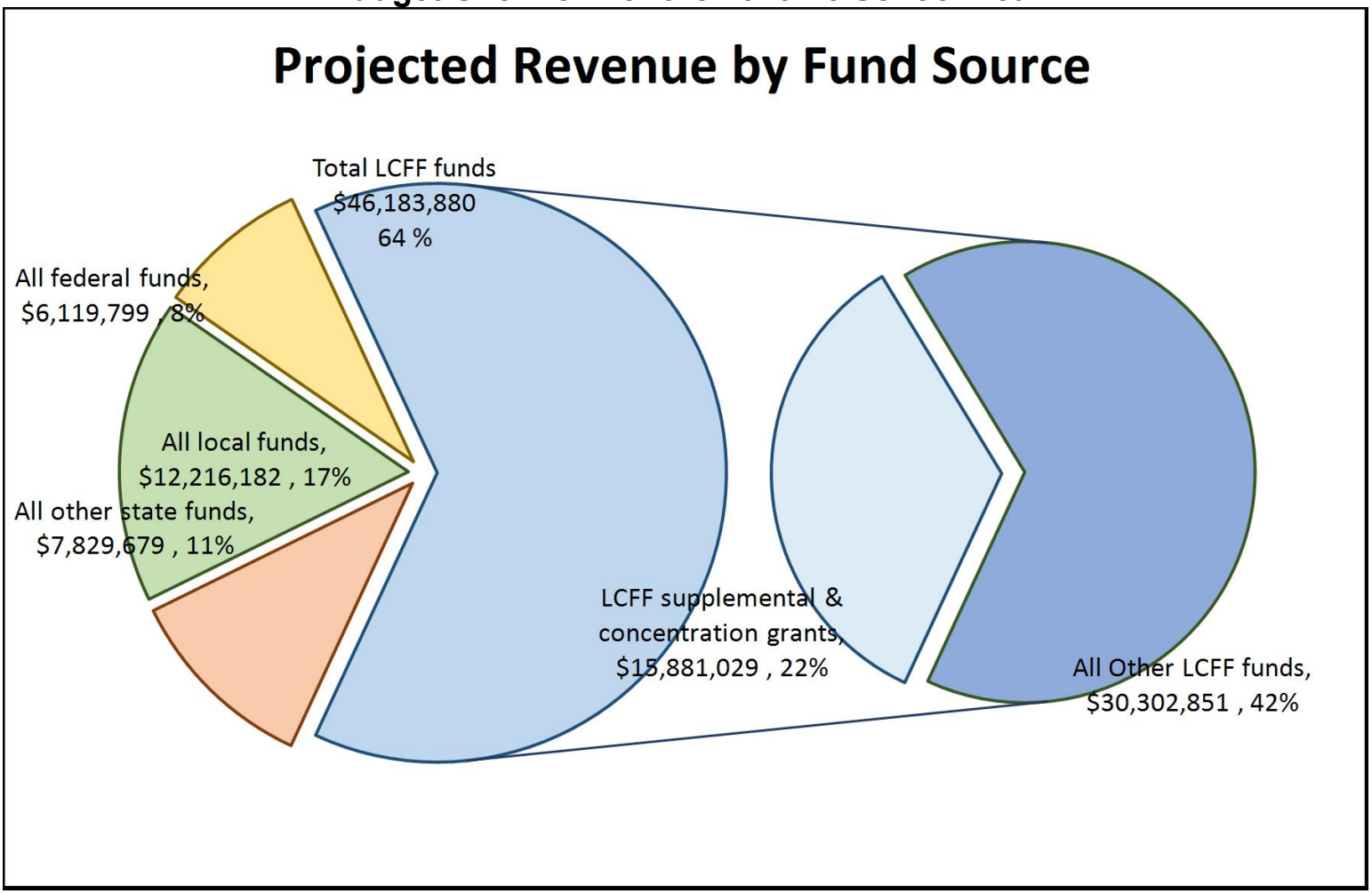
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Parlier Unified School District
CDS Code: 10623640000000
School Year: 2025-26
LEA contact information:
Dr. Rafael Iniguez
Superintendent
rafael.iniguez@parlierunified.org
559-646-2731

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

Budget Overview for the 2025-26 School Year

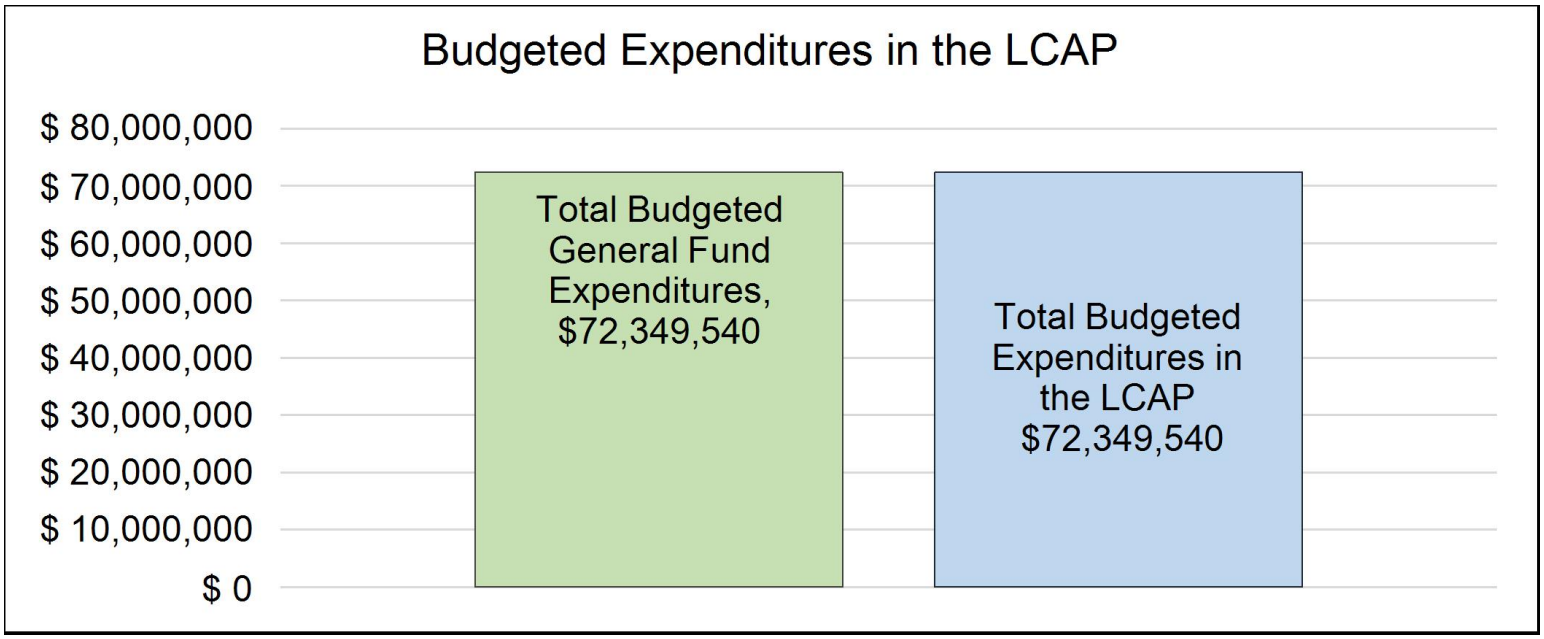


This chart shows the total general purpose revenue Parlier Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Parlier Unified School District is $72,349,540, of which $46,183,880 is Local Control Funding Formula (LCFF), $7,829,679 is other state funds, $12,216,182 is local funds, and $6,119,799 is federal funds. Of the $46,183,880 in LCFF Funds, $15,881,029 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

