, by providing a full-time counselor.</p> <p>English Learners and Low-income students will benefit from additional guidance in an alternative school setting due to more individualized support. This smaller, more focused environment is designed to meet the needs of students who require an alternative to traditional comprehensive</p>	<p>Graduation Rate Graduation Rate (DASS) Students Accessing CTE Courses Suspension Rate School Connectedness: Panorama School Climate Surveys</p>

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

### Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	<p><b>Action:</b> Supports for Students Learning English and Long Term English Learner Supports</p> <p><b>Need:</b> Data from the California School Dashboard, Metrics sections of the LCAP, CAASPP ELA and Math data, local school assessments, and</p>	<p>To address this need, Parlier Unified will offer English Language Development Teachers on Special Assignment (TOSAs) who will deliver support in both Integrated and Designated English Language Development (ELD) strategies. This support will ensure that all students learning English, including Long-Term English Learners (LTEs), receive professional development and</p>	<p>CAASPP ELA Scores (English Learner &amp; Long Term English Learner) ELPAC &amp; Local Assessments Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>input from educational partners have identified that our English Learners and Long-term English Learners are struggling with English Language proficiency and Academic performance.</p> <p>A needs assessment has shown that improving the academic progress of English Learners (ELs), including EL migrant students, requires specific interventions, personalized assistance, and teaching practices that are sensitive to their cultural backgrounds. This assessment has pinpointed areas such as language acquisition, access to resources, and instructional methods where there are gaps, emphasizing the need for comprehensive strategies to help ELs thrive academically.</p> <p>Similarly, the assessment highlights the importance of addressing the academic needs of Long-Term English Learners (LTELs) by implementing targeted interventions, customized instruction, and intensive language support. Identifying gaps in language skills, academic performance, and socio-emotional development is crucial for designing tailored approaches to narrow the achievement gap and promote academic achievement among LTELs.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>coaching that align with the California State Content Standards, California ELD Standards, and the California ELD Roadmap. In addition, they will monitor data to determine EL students who are at risk of being identified as Long-Term English Learners (LTELs) based on language proficiency assessments and academic performance data.</p> <p>The district will also support designated English Language Development (ELD) Teachers in secondary schools to customize lessons and learning materials to meet the specific language proficiency levels and academic needs of LTELs, integrate language development activities within subject-area content to help LTELs comprehend and engage with academic material more effectively, and collaborate with content-area teachers, counselors, and support staff to ensure a coordinated and holistic approach to supporting LTELs' academic and language development. In addition, they will develop individualized learning plans for each LTEL, including targeted interventions such as language-focused small group instruction, vocabulary development activities, and content-based language instruction.</p> <p>Providing instructional aides for small group instruction in Reading, Writing, Speaking, and Listening strategies offers targeted support tailored to the diverse needs of English Learners, Long Term English Learners, and Migrant students, fostering language development and academic growth. This approach enables the targeted student groups to receive personalized attention, practice language skills, and develop confidence in</p>	<p>English Learner Students making progress toward English Proficiency English Learner Reclassification Rate</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>using English across various communicative domains.</p> <p>Professional development and coaching will be provided to enhance Integrated and Designated English Language Development (ELD) instruction, specifically tailored to support English Language Learners (ELLs) and Long-Term English Learners (LTELs). Additionally, supplemental instructional resources, materials, and supplies will be supplied to address the unique needs of ELLs and LTELs. This action is designed to meet the needs most associated with English learners, especially our Long Term English Language Learners and Migrant students.</p>	

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

Parlier Unified School District has demonstrated it has exceeded the 45.17% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 45.46% proportionality percentage based on the contributing actions/services in this plan, which expended 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 learner, 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 for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis.

Goal 1: Action 8: Supports for Students Learning English and Long Term English Learner Supports

### **Additional Concentration Grant Funding**

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

All school sites in Parlier Unified School District have an enrollment of unduplicated students (foster youth, English learners, and low-income) that is greater than 55 percent. The additional concentration add-on funding will be used to increase the number of staff providing direct services to students at all schools in Parlier Unified School District. The LCAP team utilized district data, along with educational partner input, to determine areas of need. The outcome of the process provided for the actions outlined in the Goals and Actions section of the LCAP as listed below:

Goal 1, Action 5: Supports for Student Learning- Personnel (TOSA's to provide additional support, Reading Intervention Aides, Additional Instructional Aides)

Goal 1, Action 8: Supports for Students Learning English and Long Term English Learner Supports (Secondary Designated ELD Teachers and Additional Instructional Aides)

Goal 1, Action 10: Supports for Early Literacy and Early Education Programs (Early Literacy TOSA's, Preschool program, additional instructional aides)

Goal 2, Action 1: Student Well-Being Initiatives (Continue to build VAPA programs, even where class sizes have dropped, improving the teacher-student ratio across the sites)

