



## LCFF Budget Overview for Parents

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

CDS Code: 10623640000000

School Year: 2023-24

LEA contact information:

Dr. Rafael Iniguez

Superintendent

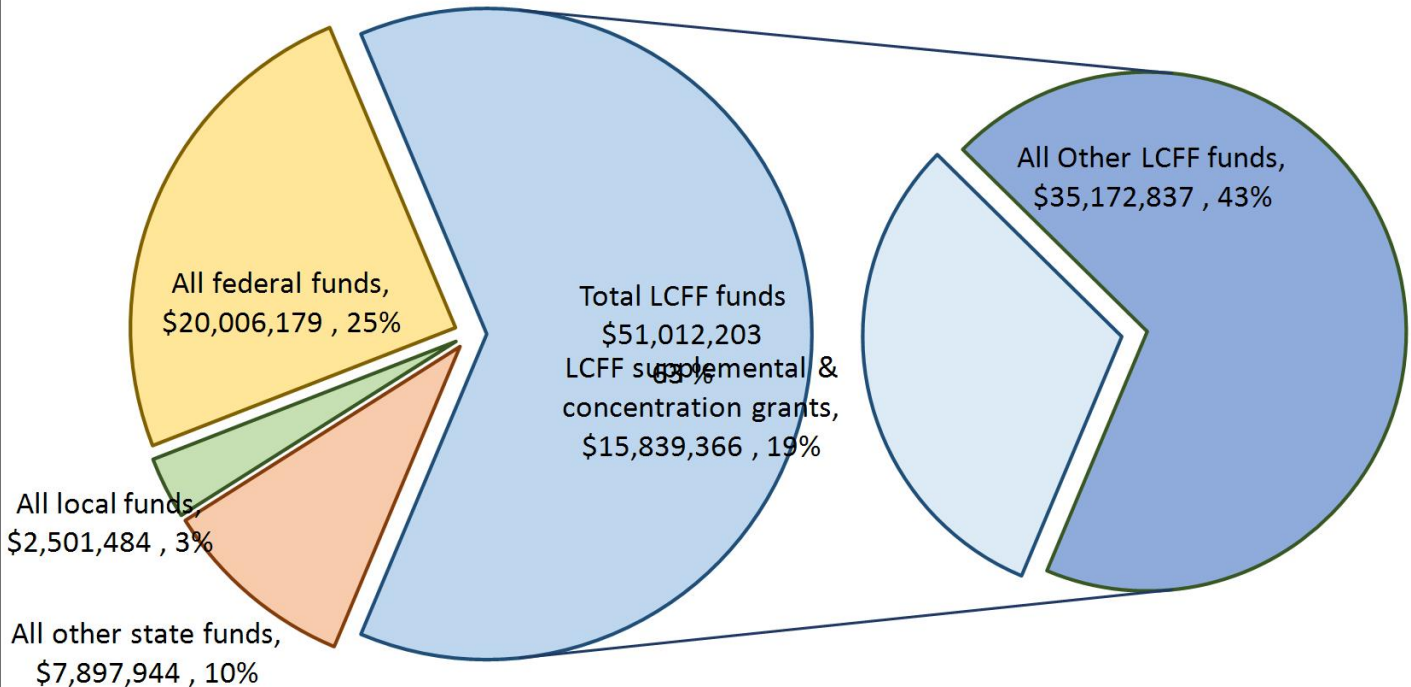
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559-646-2731

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 2023-24 School Year

## Projected Revenue by Fund Source

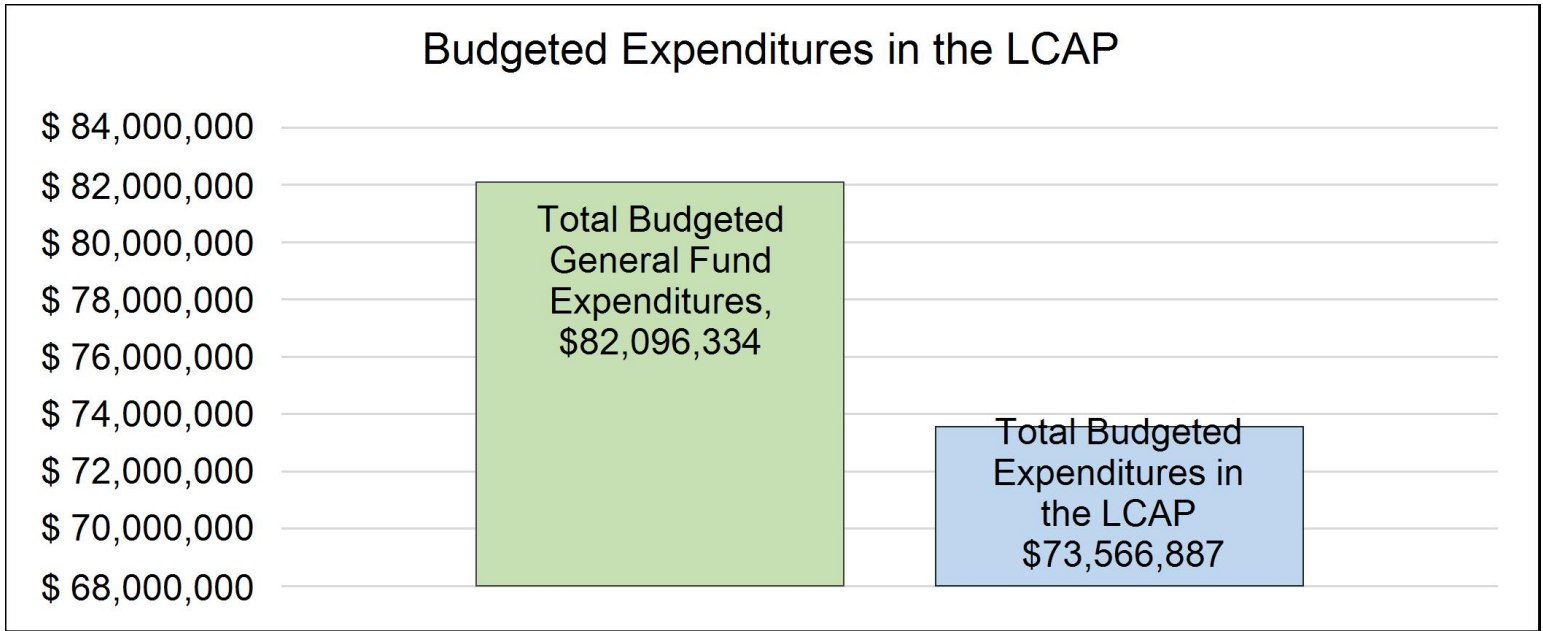


This chart shows the total general purpose revenue Parlier Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Parlier Unified School District is \$81,417,810, of which \$51,012,203 is Local Control Funding Formula (LCFF), \$7,897,944 is other state funds, \$2,501,484 is local funds, and \$20,006,179 is federal funds. Of the \$51,012,203 in LCFF Funds, \$15,839,366 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 2023-24. 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 \$82,096,334 for the 2023-24 school year. Of that amount, \$73,566,887 is tied to actions/services in the LCAP and \$8,529,447 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

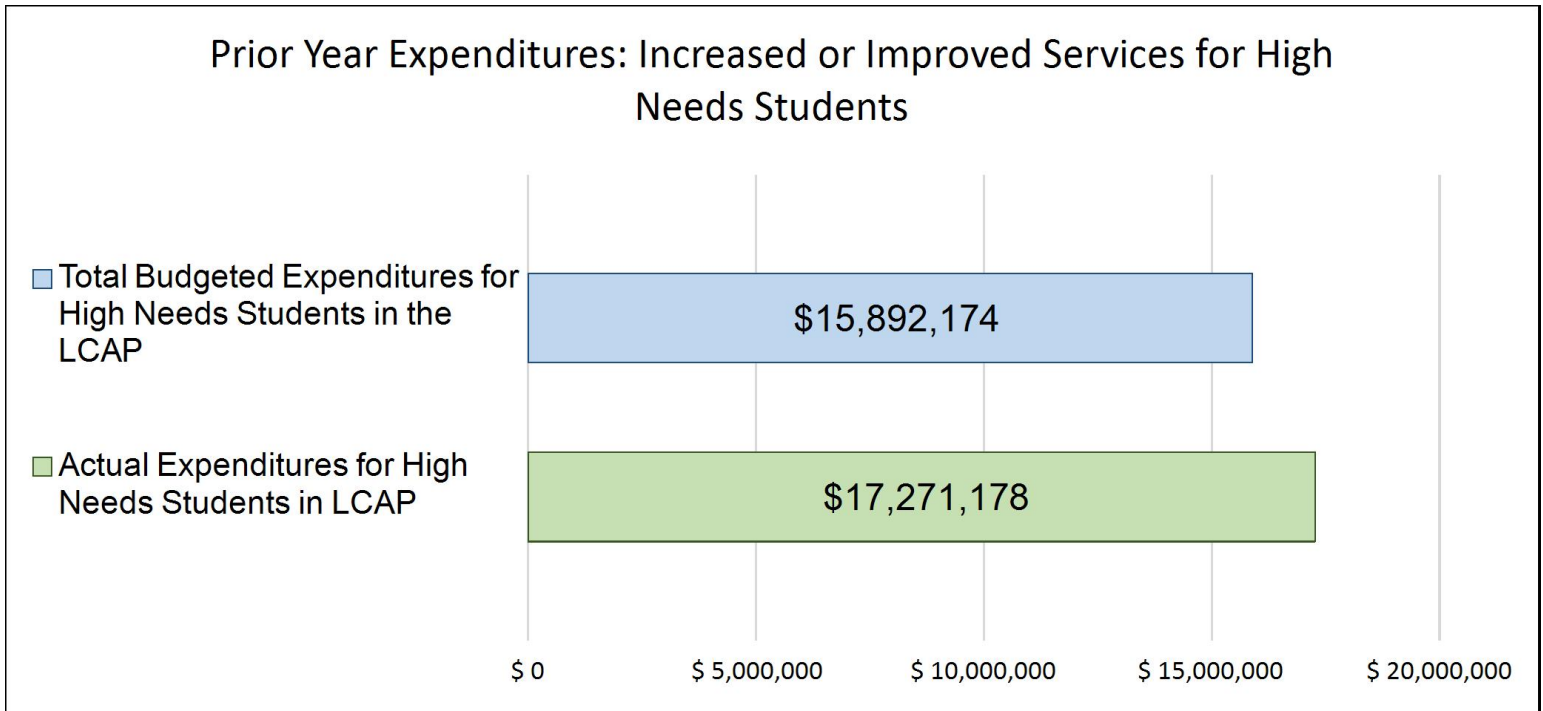
General Fund Budget Expenditures also include expenditures related to school instruction, school site administration, maintenance of facilities and grounds, transportation, district administration, Special Education, federal programs, and other State programs that do not fall under the Local Control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

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Parlier Unified School District is projecting it will receive \$15,839,366 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 \$16,252,558 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 2022-23



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 2022-23, Parlier Unified School District's LCAP budgeted \$15,892,174 for planned actions to increase or improve services for high needs students. Parlier Unified School District actually spent \$17,271,178 for actions to increase or improve services for high needs students in 2022-23.



# 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 [2023-24]

### General Information

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

Parlier Unified School District is located in rural eastern Fresno County. Parlier’s school ethnic population consists of 98.2 % Hispanic, 98.2% Socio Economically Disadvantaged and 59% of its students are English learners, which includes reclassified students who are currently being monitored. The district serves a large Migrant population that equates to 15% of its entire student population.

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

With three particular areas of focus:

## ACCOMPLISHED STUDENTS

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

\* Objective 1

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

\* Objective 2

Establish and communicate a cycle for academic improvement

## SUPPORTIVE ENVIRONMENT

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

\* Objective 1

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

\* Objective 2

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

## EMPOWERED COMMUNITY

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

\* Objective 1

Establish and communicate a Strategic Communication plan with all Educational Partners

\* Objective 2

Form Educational Partners groups to regularly serve in an advisory capacity

The 2023-2024 LCAP process included 10 different Educational Partner meetings that spanned from February 2023 through June 2023. Public input was collected on our progress towards achieving the established goals and this information was reviewed and summarized by the LCAP Parent Advisory Committee (PAC) to support existing actions and services while introducing new ideas. This information was then used to impact the writing of the LCAP. The LCAP is centered on three goals. Goal 1 is Accomplished Students. Goal 2 is Supportive Environment. Goal 3 is Empowered Community.

## Reflections: Successes

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

Based on the review of the district local data and educational partners feedback, we did demonstrate a slight increase in the level of student achievement in English Language Arts (ELA) and mathematics as a result of a full year of in-class instruction. Our local data demonstrates that we are demonstrating small growth increases as compared with student academic outcomes during the pandemic and online instruction. We were able to compare our local data from Semester 1 and Semester 2 due to having multiple years of these data measures. Additionally, we reviewed our last reported California School Dashboard data points to inform work along with our local data and Educational Partner feedback. Below is a summary of these multiple data points provided within our Executive Summary which is used with all our Educational Partners and includes all our measurements for conditions of learning, pupil achievement, and engagement. Our Educational Partners have consistently expressed their focus on adhering to and following curricular and instructional programs, which includes professional learning to deepen understanding of the curriculum and instructional practices that show improved student outcomes. Educational Partners want to maintain instructional practices that have impacted academic growth. Many of these core curriculum and intervention components are used in tandem to accelerate learning as part of our continued commitment to learning recovery.

California School Dashboard 2021-2022 - (Due to the limited data availability for 2020-2021, we are reporting 2021-2022 CA Dashboard data - STATUS ONLY)

### ACADEMIC PERFORMANCE

Academic Performance: ENGLISH LANGUAGE ARTS (ELA)

CAASPP 2021-2022

All - 21.80%

EL - 9.43%

SED - 21.04%

SWD - 3.61%

3.83% increase: All students compared to CAASPP 2020-2021

2.99% increase: English Learners (EL) compared to CAASPP 2020-2021

3.66% increase: Socio-Economically Disadvantaged (SED) students compared to CAASPP 2020-2021

2.99% increase: Students with Disabilities (SWD) compared to CAASPP 2020-2021

To build upon and/or maintain the successes achieved to date, Parlier Unified will continue to implement the following:

- Refine the use of the district-adopted core materials to address the common core standards

- Continue to have Teachers on Special Assignment work with K-12 teachers in the area of ELA with a focus on early literacy
- Refine and increase the number of AVID courses at the secondary level
- Built-in time for teacher collaboration
- Focus on Designated and Integrated ELD at the secondary level
- Streamline the district Assessment Calendar which will allow teachers to track student progress and mastery of standards
- Diagnostic and progress monitoring assessments for ELA
- Districtwide data analysis and response to data at grade level and department Professional Learning meetings

## Academic Performance: MATHEMATICS

### CAASPP 2021-2022

All - 9.63%

ELs - 4.13%

SED - 9.42%

SWD - 4.27%

3.06% increase: All students compared to CAASPP 2020-2021

1.20% increase: English Learners (EL) compared to CAASPP 2020-2021

3.01% increase: Socio-Economically Disadvantaged (SED) students compared to CAASPP 2020-2021

3.57% increase: Students with Disabilities (SWD) compared to CAASPP 2020-2021

To build upon and/or maintain the successes achieved to date, Parlier Unified will continue to implement the following:

- Refine the use of the district-adopted core materials to address the common core standards
- Continue to have Teacher(s) on Special Assignment work with K-12 teachers in the area of Math
- Provide ongoing professional development for elementary and secondary teachers in the area of math
- Built-in time for teacher collaboration to discuss student data
- Review and analyze Math instructional materials to support the needs of all students and subgroups
- Streamline the district Assessment Calendar which will allow teachers to track student progress and mastery of standards
- Diagnostic and progress monitoring assessments for Math
- Districtwide data analysis and response to data at grade level and department Professional Learning meetings
- Focus on embedding Integrated ELD strategies in math lessons to support second language learners

## Academic Performance: ENGLISH LEARNER PROGRESS TOWARDS ENGLISH PROFICIENCY

### SUMMATIVE ELPAC 2022 - (English Language Proficiency Assessment of California)



46.7% making progress towards English Language proficiency

45.2 % EL students who progressed at least one English Language Performance Indicator (ELPI) level

2.40% increase: English Learner students who progressed at least one English Language Proficiency level as compared to overall ELPI level of 42.8% in 2021

To build upon and/or maintain the successes achieved to date, Parlier Unified will continue to implement the following:

- Review and enhance current secondary ELD instructional materials to support Designated ELD teachers
- Continue to have Teacher on Special Assignment work with K-12 teachers in the area of Integrated ELD, Designated ELD, and academic vocabulary
- Revisit the Designated ELD pacing and assessment guide for both secondary schools
- Provide ongoing professional development for elementary and secondary teachers in the area of ELA/ELD Framework, formative assessments, and lesson planning for Designated ELD
- Built-in time for teacher collaboration to discuss student data within their departments and across other content areas
- Review, disaggregate, and analyze ELPAC Summative data for the purpose of addressing areas of need by domain
- Continue to utilize the EL student data tool to monitor EL student growth towards English proficiency
- Have ELD teachers meet with their students to discuss their current ELPAC scores and set goals towards meeting English proficiency and reclassification
- Focus on embedding Integrated ELD strategies in lessons to support second language learners
- Review and analyze Long-Term English Learners' (LTELs') ELPAC data to inform lesson development and goal setting
- Identify and provide interventions for At-Risk of LTEL students
- Continue to have ELD Saturday Academies for EL students
- Increase reclassifications by using the updated district reclassification criteria for all EL students earning a Level 4 on the most current Summative ELPAC assessment

Academic Performance: CA STATE SEAL OF BI-LITERACY 2022

Number of graduating 12th grade students who have earned a CA State Seal of Bi-literacy

Number of Seals awarded:

All 15 medals

RFEP 14 medals

SED 15 medals

Increase of 15 medals: All students compared to 2020-2021

Increase of 14 medals: Reclassified Fluent English Proficient (RFEP) students compared to 2020-2021

Increase of 15 medals: Socio-Economically Disadvantaged (SED) compared to 2020-2021

To build upon and/or maintain the successes achieved to date, Parlier Unified will continue to implement the following:

- Plan and provide informative meetings for all incoming high school students and their parents regarding the CA State Seal of Bi-literacy
- Provide student presentations on the benefits of obtaining a CA State Seal of Bi-literacy
- Work closely with the high school counselors to monitor student candidates for the Bi-literacy seal
- Continue to work with the AP and Spanish teachers to encourage and support students
- Publicly recognize students who earn the CA State Seal of Bi-literacy and provide medals for Senior awards night

Overall, Parlier Unified students showed growth in various academic growth indicators. All students and subgroups increased in the areas of ELA and Math as evident in our CAASPP data. English Learners demonstrated an increase in the number of students who progressed at least one English language proficiency level as measured by the Summative ELPAC and overall 46.7% of English Learners are making progress towards English language proficiency. Graduating students increased the number of CA State Seal of Bi-literacy seals awarded by the state of California for graduating students who met or exceeded the criteria for language competency in a foreign language. Our graduating students were able to earn 15 overall CA State Seal of Bi-literacy Seals as compared to the zero that were reported in 2021. We will build on these successes by continuing to offer professional development, interventions, support personnel, and language proficiency supports for English Learners at all grade levels.