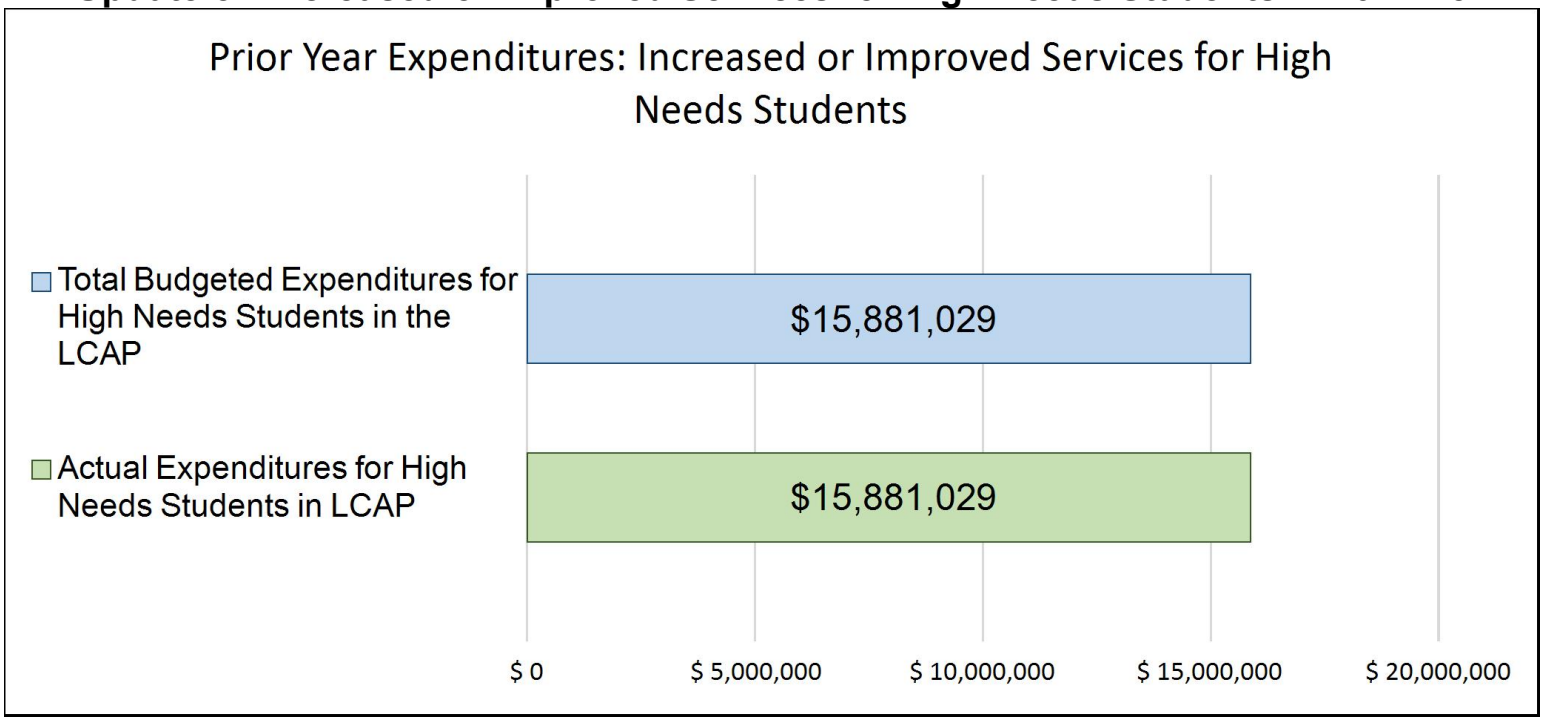
The text description of the above chart is as follows: Parlier Unified School District plans to spend $72,349,540 for the 2025-26 school year. Of that amount, $72,349,540 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Parlier Unified School District is projecting it will receive $15,881,029 based on the enrollment of foster youth, English learner, and low-income students. Parlier Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Parlier Unified School District plans to spend $15,881,029 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 2024-25



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 2024-25, Parlier Unified School District's LCAP budgeted $15,881,029 for planned actions to increase or improve services for high needs students. Parlier Unified School District actually spent $15,881,029 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $0 had the following impact on Parlier Unified School District’s ability to increase or improve services for high needs students:

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 [2025-26]

General Information

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

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

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

Our Equity Multiplier School Site, San Joaquin Valley High School (SJVHS) has a student population of 60 students that are enrolled in the Day Program (2024 Dashboard). Of those, 100% are Socioeconomically Disadvantaged, 50% are English Learners, 49% Long Term English Learners and 0% are Foster Youth students.

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

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

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

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

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

Reflections: Annual Performance

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

In our ongoing efforts to enhance student outcomes, our Local Education Agency (LEA) has diligently examined both successes and challenges throughout the development process of our Local Control and Accountability Plan (LCAP). The following Schools and student subgroups have received the lowest performance level on one or more state indicators on the 2024 Dashboard:
John C Martinez - ELA: English Learner and Socio-economically disadvantaged student subgroups
John C Martinez- Math: English Learner student subgroup
S. Ben Benavidez- Suspension: English Learners and Students with Disabilities student subgroups
Parlier Junior High School-Math: Homeless student subgroup
Parlier Junior High School- Suspension: Homeless student subgroup
Parlier High School-ELA: English Learner, Hispanic, Long Term English Learner, Socio-economically disadvantaged student subgroups
Parlier High School- Math: English Learner, Hispanic, Long Term English Learner student subgroups

While we celebrate notable achievements—such as increased academic performance, no indicators in the Red, an 8.5-point gain in Mathematics, a 5.4% decrease in Chronic Absenteeism, and a 6.9% rise in the graduation rate to 95%—we also recognize critical areas that require immediate attention.
ELA and Math results reveal significant achievement gaps, with students performing 68.6 and 114 points below standard, respectively. Additionally, English Learner Progress has declined by 5.8%, and College and Career Readiness has dropped by 7.9%. These trends highlight an urgent need to strengthen academic support and reclassification efforts. We must also address data quality issues to ensure accurate reporting and maximize opportunities to improve college and career readiness indicators.