Goal 2, Action 2: Student Mental Health Programs (Increase support personnel to monitor student well-being such as, Counselors, Mental Health and Wellness Specialists, and increase Multi-Tiered Systems of Support Aide positions to address the tier 2 social-emotional needs of students)

Goal 2, Action 3: Student Attendance Continuous Improvement Plan (Increase resources to lower Chronic Absenteeism rate for all students and subgroups)

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	32:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15:1

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	33,874,295	15,326,152	45.244%	0.000%	45.244%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$45,732,240.00	\$5,754,679.00	\$12,216,182.00	\$6,119,799.00	\$69,822,900.00	\$55,235,748.00	\$14,587,152.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Core Curriculum Program	All	No			All Schools		\$0.00	\$11,928,625.00	\$3,936,262.00	\$5,318,615.00	\$894,127.00	\$1,779,621.00	\$11,928,625.00	
1	1.2	Core Personnel	All	No			All Schools		\$40,826,680.00	\$0.00	\$26,366,589.00	\$325,540.00	\$11,322,055.00	\$2,812,496.00	\$40,826,680.00	
1	1.3	Technology Supports for Improved Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$879,975.00	\$66,363.00	\$946,338.00				\$946,338.00	
1	1.4	Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$685,848.00	\$61,552.00	\$747,400.00				\$747,400.00	
1	1.5	Supports for Student Learning and Improvement: Instructional Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,945,761.00	\$24,151.00	\$3,861,418.00			\$1,108,494.00	\$4,969,912.00	
1	1.6	Supports for Student Learning and Improvement: Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$349,167.00	\$184,525.00	\$533,692.00				\$533,692.00	
1	1.7	Supports for Student Learning and Improvement: Differentiated Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$193,500.00	\$193,500.00				\$193,500.00	
1	1.8	Supports for Students Learning English and Long Term English Learner Supports		Yes	Limited to Unduplicated Student Group(s)		All Schools		\$638,357.00	\$122,191.00	\$760,548.00				\$760,548.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.9	Bilingual Instructional Aides	English Language Learners	No			All Schools		\$57,386.00	\$126,817.00	\$126,817.00			\$57,386.00	\$184,203.00	
1	1.10	Supports for Early Literacy and Early Education Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$1,379,675.00	\$0.00	\$1,017,873.00			\$361,802.00	\$1,379,675.00	
1	1.11	Base Supports for Students with Disabilities	Students with Disabilities	No			All Schools									
2	2.1	Student Engagement Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$433,788.00	\$1,334,917.00	\$1,768,705.00				\$1,768,705.00	
2	2.2	Student Physical and Mental Health and Wellness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,583,865.00	\$31,930.00	\$3,615,795.00				\$3,615,795.00	
2	2.3	Student Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$342,735.00	\$107,924.00	\$450,659.00				\$450,659.00	
2	2.4	Campus Connection Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$362,152.00	\$222,500.00	\$584,652.00				\$584,652.00	
3	3.1	Parent Engagement and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$446,575.00	\$40,989.00	\$487,564.00				\$487,564.00	
3	3.2	Parent and Family Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$102,249.00	\$102,249.00				\$102,249.00	
4	4.1	Alternative School Instructional Supports	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: San Joaquin Valley High		\$193,260.00	\$38,919.00	\$232,179.00				\$232,179.00	
4	4.2	EM: Alternative School Student Supports	All	No			Specific Schools: San		\$110,524.00	\$0.00		\$110,524.00			\$110,524.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Joaquin Valley High									

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
33,874,295	15,326,152	45.244%	0.000%	45.244%	\$15,302,572.00	0.000%	45.175 %	<b>Total:</b>	\$15,302,572.00
								<b>LEA-wide Total:</b>	\$14,309,845.00
								<b>Limited Total:</b>	\$760,548.00
								<b>Schoolwide Total:</b>	\$232,179.00

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	Technology Supports for Improved Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$946,338.00	
1	1.4	Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$747,400.00	
1	1.5	Supports for Student Learning and Improvement: Instructional Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,861,418.00	
1	1.6	Supports for Student Learning and Improvement: Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$533,692.00	
1	1.7	Supports for Student Learning and Improvement: Differentiated Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,500.00	
1	1.8	Supports for Students Learning English and Long	Yes	Limited to Unduplicated		All Schools	\$760,548.00	

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 (%)
		Term English Learner Supports		Student Group(s)				
1	1.10	Supports for Early Literacy and Early Education Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,017,873.00	
2	2.1	Student Engagement Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,768,705.00	
2	2.2	Student Physical and Mental Health and Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,615,795.00	
2	2.3	Student Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,659.00	
2	2.4	Campus Connection Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$584,652.00	
3	3.1	Parent Engagement and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$487,564.00	
3	3.2	Parent and Family Education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$102,249.00	
4	4.1	Alternative School Instructional Supports	Yes	Schoolwide	English Learners Low Income	Specific Schools: San Joaquin Valley High	\$232,179.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$73,566,887.00	\$91,097,043.00