## CONDITIONS AND CLIMATE

High School Drop Out Rate:

2.4% Decline: All student Drop Out Rate in 2021-2022 as compared to 2020-2021 school year

3.8% Decline: English Learners Drop Out Rate in 2021-2022 as compared to 2020-2021 school year

.8% Decline: Socio-Economically Disadvantaged (SED) Drop Out Rate in 2021-2022 as compared to 2020-2021 school year

11.4% Decline: Students with Disabilities (SWD) Drop Out Rate in 2021-2022 as compared to 2020-2021 school year

\* Foster Youth (FY): To protect student privacy, data are suppressed (\*) on the Cohort Reports if the cell size within a selected student population (cohort of students) is 10 or less.

To build upon and/or maintain the successes achieved to date, Parlier Unified will continue to implement the following:

- Counselors will continue to monitor high school student coursework and credits towards graduation
- Counselors will continue to work with students who enter high school for the first time a year or behind
- Continue the collaboration between the comprehensive high school and the alternative high school

- Provide parent workshops on the requirements for PUSD high school diploma/graduation
- Provide students with annual workshops regarding timeline and coursework requirements by grade level
- Plan and implement Saturday Academies for students to work with course specific teachers to make-up work assignments and receive tutoring
- Work with the Child Welfare and Attendance department to continue to monitor students who have excessive absences or at-risk of having low attendance
- Implement the MTSS process for student academic and behavior needs in systemic tiered process
- Continue to implement and refine the PBIS process to minimize behaviors leading to loss of instructional time and school attendance

Overall, Parlier Unified LCAP Actions pertaining to Conditions and Climate show to be successful as indicated by our decline in school drop out rates. In order to build on the success, Parlier Unified School District will continue to implement the academic, behavior, and attendance strategies to decrease the drop-out percentage rate. Parlier Unified will include more parent outreach, as well as, focus outreach directly with students by counselors for those students who may be at-risk of not meeting high school graduation requirements. The focus will be on informing and monitoring students' path towards graduation. The district will also provide the supports needed for behavior and attendance concerns that may impact learning and credit attainment.

## LOCAL INDICATORS

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

- The State Seal of Bi-literacy: 15 graduating students, class of 2023, achieved this honor. We anticipate this number to increase for school year 2023-2024 while also addressing the need to maintain correct student data in our Student Information System (SIS).
- Graduates completing A-G and CTE course completion rate increased to reflect a 1% increase for All students and 3.4% for English Learners.
- Parlier Unified 2022 graduation rate of 94.4% was higher than the state's graduation rate 87.4%.
- Parlier Unified Drop Out Rate decline for all students and subgroups

## Reflections: Identified Need

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

Reflections on identified needs were based on the most recently available state and local data. The district's academic performance on the CA Dashboard for end of the year state assessments in 2021-2022 indicates the district scored Below Standard/Very Low in the areas of

English Language Arts and Mathematics for all students. Specifically, the district's student groups that scored Below Standard/Very Low in both areas include English Learners, Hispanics, Socio-Economically Disadvantaged, and Students with Disabilities. In addition, the results from the CA Dashboard indicate that the Chronic Absenteeism rate is Very High for all student groups in Parlier Unified. As a result, Parlier Unified has met the criteria for Differentiated Assistance in State Priority 4 and Priority 5 for one or more of our student groups.

#### IDENTIFIED NEED:

#### STATE PRIORITY 4 - PUPIL ACHIEVEMENT

Source: 2021-2022 CA DASHBOARD (State Priority 4) and CAASPP

#### ENGLISH LANGUAGE ARTS performance on the 2022 CA DASHBOARD

ALL Students - 71.7 Below Standard

EL - 82 pts. Below Standard

HISP - 71.4 pts. Below Standard

SED - 73.8 pts. Below Standard

SWD - 130 pts. Below Standard

FY - \*

\*Not enough FY students tested to report subgroup data

#### ENGLISH LANGUAGE ARTS performance on the 2022 CAASPP

All - 21.80%

ELs - 9.43%

SED - 21.04%

SWD - 3.61%

#### ENGLISH LANGUAGE ARTS:

The gap in academic performance between the All student group and one or more of the unduplicated student groups for 2022 is the EL student group:

All - 21.80%

ELs - 9.43%

## ACTION STEPS TO ADDRESS VERY LOW PERFORMANCE IN ENGLISH LANGUAGE ARTS:

Although all subgroups in Parlier Unified had an increase in the number of students obtaining a meet or exceed score on the CAASPP English Language Arts exam in Spring 2022, all students are performing at a Very Low performance level in English Language Arts. The CAASPP data also indicates that the English Learner student group continues to score lower than the All student group. The action steps that Parlier Unified will put in place to address these needs include the following strategies:

- Provide targeted reading interventions for all students and additional support for English Learner students to address their specific reading challenges
- Continue to implement research-based instructional strategies and interventions that are tailored to the needs of these student groups
- Provide professional development opportunities for teachers to enhance their knowledge and skills in supporting diverse learners, including English Learners
- Foster a culturally responsive and inclusive learning environment that values the linguistic and cultural backgrounds of all students, promoting engagement and achievement in reading
- Continue to provide teachers with resources to address the learning and language needs of English Learners in the classroom
- Content teachers will be provided with opportunities to implement and practice English Learner strategies that support English Learners access content material through differentiation and opportunities to practice skills
- Teachers will work closely with the Reading Lab teachers to monitor students'
- Instructional Aides will support teachers by working with small student groups to review lessons
- Teachers will be provided time and opportunities to work collaboratively with grade level peers to discuss student outcome data and develop lessons to address learning needs of second language learners
- Secondary teachers will work closely with the district's ELD TOSA to revisit the ELA/ELD Framework
- Emphasis will be placed on revisiting and establishing the enduring ELD standards, reviewing pacing guides, creating common assessments that focus on language development in all four domains
- Students will be provided with foundational English language proficiency skills that will allow them to access English Language Arts content with the front loading of academic vocabulary needed to articulate their thought processes, understanding, expression, and comprehension skills
- Secondary teachers will be provided with feedback from school administration and support personnel regarding the implementation of differentiated instruction
- Teachers will continue to be provided with English Learner strategies training targeting Integrated ELD in English Language Arts content courses, as well as all other content courses, to support teachers in differentiating their instruction for all students and supporting the learning needs of English Learners in their classrooms
- Lessons will require to have English Learner strategies embedded to monitor the comprehension of English Language Arts standards by English Learners
- Emphasis will be placed on the student engagement strategies that provide students with opportunities to apply and practice skills

- Monitor student outcome data on local assessments to determine growth toward meeting English Language Arts standards and English language development skills
- School sites will continue to have funding allocated to support the purchase of supplemental materials and personnel to organize and implement after school intervention, tutoring, and Saturday academies to provide students with additional opportunities to practice skills in smaller group settings
- Work with the FCSS Differentiated Assistance team to establish a root cause(s) for the low performance in English Language Arts for all students in Parlier Unified

#### MATHEMATICS performance on the 2022 CA DASHBOARD

ALL Students - 119.5 Below Standard

EL - 123.1 pts. Below Standard

HISP - 119.5 pts. Below Standard

SED - 121.3 pts. Below Standard

SWD - 119.5 pts. Below Standard

FY - \*

\*Not enough FY students tested to report subgroup data

#### MATHEMATICS performance on the 2022 CAASPP

All - 9.63%

ELs - 4.13%

SED - 9.42%

SWD - 4.27%

FY - \*

\*Not enough FY students tested to report subgroup data

#### MATHEMATICS:

The gap in academic performance between the All student group and one or more of the unduplicated student groups for 2022 is the EL student group:

All - 9.63%

ELs - 4.13%

## ACTION STEPS TO ADDRESS VERY LOW PERFORMANCE IN MATHEMATICS:

Although all subgroups in Parlier Unified had an increase in the number of students obtaining a meet or exceed score on the CAASPP Mathematics exam in Spring 2022, all students are performing at a Very Low performance level in Mathematics. The CAASPP data also indicates that the English Learner student group continues to score lower than the All student group. The action steps that Parlier Unified will put in place to address these needs include the following strategies:

- Continue provide teachers with resources to address the learning and language needs of English Learners in math content courses and math lessons
- Add a Math TOSA position to support the work already in place by the current Math TOSA
- Integrate ELD standards into the math curriculum The Math
- Provide teachers with coaching and team teaching support in the delivery of math instruction at the secondary and elementary level utilizing math state standards
- . Provide teachers with math professional development on differentiation strategies to meet the needs of all students, while also addressing the language needs of English Learners when accessing math content
- Teachers will also work closely with English Learners in small groups and/or collaborative group settings to encourage English Learners to practice math content specific vocabulary, to reteach and provide English Learners

with a variety of opportunities to practice math skills using the four language domains

- Provide opportunities for teachers to collaborate in the Professional Learning teams to review student data and plan for reteaching
- Provide teachers with training on utilizing math content vocabulary and writing strategies to help students support their work
- Schools will also provide after school tutoring and Saturday academies to help students with math strategies and support with coursework
- ELD content teachers at the secondary level will also collaborate with Math content teachers to support teachers with front loading of academic (Tier III) vocabulary
- School sites will provide supplemental math materials to enhance the state-adopted core math programs
- Work with the FCSS Differentiated Assistance team to establish a root cause(s) for the low performance in Math for all students in Parlier Unified

## IDENTIFIED NEED:

### STATE PRIORITY 5 - PUPIL ENGAGEMENT

Source: 2021-2022 CA DASHBOARD (State Priority 5) and CALPADS

### Chronic Absenteeism Rates:

All students - Very High 48.6% (3.5% increase from previous year)

EL students - Very High 44.1% (.1% decline from previous year)  
SED students - Very High 49% (3.2% increase from previous year)  
SWD students - Very High 63% (6.4% increase from previous year)  
FY - Very High 64.7% (21.8% increase from previous year)

#### ACTION STEPS TO ADDRESS VERY HIGH CHRONIC ABSENTEEISM:

Parlier Unified has experienced very high Chronic Absenteeism rates for the last two school years. The CA Dashboard indicates that all student groups in Parlier Unified have very high Chronic Absenteeism rates for the 2021-2022 school year. The action steps that Parlier Unified will put in place to address these needs include the following strategies:

- The district is also working closely with Fresno County School Superintendent (FCSS) office of education through the Differentiated Assistance (DA) process to determine root causes for the increase in Chronic Absenteeism by utilizing the improvement science process
- Parlier Unified will also work closely with all school site support personnel that work on behavior intervention and the socio-emotional needs of students to determine if students are not attending school regularly as a result of concerns for their safety and/or lack of socio-emotional support
- Schools will be encouraged to provide all students with opportunities to interact with others in school activities in order to help students feel connected and supported at school
- Schools will communicate with parents via phone calls, home visits, and digital notices regarding school support systems/programs for parents and students
- School sites will also encourage school attendance by providing student incentives for daily attendance
- Increase in parent outreach with focus on workshops targeting the importance of daily attendance as it pertains to academic achievement, socio-emotional health, graduation, and/or college pathway
- Refine and streamline the district process for monitoring the attendance rate of students on Independent Studies
- Continue with the SARB process and student attendance follow-up meetings with parents

## LCAP Highlights

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

The Parlier Unified 2023-2024 LCAP encompasses a three-year plan designed to actualize the district mission statement resulting in improved outcomes for all students. The three district goals that drives the work are: Accomplished Students, Supportive Environment, and Empowered Community. Key focal areas will emphasize that learning is the core business of our schools. Parlier Unified teachers and support staff will provide the most optimal conditions for all students to learn at very high levels; taking into account academic, social, and



emotional variables. The shared expectation is that students will consistently make at least one year's growth each academic year, and that some students will need to make more than one year's growth in order to overcome academic challenges and mitigate learning loss. District and school leaders will focus on decision-making that ensures equitable access to high-quality, rigorous instruction and inclusive, safe, and positive learning environments. Parlier Unified leaders will provide additional resources, programs, and support for at-risk students, with the ultimate objective of getting all students to the point at which they are genuinely ready to be successful in the college and/or career of their choosing. Through this focus and actions, students will learn to connect their learning to the world around them, develop leadership, collaboration, and problem-solving skills, set high standards for themselves, and graduate as contributing members of society. Parlier Unified School District LCAP goals will address the following:

- 1) Supporting high-quality teachers in their implementation of a cohesive, aligned, equitable, and articulated standards-based instructional program, resulting in proficiency in California state standards, and, ultimately, college and career readiness for all students.
- 2) Designing and implementing systems and structures that provide universal, targeted, and intensive academic, behavior, social-emotional, and college and career readiness supports, to remove barriers to learning, eliminate achievement gaps and improve outcomes for all students.
- 3) Providing safe, welcoming, and inclusive school climates for all students and their families to enhance connectedness and engagement.
- 4) Facilitate parent and family engagement through enhanced community involvement opportunities, increased two-way communication, and meaningful partnerships with local organizations and educational partners to support student learning and build connections within and across all district schools.

In order to address the achievement gaps for significant student groups, a continued focus of the 2023-2024 LCAP will be to develop high-quality instructional programs for English Learner students. The plan will emphasize daily integrated and designated English language development (ELD), in tandem with standards-based instruction and culturally responsive pedagogy. There will be a larger focus to train schools in EL strategies at the elementary level and integrating language acquisition strategies, including SDAIE, across school campuses. School teams will commit to engaging English Learner students, as well as their parents/guardians, in conversations around educational pathways, academic progress, grades, and attendance rates. Learning recovery efforts and targeted support geared towards addressing the achievement gap for socioeconomically disadvantaged students, coupled with wrap-around support services to address mental health and student wellness needs, will also be a focus of the Parlier Unified 2023-2024 LCAP. There will be a district-wide professional development focus around equity and access for all student groups. Additionally, all site teams will regularly collect and analyze classroom and school-level academic and social emotional data to identify and respond to academic and social emotional needs.

The 2023-2024 Parlier Unified LCAP will prioritize the needs of foster and homeless youth, ensuring personalized support from designated site and district liaisons in order to facilitate coordination between community agencies, and to provide needed resources. District liaisons will also work directly with students and parents/guardians to develop individualized plans to ensure daily school attendance. The Parlier Unified foster youth liaison will participate in professional development, plan home visits, and encourage students to attend school. Homeless and foster youth will also receive additional counseling and mental health support from district social workers. The homeless and foster youth liaisons will also provide professional development to school teams, to establish and communicate shared policies and practices in working with these vulnerable student populations, including trauma-informed care, and a shift from exclusionary disciplinary practices to restorative

justice and alternative learning centers to address student behavior. All homeless and foster youth at the secondary level will be granted access to a counselor to assist with attendance, positive reward systems, financial aid applications, and enrolling in community college. Counselors will evaluate transcripts, review transportation, needs of dual/concurrent enrolled students, support students with post-secondary needs, and assist with career center development and workshops.