Suspension rates remain a concern, with 5.9% of students suspended for at least one day. In response, our LEA is implementing a comprehensive strategy. We are expanding targeted interventions and differentiated instruction for students who are struggling in ELA and Math. Efforts are also underway to enhance English Learner programs to support sustained progress.
To further reduce Chronic Absenteeism, we are rolling out proactive strategies such as community outreach, family engagement, and personalized support for at-risk students. Additionally, restorative practices are being implemented to lower suspension rates and foster a more positive and inclusive school climate.
Through collaborative efforts and a relentless focus on equity and excellence, we are committed to realizing our vision of academic success for all students. Our LCAP reflects our dedication to addressing the diverse needs of student groups and schools, ensuring that every student has the opportunity to thrive and achieve their full potential.

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

Learning Recovery and Emergency Block Grant

Parlier Unified has unexpended LREBG funds for the 2025-26 school year which can be found in Goal 1, Actions 3, 5, 6, 8, and 10 and Goal 2, Actions 2, 3, and 4.
The districts needs assessment revealed significant needs from the 2024 Dashboard regarding Metrics 1.4 ELA SBAC among English Learners, Long Term English Learners, and Students with Disabilities subgroups. Metric 1.6 Math SBAC among English Learners, Long Term English Learners, and Homeless subgroups. Metric 2.5 Chronic Absenteeism among Student with Disabilities subgroup. In response, focus on the following goals and actions are substantiated with alignment to appropriately funded activities and the rationale for the activities.
The action(s) align with allowable fund uses in the area of: LREBG funds may be used to establish learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the following purposes pursuant to Education Code (EC) Section 32526(c)(2):
A Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or inter-sessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.
B Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
i Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
ii Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
iii Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
iv Supporting expanded learning opportunity program services pursuant to Section 46120.
v Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.
vi Providing professional development and coaching on either or both of the following:
I The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
II The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.
C Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
D Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
E Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.
F Conducting the needs assessment pursuant to subdivision (d).

Goal 1, Action 3: Technology Supports for Improved Student Learning
Funded Activities: Additional student devices, online access, Online safety tools, Supplemental digital programs for K–12
Rationale & Alignment: This action supports equitable access to digital learning environments, enabling all students to engage in instructional content both in-person and remotely. It aligns with allowable uses of evidence-based learning supports and additional academic services, addressing technology access gaps identified for socio-economically disadvantaged and English Learner students in the needs assessment.

Goal 1, Action 5: Student Supports for Learning: Personnel
Funded Activities:Staffing of instructional support personnel such as intervention teachers, instructional aides, and specialized academic support staff to provide direct academic assistance to students performing below grade level in ELA and Math. Supports are designed to be both push-in and pull-out models during the school day and after school hours and are prioritized for subgroups identified through dashboard indicators.
Rationale & Alignment: Ensures targeted interventions are in place to accelerate learning recovery and improve academic outcomes. The support personnel serve as a critical tier in the district's multi-tiered system of supports (MTSS), aligning with allowable LREBG uses by mitigating learning loss and providing evidence-based assistance to students most in need of academic intervention. This action is part of a broader, data-driven strategy to close achievement gaps and build sustained academic progress for underserved student populations.

Goal 1, Action 6: Academic Enrichment and Expanded Learning
Funded Activities: PD and coaching for rigor and engagement in ELA, Math, and ELD, College/career pathway preparation, Extended learning: summer, Saturday, intersessions, Secondary library literacy resources
Rationale & Alignment: Rigorous, inclusive instruction across content areas by aligning with the allowable use of learning recovery programs, the ELA/ELD framework, and research-based professional development. It directly supports learning acceleration and recovery, addresses learning loss, and improves proficiency in ELA and Math—particularly for student subgroups identified as Red on state dashboard indicators. Additionally, it advances college and career readiness by targeting instructional gaps and supporting long-term academic outcomes.

Goal 1, Action 8: English Learner and LTEL Supports
Funded Activities: Instructional aides for tutoring, Integrated/Designated ELD PD and coaching, supplemental EL instructional resources
Rationale & Alignment: Designed to accelerate English language proficiency and academic outcomes by providing PD and Coaching to staff in the ELD Framework, and small group tutoring of EL and LTEL Students, responds to English Learner Red indicator and declining progress scores on the CA Dashboard.

Goal 1, Action 10: Early Literacy and Primary Grade Supports
Funded Activities: Instructional aides for small group TK–2, early literacy PD, literacy materials, and elementary library resources.
Rationale & Alignment: Promotes early intervention, foundational reading skills, and targeted small group instruction, provides access to school libraries, and addresses literacy gaps in early grades highlighted in local and state assessments.

Goal 2, Action 2: Physical and Mental Health Supports
Funded Activities: Implementation and staffing of behavioral support services, Multi-Tiered System of Supports (MTSS) personnel, PBIS implementation, establishment of classroom calming corners, and continued development of wellness centers across school sites.
Rationale & Alignment: Supporting learning recovery through the promotion of student wellness, emotional regulation, and school connectedness—key factors that impact attendance, behavior, and academic achievement.

Goal 2, Action 3: Student Attendance Supports
Funded Activities: Preventative outreach services to students and families, incentive programs to promote daily attendance, development of systems to identify and intervene with chronically absent students, and training for staff and parents on attendance best practices

Rationale & Alignment: Aim to remove attendance-related barriers to learning, improve daily participation, and mitigate the long-term effects of interrupted learning due to absenteeism—especially among high-needs student groups.

Goal 2, Action 4: Campus Connections/Student Safety
Funded Activities: Relationship-building initiatives, student leadership, mentoring, Positive Behavior Systems and Restorative Practices implementation, school safety and awareness training, and Positive Discipline Strategy implementation
Rationale and Alignment: promoting safe, supportive, and engaging school environments—key conditions for learning recovery. These efforts help remove barriers to attendance and learning while supporting students' emotional well-being and re-engagement, particularly for those disproportionately impacted by the effects of the pandemic.