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	\$11,234,081.00	\$32,719,122.00
1	1.2	Core Program - Personnel	No	\$41,492,252.00	\$41,373,942.00
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	Yes	\$872,682.00	\$795,393.00
1	1.4	Technology Infrastructure and Support	Yes	\$125,137.00	\$293,801.00
1	1.5	Teachers on Special Assignment	Yes	\$1,085,777.00	\$368,890.00
1	1.6	Curriculum Committee	No	\$0.00	\$0.00
1	1.7	Supplemental School Personnel	Yes	\$1,456,820.00	\$1,377,865.00
1	1.8	Summer School Program	No	\$0.00	\$0.00
1	1.9	Supplemental Instructional and Intervention Materials	Yes	\$124,525.00	\$218,592.00
1	1.10	Instructional Aides	Yes	\$1,916,798.00	\$1,430,747.00
1	1.11	Bilingual Instructional Aides	No	\$63,441.00	\$0.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Alternative School Instructional Supports	Yes	\$156,954.00	\$165,388.00
1	1.13	Supplemental Student Support Programs	Yes	\$354,685.00	\$446,755.00
1	1.14	ELD Teachers	Yes	\$533,983.00	\$673,672.00
1	1.15	Preschool Program	Yes	\$184,476.00	\$595,957.00
1	1.16	Professional Development	Yes	\$529,711.00	\$478,399.00
1	1.17	Learning Directors	Yes	\$1,186,414.00	\$799,010.00
1	1.18	C&I Director and Support Staff	Yes	\$138,516.00	\$158,844.00
1	1.19	Maintain and Reduce Class Sizes and Staff Ratios	Yes	\$660,576.00	\$666,894.00
1	1.20	Specialized and Targeted Support for Students with Disabilities	No	\$2,464,666.00	\$8,073.00
2	2.1	Student Well-Being Initiatives	Yes	\$2,872,040.00	\$2,756,895.00
2	2.2	Student Mental Health Programs	Yes	\$4,195,744.00	\$4,089,646.00
2	2.3	Student Attendance Continuous Improvement Program	Yes	\$619,801.00	\$467,039.00
2	2.4	Campus Connections	Yes	\$758,364.00	\$638,924.00

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)
3	3.1	Parent Engagement and Connectedness	Yes	\$443,999.00	\$470,946.00
3	3.2	Parent Workshops	Yes	\$95,445.00	\$102,249.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
15,758,747	\$16,252,558.00	\$16,995,906.00	(\$743,348.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	Yes	\$872,682.00	795,393.00	0	
1	1.4	Technology Infrastructure and Support	Yes	\$125,137.00	293,801.00	0	
1	1.5	Teachers on Special Assignment	Yes	\$317,880.00	368,890.00	0	
1	1.7	Supplemental School Personnel	Yes	\$1,456,820.00	1,377,865.00	0	
1	1.9	Supplemental Instructional and Intervention Materials	Yes	\$122,025.00	218,592.00	0	
1	1.10	Instructional Aides	Yes	\$1,560,500.00	1,430,747.00	0	
1	1.12	Alternative School Instructional Supports	Yes	\$156,954.00	165,388.00	0	
1	1.13	Supplemental Student Support Programs	Yes	\$354,685.00	446,755.00	0	
1	1.14	ELD Teachers	Yes	\$533,983.00	673,672.00	0	
1	1.15	Preschool Program	Yes	\$184,476.00	595,957.00	0	
1	1.16	Professional Development	Yes	\$328,711.00	478,399.00	0	
1	1.17	Learning Directors	Yes	\$737,629.00	799,010.00	0	
1	1.18	C&I Director and Support Staff	Yes	\$138,516.00	158,844.00	0	

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	1.19	Maintain and Reduce Class Sizes and Staff Ratios	Yes	\$660,576.00	666,894.00	0	
2	2.1	Student Well-Being Initiatives	Yes	\$2,872,040.00	2,756,895.00	0	
2	2.2	Student Mental Health Programs	Yes	\$3,912,335.00	4,089,646.00	0	
2	2.3	Student Attendance Continuous Improvement Program	Yes	\$619,801.00	467,039.00	0	
2	2.4	Campus Connections	Yes	\$758,364.00	638,924.00	0	
3	3.1	Parent Engagement and Connectedness	Yes	\$443,999.00	470,946.00	0	
3	3.2	Parent Workshops	Yes	\$95,445.00	102,249.00	0	

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
34,824,198	15,758,747	0.00	45.252%	\$16,995,906.00	0.000%	48.805%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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



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

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

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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



- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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



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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

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



- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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