The 2023-2024 LCAP will continue to address improving the achievement of students with disabilities through ensuring all students from this group are provided with a full continuum of academic, behavioral, social-emotional, and college and career supports from highly qualified certificated and classified staff, designed specifically to provide targeted and intensive supports to individual students, based upon their unique identified needs. Parlier Unified will commit to continuous improvement of co-teaching and inclusion models, ensuring students have access to the least restrictive environment to the maximum extent possible, with appropriate supports needed to succeed within the general education classroom setting. Certificated and classified staff will continue to receive relevant professional development, designed to elevate practices in working with students with disabilities, including instructional and behavioral strategies, in addition to specific curricular programs. The district and site-level special education teams, working collaboratively with the parent community and outside agencies, will continue to analyze and refine current practices to ensure students have access to a high-quality instructional program, aligned to their academic, behavior, social and emotional needs. The ultimate goal is to foster a sense of belonging and connectedness, develop core competencies, and build independence for students with disabilities, to provide multiple pathways for success in the post-secondary environment.

Parlier Unified LCAP plan emphasizes expanding and redefining secondary course offerings as a means of improving state academic and climate indicators. Student interest, motivation, course relevancy and connection to post-secondary life have the capacity to play a role in increasing student achievement. If students have access to greater choices in course selection, the result may be an increase in engagement within the educational process. The goal will be to continue to design, adopt, develop and implement courses and instruction that are both cross curricular as well as relevant to a student's secondary life and prepares them for their post secondary life. In order to obtain relevancy for students, it is not enough to develop and implement relevant courses in isolation. Parlier Unified must also create pathways and plans for post secondary life with students and families. The goal is that all students in Parlier Unified have the opportunity to engage in developing their own path through district courses and opportunities.

Parlier Unified LCAP plan will address improving math performance indicators district-wide. Teachers and administrators will participate in professional learning to increase their content knowledge, as well as their mathematical pedagogy. Continued development and implementation of diagnostics and formative assessments will also take place in all grade/content levels. Administration at each level will build capacity as instructional leaders through participating in professional development to increase their content knowledge of Common Core Math Standards and Standards of Mathematical Practice, as well as how to provide effective feedback for teachers implementing new pedagogy. Finally, the Parlier Unified School District LCAP plan will continue to emphasize school culture and climate; ensuring that all students feel physically and emotionally safe at school. Teachers will cultivate a positive classroom community, and, with the support of school social workers and counselors, will embed social-emotional learning into daily instruction. Restorative and social justice activities will also be prevalent across school campuses, to promote inclusion and equity within the collective Parlier school community. In addition, our district will continue to refine and expand upon our mental health and counseling services for Parlier Unified School District community members in need.

District plans for ensuring social and emotional wellness are part of a tiered structure of support; these include:

- 1) Implementation of embedded SEL and mental health awareness across campuses
- 2) Implementation of interventions that are trauma and resilience informed
- 3) Implementation of measures to identify students and families in need of mental health supports
- 4) Connection of students and families to needed supports and services as early as possible
- 5) Implementation of district and community services within school sites evidencing highest levels of need
- 6) Frequent check-ins with Parlier Unified staff, to ensure both physical and mental well-being.

District leaders, in partnership with key educational partners, will also ensure a system of accountability and evaluation regarding annual LCAP expenditures, and effectiveness of LCAP actions in meeting goals and producing positive outcomes for students. All school teams collaborate with parent Educational Partner groups to develop and implement annual School Plans for Student Achievement, which are directly aligned to LCAP goals and actions. Site principals also meet with the superintendent and designated cabinet members, as well as school-level Educational Partner groups to review goal progress and analyze student data. All school teams are provided professional development opportunities and site-specific, job-embedded coaching and support in order to develop competencies around conducting program evaluations. District-level teams also conduct data analysis and program evaluations to determine specific student outcomes as a result of planned actions; proposing adjustments, in collaboration with Educational Partner groups, in response to ongoing student needs.

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

San Joaquin Valley High School

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

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

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

Parlier Unified will work with San Joaquin Valley High School to establish a Comprehensive Support and Intervention (CSI) team of district and school site employees (classified, certificated, and administrative), parents, and community members to monitor the school's progress on the implementation of the approved interventions, strategies, and fiscal resources that support the goal of the San Joaquin Valley High

School Comprehensive Support and Improvement Plan. The district team will also include the site leaders of the high school, junior high school, Student Support Services Director, Assistant Superintendent, and Superintendent.

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

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

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

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

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

The process we used and will continue to use to address resource inequities is program analysis. We will measure the effectiveness, efficiency and efficacy of the various programs currently in use at San Joaquin Valley High School to ensure they are being implemented with fidelity and equally across the school site. Additionally, the site will work with the LEA as well as the county office of education to identify

other resources currently in place at other alternative sites. Comparing data and results of other sites with their systems against our own will also give us insight if there are better systems available to implement for our students and staff.

### ***Monitoring and Evaluating Effectiveness***

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

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

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

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

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

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

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

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

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

# Engaging Educational Partners

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

Parlier Unified School District engaged educational partners by facilitating a series of four community LCAP Educational Partners Input meetings held at four school locations in the district. Three of the four educational partner input meetings were held in-person at three of the schools. The fourth LCAP Educational Partners Input meeting was held virtually to facilitate access to the LCAP presentation and provide access to input electronically by goal. The district provided input opportunities for Educational Partners using a combination of methods to obtain input from LCAP Educational Partner. The district utilized charts for each goal to document input, including the use of Jamboards to write input responses electronically. The district also provided LCAP surveys for parents, students, and Parlier Unified staff members, both certificated and classified. The surveys consisted of questions targeting each of the three LCAP goals. The surveys also included a question about the programs, actions, and services provided by the district that may need improvement or refinement, or are not effective.

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

Educational Partners Involved:

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

Communication was provided for all meetings using the following resources:

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

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

All Meetings provided the following:

- a. The LCAP presentation was done in Spanish and English
- b. A PowerPoint presentation was displayed in both Spanish and English
- c. Scribes were available to document all parent questions and comments, including an online tool (Jamboard) to document Educational Partner input responses

Meetings occurred as follows:

1. February 16, 2023 - LCAP Community Educational Parents & Community Input Meeting #1 - Held at Cesar E. Chavez School. The presentation was conducted in English and Spanish in person and input was collected for all goals by the use of charts itemizing each goal. Babysitting was provided, including light snacks.
2. February 23, 2023 - LCAP Community Educational Parents & Community Input Meeting #2 - Held at John C. Martinez School. The presentation was conducted in English and Spanish in person and input was collected for all goals by the use of charts itemizing each goal. Babysitting was provided, including light snacks.
3. March 15, 2023 - LCAP Community Educational Parents & Community Input Meeting #3 - Held at Parlier High School. The presentation was conducted in English and Spanish in person and input was collected for all goals by the use of charts itemizing each goal. Babysitting was provided, including light snacks.
4. April 12, 2023 - LCAP Community Educational Parents & Community Input Meeting #4 - The fourth LCAP Educational Partners Input meeting was held online via Zoom to accommodate Educational Partners' schedules and others who could not make the in person meetings. The presentation was conducted in English and Spanish via Zoom. Input was collected for all goals by the use of an online program called Jamboard (use of digital post-it notes to place for each response for each goal). Jamboard responses were printed as evidence of input collected.
5. April 28, 2023- Principals and Administration. LCAP presentation was given and input was gathered for each LCAP goal.



In addition to the four LCAP Educational Partners Input meetings and surveys, the district also consulted with district and site administration. Once the consultation process was complete and input was collected, the site administrators provided the same presentation and meeting input format for their certificated and classified staff. School administrators followed the same process with their School Site Council and English Learner Advisory Committee parents. The LCAP surveys were also sent to all school site parents. The LCAP surveys were available electronically and in paper form in order to provide parents and the community full access to the input. The LCAP Parent survey was also posted on the Parlier Unified website (<https://rebrand.ly/s313slv>).

6. May 2023 - LCAP School Site Presentations for all teachers and all classified staff:

- a. Cesar E. Chavez Elementary - Held on May 16, 2023 (Staff surveys were emailed to all staff using their individual PUSD email)
- b. John C. Martinez Elementary - Held on May 17, 2023 (Staff surveys were emailed to all staff using their individual PUSD email)
- c. Benavidez Elementary - Held on May 19, 2023 (Staff surveys were emailed to all staff using their individual PUSD email)
- d. Brletic Elementary - Held on May 15, 2023 (Staff surveys were emailed to all staff using their individual PUSD email)
- e. Parlier Jr. High School - Held on May 24, 2023 (Staff surveys were emailed to all staff using their individual PUSD email)
- f. Parlier High School - Held on May 24, 2023 (Staff surveys were emailed to all staff using their individual PUSD email)
- g. San Joaquin Valley H.S - Held on May 24, 2023 (Staff surveys were emailed to all staff using their individual PUSD email)

Special Education Local Plan Area (SELPA) Educational Partners Input meeting:

7. May 12, 2023 - SELPA LCAP Educational Partners Input meeting. The meeting with the SELPA team took place on May 12, 2023 to discuss Special Education program needs as they pertain to the LCAP's three goals. The LCAP presentation was presented and opportunity for input for each of the three goals was provided.

The district LCAP team met with the California State Employees Association (CSEA) Classified union members and the Parlier Faculty Association (PFA) Certificated union members to present the LCAP presentation and obtained their input using the same process for all three goals.

8. May 22 , 2023 - Certificated Bargaining Unit. LCAP presentation was given and input was gathered for Each LCAP goal.

9. May 18, 2023 - Classified Bargaining Unit. LCAP presentation was given and input was gathered for Each LCAP goal.

The LCAP team also followed the same process when meeting with the District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC). All Educational Partner Input meetings for all required groups were completed by May 31, 2022.

10. June 5, 2023 - Parent Advisory Committee (PAC)/District Advisory Committee (DAC) LCAP Input Meeting. Input for all goals was collected. The complete draft LCAP was presented for feedback to the PAC. There were no questions therefore there was no need for the Superintendent to respond in writing.

11. June 5, 2023 - English Learner Advisory Committee (D.E.L.A.C.) LCAP Input Meeting. Input for all goals was collected. Draft LCAP was presented for feedback to the DELAC. There were no questions, therefore there was no need for the Superintendent to respond in writing.

#### LCAP Surveys Timeline:

12. May 2023 - LCAP Student Input Surveys were provided for all students in 3rd - 12th grade.

13. May 2023 - LCAP Certificated and Classified Employees Input Surveys were provided to district personnel.

14. May 2023 - LCAP Parent Input Surveys were provided to PUSD parents.

All LCAP Educational Partners Input meetings were scheduled and surveys were distributed between February 16, 2023, through May 31, 2023. The LCAP Educational Partner Input meetings were held strategically at three different school sites (childcare was provided) and one virtual meeting in order to provide our parents better access to the meetings if they chose to attend in-person or online. The vast majority of parents chose the in-person meeting option, while a small number of parents attended the LCAP Educational Partners Input meetings held virtually via Zoom. Translation services were provided and the presentation/information was presented in English and Spanish.

#### Public Access to DRAFT LCAP and Approval Process:

1. The complete Draft LCAP Public Hearing took place at the June 13 2023, School Board meeting.

2. The complete Draft LCAP Public Comments took place from June 13, 2023 - to June 27, 2023

3. The complete draft LCAP was available for public comment from June 13, 2023, through June 27, 2023. There were Zero questions for the Superintendent. The complete draft was made available for review at the Parlier Unified District Office, each school site administration office, and the PUSD website. Copies were made available upon request in English and Spanish.

4. The LCAP was taken for school board approval on June 27, 2023.

5. The Local Indicators presentation was presented on June 27, 2023, at the same School Board meeting held for the adoption of the LCAP

plan.

6. The PUSD budget was presented and adopted on June 27, 2023, at the same School Board meeting held for the adoption of the LCAP plan.

The LCAP initially approved by the PUSD school board was submitted to the Fresno County Superintendent of Schools office for review and approval on June 28, 2023.

A summary of the feedback provided by specific educational partners.

Key areas of discussion:

#### ACADEMIC ACHIEVEMENT

Based on Educational Input meetings and surveys that included teachers and classified staff feedback revealed teachers on Special Assignment, specifically in the area of ELD and Math to support our English Learners with the development of English language proficiency and Math. Teachers would like to have an additional Math Teacher on Special Assignment who could just focus on elementary level teachers. Teachers also indicated they would like to have another Reading Teacher at each elementary school who can focus on upper elementary level students. In addition, both school staff and parent groups shared a concern for Math scores therefore requesting Math after school or Saturday academies to help students scoring below grade level. Teachers would like to see an ELD coach at each school site. PAC parents shared their concern for their students entering the middle school with low math skills. Teachers would like to have more available times for visiting the library. Classified staff would like to see enhancements in the library at every school site with additional books and computer centers. Administrators, teachers, and classified staff would like to see the Visual and Performing Arts (VAPA) program continue to expand by having more students enroll in music courses. Teachers also indicated that they would like to increase the number of instructional aides that work directly with the Physical Education teachers at each campus. Teachers would like to have smaller class sizes to reduce the teacher to student ratio. The Classified employee union would like to see an increase of Bilingual instructional aides in order to provide additional support for students who struggling with grade level work. School site administration would like to have a designated Special Education teacher assigned solely to students with IEPs and who are on Independent Studies. Administrators would also like to have programs for newcomer English Learners students and Long-Term English Learners who need targeted support. Parents would like to see more instructional aides in every classroom. Both the teachers and school administration would like to have a district ELPAC testing team that does all the testing during the testing window. DELAC parents would like to have more after school support for students who have a hard time understanding work tasks in English. Students shared that they would like to have updated technology devices and stronger internet access. Students shared they would like teachers to slow down when teaching so they can understand. Parents would like to have

more access to their child's weekly attendance and updated homework grades in order to request academic support in advance instead of waiting and having their child receive a poor grade(s).

## CULTURE AND CLIMATE

Based on the Educational Input meetings and surveys that included teachers, parents and community, and students' feedback, teachers and administrators would like to have additional campus control monitors to increase student supervision. The administrators would like to have a Safety Resource Officer (SRO) at each campus. Classified would like to know more about the Positive Behavior Intervention and Supports (PBIS) system and receive more behavior supports training to be able to work with students who have socio-emotional needs. Both Parlier Unified Bargaining Units (PFA and CSEA) would also like a location to send students who have multiple referrals and are not having success with larger groups. Principals would like to have more training on restorative justice practices to help students transition back to school after suspension. Parents would like to see an increase in the number of course offerings for music. Site administrators would like to have more consistent PBIS processes in order to address student behavior needs more efficiently. DELAC and Migrant parents expressed their concern about school safety, especially at the secondary level. Teachers would like to see more consistency with holding Student Success Team (SST) meetings especially at the secondary level. Teachers would also like to have a Social Worker at each school site to address the social emotional needs of students who are experiencing severe trauma or identity issues. Parents also indicated that they would like to see more secure campuses by closing school entrance gates and only allowing students to enter and exit. Increase funding for CTE courses at the middle school level in order to introduce students to various CTE pathways prior to entering high school. Students would like to see more activities during their lunch break, including more field trips.

## PARENT ENGAGEMENT

Based on the Educational Input meetings and surveys that included teachers, parents and community, and students' feedback, teachers would like to have more literacy nights for parents and students such as "make it / take it" activities to help parents support their children at home. Teachers would also like to host multicultural nights to promote more inclusiveness. Classified would like to see incentives for parents participation in school parent meetings and attendance incentives for parents that attend various meetings. Both teachers and administrators would like to have workshops at each school site on topics that interest parents. Administrators and teachers would like to see a series of trainings for parents on how to use the district portal in order to access their child's information, like grades, attendance, and homework. Teachers and Special Education staff would also like to have quarterly trainings for parents on how to use Parent Square and any other communication tools the district utilizes to communicate with parents and the community. In addition, school librarians would like to see more opportunities for students to visit the library and the creation of school events centered around the importance of the school and public library for parents. DELAC parent representatives shared that they would like to have school personnel contact them when their children are failing coursework when it is happening and not at the end of the semester when it is too late to intervene and help their child. DELAC/PAC parents would like to see a more welcoming environment when they enter the school's main office.