Reflections: Technical Assistance

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

Parlier Unified is proud to share that we were not identified for Differentiated Assistance (DA) in the 2024–25 school year—a significant milestone and celebration of our collective progress. However, we remain committed to sustaining the systems and supports that were developed through the DA process, especially those that target our most vulnerable student groups.
We fully recognize that DA eligibility extends over a two-year period for districts with student groups marked Red in two or more priority areas, and we are choosing to maintain the momentum. In 2023-24, eligibility was determined based on data from student groups including English Learner, Hispanic, Homeless, and Socio-economically Disadvantaged students.
Throughout our engagement in Differentiated Assistance, Parlier Unified worked in close partnership with the Fresno County Superintendent of Schools (FCSS) to engage in root cause analyses, empathy interviews (Rounding Process), and deep data dives. This comprehensive process informed the development of an Action Plan and helped shape updates to our Local Control and Accountability Plan (LCAP).
We will continue implementing the successful practices and strategies that emerged from this process. Upholding our motto—"All Means All"—we remain deeply focused on equity, student achievement, and targeted support for all student groups.
Our LCAP and School Site Plans will reflect this sustained commitment to ensuring that every student has access to the tools, instruction, and supports needed to succeed academically, socially, and emotionally.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Mid-Year Report	LCAP Mid-Year Report Regular School Board Meeting Tuesday, February 25, 2025 The LCAP Mid-Year Report was present at the February 25, 2025 regular board meeting. The LCAP Mid-Year Report presentation covered the overview of all LCAP metrics, the actions by goal, total funding allocated to each goal and action. The presentation addressed the implementation status for each action, budgeted expenditures, estimated actuals (1st interim), and implementation notes. Upon completion of the presentation, the school board members were provided with an opportunity for input. All comments and questions were addressed at the board meeting. No further questions or comments were provided.
Parents	LCAP Educational Partner Input Meeting Dates: Thursday, February 5, 2025 at Parlier High School School from 5:30-7:00 p.m. Thursday, February 12, 2025 via Zoom from 5:30-7:00 p.m. Thursday, February 19, 2025 via John C. Martinez School from 5:30-7:00 p.m. Parlier Unified School District planned a total of three LCAP Educational Partner Input parent/community meetings to allow

Educational Partner(s)	Process for Engagement
	parents and community members to select the meeting date that best fit their schedule. Two in-person meetings were held at John C. Martinez School and Parlier High School. One meeting was held virtually to provide parents and community members the option to participate without having to travel. The LCAP Educational Partner Input meeting attendees were provided with a presentation that addressed the following components: LCAP history/purpose LCFF funding process Supplemental and Concentration funding CA State Priorities District Goals Goals, Actions, and Services District Goal Metric Outcomes Funding amounts per Action by Goals Purpose: Provide Educational Partners with opportunity to provide input for each of the district LCAP goals. Input was collected by having parents and community members go through an exercise consisting of having them provide input for each of the three LCAP goals. LCAP Parent Survey 2025 April 9, 2025 through May 16, 2025 Parents were provided with access to an electronic LCAP Parent Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all parents using Panorama. The surveys were provided both in digital and hard copy format. Access to the LCAP Parent Survey was provided through QR codes and survey link posted on flyers, posters, Parent Square, school and district websites. The hard copy surveys were made available to all parents and community at each school site administrative office, including the district administrative office. Both digital codes and hard copies were also made available a school and district events.

Educational Partner(s)	Process for Engagement
Teachers	Educational Partner Input Meetings April - May 2025 Educational Partner Input meetings for teachers were held during staff meetings in April - May 2025. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Teachers were provided with an opportunity to provide input on each of the goals and actions. LCAP Staff Survey 2025 April 9, 2025 through May 16, 2025 Teachers were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all teachers using Panorama.
Students	Student Input Meeting May 2025 A student input meeting was held at the secondary level to present the school's Leadership students with a presentation which included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Students were provided with an opportunity to provide input on each of the goals and actions using a graphic organizer. LCAP Student Survey May 2025 Students were sent an LCAP Student Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all students using Panorama.
Principals	Educational Partner Input Meeting

Educational Partner(s)	Process for Engagement
	May 2025 Principals were provided with an LCAP Input presentation during their Principal's meeting in April 2024. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Principals were provided with an opportunity to provide input on each of the goals and actions. LCAP Staff Survey 2024 Timeline April 5, 2024 through April 19, 2024 Principals were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Principals using Panorama.
Administrators	Educational Partner Input Meeting May 2025 Administrators were provided with an LCAP Input presentation during a Principal's meeting in May 2025. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Principals were provided with an opportunity to provide input on each of the goals and actions. LCAP Staff Survey 2025 Timeline April 10, 2025 through May 1, 2025 Administrators were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Administrators using Panorama.
Classified/Other	Educational Partner Input Meeting May 2025

Educational Partner(s)	Process for Engagement
	Educational Partner Input meetings for Classified staff were held during staff meetings in April 2024. The presentation included background information regarding the LCAP process, LCFF funding, supplemental and concentration funding, goals, actions, metrics and funding. Classified staff were provided with an opportunity to provide input on each of the goals and actions. LCAP Staff Survey 2025 Timeline April 9, 2025 through May 16, 2025 Classified staff were sent an LCAP Staff Survey to provide their input targeting all three LCAP goals. The anonymous survey was generated electronically to all Classified staff using Panorama.
PFA (Certificated Union) and CSEA (Classified Union)	PFA (Certificated Union) and CSEA (Classified Union): May 2025 from 3:30-5:00 pm The completed draft LCAP was presented to the district's two Bargaining Unit members. After the presentation and review of all the proposed actions, funding, and data were shared, the two Bargaining Unit members were provided with time to ask questions about actions, costs, and data.
SELPA	SELPA - Educational Partner Input Meeting Tuesday, May 13, 2025 3:30-4:30 p.m. The meeting with the SELPA team took place on May 13, 2025 (3:30-4:30 p.m.) to discuss Special Education program needs as they pertain to the LCAP's three goals. The LCAP presentation was presented and the opportunity for input for each of the three goals was provided.
Submission to Applicable Committees (PAC/SAC)	LCAP PAC/SAC Input Meeting

Educational Partner(s)	Process for Engagement
	May 20, 2025 6:00pm-7:00pm In 2024-25, two students were added to the PAC as student members to provide input on the Draft LCAP. The data completed draft LCAP was presented to the district's Parent Advisory Committee members. After the presentation and review of all the proposed actions, funding, and data were shared, the P.A.C. members were provided with time to ask questions about actions, costs, and data. There were no formal questions asked, therefore the Superintendent did not need to respond in writing.
Submission to Applicable Committees (DELAC)	DELAC - Educational Partner Meeting: May 15, 2025 4:00-5:00 p.m. The completed draft LCAP was presented to the District English Learner Advisory Committee (DELAC) members. The presentation provided to DELAC members included all goals, actions within each goal, projected funding for each of the actions, and data to support the need for the action. D.E.L.A.C. parents provided input regarding the actions in each of the goals. The district Director of Categorical Programs provided time for members to ask questions. There were no formal questions asked, therefore the Superintendent did not need to respond in writing.
Schools receiving Equity Multiplier funding	Equity Multiplier School Site: San Joaquin Valley High School Consultation Process: After consulting all Educational Partners, PUSD set a focused goal for SJVHS. This goal was established through collaboration with the Fresno County Superintendent of Schools, comprehensive analysis of Dashboard and local data, empathy interviews with staff and students, and consultation with Educational Partners (staff, students, and