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

## ACADEMIC ACHIEVEMENT

The ideas and trends that kept emerging from goal #1 responses indicate that educational partners would like to increase the number of Teachers on Special Assignment (TOSAs) specifically in the area of ELD and Math. This would help support teachers and support staff in the area of math and English Learners who are achieving at a lower rate than the all student group. They would also like to see the addition of reading intervention lab teachers and instructional aides to support students at the upper elementary level who may need reading intervention. The input also noted the request for additional instructional aides in the classroom to help all students, especially newcomer students who need additional support. One of the key areas was to continue to provide opportunities for additional academic support for students who are performing below grade level in the area of math through after school support and Saturday academies. The majority of the Educational Partner groups consistently requested an increase in Instructional Aides for regular and Special Education classes. Our educational partners also indicated the need to continue the VAPA program and Saturday Academies in the district. Another trend we were able to gather was the request for updated and/or additional technology for student use at school and home.

## CULTURE AND CLIMATE

The trend that we continued to note in our review of the input from our educational partners for Culture and Climate indicate the request for school security measures by providing security personnel and/or School Resource Officers (SROs) at school sites. Another trend was the need for professional development in the area of social emotional to support students who may be experiencing socio-emotional needs. Another key area discussed was providing a variety of positive behavior incentives to cultivate a positive and safe school environment by creating more consistent PBIS processes and incentives. The input also indicated a need to continue the VAPA program and have student activities available during breaks and lunch. Also mentioned several times was the need to streamline the SST process in order to provide the necessary interventions for students. Also consistently mentioned in all by parents was school safety procedures and maintaining secure school sites. CTE feeder programs were also recommended for the middle school students.

## PARENT ENGAGEMENT

The strongest trends noted from the input provided was the need to increase parent participation by providing opportunities for parents to connect to their children's school through cultural events and educational family nights such as Literacy and Math nights. There was input to recommend incentives for parents to attend meetings and school events similar to student attendance incentives. Through continual training of parents and the community on how to access and maximize the use of the district's digital resources, more parents will be able to connect to school resources. Another key area emphasized during input meetings was the need to revamp the parent workshops by updating the workshop topics to reflect current needs. Workshops could also be provided not only academic areas but support parents on how to address the social emotional needs of their children at home. We noted from multiple comments, that parents want to be kept informed, on a timely

manner, of their child's academic and/or behavior need(s) in order to be able to intervene before it is too late. Lastly, the use of school resources such as the school library as resource for parents to help their children.

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

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

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

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

1. **ACADEMIC ACHIEVEMENT** influenced the development of the first LCAP goal - Accomplished Students. The District will sustain the current number of Reading Teachers (1.7) and increase the number of Instructional Aides (1.10) in the reading lab. The District will hire another Math Teacher on Special Assignment (TOSA) to support the needs of K-6 teachers (1.5). The District and schools will continue to seek and procure evidence-based instructional/intervention materials such as iReady Mathematics, Math Mindsets, English Language Arts and English Language Development supplemental curriculum (1.9). Staff will be provided with professional development on effective instructional strategies that support differentiation and target the needs of English Learners (1.16). These instructional materials and programs also provide assessments for ELA and Mathematics to use for monitoring student growth over time in addition to the district's use of the CAASPP Interim and block assessments (1.9; 1.16). The district will be offering a summer school program for K-12th grade students to continue to support the learning and credit recovery needs as a result of the learning loss during the COVID pandemic (1.8). The district will also continue to improve technology access and systems for students' learning in the classroom while also providing technology for use at home to expand student learning time and access to content material (1.3; 1.4). The district will purchase applications to support reading, math, and English language skills for students beyond the regular school day such as after school intervention, tutoring, and Saturday academies (1.13). Teachers will continue to receive training on existing digital learning tools as follow-up professional development to enhance and maximize the teachers' use of current programs, as well as, professional development for new digital learning platforms adopted by the district to increase student learning outcomes (1.16). The district will also continue to enhance the supports, resources, and professional development for English Language Learners through the implementation of the CA EL Roadmap TK - 12 grade (1.9; 1.13; 1.14; 1.16).

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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



# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Smarter Balanced English Language Arts Assessment (ELA)</p> <p>Note: Local benchmarks and assessments will used until the CAASPP results are available.</p>	<p>Met or exceeded standards:</p> <p>All - 12.6% ELs - 10.3% SWD - 4%</p> <p>Data Year: 2020-2021 Data Source: Illuminate</p> <p>Data source in future will be SBAC</p>	<p>Met or exceeded standards:</p> <p>All - 17.97% ELs - 6.44% SED - 17.38% SWD - 1.4%</p> <p>Data Year: 2020-2021 Data Source: SBAC</p> <p>*Not enough FY students tested to report subgroup data</p>	<p>Met or exceeded standards:</p> <p>All - 21.80% ELs - 9.43% SED - 21.04% SWD - 3.61%</p> <p>Data Year: 2021-2022 Data Source: SBAC</p> <p>*Not enough FY students tested to report subgroup data</p>		<p>Met or exceeded standards:</p> <p>All - 20% ELs - 18% SED - 20% SWD - 12%</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: CAASPP test results</p>
<p>Smarter Balanced Mathematics</p> <p>Note: Local benchmarks and assessments will used until the CAASPP results are available.</p>	<p>Met or exceeded standards:</p> <p>All - 4% ELs - 3% SWD - 0%</p> <p>Data Year: 2020-2021 Data Source: Illuminate</p>	<p>Met or exceeded standards:</p> <p>All - 6.57% ELs - 2.93% SED - 6.41% SWD - .7%</p> <p>Data Year: 2020-2021 Data Source: SBAC</p>	<p>Met or exceeded standards:</p> <p>All - 9.63% ELs - 4.13% SED - 9.42% SWD - 4.27%</p> <p>Data Year: 2021-2022 Data Source: SBAC</p>		<p>Met or exceeded standards:</p> <p>All - 12% ELs - 11% SED- 12% SWD -8%</p> <p>Met ____ Not Met ____</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data source in future will be SBAC	*Not enough FY students tested to report subgroup data	*Not enough FY students tested to report subgroup data		Data Year: 2023-2024 Data Source: CAASPP test results
EL students making progress toward English Proficiency	48.1%  Data Year: 2018 & 2019 ELPAC  Data Source: Fall 2019 ELPI	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC  Level 4 - 13.98% Level 3 - 33.66% Level 2 - 32.57% Level 1 - 19.79%  Data Year: 2021  Data Source: ELPAC	46.7% = EL students making progress towards English language proficiency  ELPAC: Level 4 - 11.75% Level 3 - 28.78% Level 2 - 34.99% Level 1 - 24.49%  ELPI (Status level for this Indicator): ELs who Progressed at least one ELPI level = 45.2% ELs who Maintained ELPI level 4 = 1.5% ELs who Maintained ELPI levels 1, 2L, 2H, 3L, 3H = 35.3% ELs who Decreased at least one ELPI level = 18%  Data Year: 2022		TBD  Data Year: 2022 & 2023  Data Source: Fall 2023 ELPI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data Source: ELPAC & ELPI (Status Only)		
EL Reclassification Rate	<p>Reclassification rate - 10.8%</p> <p>Data Year: 2019-2020</p> <p>Data Source: Data Quest</p>	<p>Reclassification rate - 8.7%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Data Quest</p>	<p>Reclassification rate - 28.8%</p> <p>Data Year: 2021-2022</p> <p>Data Source: ELPAC, AERIES</p>		<p>Reclassification rate - 40%</p> <p>Met ___ Not Met ___</p> <p>Data Year: 2023-2024</p> <p>Data Source: Data Quest</p>
A - G Course Completion	<p>Students with successful A-G course completion: 26.8%</p> <p>Data Year: 2019-2020</p> <p>Data Source: CALPADS EOY 1</p>	<p>Students with successful A-G course completion:</p> <p>All 9.4%</p> <p>ELs 4.7%</p> <p>SED 8.8%</p> <p>SWD 4.5%</p> <p>FY 0.0%</p> <p>Data Year: 2020-2021</p> <p>Data Source: CALPADS EOY 1</p>	<p>Students with successful A-G course completion:</p> <p>CDE-College/Career Measures Only Report &amp; Data 2022:</p> <p>All 32.3%</p> <p>EL 14.6%</p> <p>SED 32.5%</p> <p>SWD 3.4%</p> <p>FY *</p> <p>Data Year: 2021-2022</p> <p>Data Source: CALPADS EOY 1</p>		<p>Students with successful A-G course completion:</p> <p>All 30%</p> <p>ELs 25%</p> <p>SED 29%</p> <p>SWD 20%</p> <p>FY: 25%</p> <p>Met ___ Not Met ___</p> <p>Data Year: 2023-2024</p> <p>Data Source: CALPADS EOY 1</p>

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		
CTE Pathway Completion Rate	<p>Students CTE Pathway course completion rate: 55.4%</p> <p>Data Year: 2019-2020 Data Source: CALPADS EOY 1</p>	<p>Students CTE Pathway course completion rate:</p> <p>All 41.5% ELs 30.8% SED 41.9% SWD 28.0% FY 0.0%</p> <p>Data Year: 2020-2021 Data Source: CALPADS EOY 1</p>	<p>Students CTE Pathway course completion rate:</p> <p>CDE-Completed at Least One CTE Pathway: All 22.4% ELs 19.1% SED 22.6% SWD 23.1% FY *</p> <p>Data Year: 2021-2022 Data Source: CALPADS EOY 1</p>		<p>Students CTE Pathway course completion rate:</p> <p>All 60% ELs 50% SED 60% SWD 40% FY 50%</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: CALPADS EOY 1</p>
AP Passage Rate	<p>Number - 45 students</p> <p>Data Year: Summer 2020 Data Source: College Board</p>	<p>Number - 7 students</p> <p>All 7 ELs 0 SED 7 SWD 0 FY 0</p>	<p>Number - 7 students</p> <p>All 6 ELs 1 SED 6 SWD 0 FY *</p>		<p>Number - 45 students</p> <p>All 45 ELs 10 SED 45 SWD 5 FY 10</p> <p>Met ____</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: Summer 2021 Data Source: College Board - CDE College/Career Measures Report & Data	Data Year: Summer 2022 Data Source: College Board - CDE College/Career Measures Report & Data  *Not enough FY students tested to report subgroup data		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  *Not enough FY students tested to report subgroup data	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  *Not enough FY students tested to report subgroup data		35% college ready or conditionally ready  All 35% ELs 15% SED 35% SWD 5%  Met ____ Not Met ____  Data Year: 2023-2024  Data Source: SBAC
EAP Mathematics	7.73% college ready or conditionally ready	5.45% college ready or conditionally ready	4.88% college ready or conditionally ready		15% college ready or conditionally ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Local benchmarks will be used until CAASPP results become available	Data Year: 2020-2021 Data Source: Illuminate  Data source in the future will be from SBAC	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	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		All 15% ELs 13% SED 15% SWD 5%  Met ___ Not Met ___  Data Year: 2023-2024  Data Source: SBAC
High School graduation rate	Rate of students completing graduation requirements:  All - 94.5% EL - 88% SWD - 80.6%  Data Year: 2020-2021 Data Source: CALPADS/Data Quest	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 the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less  Data Year: 2020-2021	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 the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less  Data Year: 2021-2022		Rate of students completing graduation requirements:  All - 97% EL - 94% SED - 97% SWD- 85% FY - 90%  Met ___ Not Met ___  Data Year: 2023-2024 Data Source: CALPADS/Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Data Quest	Data Source: 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		1% Mis-assignments  1% Vacancies  Met ____ Not Met ____  Data Year: 2023-2024 Data Source: Dashboard Fall 2024
Access to standards aligned instructional materials	100%  Data year: 2020-2021  Data Source: Dashboard Fall 2021	100%  Data year: 2021-2022  Data Source: Dashboard Fall 2021	100%  Data year: 2022-2023  Data Source: Dashboard Fall 2022		100%  Met ____ Not Met ____  Data year: 2023-2024  Data Source: Dashboard Fall 2024
Number of CA State Seal of Bi-literacy recipients	Number of graduating 12th grade students who have earned a	Number of graduating 12th grade students who have earned a	Number of graduating 12th grade students who have earned a		Number of graduating 12th grade students who have earned a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																		
	<p>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>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>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>CA State Seal of Bi-literacy Seal:</p> <p>Number of Seals awarded - 25</p> <table> <tr><td>All</td><td>25</td></tr> <tr><td>RFEP</td><td>25</td></tr> <tr><td>SED</td><td>25</td></tr> </table> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: CALPADS and Data Quest</p>	All	25	RFEP	25	SED	25
All	0																						
RFEP	0																						
SED	0																						
All	15																						
RFEP	14																						
SED	15																						
All	25																						
RFEP	25																						
SED	25																						
Access to and enrollment in a Broad Course of Study	<p>Students enrolled in advanced academic courses:</p> <p>All - 34% EL - 27% Low-income - 33%</p> <p>Students enrolled in VAPA courses: All - 11%</p>	<p>Students enrolled in advanced academic courses:</p> <p>All - 57% EL - 31% SED - 51 % FY- 0%</p> <p>Students enrolled in VAPA courses:</p>	<p>Students enrolled in advanced academic courses:</p> <p>All - 48% EL - 22% SED - 42% FY- 0%</p> <p>Students enrolled in VAPA courses:</p>		<p>Students enrolled in advanced academic courses:</p> <p>All - 50% EL - 45% Low-income - 45% FY- 20%</p> <p>Students enrolled in VAPA courses:</p>																		



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL - 9% Low-income - 11%  Data Year: 2020-2021 Data Source: CALPADS Fall 2	All - 31% EL - 21% SED - 30% FY- 0%  Data Year: 2021-2022 Data Source: CALPADS Fall 2	All - 38% EL - 29 % SED - 37% FY- 0%  Data Year: 2022-2023 Data Source: CALPADS Fall 2		All - 25% EL - 20% Low-income - 25% FY - 10%  Data Year: 2023-2024 Data Source: CALPADS Fall 2
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation  Baseline - Standard Met  Data Year: 2020-2021  Data Source: Dashboard Indicator Reflection Tool	Implementation  Baseline - Standard Met  Data Year: 2021-2022  Data Source: Dashboard Local Indicator Reflection Tool	Implementation  Baseline - Standard Met  Data Year: 2022-2023  Data Source: Dashboard Local Indicator Reflection Tool		Full implementation & Sustainability:  Standard Met  Met ____ Not Met ____  Data Year: 2023-2024  Data Source: Dashboard Indicator Reflection Tool
A-G Completion and CTE Pathway Completion Rate	26% students completed a-g and a CTE capstone  Data Year: 2019-20	5.3% students completed a-g and a CTE capstone  All 5.3%	6.3% students completed a-g and a CTE capstone  All 6.3%		26% completed a-g and a CTE capstone  All 26%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CALPADS EOY 1	EL 2.2% SED 5.4% SWD 0.0% FY 0.0%	EL 5.6% SED 6.3% SWD 0.0% FY *		EL 23% SED 26% SWD 15% FY
		Data Year: 2020-2021 Data Source: CALPADS EOY 1	Data Year: 2021-2022 Data Source: CALPADS EOY 1  *Not enough FY students tested to report subgroup data		Data Year: 2022-23 Data Source: CALPADS EOY 1

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Program - Curriculum	Continued investment in textbooks and materials associated to district's core instructional programs.	\$11,234,081.00	No
1.2	Core Program - Personnel	Core program personnel to provide core services to all students within Parlier Unified. Personnel to include; Site Administration Teachers Student services support staff Instructional Paraprofessionals School support staff District Administration	\$41,492,252.00	No