Educational Partner(s)	Process for Engagement
	parents) during community school meetings, staff meetings, and School Site Council Meetings.
Public Comments	Completed Draft LCAP Public Comments May - June 2025 Parlier Unified School District provided a two-week window for public comments beginning on May 27, 2025 and concluding on Monday, June 9, 2025. All Educational Partner groups and community were invited to provide comments on the completed draft LCAP. Communication and invitation for public comments was conducted through the use of flyers, Parent Square, announcements displayed on school marquees and websites. The completed draft LCAP was available for Educational Partners and community both digitally and in hard copy form. The hard copies were made available at school administrative offices, including the district's administrative office.
Public Hearing	Completed Draft LCAP Public Hearing Regular School Board Meeting Tuesday, June 10, 2025 6:00 p.m. Parlier Unified School District had the completed draft LCAP Public Hearing on Tuesday, June , 2025 at a regular scheduled school board meeting. Educational Partners and community were invited to submit questions and/or comments regarding the completed draft LCAP.
LCAP Adoption	LCAP Adoption Regular School Board Meeting

Educational Partner(s)	Process for Engagement
	Tuesday, June 24, 2025 6:00 p.m. Parlier Unified School District adopted the LCAP at a regularly scheduled public school board meeting on Tuesday, June 24, 2025.
Budget Adoption and Local Indicator Report to governing board	PUSD Budget Approval and Local Indicators Presentation Regular School Board Meeting Tuesday, June 24, 2025 6:00 p.m. Parlier Unified School District presented the Local Indicators report at the regularly scheduled school board meeting on Tuesday, June 24, 2025. The district budget was also presented to the members of the school board at the same meeting. Both the Local Indicators and district budget were presented on Tuesday, June 24, 2025.

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

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

Based on the 2024 Dashboard metrics, discussions and written input from our Educational Partner Input meetings and LCAP survey results, The 2024 CA Dashboard data, combined with extensive educational partner feedback gathered from LCAP surveys and stakeholder meetings, guided the development of targeted actions in the LCAP to improve student academic outcomes.
1. Enhanced Student Achievement:
Educational partners emphasized the urgency to expand academic interventions, especially in mathematics, and to provide increased access to instructional resources aligned with California standards. In addition, students and parents also requested that we provide classes on Financial Literacy starting in the Elementary schools. Based on this input, the district has embedded structured supports, additional instructional staffing, and supplemental resources into LCAP actions to improve student outcomes and provide real world applicable courses on Financial Literacy.

2. Increased College and Career Readiness:
Parents, teachers, and students—particularly those represented through the Equity Multiplier Educational Partner group at San Joaquin Valley High School—expressed a strong need for enhanced preparation for college and career success. Stakeholders emphasized that students require greater access to opportunities that build real-world skills aligned with both workforce readiness and postsecondary

education. In response, the LCAP includes targeted goals to expand Career Technical Education (CTE) pathways and dual enrollment offerings. These initiatives aim to equip students with hands-on experience and early exposure to college-level academics. .

3. Improved School Climate:
2024 CA Dashboard metrics and LCAP survey results for students, parents, and staff emphasized the importance of creating a positive and safe school environment. This includes continuing to support the addition of Mental Health and Wellness supports at all sites.