Action #	Title	Description	Total Funds	Contributing
		District support staff District Operations staff		
1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	<p>As demonstrated in the Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English Learner students are struggling with reading and math concepts. A needs assessment revealed a need to ensure reliable, reliable internet and technology is available to EL students to access additional learning material and digital language and literacy supports. To address the need, Parlier Unified will provide support through a Technology department team and support which includes a full-time Director of Technology, Technology Specialists, additional technology devices, technology tools to ensure safety, and supplemental programs to increase access to content instructional materials for K-12 students performing two or more grade levels below grade level which includes access to programs in the classroom setting and training for teachers. Technology allows EL students to progress and practice ELA and Math concepts at their own pace and enables teachers to create a learning environment that is conducive for all different levels of language learners. We expect that the CAASPP ELA and Math scores for English Learners will increase, as teacher training will provide students with better access to supplemental content digital materials targeting key areas of need. Teachers will also utilize learned skills to teach digital citizenship curriculum to better support EL students and the appropriate use of technology. This action is designed to meet the needs most associated with English learner students, However, because we expect that all students showing two or more grade levels below grade level will benefit, this action will be provided on an LEA-wide basis. Parlier Unified School District anticipates an increase in CAASPP ELA and Math data for EL students annually for the following three years.</p>	\$872,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology Infrastructure and Support	<p>As demonstrated in the Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners and foster youth students are struggling with reading and math concepts. A needs assessment revealed a need to ensure reliable internet and technology is available to EL and Foster youth students to access additional learning material and digital supports. To address the need, Parlier Unified will provide funding for the upgrade of technology infrastructure that is reliable, robust, and scalable to ensure full access for students in a 21st Century classroom for K-12 foster youth and English Learner students performing two or more grade levels below grade level which includes access to programs in the classroom setting and training for teachers. Technology allows EL and foster youth students to progress and practice ELA and Math concepts at their own pace and enables teachers to create a learning environment that is conducive for all different levels of learners. We expect that the CAASPP ELA and Math scores for English Learners and foster youth students will increase, as technology infrastructure provides students with differentiated access to content digital materials targeting key areas of need. Teachers will also utilize learned skills to teach digital citizenship curriculum to support appropriate and responsible use of technology for EL and foster youth students. This action is designed to meet the needs most associated with EL and foster youth students, however, because we expect that all students showing two or more grade levels below grade level will benefit, this action will be provided on an LEA-wide basis. Parlier Unified School District anticipates an increase in CAASPP ELA and Math data for EL and foster youth students.</p>	\$125,137.00	Yes
1.5	Teachers on Special Assignment	<p>As demonstrated in the Identified Needs and Metrics sections, CAASPP ELA data, local school assessments, and input from</p>	\$1,085,777.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>educational partners have identified that English Learner students, foster youth, and low-income students are struggling with reading. A needs assessment revealed a need for a more deliberate approach to teaching literacy to our most at-promise students. To address the need, Parlier Unified will provide funding to hire Teachers on Special Assignment (TOSAs) in English Language Arts, English Language Development, Mathematics, and Special Education to support teachers in K-12th grades with professional development, in-class coaching, lesson modeling, and assessment support in their respective areas of specialization. The TOSAs will target instructional strategies and practices to support teachers who work with English Learners, low-income, and foster youth students, as well as students from these subgroups who are also identified as a student with disabilities who are performing two grade levels below their grade level. We expect that the CAASPP ELA scores for English Learners, low income, and foster youth students will increase, as the one-on-one support for teachers, professional development, feedback to teachers, and lesson demonstrations are designed to meet the needs of our at-promise English Learners, low-income, and foster youth students, however, because we expect that all students showing two or more grade levels below grade level will benefit, this action will be provided on an LEA-wide basis.</p>		
1.6	Curriculum Committee	<p>As demonstrated in the Metrics sections, CAASPP ELA data, local school assessments, and input from educational partners have identified English Learners, foster youth, and low-income students who are struggling with reading. A needs assessment revealed a need for a more deliberate approach to teaching literacy to our most at-promise students. To address the need, Parlier Unified will provide funding to purchase materials and pay for staff extra duty time to support teachers in K-12th grades with professional development, and alignment of instructional materials, including assessment support in their respective areas of content specialization. The Curriculum Committee will target instructional strategies and practices to support teachers who work with English Learners, foster youth, and low-income students who are performing two grade levels below their</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>grade level. We expect that the CAASPP ELA scores for English Learners, low-income, and foster youth will increase, as the Curriculum Committee works on the alignment and/or pacing of standards by grade level, an assessment matrix for formative and summative in K-12 designed to meet the needs these student groups. This action is designed to meet the needs of EL, FY, and LI students, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.7	Supplemental School Personnel	<p>As demonstrated in the Identified Metrics section, CAASPP ELA data, local school assessments, and input from educational partners have identified English learners, Low-income, and Foster Youth students at both the elementary and secondary levels are struggling with reading. A needs assessment revealed a need for a more deliberate approach to teaching literacy to our most at-risk students. To address the need, Parlier Unified will fund additional Reading teachers at each site and increased instructional aide support in order to address the reading needs of at-risk English learners, Low-income, and Foster Youth students who have scored two or more grade levels below grade level in the area of reading. These students will be provided with additional opportunities to practice reading skills in smaller groups within a designated reading lab, differentiated reading support by the Intervention teacher, progress monitoring, and articulation between the student's homeroom and Intervention teacher. We expect that the CAASPP ELA scores for English learners, Low-income, and Foster Youth students will increase significantly, as the Reading teachers will provide targeted reading support specific to the low proficiency areas of reading domains. This action is designed to meet the needs of English learners, Low-income, and Foster Youth students however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	\$1,456,820.00	Yes
1.8	Summer School Program	<p>As demonstrated in the Metrics section, CAASPP ELA and Math data, local school assessments, and input from educational partners have</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>identified English learners, Low-income, and Foster Youth students are struggling with ELA and Mathematics. A needs assessment revealed a need for a more deliberate approach and time to practice basic literacy and maths skills for our most at-promise students. To address the need, Parlier Unified has provided funding for a comprehensive summer school program for English learners, Low-income, and Foster Youth students in grades K-12 at various school sites in the district for elementary and secondary students to address the ELA and Math needs of at-promise English learners, Low-income, and Foster Youth students who have scored two or more grade levels below grade level in the area of English Language Arts and Mathematics. Students will be provided with reading intervention strategies with integrated ELD standards to address the language needs of English Learners while they are learning ELA content and standards material. In addition, English learners, Low-income, and Foster Youth students will be provided with additional opportunities to practice math skills in smaller groups, using the Eight Mathematical Practices within an extended morning period, access to manipulatives, math journals, and supplemental materials, and training for teachers. We expect that the CAASPP ELA and Math scores for English learners, Low-income, and Foster Youth students will increase significantly, as the summer school teachers will provide targeted ELA and Math support specific to the low proficiency areas in ELA and Mathematics with embedded ELD standards. This action is designed to meet the unique needs of English learners, Low-income, and Foster Youth students however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.9	Supplemental Instructional and Intervention Materials	<p>As demonstrated in the Metrics section, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, Low-income, and Foster Youth students are struggling with ELA and Mathematics. A needs assessment revealed a need for a more deliberate approach and additional resources to practice basic literacy and maths skills for our most at-promise students. To address the need, Parlier Unified will provide</p>	\$124,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>funding for supplemental materials in ELA, Math, ELD, and other content areas to address the reading needs of at-promise English learners, Low-income, and Foster Youth who have scored two or more grade levels below grade level in the area of reading and math. The identified students will be provided with additional opportunities to practice reading and math skills by using differentiated materials that scaffold and/or reinforce core content material taught by the teacher. These students will be able to demonstrate mastery through a variety of methods. We expect that the CAASPP ELA and Math scores for English learners, Low-income, and Foster Youth will increase significantly, as teachers will provide targeted reading and math support specific to the low proficiency areas of reading and math domains. This action is designed to meet the unique needs of English learners, Low-income, and Foster Youth, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.10	Instructional Aides	<p>As demonstrated in the Metrics section, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, Low-income, and Foster Youth students are struggling with ELA and Mathematics. A needs assessment revealed a need for a more deliberate approach and one on one support in both literacy and maths skills for our most at-promise students. To address the need, Parlier Unified will provide funding to hire Instructional Aides in grades K-12 grade to address the reading needs of at-promise English learners, Low-income, and Foster Youth students who have scored two or more grade levels below grade level in reading and math. School sites will be assigned Instructional Aides to support the classroom teacher(s) by working with the identified students in small groups under the direction of the classroom teacher. The Instructional Aides will support the teacher by monitoring student engagement and supporting students with the application of skills. Instructional Aides will also provide students with one-on-one support before, during, and after a lesson. We expect that the CAASPP ELA</p>	\$1,916,798.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>and Math scores for English learners, Low-income, and Foster Youth students will increase significantly, as teachers will be able to deliver lessons while checking for understanding and providing students with immediate targeted support specific to the students' needs. This will allow for more deliberate and differentiated Tier I support for English learners, Low-income, and Foster Youth students in the classroom setting. This action is designed to meet the unique needs of English learners, Low-income, and Foster Youth, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.11	Bilingual Instructional Aides	<p>As demonstrated in the Metrics sections, the ELPAC, local reclassification criteria, and input from Educational Partners have identified that English Learner students have a decrease in the number of students who are demonstrating growth towards English proficiency and meeting district reclassification criteria. To address the need, Parlier Unified will provide funding to hire Bilingual Instructional Aides for classrooms to support English Learner students in grades K-12 who are at risk of becoming Long-Term English Learners or Long-Term English Learners. Bilingual Instructional Aides will be assigned to classrooms in upper primary through secondary level classrooms to support the language needs of English Learners who are performing at two grade levels below grade level in ELA and Math and have been identified as an English Learners for more than four years without demonstrating English language proficiency growth as measured by the ELPAC. Bilingual Instructional Aides will support students' access to content while they develop English proficiency through designated and integrated ELD. We expect that the CAASPP ELA and Math scores for English Learners will increase significantly, including ELPAC scores, as teachers will be able to deliver content lessons while checking for understanding and providing students with immediate targeted support specific to the student's language needs. This will allow for more deliberate Tier I support for English Learners in the classroom setting.</p>	\$63,441.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Alternative School Instructional Supports	<p>As demonstrated in the Metrics sections, the A-G completion rate, graduation rate, and input from Educational Partners have identified English learners, low income, and foster youth students at the secondary level have a lower graduation rate and A-G completion rate. A needs assessment revealed a need for more opportunities for students to access A-G courses and makeup credits. To address the need, Parlier Unified will provide additional support staff and teacher for 10-12th grade English Learner students who are at risk of not graduating and/or completing the A-G course requirements needed to continue their education beyond high school graduation. Alternative school personnel will provide college and career guidance for English learners, low income, and foster youth students who may have a deficiency in high school credits and require additional time for guidance in a smaller school setting that targets students experiencing a need to be placed in an alternate setting from that of a comprehensive high school. We expect that the high school graduation and A-G completion rates for English learners, low income, and foster youth students will increase significantly, as the Alternative school setting and staff will be able to provide students with additional opportunities to meet with their guidance counselors on a one-on-one basis or group setting. This opportunity will also allow staff to monitor more closely the trajectory of course completion towards graduation while also providing English learners, low-income, and foster youth students with opportunities to engage in college and career events targeting this group of students. This is action is designed to meet the needs most associated with English learners, low income, and foster youth students, but because we expect that all students at risk of not graduating and/or completing A-G course requirements will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects that our Graduation and A-G course completion rates for our English learners, low income, and foster youth students will increase annually and the number of English learners, low income, and foster youth students earning a high school diploma and</p>	\$156,954.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continuing their education beyond high school will increase annually for the following three years.		
1.13	Supplemental Student Support Programs	<p>As demonstrated in the Metrics sections, the A-G completion rate, graduation rate, and input from Educational Partners have identified English learners, low-income, and foster youth students at the secondary level have a lower graduation rate and A-G completion rate. To address the need, Parlier Unified will provide funding to provide K-12 students with experiences and skillsets to prepare them for college and/or career pathways, professional development for teachers on college strategies, such as AVID, to support English learners, low-income, and foster youth students who are at-risk of not graduating and/or completing the A-G course requirements needed to continue their education beyond high school graduation. Students will have access to information and experiences at the elementary level which will allow them to plan for high school graduation and/or college or career pathways before they reach the secondary level. We expect that the high school graduation and A-G completion rates for English learners, low-income, and foster youth students will increase significantly, as the experiences and skill sets will provide the identified students with additional opportunities to identify and reflect on options and pathways targeting their interests while building strong college and career skills throughout their educational experience in the K-12th grade school system. Professional development for teachers and staff training will prepare staff to meet the needs of English learners, low-income, and foster youth students who may need additional support to successfully access and complete high school graduation coursework and college and career pathways. This action is designed to meet the needs most associated with English learners, low-income, and foster youth students, but because we expect that all students at risk of not graduating and/or completing A-G course requirements will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects that our Graduation and A-G course completion rates for our English learners, low-income, and foster youth students will increase annually and the number of English</p>	\$354,685.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners earning a high school diploma and continuing their education beyond high school will increase annually for the following three years.		
<b>1.14</b>	ELD Teachers	As demonstrated in the Metrics sections, the English Learner progress towards English proficiency, the reclassification rate, and input from Educational Partners, have identified English Learner students have lower English proficiency and reclassification rates as compared to the previous school year. To address the need, Parlier Unified will provide funding to hire English Language Development teachers who work directly with English Learner students, including those students who may be at risk of becoming Long-Term English Learners and/or are Long-Term English Learners in a Designated English Language Development(ELD) setting or period targeting ELD state standards, including language domain-specific strategies and professional development for teachers, administration, and support staff. We expect that the English proficiency and reclassification rates for English Learners will increase significantly, as the ELD teachers will be able to provide students with targeted language acquisition strategies and additional opportunities to practice their English language skills in an environment conducive to practicing all four English language domain skills which is a low affect filter environment during the Designated ELD time. Parlier Unified School District expects that our English proficiency and reclassification rates for our English Learner students will increase annually for the following three years.	\$533,983.00	Yes
<b>1.15</b>	Preschool Program	As demonstrated in the Identified and Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English Learners, low-income, and foster youth students who are struggling with reading and math. A needs assessment revealed a need for more early interventions and support for the identified students both in literacy and maths skills. To address	\$184,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the need, Parlier Unified will have a preschool program to support English Learners, low-income, and foster youth students. The preschool opportunity will support early literacy development and socio-emotional learning as well as professional training for teachers. This program will allow for the identified students to have early access to pre-literacy skills, and pre-math skills such as vocabulary, phonics, sorting and recognizing patterns. We expect that ELA and Math CAASPP rates for English learners, low-income and foster youth students will increase significantly, as teachers will prepare preschool students with skills that will provide the foundational skills to meet the academic rigor and standards of the K-12 grade school system. This action is designed to meet the unique needs of English Learners, low-income, and foster youth students, however, because we expect that all students showing will benefit, this action is provided on an LEA-wide basis.</p>		
1.16	Professional Development	<p>As demonstrated in the Identified Needs and Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, low income, and foster youth students who are struggling with reading and math. A needs assessment revealed that teachers need additional professional development to support the unique needs of these student groups. To address the need, Parlier Unified will provide funding to provide, supplement, and increased professional development for staff in the areas of ELA, Mathematics, ELD, and other content areas. Professional development for K-12th staff will provide them with tools to support English learners, low income, and foster youth students who are performing two or more grade levels below grade level by providing training regarding language and differentiation strategies that target students' language needs in all content areas, including Designated and Integrated ELD professional training for teachers. We expect that ELA and Math rates for English Learners, low-income, and foster youth students will increase significantly, as teachers will have the skills set to identify student language needs and provide differentiation strategies to support access to core content standards while acquiring English language</p>	\$529,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>proficiency concurrently. This action is designed to meet the unique needs of English learners, low income, and foster youth students, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.17	Learning Directors	<p>As demonstrated in the Identified Needs and Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, low income, and foster youth students who are struggling with reading and math. A needs assessment revealed a need for better monitoring of student data as well as a systematic approach to ensuring the identified students are receiving the interventions are support that they need to be successful. To address the need, Parlier Unified will provide funding for Learning Director positions at all school sites that have English Learner, low-income, and foster youth students performing two or more grade levels below grade level including monitoring student data, providing teacher instructional feedback, and training for teachers and staff. Learning Directors will oversee learning difference and supports for EL, LI, and FY students, and study skills programs in the school and manages information and data to ensure the identified students receive the supports they need. We expect that ELA and Math rates for English Learners, low-income, and foster youth students will increase significantly, as Learning Directors will be able to monitor instruction, and student assessment outcome data, and work collaboratively with teacher groups and/or grade level Professional Learning Communities (PLCs) to review student data, instructional practices, and goal setting. This action is designed to meet the unique needs of EL, FY, and LI students, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. We expect that ELA and Math state and local data will improve for EL, FY, and LI students.</p>	\$1,186,414.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	C&I Director and Support Staff	<p>As demonstrated in the Identified Needs and Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English learners, low-income, and foster youth students who are struggling with reading and math. A needs assessment revealed a need for better monitoring of student data as well as a systematic approach to ensuring the identified students are receiving the interventions are support that they need to be successful. To address the need, Parlier Unified will provide support personnel for the Educational Services Department at the district level who work directly with school sites that have English learners, low-income, and foster youth students performing two or more grade levels below grade level that includes monitoring LEA-level student data, providing data reports, funding guidance and support, feedback, and training for site administration on core and supplemental resources. We expect that CAASPP ELA and Math rates for English Learners, low-income, and foster youth will increase significantly, as additional curriculum and instructional personnel will be able to monitor instruction, student assessment outcome data, plan and implement interventions for at-promise students while working collaboratively with school sites to review student data, instructional practices, coaching for identifying site needs, establishing goals, and action planning using the Cycle of Continuous Improvement. This action is designed to meet the unique needs of EL, FY, and LI students, however, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	\$138,516.00	Yes
1.19	Maintain and Reduce Class Sizes and Staff Ratios	<p>As demonstrated in the Metrics sections, CAASPP ELA and Math data, local school assessments, and input from educational partners have identified English Learner students are struggling with reading and math. To address this need, Parlier Unified will utilize additional funding to maintain and reduce class sizes and staff ratios in grades K-12 grade to address the reading needs of at-promise English Learner students who have scored two or more grade levels below grade level in reading and math. School sites will be provided with additional teachers and support personnel to provide more</p>	\$660,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individualized instruction in smaller groups targeting students' areas of need specific to reading and math skills. Smaller class size and staff ratios will allow staff to hone in on students' understanding and ability to apply skills by monitoring student work outcomes. PUSD currently exceeds the state ratio in K-3 and by providing lower staff ratios, students will be provided the additional opportunities to practice and build their comprehension of skills. We expect that the CAASPP ELA and Math scores for English Learners will increase significantly, as smaller class and staff ratios will allow for teachers to provide more targeted Tier I support more readily and often to ensure students are building foundational skills needed to master grade level standards. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects our ELA and Math CAASPP scores for our English Learner students will increase annually for the following three years.		
1.20	Specialized and Targeted Support for Students with Disabilities	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 public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.	\$2,464,666.00	No

## Goal Analysis [2022-23]

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: 4 - Full Implementation

Success(es): Parlier Unified provided access to technology for students by ensuring that all devices at all school sites were updated to meet the academic needs of students. The Technology department provided wi-fi devices to students whose homes did not have access to internet services on a need basis. The focus of the Technology Plan has been to ensure all students have 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): In the process of trying to provide access to devices and the internet, the district experienced a challenge in trying replace devices that were lost, damaged, or outdated at a cost-effective price. Overall, the implementation of the Technology Plan to support the curriculum, instruction, and assessment was effective by the coordination of staff, materials, and scheduling that streamlined in-classroom instructional needs and provided for remote access to instructional and assessment materials for students with health plans.