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY 0% SWD 7% Benavidez SWD 8% SED SWD 9% Chavez All Students 14% EL 5% SED 14% HIS 12% SED HIS 15% Martinez EL 3% PJHS All Students 21% EL 0% SED 21% HIS 20% SED HIS 21% SWD 2% SED SWD 11% PHS EL 6% Data Year: 2022-23 Data Source: DataQuest->CAASPP Test Results	SED Hispanic 25% FY * % SWD 9% Benavidez SWD 17% SED SWD 16% Chavez All Students 20% EL 7% SED 17% HIS 48% SED HIS 16% Martinez EL 5% PJHS All Students 24% EL 1% SED 24% HIS * % SED HIS 25% SWD 5% SED SWD 10% PHS EL 4% Data Year: 2023-24 Data Source: DataQuest->CAASPP Test Results		FY 15% SWD 20% Benavidez SWD 25% SED SWD 25% Chavez All students 30% EL 30% SED 30% HIS 30% SED HIS 30% Martinez EL 20% PJHS All Students 35% EL 20% SED 35% HIS 35% SED HIS 35% SWD 30% SED SWD 25% PHS EL 25% Data Year: 2025-26 Data Source: DataQuest->CAASPP Test Results	SED Increased 1% Hispanic Increased 8% SED Hispanic 25% FY * % SWD Increased 2% Benavidez SWD Increased 9% SED SWD Increased 7% Chavez All Students Increased 6% EL Increased 2% SED Increased 3% HIS Increased 36% SED HIS Increased 1% Martinez EL Increased 2% PJHS All Students Increased 3% EL Increased 1% SED Increased 3% HIS * % SED HIS Increased 4%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED HIS 4% SWD 2% SED SWD. 2% PHS ALl Students 4% EL 0% Data Year: 2023-24 Data Source: FastBridge	HIS 9% SED HIS. 10% SWD. 0% SED SWD 0% PHS All Students 8% EL 10% Data Year: 2023-24 Data Source: FastBridge and iReady Winter 2024		EL 20% SED 24% HIS 24% SED HIS 24% SWD 22% SED SWD 22% PHS All Students 24% EL 20% Data Year: 2026-27 Data Source: FastBridge, iReady	SED Increased 9% HIS Increased 9% SED HIS Increased 7% Martinez Increased 10% EL Increased 4% PJHS Increased 5% EL Increased 3% SED Increased 5% HIS Increased 5% SED HIS Increased 6% SWD Decreased 2% SED SWD Decreased 2% PHS Increased 4% EL Increased 10%
1.6	Smarter Balanced Math Met or Exceeded Standard	All Students 13% EL 5% EL LTEL 2% Homeless 12% SED 12% HIS 12%	All Students 14% EL 5 % EL LTEL 1 % Homeless 8% SED 13 % HIS 21%		All Students 30% EL 20% EL LTEL 20% Homeless 25% SED 25% HIS 25%	All Students Increased 1% EL Maintained EL LTEL Decreased 1 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED HIS 12% FY 0% SWD 4% Benavidez SWD 8% SED SWD 18% Chavez All Students 12% EL 5% Homeless 6% SED 12% HIS 12% SED HIS 12% JCM All Students 15% SED 15% PJHS All Students 6% EL 1% SED 6% HIS 5% SED HIS 6% SWD 0% SED SWD 0% PHS All Students 7% SED 7% HIS 6% SED HIS 6% Data Year: 2022-23	SED HIS 13% FY * % SWD 7% Benavidez SWD 10% SED SWD 8% Chavez All Students 12% EL 5% Homeless 8% SED 11% HIS 22% SED HIS 10% JCM All Students 17% SED 16% PJHS All Students 5% EL 0% SED 7% HIS 21% SED HIS 13% SWD 5% SED SWD 7% PHS All Students 9% SED 10% HIS 15% SED HIS 9% Data Year: 2023-24		SED HIS 25% FY 15% SWD 20% Benavidez SWD 25% SED SWD 35% Chavez All Students 30% EL 25% Homeless 25% SED 30% HIS 30% SED HIS 30% JCM All Students 30% SED 30% PJHS All Students 30% EL 15% SED 15% HIS 30% SED HIS 20% SWD 15% SED SWD 15% PHS All Students 20% SED 20% HIS 20% SED HIS 20% Data Year: 2025-26	Homeless Decreased 5% SED Increased 1 % HIS Increased 9%% SED HIS Increased 1% FY * % SWD Increased 3% Benavidez SWD Increased 2% SED SWD Decreased 2% Chavez All Students Maintained EL Maintained Homeless Increased 2% SED Decreased 1% HIS Increased 10% SED HIS Decreased 2% JCM All Students Increased 2% SED Increased 1% PJHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest->CAASPP Test Results	Data Source: DataQuest->CAASPP Test Results		Data Source: DataQuest->CAASPP Test Results	All Students Decreased 1% EL Decreased 1% SED Increased 1% HIS Increased 16% SED HIS Increased 7% SWD Increased 5% SED SWD Increased 7% PHS All Students Increased 2% SED Increased 3% HIS Increased 9% SED HIS Increased 3%
1.7	Local Math Data	Advanced All Students: 7% EL. 5% Homeless. 0% SED 7% HIS 7% SED HIS 7% FY 0% SWD 7% Benavidez All Students. 9% SWD 5% SED SWD. 5%	Advanced All Students: 6% EL 5 % Homeless * SED 7% HIS 6% SED HIS 7% FY * SWD 1% Benavidez All Students 9% SWD 6% SED SWD 4%		Advanced All Students: 27% EL 25% Homeless 20% SED 27% HIS 27% SED HIS 27% FY 20% SWD 27% Benavidez All Students 29% SWD 25% SED SWD 25%	Advanced All Students: Decreased 1% EL Maintained Homeless *% SED Maintained HIS Decreased 1% SED HIS Maintained FY *% SWD Decreased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chavez All Students 7% EL 6% Homeless 6% SED 7% HIS 7% SED HIS 7% JCM All Students 6% SED 6% PJHS All Students 4% EL 1% SED 4% HIS 4% SED HIS 4% SWD 0% SED SWD 0% PHS All Students 11% SED 11% HIS 11% SED HIS 11% Data Year: 2023-24 Data Source: FastBridge	Chavez All Students 8% EL 6% Homeless * SED 9% HIS 9% SED HIS 9% JCM All Students 8% SED 8% PJHS All Students 3% EL 2% SED 3% HIS 3% SED HIS 3% SWD 0% SED SWD. 0% PHS All Students 7% SED 7% HIS 7% SED HIS 7% Data Year: 2023-24 Data Source: FastBridge & iReady Winter 2024		Chavez All Students 27% EL 26% Homeless 26% SED 27% HIS 27% SED HIS 27% JCM All Students 26% SED 26% PJHS All Students 24% EL 21% SED 24% HIS 24% SED HIS 24% SWD 20% SED SWD 20% PHS All Students 31% SED 31% HIS 31% SED HIS 31% Data Year: 2026-27 Data Source: FastBridge, iReady	Benavidez Maintained SWD Increased 1% SED SWD Decreased 1% Chavez Increased 1% EL Maintained Homeless * SED Increased 2% HIS Increased 2% SED HIS Increased 2% JCM Increased 2% SED Increased 2% PJHS Decreased 1% EL Increased 1% SED Decreased 1% HIS Decreased 1% SED HIS Decreased 1% SWD Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED SWD Maintained PHS Decreased 4% SED Decreased 4% HIS Decreased 4% SED HIS Decreased 4%
1.8	California Science Test (CAST) Met or Exceeded Standard	All Students 7% EL 1% SED 6% FY 0% SWD 0% Data Year: 2022-23 Data Source: DataQuest->CAASPP Test Results	All Students 31% EL 2% SED 21% FY 10% SWD 9% Data Year: 2023-24 Data Source: DataQuest->CAASPP Test Results		All Students 40% EL 40% SED 40% FY 40% SWD 35% Data Year: 2025-26 Data Source: DataQuest->CAASPP Test Results	All Students increased 24% EL increased 1% SED increased 15% FY increased 10% SWD increased 9%
1.9	A-G Completion Rate	All Students 30% EL 15% SED 30% FY * SWD 16% Data Year: 2022-23 Data Source:DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard	All Students 66% EL 37 % SED 66 % FY * SWD 29% Data Year: 2023-24 Data Source:DataQuest->Four-Year Adjusted Graduation Rate		All Students 50% EL 40% SED 50% FY 20% SWD 30% Data Year: 2025-26 Data Source:DataQuest->Four-Year Adjusted Graduation Rate	All Students increased 36% EL increased 22 % SED increased 36 % FY * SWD increased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Additional Reports->CCI Measures	and CA Dashboard Additional Reports->CCI Measures		and CA Dashboard Additional Reports->CCI Measures	
1.10	CTE Pathway Completion Rate	All Students 41% EL 31% SED 41% FY * SWD 24% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports->CCI Measures	All Students 42% EL 27% SED 41% FY * SWD 29% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports->CCI Measures		All Students 70% EL 60% SED 70% FY 30% SWD 40% Data Year: 2025-26 Data Source: CA Dashboard Additional Reports->CCI Measures	All Students increased 1% EL decreased 4% SED No Change FY * SWD increased 5%
1.11	A-G Completion and CTE Pathway Completion Combined Rate	All Students 21% EL 10% SED 21% FY * SWD 11% Data Year: 2022-23 Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures	All Students 24% EL 5% SED 24% FY * SWD 7% Data Year: 2023-24 Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures		All Students 40% EL 30% SED 40% FY 30% SWD 30% Data Year: 2025-26 Data Source: DataQuest->Four-Year Adjusted Graduation Rate and CA Dashboard Additional Reports->CCI Measures	All Students increased 3% EL decreased 5% SED increased 3% FY * SWD decreased 4%
1.12	EL students making progress toward English Proficiency	EL Students 55% Data Year: 2022-23 Data Source: CA Dashboard->English Learner Progress Indicator	EL Students 49% Data Year: 2023-24 Data Source: CA Dashboard-		EL Students 70% Data Year: 2025-26 Data Source: CA Dashboard-	Declined 5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			>English Learner Progress Indicator		>English Learner Progress Indicator	
1.13	EL Reclassification Rate	EL Students 12% Data Year: 2022-23 Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports	EL Students 37% Data Year: 2023-24 Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports		EL Students 40% Data Year: 2025-26 Data Source: DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates and Ellevation Reports	Increased 25%
1.14	AP Passage Rate	All Students 3% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports->CCI Measures	All Students 6% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports->CCI Measures		All Students 15% Data Year: 2025-26 Data Source: CA Dashboard Additional Reports->CCI Measures	Increased 3%
1.15	EAP ELA	All Students 33% EL 6% SED 32% FY 0% SWD 5% Data Year: 2022-23 Data Source: CAASPP	All Students 25% EL 10% SED 25% FY * SWD 9% Data Year: 2023-24 Data Source: CAASPP		All Students 50% EL 20% SED 50% FY 20% SWD 15% Data Year: 2025-26 Data Source: CAASPP	All Students Decreased 8% EL Increased 4% SED Decreased 7% FY * SWD Increased 4%
1.16	EAP MATH	All Students 6% EL 1% SED 7%	All Students 13% EL 7% SED 14%		All Students 20% EL 15% SED 20%	All Students Increased 7% EL Increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY 0% SWD 0% Data Year: 2022-23 Data Source: CAASPP	FY * SWD 7% Data Year: 2023-24 Data Source: CAASPP		FY 15% SWD 10% Data Year: 2025-26 Data Source: CAASPP	SED Increased 7% FY * SWD Increased 7%
1.17	Broad Course of Study	Students enrolled in VAPA Courses All Students 60% EL 40% SED 60% FY 30% SWD 15% Data Year: 2023-24 Data Source: CALPADS	Students enrolled in VAPA Courses All Students 82% EL 60% SED 75% FY * % SWD 11% Data Year: 2024-25 Data Source: CALPADS		Students enrolled in VAPA Courses All Students: 80% EL 50% SED 80% FY 50% SWD 30% Data Year: 2026-27 Data Source: CALPADS	Students enrolled in VAPA Courses All Students Increased 15% EL Increased 20% SED Increased 15% FY *% SWD Decreased 4%
1.18	Other Pupil Outcomes: Dual Enrollment	Students enrolled in both HS and College Courses All Students 75% EL 75% SED 77% FY 0% SWD 50% Data Year: 2023-24 Data Source: CALPADS	Students enrolled in both HS and College Courses All Students 50% EL 17% SED 86% FY *% SWD 6% Data Year: 2024-25 Data Source: CALPADS		Students enrolled in both HS and College Courses All Students 90% EL 90% SED 90% FY 15% SWD 80% Data Year: 2026-27 Data Source: CALPADS	All Students Decreased 25% EL Decreased 58% SED Increased 9% FY *% SWD Increased 44%