#### 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 increase the number and type of devices and tools in the classroom suitable for expanding the learning of all students. By expanding on the district's technology infrastructure, students were able to demonstrate content knowledge mastery through various methods as evident in their digital assessments, classroom assignments, remote access, 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 for classroom use only, 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

Success(es): Parlier Unified was able to sustain all six Teachers on Special Assignment (TOSAs) positions. As a result, Parlier Unified was able to provide services in the area of Early Literacy (2 positions), Math (1 position), ELD (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, and data analysis through in-class modeling, 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. Parlier Unified was able to replace the Math Teacher on Special Assignment position fairly quick in an effort to address the needs of students in the area of Math, as evident in the Math SBAC scores. 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 Curriculum and Instruction leadership team to develop curriculum maps that are geared to support teachers in intervention classes.

Challenge(s): Although the Parlier Unified CAASPP Scores in Math for 2022 increased slightly, the district continued to score low in math for all students and English Learner sub-group.

#### 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 sites in Parlier Unified continues to have a Reading Intervention teacher to address the early literacy, phonemic awareness needs, and reading needs of students in grades K-8th grade, while focusing on reading fluency and comprehension in 9-12th grade. Supplemental time continues to be offered to students who are demonstrating below-grade level proficiency in math 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 the MTSS team.

Challenge(s): The challenge for this action continues to be the focus on providing intervention in key areas of need versus credit recovery. The high school Reading Intervention teacher also teaches English Language Arts and will need to be provided with professional development in the use of the district's secondary level reading intervention program. In addition, 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 services for all students and held at all school sites. Each school site was provided with the opportunity to recruit their students for the summer school program which involved intervention in ELA, Math, and ELD at the elementary and middle school levels. The secondary level summer school was held at Parlier High School for all incoming and existing students in grades 9-12th with a focus on credit recovery and advancement. All summer school programs were scheduled for a total of six weeks. By having the summer school services available at all school sites, teachers were able to work with their own students in smaller groups and target areas of greatest need. This model allowed for more students to attend summer school to address the learning loss from not having in-person instruction during COVID.

Challenge(s): The challenge that was encountered was hiring enough teachers to teach summer school. The district made every effort to advertise with ample time before summer school started, but there were challenges in getting teachers to take the extra assignment(s). Overall, the summer school program was successful in getting students to come to their local schools to receive intervention and/or credit recovery.

#### 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: 3 - Initial 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. Classroom teachers were able to provide small group instruction to students needing extra time to learn and apply new skills. Instructional Aides worked closely with the teachers and have been instrumental in allowing teachers to do Tier I interventions for students needing additional support.

Challenge(s): The challenge for the district was minimal in this area, although some schools encountered scheduling conflicts and/or needs 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 and purchases to address the needs of students in the alternative school setting. Personnel at the alternative school setting were able to work closely with students by setting goals on how to recover credit deficiencies needed towards obtaining a high school diploma. Students in the alternative high school setting were also able to connect with onsite support personnel that worked closely with students to encourage students to advance their education past the high school level.

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

#### 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 baseline data to the 2021-2022 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 to address the language needs of English Learners in a Designated ELD setting. The district was able to move closer towards their pre-COVID percent of English Learners who demonstrate English language proficiency growth as demonstrated in the baseline percentage of 48.1 in 2019 and 46.7% in 2022 as measured by the state English Language Proficiency Assessment of CA (ELPAC). 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, including targeted professional development in the ELA/ELD Framework of CA and EL Road Map.

#### Action (1.15) Preschool Program

Implementation Status: 4 - Full Implementation

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

Challenge(s): The challenge continued to be coverage when preschool staff was absent during long periods of work leaves.

#### 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 continuity of lessons 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 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 continued to fund Learning Directors at school sites to support student academic achievement. Learning Directors were responsible for monitoring student academic progress and managing state and local test administrations. The principal of each school site worked closely with the Learning Director to disaggregate student academic and behavioral data. As a team, the school Principal and Learning Director were able to support teachers implement district-wide and school initiatives. The Learning Director was also able to monitor classroom instruction, provide feedback to teachers, and work with students with social-emotional needs. Learning Directors were also able to collaborate with grade-level teams to engage in the discussion of how best to meet the needs of our students. 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 the Curriculum and Instruction Director and support staff positions to address the academic needs of all school sites in the district. The Curriculum and Instruction Director and support staff were able to work with school sites to provide the resources and support needed to address the needs of students not meeting grade level standards in ELA, Math, Special Education, and ELD. The Curriculum and Instruction Director 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 C&I Director met weekly with the district's Teachers on Special Assignment team 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 scheduling planning time to address areas of need once identified.

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

Implementation Status: 4 - Full Implementation

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

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

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

The majority of the estimated actual expenditures for Goal 1 demonstrate material differences from the budgeted expenditures. 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 - Curriculum: Budgeted Expenditures were projected at \$8,016,261 and Estimated Actual Expenditures are projected at \$15,325,108. Material difference increase due to not originally budgeting for all items that support the Core Instructional program at the district.

1.5) Teachers on Special Assignment: Budgeted Expenditures were projected at \$787,015 and Estimated Actual Expenditures are projected at \$947,382. Material differences demonstrated an increase as a result of the district hiring a Math Teacher on Special Assignment and increased costs to salaries and benefits.

1.7) Supplemental School Personnel: Budgeted Expenditures were projected at \$2,289,178 and Estimated Actual Expenditures are projected at \$1,338,195. Material difference demonstrated a decrease as a result of the district grant funding to fund supplemental personnel.

1.8) Summer School Program: Budgeted Expenditures were projected at \$50,688 and Estimated Actual Expenditures are projected at \$1,000. Material differences demonstrated a decrease as result of the district providing summer school intervention services and funding the summer services utilizing one-time funds such as Learning Loss.

1.9) Supplemental and Intervention Materials: Budgeted Expenditures were projected at \$284,588 and Estimated Actual Expenditures are projected at \$125,120. Material differences demonstrated a decrease as a result of of the district's use of on-going intervention programs that were on multiple year contract(s) and alternate funding earmarked for intervention. The district continued to utilize a variety of intervention programs, materials, and coaching for teachers to address students' needs at various levels.

1.10) Instructional Aides: Budgeted Expenditures were projected at \$2,170,662 and Estimated Actual Expenditures are projected at \$1,733,974. Material differences demonstrated a decrease as a result of not being able to fill open positions and using grant funds to split fund instructional aides salaries.

1.11) Bilingual Instructional Aides: Budgeted Expenditures were projected at \$155,650 and Estimated Actual Expenditures are projected at \$40,621. Material differences demonstrated a decrease as a result of the district's continued funding of Bilingual Aides through categorical funding.

1.15) Preschool Program: Budgeted Expenditures were projected at \$202,251 and Estimated Actual Expenditures are projected at \$174,563. Material differences demonstrated a decrease as a result of personnel costs being lower than originally projected. Employee extended absences were filled by substitutes.

1.16) Professional Development: Budgeted Expenditures were projected at \$432,672 and Estimated Actual Expenditures are projected at \$353,480. Material differences demonstrate a decrease as a result of the district's use of grant funding earmarked for providing professional development. The district continued to provide services for professional coaching for teachers and staff, including follow-up professional development contracts targeting the needs of English Learners, data analysis, intervention, and instructional strategies.

1.17) Budgeted Expenditures were projected at \$202,251 and Estimated Actual Expenditures are projected at \$174,563. Material differences demonstrated a decrease as a result of personnel costs being lower than originally projected. Employee extended absences were filled by substitutes. \$1,084,165 (\$1,222,834)

1.18) C&I Director and Support Staff: Budgeted Expenditure were projected at \$150,951 and Estimated Actual Expenditures are projected at \$219,782. Material differences demonstrate an increase as a result of salary and benefits increases to C&I Director and Support Staff and split-funded salary for Director of Categorical and Compliance who works with all school sites and works on the LCAP process/timeline.

1.19) Maintain and Reduce Class Sizes and Staff Ratios: Budgeted Expenditures were projected at \$563,854 and Estimated Actual Expenditures are projected at \$653,623. Material differences demonstrate an increase as a result of increase in personnel salary and benefits.

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

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

Rating Scale (lowest to highest):



- 1– Not Effective
- 2 – Somewhat Effective
- 3 – Effective.

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

Action(s): Action 1.1 - Core Program Curriculum, Action 1.2 - Core Program Personnel, and Action 1.16 - Professional Development  
Effectiveness of Action(s): 3 - Effective

Metric(s): ELA and Math CAASPP Scores, Appropriately Credentialed Teachers, and Access to standards aligned instructional materials  
Analysis Statement: Parlier Unified experienced growth in both ELA and Math CAASPP scores for English Learners, low income, and students with disabilities (not enough Foster Youth students tested to report subgroup data) as result of having core curriculum and core personnel correctly placed district-wide. Through the systematic professional development offered throughout the school year, teachers were able to apply strategies in the classroom and receive follow-up professional development in the same areas in an effort to support teachers 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.

Action(s): Action 1.3 - Implement the Technology Plan to support Curriculum Instruction and Assessment and Action 1.4 - Technology Infrastructure and Support

Effectiveness of Action(s): 3 - Effective

Metric(s): ELA and Math CAASPP Scores

Analysis Statement: Parlier Unified experienced growth in both ELA and Math CAASPP scores for all students and subgroups. 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.

Action(s): Action 1.5 - Teachers on Special Assignment, Action 1.7 - Supplemental School Personnel, and Action 1.9 - Supplemental Instructional and Intervention Materials

Effectiveness of Action(s): 3 - Effective

Metric(s): ELA and Math CAASPP Scores, ELs making progress towards English proficiency, AP Passage Rate

Analysis Statement: Parlier Unified experienced growth in both ELA and Math CAASPP scores for our low-income students. The New Teacher Support and Mentor Program has been a success based on anecdotal evidence and feedback provided by New and Mentor teachers. New Teachers receive appropriate professional development, support, and mentorship through an ongoing job-embedded training process. We anticipate new teachers' greater success and job satisfaction, leading to increased retention and recruitment of future teachers. This action has positively impacted one or more of the goal indicators listed above. Reduction in turnover correlates directly to an increase in

all student achievement indicators, especially for English learners, foster youth, and/or low-income students, as they will have more experienced, highly qualified, and trained teachers.

Action(s): Action 1.11 - Bilingual Instructional Aides, Action 1.13 - Supplemental Student Support Programs, Action 1.14 - ELD Teachers, and Action 1.16 - Professional Development

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): EL students making progress toward English proficiency, EL reclassification rate, AP Passage Rate, Number of CA State Seal of Bi-literacy recipients, and Implementation of standards for all students and enable ELS access to CCSS and ELD standards

Analysis Statement: Parlier Unified experienced a slight decrease in the number of EL students attaining a level 4 on the Summative ELPAC as compared to the percentage of EL students attaining a Level 4 in Spring 2021. As a result, the district focused on utilizing support personnel and programs, including professional development in the area of Designated and Integrated ELD, to support teachers with differentiating their instruction to meet the language needs of their EL students. School administration also focused on the reclassification of their Level 4 students. The percentage of EL students meeting district criteria for reclassification increased. The increase was attributed to the revision of the district's reclassification criteria and alignment with state criteria, including the correction of data errors in the district's student information system. The district anticipates that through the support of supplemental personnel and materials, and professional development for our ELD teachers, we will continue to have an increase in reclassifications and the percentage of EL students making progress towards English proficiency.

Action(s): Action 1.12 - Alternative School Instructional Supports

Effectiveness of Action(s): 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

Analysis Statement: Parlier Unified continued to facilitate the collaboration between the regular comprehensive high school and the alternative high school to address the learning needs of high school students while providing them with student counseling, access to Career Technology Education (CTE), and supplemental supports such intervention and credit recovery. The Alternative School personnel worked with Counselors from the comprehensive high school to ensure students in the alternative school setting had full access to a broad course of study, were addressing the credit recovery for students deficient in credits to meet graduation criteria. The district will continue to support the collaboration between both campuses and the needs of each of the two schools. In addition, the graduation rate is an area of concern for the Alternative School setting with regards to their Independent Studies student population. The Alternative school personnel will work closely with parents of English Learners, low-income, and Foster Youth parents/guardians to monitor progress towards meeting graduation, career pathway, and/or college entrance requirements.

Action(s): Action 1.15 - Preschool

Effectiveness of Action(s): 3 - Effective

Metric(s): CAASPP ELA and Math

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

Action(s): Action 1.17 - Learning Directors and Action 1.18 - C&I Director

Effectiveness of Action(s): 3 - Effective

Metric(s): EAP ELA and EAP Math, Access to standards aligned instructional materials

Analysis Statement: Parlier Unified funded a Director of Curriculum and Instruction to support school sites with ELA and Math curriculum, instruction, and assessment. The Curriculum and Instruction Director work closely with Learning Directors to provide teachers with access to standards, materials, and assessments. It was effective as a result of the collaboration between the Curriculum Director and site Learning Directors. Although the district will be eliminating the Curriculum and Instruction Director position, the systems of operations and protocols are in place.

Action(s): Action 1.19 - Maintain and Reduce Class Sizes and Staff Ratios

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Appropriately assigned and full credentialed teachers

Analysis Statement: Parlier Unified's work on reducing the number of classroom sizes and staff ratios continued throughout the district. Parlier Unified focus on secondary ELD class sizes and teacher ratios to address need of English Learners who are learning English as a second language while also learning content in other courses. The data demonstrates that English Learners are not performing at the same level as the All student and Socio-Economically Disadvantaged (SED) student groups.

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

Parlier Unified School District will continue with actions in Goal #1 with the exception of Action #6 - The Curriculum Committee and part of Action #18 - C&I Director. As mentioned previously in this analysis, the Curriculum Committee action (1.6) does not warrant a specific dollar amount outline in the budget, but will remain itemized as an action as it is an important component for meeting goal #1 metrics. This action will remain, but have zero funding for next school year.

For 2023-2024 school year the additional 15% add-on has expanded and added the following actions:

Goal 1: Action 5 (Teachers on Special Assignment)

Increase the number of Teachers on Special Assignment in the area of Math and ELD to address the learning gaps demonstrated by our English Learner student sub-group in the area of English Language Arts, Math, and English proficiency growth.

Goal 1: Action 10 (Instructional Aides)

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

Other Changes to Actions in Goal #1:

Goal 1: Action 18 (C&I Director)

Decrease funding for Action 18 as a result of the C&I Director position not being filled for the 2023-2024 school year. Continue to fund support personnel positions in Action 18.

Change to Measuring and Reporting Results: Reclassification data source was changed to the district's Aeries data and ELPAC data due to Data Quest data not available.

Parlier Unified updated the Desired Outcomes for metrics based on review of the data.

Parlier Unified School District will add of an action in Goal I for the 2023-2024 school year.

The new action will be added as Goal 1: Action 20 and will address the specialized and targeted support to students with disabilities as outlined in their Individual Education plan (IEP). This will be a non-contributing action as the funding is provided through State and Federal Special Education Funds.

Goal 1: Action 20 TITLE: Specialized and Targeted Support for Students with Disabilities

Goal 1: Action 20 DESCRIPTION: 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 public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.

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



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	Attendance rate: Baseline - 93.04% Data Year: 2020-2021 Data Source: P-2	Attendance rate: All - 95.38% ELs - 95.46% SED - 95.42% SWD - 94.15% FY - 95.71 Data Year: 2020-2021 Data Source: P-2	Attendance rate: All - 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
Chronic absenteeism rate	Chronic absenteeism rate: Baseline All - 25.9% ELs - 28.11% SWD - 35.27% Data Year: 2020-2021 Data Source: CALPADS EOY-3	Chronic absenteeism rate: All - 45.1% ELs - 44.2% SED - 45.8% SWD - 56.6% FY - 42.9 Data Year: 2021-2022 Data Source: CALPADS EOY-3	Chronic Absenteeism rate: All - 48.6% ELs - 44.1% SED - 49% SWD - 63% FY - 64.7% Data Year: 2021-2022 Data Source: CALPADS EOY-3		Chronic absenteeism rate: All - 15% ELs - 15% SED - 15% SWD - 20% FY - 15% Met ___ Not Met ___ Data Year: 2023-2024 Data Source: CALPADS EOY-3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Drop Out rate	<p>High School Drop Out rate:</p> <p>Baseline - 3%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Aeries</p>	<p>High School Drop Out rate:</p> <p>All - 6%</p> <p>ELs - 10%</p> <p>SED - 4%</p> <p>SWD - 15%</p> <p>FY - To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p> <p>Data Year: 2020-2021</p> <p>Data Source: Aeries</p>	<p>High School Drop Out rate:</p> <p>All - 3.6%</p> <p>ELs - 6.8%</p> <p>SED - 3.2%</p> <p>SWD - 3.6%</p> <p>FY - To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p> <p>Data Year: 2021-2022</p> <p>Data Source: Aeries</p>		<p>High School Drop Out rate:</p> <p>All - 2%</p> <p>ELs - 5%</p> <p>SED - 2%</p> <p>SWD - 8%</p> <p>FY - 5%</p> <p>Met ___</p> <p>Not Met ___</p> <p>Data Year: 2023-2024</p> <p>Data Source: Aeries</p>
Suspension rate	<p>Suspension rate:</p> <p>Baseline</p> <p>All - 2.7%</p> <p>ELs - 2.2%</p> <p>SWD - 5.5%</p> <p>Data Year: 2019-2020 (Most recent data due to COVID-19 Pandemic closures)</p> <p>Data Source: Aeries &amp; Data Quest</p>	<p>Suspension rate:</p> <p>All - 0%</p> <p>ELs - 0%</p> <p>SED - 0%</p> <p>SWD - 0%</p> <p>FY - 0%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Data Quest</p>	<p>Suspension rate:</p> <p>All - 4.5%</p> <p>ELs - 4.94%</p> <p>SED - 4.65%</p> <p>SWD - 6.33%</p> <p>FY - 4.76%</p> <p>Data Year: 2021-2022</p> <p>Data Source: Data Quest</p>		<p>Suspension rate:</p> <p>All - 1%</p> <p>ELs - 1%</p> <p>SWD - 2%</p> <p>FY- - 1%</p> <p>Met ___</p> <p>Not Met ___</p> <p>Data Year: 2023-2024</p> <p>Data Source: Aeries &amp; Data Quest</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	<p>Expulsion rate:</p> <p>Baseline All - 0% ELs - 0%</p> <p>Data Year: 2019-2020 (Most recent data due to COVID-19 Pandemic closures)</p> <p>Data Source: Aeries &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 - 0.30% ELs - 0.10% SED - 0% FY- 0%</p> <p>Data Year: 2021-2022</p> <p>Data Source: Data Quest</p>		<p>Expulsion rate:</p> <p>All - 0% ELs - 0% SED - 0% FY - 0%</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: Aeries &amp; Data Quest</p>
School Climate Survey	<p>School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness</p> <p>Baseline School Connectedness - 79% Baseline School Safety - 68%</p> <p>Data Year: 2020-2021</p> <p>Data Source: School Climate Survey</p>	<p>School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness</p> <p>STUDENTS: All Connectedness - 86% School Safety - 60%</p> <p>EL Connectedness - 73% School Safety - 53%</p> <p>SED Connectedness - 85% School Safety - 58.5%</p>	<p>School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness</p> <p>STUDENTS: All Connectedness - 68% School Safety - 48%</p> <p>EL Connectedness - 61% School Safety - 41%</p> <p>SED Connectedness - 66% School Safety - 46%</p>		<p>School Climate Survey: Percentage of students indicating students feeling high levels for school connectedness</p> <p>STUDENTS: All Connectedness - 80% School Safety - 70%</p> <p>EL Connectedness - 80% School Safety - 70%</p> <p>SED Connectedness - 80% School Safety - 70%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY Connectedness - % No Foster Youth outcome data available School Safety - % No Foster Youth outcome data available  STAFF: Connectedness - 51% School Safety - 67%  PARENTS: Connectedness - 45% School Safety - 59%  Data Year: 2021- 2022  Data Source: School Climate Survey	FY Connectedness - % No Foster Youth outcome data available School Safety - % No Foster Youth outcome data available  STAFF: Connectedness - 53% School Safety - 61%  PARENTS: Connectedness - 51% School Safety - 36%  Data Year: 2022- 2023  Data Source: School Climate Survey		FY Connectedness - 80% School Safety - 70%  STAFF: Connectedness - 80% School Safety - 70%  PARENTS: Connectedness - 80% School Safety - 70%  Met ____ Not Met ____  Data Year: 2023- 2024 Data Source: School Climate Survey
School Facilities Inspection Tool (FIT)	School facilities are maintained in good repair:  Score: Met  Data Year: 2020- 2021	School facilities are maintained in good repair:  Score: Met  Data Year: 2021- 2022	School facilities are maintained in good repair:  Score: Met  Data Year: 2021- 2022		School facilities are maintained in good repair:  Score: Met  Met ____ Not Met ____

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Williams Facility Inspection (FIT) Tool	Data Source: Williams Facility Inspection (FIT) Tool	Data Source: Williams Facility Inspection (FIT) Tool		Data Year: 2023- 2024 Data Source: Williams Facility Inspection (FIT) Tool
Middle School Dropout	Middle School Drop Out rate:  Baseline - 0%  Data Year: 2020- 2021 Data Source: Aeries & Data Quest	Middle School Drop Out rate:  All - 0% ELs - 0% SED - 0% FY- 0%  Data Year: Data Source: Aeries & Data Quest	Middle School Drop Out rate:  All - 0% ELs - 0% SED - 0% FY- 0%  Data Year: 2021- 2022 Data Source: Aeries & Data Quest		Middle School Drop Out rate:  All - 0% ELs - 0% SED - 0% FY- 0%  Met ____ Not Met ____  Data Year: 2023- 2024 Data Source: Aeries & Data Quest

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Well-Being Initiatives	As demonstrated in the Identified Needs and Metrics sections, suspension data, local school survey data, and input from educational partners have identified English learners, low-income, and foster youth students are struggling to stay connected to school as compared to all students. To address the need, Parlier Unified will provide funding to increase enrichment and extracurricular activities, VAPA and CTE	\$2,872,040.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		<p>school through the opportunity to learn a new skill(s) and explore their potential in a non-traditional environment, thereby being engaged in their school.</p> <p>We expect that the suspension rates for English Learners, low-income, and Foster youth students will decrease, as more course offerings targeting students' interests, professional development, student outreach, access to enrichment activities, and courses are to meet the needs of our English learners, low-income, and foster youth students. However, because we expect that all students needing support to stay connected will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District anticipates the rate of English Learner, low-income, and foster youth students' suspension data to decrease and student survey of connectedness will increase annually for the following three years.</p>		
2.2	Student Mental Health Programs	<p>As demonstrated in the Metrics sections, suspension and attendance rates, local school data, and input from educational partners have identified English learners, low-income, and foster youth students are struggling with feeling safe and connected to school. To address the need, Parlier Unified will provide funding to increase support personnel to monitor student attendance, school safety, Counselors, Social Workers, and Behavior Intervention Specialists to address the social-emotional needs of English learners, low-income, and foster youth students. Staff professional development will be designed to improve school culture and build staff capacity to support K-12th grade EL, FY, and LI students who may be in need of social and emotional support services to stay connected with school. This includes small group counseling and guidance, in-class lessons, mental health support in either one-on-one or group setting, and social-emotional learning training for staff, students, and parents. The identified students will be referred by their teachers and/or by parent request. The support personnel, in conjunction with the Child Wellness and Attendance department, will conduct wellness home visits to ensure students are attending school and learning, while their social and</p>	\$4,195,744.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>emotional needs are being met. By providing the identified students with social and emotional support in a safe school environment, students will be able to sustain good school attendance which will allow for these students to have full access to school services and opportunities to feel connected to their school. PBIS encourages the development of positive teacher-student relationships. In addition, it provides LI, EL, and FY students with the foundational skills they will need for success in life. We expect that the suspension rates for English learners, low-income, and foster youth students will decrease, as the one-on-one support for teachers and students, professional development, student outreach, access to PBIS strategies, and courses are to meet the needs of our English learners, low-income, and foster youth students. This action is designed to meet the needs most associated with the identified student groups, however, because all students can benefit, this action will be provided LEA-wide. Parlier Unified School District anticipates the rate of English Learner, low-income, and foster youth students' suspension rate will decrease while attendance rates will increase annually for the following three years.</p>		
2.3	Student Attendance Continuous Improvement Program	<p>As demonstrated in the Identified Metrics section, student chronic absenteeism rates, local school data, and input from educational partners have identified English learners, low-income, and foster youth students have lower attendance rates. To address the need, Parlier Unified will fund staff that includes a full-time Attendance and Child Welfare Director, support personnel, incentives to increase student connectedness and attendance, community outreach expenses, and supplies to maintain secure campuses to address the attendance needs of English Learner, low-income, and foster youth students who have excessive absences and chronic absenteeism. The identified students and their families will be provided with outreach services that encourage students to attend school on a daily basis, incentives to sustain consistent attendance, and training for parents. The identified students would benefit from personnel who works directly with students, parents, and community groups at school sites to identify,</p>	\$619,801.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>remedy and prevent attendance barriers at the school site; prioritizing barriers related to a sense of belonging. The district will provide a Child Welfare and Attendance personnel and school site personnel to monitor reasons or issues that negatively impact student attendance and utilize data to develop incentives to build connectedness and increase daily attendance. Having consistent monitoring of EL, LI, and FY student attendance and analyzing trends that arise from data collected, will help target key areas of need. Wellness home visits, on-campus support, and maintaining secure school campuses, will ensure students are attending schools and learning, while their social and emotional needs are being met. In addition, incentives will be planned to target the need for increasing attendance.</p> <p>We expect that the attendance rate for English learners, low-income, and foster youth students will increase significantly, as the Child and Welfare staff will provide targeted assistance to students and their families through home visits, one-on-one guidance, and the elimination of barriers keeping students from attending school daily. However, because we expect that all students showing low attendance rates and high absenteeism will benefit, this action is provided on an LEA-wide basis. Parlier Unified School District expects that the attendance rates for English learners, and low-income and foster youth students will increase annually for the following three years.</p>		
2.4	Campus Connections	<p>As demonstrated in the Metrics section, school climate survey results, local school behavior data, and input from educational partners have identified English learners, low-income, and foster youth students are struggling with feeling connected and safe at school. According to student and parent feedback from our English learners, low-income, and foster youth student populations want additional resources and people on campus to ensure their safety. To address the need, Parlier Unified has provided funding for campus control monitors, Safety Resource Officers, increase safe school training (i.e., lockdowns and incident training) for all staff, and other safety resources and materials</p>	\$758,364.00	Yes

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

## Goal Analysis [2022-23]

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. Students at the middle school and high school level were provided with band classes, music instruments, and events to practice and refine their skills. The district saw an increase in the number of students participating in the district's marching band. The district marching band which currently consists of middle school and high school students 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 two 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 expects to expand the CTE program by building a new CTE facility, funded through grant and bond monies, to further expand the CTE program and opportunities for students to stay connected.

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

Challenge(s): The challenge encountered by the district was replacing vacancies for Behavior Intervention Specialists and Social Workers who left their employment with the district in the middle of the school year.

#### 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 92% as a result of the work conducted by the Child Welfare and Attendance department personnel 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.

Challenge(s): The challenge experienced by the district involved the Chronic Absenteeism rate across the district. The district especially encountered challenges with students on Independent Studies adhering to required on-site visits and monitoring of coursework completion.

#### Action (2.4) Campus Connections

Implementation Status: 4 - Full Implementation

Success(s): Parlier Unified was able to fund Campus Monitors to support school initiatives' and parent events. The Campus Monitors were able to implement school safety initiatives with a limited number of personnel to maintain a safe school environment.

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.

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

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

(2.2) Student Well-Being: Budgeted Expenditures were projected at \$3,923,544 and Estimated Actual Expenditures are projected at \$4,426,554. Material differences demonstrate an increase as a result of staff salary and benefit increases.

(2.3) Student Chronic Attendance Improvement Program: Budgeted Expenditures were projected at \$490,407 and Estimated Actual Expenditures are projected at \$432,450. Material differences demonstrate a decrease as a result of funding expenses from COVID-related funds.

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

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

Rating Scale (lowest to highest):

- 1– Not Effective
- 2 – Somewhat Effective
- 3 – Effective.

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 Plan

Effectiveness of Action(s): 2 - Somewhat Effective

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

Analysis Statement: Parlier Unified experienced an increase in the number of students identified as chronically absent for all students and subgroups. 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. 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 with all groups to determine the root cause(s).

Action(s): Action 2.4 - Campus Connections

Effectiveness of Action(s): 2 - Somewhat Effective

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

Analysis Statement: 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 alternative to discipline, the district will 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 steps 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.

Parlier Unified School District will work with Fresno County Superintendent of Schools through the Differentiated Assistance process to determine the root cause(s) for the high Chronic Absenteeism rate for all students and subgroups. The district's goal is to reduce the number of students who have been identified as Chronically Absent. In addition, the material differences in Action 2.3 will provide the district an opportunity to review past expenditures.

Parlier Unified updated the Desired Outcomes for metrics based on review of the data.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Number of parent participants - 125</p> <p>Data Year: 2020-2021</p> <p>Data Source: Google Forms/Survey Monkey</p>	<p>Number of parent participants - 96</p> <p>Data Year: 2021-2022</p> <p>Data Source: Google Forms/Survey Monkey</p>	<p>Number of parent participants - 151</p> <p>Data Year: 2022-2023</p> <p>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 using Panorama for all Educational Partner surveys for 2022-2023.</p>		<p>Met ____</p> <p>Not Met ____</p> <p>Data Year: 2023-2024</p> <p>Data Source: Google Forms/Survey Monkey</p>
<p>Participation rate (number) of parents in school and district level committees</p>	<p>Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).</p> <p>Baseline</p> <p>Number of participants - 16</p> <p>Data Year: 2020-2021</p>	<p>Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).</p> <p>Number of participants - 20</p> <p>Data Year: 2021-2022</p>	<p>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</p>		<p>Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs).</p> <p>Number of participants - 30</p> <p>Met ____</p> <p>Not Met ____</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Zoom or Google Meets participation logs	Data Source: Zoom or Google Meets participation logs	Data Source: In-person and virtual meeting participation logs.  Note: After Covid, the district provided a hybrid model for Educational Partner meetings which included in-person and virtual meeting formats.		Data Year: 2023-2024 Data Source: Zoom or Google Meets participation logs
Number of parents attending district parent workshops	Parental participation in parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):  Baseline Number of participants - 23  Data Year: 2020-2021 Data Source: Zoom participation logs	Parental participation in parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):  Number of participants - 68  Data Year: 2021-2022 Data Source: Zoom participation logs	Parental participation in parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):  Number of participants - 46  Data Year: 2022-2023 Data Source: In-person and virtual workshops participation logs.  Note: After Covid, the district provided a		Parental participation in parent workshops provided by the district (includes unduplicated count students and students with exceptional needs):  Number of participants - 50  Met ___ Not Met___  Data Year: 2023-2024 Data Source: Zoom participation logs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			hybrid model for Educational Partner workshops which included in-person and virtual formats.		
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 - 16</p> <p>Met ____ Not Met ____</p> <p>Data Year: 2023-2024 Data Source: Workshop provider contract(s)</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement and Connectedness	As demonstrated in the Metrics section, parent participation data, CAASPP ELA and Math data, and input from educational partners have identified English Learner and Migrant parents struggling with	\$443,999.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>school involvement. To address the need, Parlier Unified will provide funding to increase resources to provide parent access to student information, hire a full-time Parent and Family Engagement Coordinator, communication Apps, and automated information systems that provide options for parents to meet in-person or online, including child care, refreshments or light meals for parent meetings and parent training supplies for families who may have a difficult time connecting to school events, meetings, and/or conferences to discuss their student's academic performance data. Our educational partners have expressed that many families attend these events straight from work and would attend regularly if there were an opportunity to have food and beverage provided while they receive services and training. In addition, our educational partners have expressed the need for their cultural values to be taken into consideration that they are more willing to converse and provide feedback when they are centering their conversations with a meal, thus reducing the affective filter. The Family and Community Engagement Coordinator will provide informational forums to guide EL, FY, and LI parents and families on how to access the district's services by providing them contact information, coaching them on how to obtain information in-person and digitally, network with community partners to connect parents to community outreach services, do home visits, as needed, and facilitate training on topics that the identified parents request. The Apps will provide the district with targeted resources for targeted parent groups and enhance the communication between the schools and parents. The Apps will also help in monitoring parent participation data which will be used to evaluate the effectiveness of parent engagement actions and services. We expect that parent participation rates for parents of English learners and Migrant students will increase, as parent involvement opportunities are designed to empower English learners and Migrant parents to support their children at home by utilizing strategies that can support academic performance. However, because we expect that all parents engage and participate in school and district events, meetings, and conferences, this action is provided on an LEA-wide basis. Parlier Unified School District anticipates the rate of English Learner and</p>		

Action #	Title	Description	Total Funds	Contributing
		Migrant parent participation rates will increase annually for the following three years.		
3.2	Parent Workshops	<p>As demonstrated in the Metrics section, parent participation data, local school data, and input from educational partners have identified English Learner and Migrant parents struggling with being engaged and connected to schools. To address the need, Parlier Unified will provide funding to increase the number of parent workshops by contracting with outside vendors to expand workshop topic options, providing incentives such as refreshments to encourage parent participation, purchase of communication technology tools, and printable parent resources for parents who may have a difficult time connecting to school events, meetings, and/or conferences. Our educational partners have expressed that many families attend these events straight from work and would attend regularly if there were an opportunity to have food and beverage provided while they receive services and training. In addition, our educational partners have expressed the need for their cultural values to be taken into consideration that they are more willing to converse and provide feedback when they are centering their conversations with a meal, thus reducing the affective filter. This includes EL and migrant parent opportunities to engage in school and district facilitated events scheduled to accommodate parents' work schedules and thus increase parent participation. Parent workshops that target homework completion, use of technology at home, communication with their EL and migrant students, incentives such as refreshments to encourage participation, and accessing district communication tools, parents will be better prepared to help their students at home. We expect that parent participation rates for parents of English learners and Migrant students will increase, as parent involvement opportunities are designed to meet the needs most associated with the challenges and time constraints English Learners and Migrant parents encounter when attempting to engage with schools. However, because we expect that all parents engage and participate in school and district</p>	\$95,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
		events, this action is provided on an LEA-wide basis. Parlier Unified School District anticipates the rate of English Learner and Migrant parent participation rate will increase annually for the following three years.		