Goal Analysis [2024-25]

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

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

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

Action (1.2) Core Program - Personnel Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by continuing to have low staff vacancies and is focused on hiring the most qualified individuals for each position.
Successes: Students had appropriately credentialed and assigned teachers in 81% of all classrooms district-wide but this data is lagging and this percentage is actually much higher in 2024-25. The district conducted a similar schools analysis and then provided our teaching staff with a significant raise, which has helped us fill much needed vacancies.
Challenges: The challenge for the district is hiring and retaining high quality teachers in hard to fill positions such as Elementary Art and Music due to credentialing requirements. In addition, we have hired new teachers as Interns, but they are working towards meeting the requirements to become highly qualified.

Action (1.3) Technology Supports for Improved Student Learning
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:

Full-Time Director of Technology: Provides strategic leadership in the planning, implementation, and sustainability of districtwide technology systems, ensuring alignment with instructional goals and equity initiatives.
Technology Specialists: Offer on-site and districtwide technical support, enabling quick resolution of issues and providing training to staff and students to enhance technology integration in instruction.
Access to Technology at School and at Home: All students have reliable access to digital learning tools regardless of location, supporting continuity of learning and engagement beyond the classroom.
Additional Technology Devices and Resources: The district maintains a supply of updated devices and supplementary tools (e.g., headsets, charging carts, peripherals) to support specialized programs, interventions, and instructional differentiation.
Successes:
Parlier Unified School District ensures equitable access to technology for all students. All devices across school sites have been refreshed and upgraded to meet academic requirements. For students without home internet access, the district provides Wi-Fi as needed. The Technology Plan has been thoroughly reviewed and updated to guarantee equitable access to digital instructional resources that support and enhance teaching and learning as well as create an implementation plan for digital citizenship curriculum in the classroom and guidance on the ever changing landscape of the use of Artificial Intelligence
Under the leadership of the Technology Director, the district has maintained on-site tech support at every school by retaining the number of Site Technologists needed to assist staff and students effectively.
Challenges:
Given the rapid pace of technological change and the need for ongoing device repairs, it can be challenging to promptly address all technology-related issues that arise with student 1:1 devices. This includes maintaining a sufficient supply of loaner devices when original devices are damaged or lost.

Action (1.4) Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified School District implemented the planned actions for this goal by maintaining its commitment to providing inclusive, equitable, and academically rigorous learning opportunities for all students. Through sustained investments in staffing, instructional resources, and professional development, the district continues to ensure access to a broad and engaging course of study, including Visual and Performing Arts (VAPA), STEM, Health and Nutrition, Career Technical Education (CTE), Dual Enrollment, and the Dual Language Immersion Program.
Successes:
Instructional teams across departments have worked to incorporate culturally responsive content into existing courses. This has led to stronger student engagement, particularly among historically underserved populations.
Strengthened College and Career Pathways- Additional staffing has allowed for expanded dual enrollment and early college opportunities, with more students completing college-credit-bearing coursework before high school graduation.
CTE programs have aligned more closely with regional labor market demands, and students are gaining exposure to real-world skills through structured course sequences.
Challenges
Despite progress, the district continues to face difficulty in hiring and retaining qualified teachers in niche areas like VAPA, causing a limit to program expansion in the elementary schools.

In dual enrollment and early college programs, coordination with higher education partners can create gaps in curriculum alignment or pacing.

Action (1.5) Supports for Student Learning and Improvement: Instructional Personnel
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified maintains a strong team of instructional and student support personnel to drive academic progress and equity. Learning Directors, Guidance Learning Specialists, Counselors, and Educational Services Support Staff collaborate to align instruction, support goal setting, implement curriculum initiatives, and address student needs. TOSAs and Reading Intervention Teachers provide targeted coaching and interventions in math, literacy, and data-driven instruction to close achievement gaps and ensure districtwide instructional coherence.
Successes:
The presence of Learning Directors at each site has led to more consistent monitoring of academic progress and tighter alignment between instruction, assessments, and schoolwide goals. This has helped teachers make timely instructional adjustments and has supported increased coherence in academic expectations across grade levels.
With the addition of Secondary Reading Intervention Teachers and Math and Data TOSAs, students have benefited from more targeted, data-informed instructional support. These roles have contributed to improved student outcomes in both literacy and math, particularly for students who were previously performing below grade level.
Challenges:
Although Guidance Learning Specialists and Counselors provide critical support in academic planning and social-emotional development, the increasing number and complexity of student needs—especially post-pandemic—has made it challenging to deliver truly individualized support to all students in a timely manner.
While the TOSAs and support staff have driven effective instructional practices, the district faces limitations in scaling these supports uniformly across all sites due to staffing constraints and time. This affects the consistency with which high-impact strategies reach every classroom, particularly in areas with the greatest instructional need.