## Goal Analysis [2022-23]

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 fill the vacancy of the Family and Community Engagement (FACE) Coordinator after the previous of was instrumental in connecting with parents and community members to help bridge the communication between school and home. The F.A.C.E. Coordinator was able to connect with outside entities to bring services and resources to families in our community. Opportunities to attend parent training were made easier by providing childcare, light snacks, and resources in Spanish. The F.A.C.E. Coordinator was also a key partner in the district's participation in the Community Engagement Initiative (CEI). 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 maintaining services during a short period of time after the F.A.C.E. Coordinator position was left vacant and was filled with a new coordinator.

(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.

Instances where material differences do exist include:

(3.1) Parent Engagement and Connectedness - Budgeted Expenditures were projected at \$374,362 and Estimated Actual Expenditures are projected at \$420,982. Material difference demonstrates an increase as a result of the district's increased effort to provide parents with communication resources highlighting district resources, student achievement and encouraging parents to participate in school events. There was also an increase in evening meetings requiring light refreshments organized to accommodate parent schedules.

(3.2) Parent Workshops - Budgeted Expenditures were projected at \$97,954 and Estimated Actual Expenditures are projected at \$36,112. Material difference demonstrates a decrease as a result of parent workshops provided by school sites as part of their parent outreach and engagement efforts to individualize parent community needs. In addition, the district utilized federal and one-time grant funding for parent engagement.

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

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

Rating Scale (lowest to highest):

1- Not Effective

2 – Somewhat Effective  
3 – Effective.

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 Unified will continue to fund the Family and Community Engagement (F.A.C.E.) Coordinator position to continue the work and rapport that has been established with parents and the community. The district will continue to engage parents through a variety of online tools and Apps, including phone calls, to encourage participation and confidence in parents, families, and the community. In addition, the district will ensure that the F.A.C.E. Coordinator will be a participant in all district parent engagement projects which include participation in the Community Engagement Initiative (CEI) and 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 workshops district-wide to accommodate parent schedules including virtual workshops for parents who may not have transportation. The district also provided childcare, light refreshments for meetings that took place in the evenings. Notifications were provided using various media formats. The workshops were conducted in Spanish and translation services were available for English or Spanish. Through the Educational Partner input process, parents have recommended that we provide incentives to increase parent participation at workshops. They have also recommended workshops on adult mental health and dealing with socio-emotional behaviors at home. The district will utilize the input to plan for workshops and parent trainings. The district anticipates an increase in the number of parents attending and participating in school and district workshops for the following 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.

No revisions or changes will be made to the planned goal, metrics, desired outcomes, or actions for the 2023-2024 school year.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$15,839,366	\$2,123,960

## 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
45.81%	0.00%	\$0.00	45.81%

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

## Required Descriptions

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

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

The contributing “wide” actions in this plan are:

Goal 1: Action 3: Implement the Technology Plan to support curriculum, instruction, and assessment

Goal 1: Action 4: Technology Infrastructure and Support

Goal 1: Action 5: Teachers on Special Assignment

Goal 1: Action 7: Supplemental School Personnel

Goal 1: Action 8: Summer School Program

Goal 1: Action 9: Supplemental instructional and intervention materials

Goal 1: Action 10: Instructional Aides

Goal 1: Action 12: Alternative School Instructional Supports

Goal 1: Action 13: Supplemental Student Support Programs

Goal 1: Action 15: Preschool Program

Goal 1: Action 16: Professional Development

Goal 1: Action 17: Learning Directors

Goal 1: Action 18: C&I Director and Support Staff

Goal 1: Action 19: Maintain and Reduce Class Sizes and Ratios

Goal 2: Action 1: Student Well-being Initiatives

Goal 2: Action 2: Student Mental Health Programs

Goal 2: Action 3: Student Attendance Continuous Improvement Program

Goal 2: Action 4: Campus Connections

Goal 3: Action 1: Parent Engagement and Connectedness

Goal 3: Action 2: Parent Workshops



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

Parlier Unified School District has demonstrated it has exceeded the 45.16% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 47% 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 14: ELD Teachers

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

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

Goal 1: Action 5 (Teachers on Special Assignment) Continue to increase the number of Teachers on Special Assignment to target the needs of English Learners and Math.

Goal 1: Action 7 (Supplemental School Personnel) Increase the Reading Lab Instructional Aides.

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

Goal 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 site.

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

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

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$52,954,739.00	\$8,490,740.00	\$1,620,523.00	\$10,500,885.00	\$73,566,887.00	\$59,315,006.00	\$14,251,881.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Core Program - Curriculum	All	\$5,214,089.00	\$3,008,969.00	\$438,323.00	\$2,572,700.00	\$11,234,081.00
1	1.2	Core Program - Personnel	All	\$31,488,092.00	\$3,566,908.00	\$1,182,200.00	\$5,255,052.00	\$41,492,252.00
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	English Learners	\$872,682.00				\$872,682.00
1	1.4	Technology Infrastructure and Support	English Learners Foster Youth	\$125,137.00				\$125,137.00
1	1.5	Teachers on Special Assignment	English Learners Foster Youth Low Income	\$317,880.00	\$179,933.00		\$587,964.00	\$1,085,777.00
1	1.6	Curriculum Committee	All	\$0.00				\$0.00
1	1.7	Supplemental School Personnel	English Learners Foster Youth Low Income	\$1,456,820.00				\$1,456,820.00
1	1.8	Summer School Program	All				\$0.00	\$0.00
1	1.9	Supplemental Instructional and Intervention Materials	English Learners Foster Youth Low Income	\$122,025.00			\$2,500.00	\$124,525.00
1	1.10	Instructional Aides	English Learners Foster Youth Low Income	\$1,560,500.00			\$356,298.00	\$1,916,798.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Bilingual Instructional Aides	All				\$63,441.00	\$63,441.00
1	1.12	Alternative School Instructional Supports	English Learners Foster Youth Low Income	\$156,954.00				\$156,954.00
1	1.13	Supplemental Student Support Programs	English Learners Foster Youth Low Income	\$354,685.00				\$354,685.00
1	1.14	ELD Teachers	English Learners	\$533,983.00				\$533,983.00
1	1.15	Preschool Program	English Learners Foster Youth Low Income	\$184,476.00				\$184,476.00
1	1.16	Professional Development	English Learners Foster Youth Low Income	\$328,711.00			\$201,000.00	\$529,711.00
1	1.17	Learning Directors	English Learners Foster Youth Low Income	\$737,629.00			\$448,785.00	\$1,186,414.00
1	1.18	C&I Director and Support Staff	English Learners Foster Youth Low Income	\$138,516.00				\$138,516.00
1	1.19	Maintain and Reduce Class Sizes and Staff Ratios	English Learners Foster Youth Low Income	\$660,576.00				\$660,576.00
1	1.20	Specialized and Targeted Support for Students with Disabilities	Students with Disabilities	\$0.00	\$1,734,930.00		\$729,736.00	\$2,464,666.00
2	2.1	Student Well-Being Initiatives	English Learners Foster Youth Low Income	\$2,872,040.00				\$2,872,040.00
2	2.2	Student Mental Health Programs	English Learners Foster Youth	\$3,912,335.00			\$283,409.00	\$4,195,744.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.3	Student Attendance Continuous Improvement Program	English Learners Foster Youth Low Income	\$619,801.00				\$619,801.00
2	2.4	Campus Connections	English Learners Foster Youth Low Income	\$758,364.00				\$758,364.00
3	3.1	Parent Engagement and Connectedness	English Learners	\$443,999.00				\$443,999.00
3	3.2	Parent Workshops	English Learners	\$95,445.00				\$95,445.00

**2023-24 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
\$34,578,107	\$15,839,366	45.81%	0.00%	45.81%	\$16,252,558.00	0.00%	47.00 %	<b>Total:</b>	\$16,252,558.00
								<b>LEA-wide Total:</b>	\$14,960,211.00
								<b>Limited Total:</b>	\$533,983.00
								<b>Schoolwide Total:</b>	\$758,364.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	Yes	LEA-wide	English Learners	All Schools	\$872,682.00	0
1	1.4	Technology Infrastructure and Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$125,137.00	0
1	1.5	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$317,880.00	0
1	1.7	Supplemental School Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,456,820.00	0
1	1.9	Supplemental Instructional and Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,025.00	0
1	1.10	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,560,500.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Alternative School Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,954.00	0
1	1.13	Supplemental Student Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$354,685.00	0
1	1.14	ELD Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$533,983.00	0
1	1.15	Preschool Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$184,476.00	0
1	1.16	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$328,711.00	0
1	1.17	Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$737,629.00	0
1	1.18	C&I Director and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$138,516.00	0
1	1.19	Maintain and Reduce Class Sizes and Staff Ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$660,576.00	0
2	2.1	Student Well-Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,872,040.00	0
2	2.2	Student Mental Health Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,912,335.00	0
2	2.3	Student Attendance Continuous Improvement Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$619,801.00	0
2	2.4	Campus Connections	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Parlier Jr. High School and Parlier High School	\$758,364.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						7th -12th		
3	3.1	Parent Engagement and Connectedness	Yes	LEA-wide	English Learners	All Schools	\$443,999.00	0
3	3.2	Parent Workshops	Yes	LEA-wide	English Learners	All Schools	\$95,445.00	0



## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$56,408,123.00	\$67,224,756.00

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	\$8,016,261.00	15,325,108.00
1	1.2	Core Program - Personnel	No	\$30,481,375.00	34,586,849.00
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	Yes	\$848,112.00	812,782.00
1	1.4	Technology Infrastructure and Support	Yes	\$100,996.00	107,806.00
1	1.5	Teachers on Special Assignment	Yes	\$787,015.00	947,382.00
1	1.6	Curriculum Committee	No	\$0.00	0.00
1	1.7	Supplemental School Personnel	Yes	\$2,289,178.00	1,592,492.00
1	1.8	Summer School Program	No	\$50,688.00	1,000.00
1	1.9	Supplemental Instructional and Intervention Materials	Yes	\$284,588.00	289,074.00
1	1.10	Instructional Aides	Yes	\$2,170,662.00	1,799,974.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Bilingual Instructional Aides	No	\$55,650.00	40,621.00
1	1.12	Alternative School Instructional Supports	Yes	\$134,434.00	136,404.00
1	1.13	Supplemental Student Support Programs	Yes	\$310,116.00	343,078.00
1	1.14	ELD Teachers	Yes	\$450,837.00	492,688.00
1	1.15	Preschool Program	Yes	\$202,251.00	174,563.00
1	1.16	Professional Development	Yes	\$432,672.00	353,480.00
1	1.17	Learning Directors	Yes	\$1,084,165.00	1,222,834.00
1	1.18	C&I Director and Support Staff	Yes	\$150,951.00	219,782.00
1	1.19	Maintain and Reduce Class Sizes and Staff Ratios	Yes	\$563,854.00	653,623.00
2	2.1	Student Well-Being Initiatives	Yes	\$2,652,160.00	2,364,931.00
2	2.2	Student Mental Health Programs	Yes	\$3,923,544.00	4,426,554.00
2	2.3	Student Attendance Continuous Improvement Program	Yes	\$490,407.00	432,450.00
2	2.4	Campus Connections	Yes	\$455,891.00	444,187.00

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	\$374,362.00	420,982.00
3	3.2	Parent Workshops	Yes	\$97,954.00	36,112.00

## 2022-23 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)
\$14,854,434	\$15,892,174.00	\$17,271,178.00	(\$1,379,004.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Implement the Technology Plan to Support Curriculum instruction, and assessment	Yes	\$848,112.00	812,782.00	0	0
1	1.4	Technology Infrastructure and Support	Yes	\$100,996.00	107,806.00	0	0
1	1.5	Teachers on Special Assignment	Yes	\$130,000.00	947,382.00	0	0
1	1.7	Supplemental School Personnel	Yes	\$2,289,178.00	1,592,492.00	0	0
1	1.9	Supplemental Instructional and Intervention Materials	Yes	\$283,921.00	289,074.00	0	0
1	1.10	Instructional Aides	Yes	\$1,827,888.00	1,799,974.00	0	0
1	1.12	Alternative School Instructional Supports	Yes	\$134,434.00	136,404.00	0	0
1	1.13	Supplemental Student Support Programs	Yes	\$310,116.00	343,078.00	0	0
1	1.14	ELD Teachers	Yes	\$450,837.00	492,688.00	0	0
1	1.15	Preschool Program	Yes	\$202,251.00	174,563.00	0	0
1	1.16	Professional Development	Yes	\$325,302.00	353,480.00	0	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	1.17	Learning Directors	Yes	\$545,350.00	1,222,834.00	0	0
1	1.18	C&I Director and Support Staff	Yes	\$150,951.00	219,782.00	0	0
1	1.19	Maintain and Reduce Class Sizes and Staff Ratios	Yes	\$563,854.00	653,623.00	0	0
2	2.1	Student Well-Being Initiatives	Yes	\$2,652,160.00	2,364,931.00	0	0
2	2.2	Student Mental Health Programs	Yes	\$3,658,210.00	4,426,554.00	0	0
2	2.3	Student Attendance Continuous Improvement Program	Yes	\$490,407.00	432,450.00	0	0
2	2.4	Campus Connections	Yes	\$455,891.00	444,187.00	0	0
3	3.1	Parent Engagement and Connectedness	Yes	\$374,362.00	420,982.00	0	0
3	3.2	Parent Workshops	Yes	\$97,954.00	36,112.00	0	0

**2022-23 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)
\$32,891,808	\$14,854,434	0%	45.16%	\$17,271,178.00	0.00%	52.51%	\$0.00	0.00%

# Instructions

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[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 (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**



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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## Focus Goal(s)

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

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

## Broad Goal

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

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

## Maintenance of Progress Goal

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

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

## Required Goals

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.



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

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

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

### Purpose

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

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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

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

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

## Contributing Actions Table



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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
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<b>State Indicators 2022</b>	<b>English Learners</b>	<b>Socio-Economic Disadvantaged</b>	<b>Foster</b>	<b>Hispanic Youth</b>	<b>Students with Disabilities</b>	<b>Homeless</b>	<b>District Total</b>
<b>English Language Arts</b> (Points <b>BELOW</b> standard)	82 pts.	73.8 pts.	*	71.4 pts.	130 pts.	66.7%	71.7 pts. Below Standard
<b>Mathematics</b> (Points <b>BELOW</b> standard)	123.1 pts.	121.3 pts.	*	119.5 pts.	119.5 pts.	129.8 pts.	119.5 pts. Below Standard
<b>Chronic Absenteeism</b> (Percentage Chronically Absent)	44.1% Very High	49% Very High	64.7% Very High	48.6% Very High	48.6% Very High	42.9% Very High	48.6% Very High

*\*Not enough Foster Youth students tested to report subgroup data*