Action (1.6) Supports for Student Learning and Improvement: Programs
Implementation Status: 4 - Full Implementation
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified continues to invest in a comprehensive system of support to ensure all students have access to rigorous, engaging, and equitable learning opportunities. Through sustained funding and strategic planning, the district provides ongoing professional development, instructional coaching, and tutoring to enhance teaching and address student needs. Students benefit from high-quality supplemental materials, expanded literacy resources, and college and career readiness programs that build essential skills across K–12. Expanded learning opportunities and the districtwide expansion of AVID further support academic growth, organizational skills, and a strong college-going culture.
Successes: Parlier Unified successfully expanded its AVID program districtwide, resulting in increased student participation in college-preparatory coursework and improved organizational, note-taking, and study skills. This expansion has fostered a stronger college-going culture across grade levels, particularly in secondary schools, where students are demonstrating higher levels of academic confidence and readiness for postsecondary pathways.

Challenges:
Despite strong implementation of extended learning programs and support services, consistent student attendance in optional programs such as Saturday Academy, Spring/Winter intersessions, and tutoring remains a challenge. Many students who would benefit most from these opportunities face barriers such as transportation, family responsibilities, or limited engagement, impacting the overall reach and effectiveness of these supports.

Action (1.7) Supports for Student Learning and Improvement: Differentiated Assistance
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified School District has successfully exited Differentiated Assistance status, demonstrating measurable progress in key performance areas. However, the district remains committed to continuous improvement and will continue to monitor all associated subgroups in ELA, Math, and Suspension—particularly English Learners, Hispanic, Homeless, Socio-economically Disadvantaged, and Socio-economically Disadvantaged Hispanic students—over the next two years as part of LCAP implementation.
The action plan initiated in collaboration with the Fresno County Superintendent of Schools (FCSS) laid a strong foundation for data-driven improvement, with a focus on identifying root causes and aligning support systems through stakeholder input and Improvement Science practices. Although the initial findings highlighted persistent academic and behavioral challenges among low-income and Hispanic subgroups, the district's multifaceted response—including professional development in data analysis, MTSS, and PDSA cycles—positions school sites to sustain progress and respond proactively to emerging needs. This LEA-wide approach is expected to support not only the identified subgroups but also benefit the broader student population through a more inclusive, responsive, and outcomes-focused educational system.
Successes:
Through the partnership with FCSS and targeted professional development, school and district leadership have strengthened their capacity to analyze data collaboratively and implement site-based PDSA cycles, leading to more focused and responsive academic and behavioral supports for low-income and Hispanic students.
Challenges:
Despite progress, some school sites continue to face difficulties in fully implementing Improvement Science practices due to limited time for collaboration and a need for continued coaching to build confidence in using data to drive instructional decision-making.

Action (1.8) Supports for Students Learning English and Long Term English Learner Supports
Implementation Status: 4 - Full Implementation
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified has fully implemented a comprehensive support system for English Learners by maintaining ELD Teachers on Special Assignment (TOSAs), instructional aides, and Designated ELD teachers at the secondary level. These roles work in tandem to provide targeted language instruction, in-class support, and coaching aligned to effective Integrated and Designated ELD practices. The district also ensures access to supplemental materials and ongoing professional development, all aimed at accelerating English language development and academic success for ELs and LTELs.
Successes:

Parlier Unified has seen improvement in English Language Proficiency Assessment for California (ELPAC) scores among English Learners, particularly Long-Term English Learners (LTELs), due to the sustained implementation of Designated ELD instruction at the secondary level and the targeted professional development and coaching provided by ELD TOSAs. This growth reflects the positive impact of dedicated personnel, instructional aides, and professional learning focused on language development and academic support.
Challenges:
Despite targeted supports, Long-Term English Learners (LTELs) continue to experience limited academic progress and language reclassification, particularly at the secondary level. Contributing factors include inconsistent engagement in Designated ELD, limited differentiation in core content classes, and the social-emotional impact of being labeled LTEL over multiple years. These challenges highlight the need for more personalized, culturally responsive, and asset-based approaches to accelerate both language development and academic achievement for this subgroup.

Action (1.9) Bilingual Instructional Aides
Implementation Status: 4 - Full Implementation
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified continues to provide Bilingual Instructional Aides in the elementary and secondary to support the needs of all students, especially the increase of newcomers at the secondary level.
Successes:
The addition of bilingual instructional aides has significantly strengthened academic support for English Learners by providing real-time clarification, scaffolding, and small-group assistance in students' primary language. This support has improved students' access to grade-level content, increased classroom participation, and contributed to stronger academic outcomes, especially in foundational literacy and math skills at the elementary level.
Challenges:
Instructional aides play a critical role in supporting English Language Learners, especially Newcomers and LTELS, but Parlier is still developing a fully integrated system of specialized instruction, tailored curriculum, and specialized supports.

Action (1.10) Supports for Early Literacy and Early Education Programs
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified successfully implemented a comprehensive early literacy initiative by maintaining high-quality Preschool and Transitional Kindergarten programs and reducing class sizes in grades K–2 to support individualized instruction. The district maintained our instructional aides in TK–2 classrooms, adding additional to support Literacy development and deployed Early Literacy TOSAs to provide targeted coaching to teachers. Ongoing professional development, combined with the support of Reading Intervention Teachers, ensures students receive effective, data-driven literacy instruction, particularly those needing Tier 2 and 3 interventions. Classrooms and libraries have been enriched with leveled texts, phonics materials, and diverse literacy resources to promote early reading development and foster a strong culture of literacy.
Successes:
Early literacy intervention has led to measurable gains in foundational reading skills, particularly in grades K–2, as reflected in improved benchmark assessment scores.

The addition of instructional aides and Reading Intervention Teachers has allowed for more individualized and small-group instruction, accelerating progress for struggling readers.
Challenges:
Despite strong supports, some students continue to enter kindergarten without key early literacy skills, highlighting the need for expanded outreach in preschool readiness.
An increasing need for differentiated instruction has placed a growing demand on instructional aides and teachers, who require ongoing coaching and time for collaboration. Maintaining consistency in early intervention across all elementary sites remains a challenge, especially as student needs become more diverse.

Action (1.11) Base Supports for Students with Disabilities
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Maintaining core services such as specialized academic instruction, related services (e.g., speech, occupational therapy), and access to general education settings with appropriate accommodations and modifications. Staffing includes credentialed special education teachers, instructional aides, and support specialists who collaborate with general education teams to deliver individualized support aligned with each student's IEP. These base supports reflect the district's focus on equity, access, and high-quality instruction for all learners.
Successes:
Parlier Unified has seen academic growth among students with disabilities, particularly in English Language Arts and Mathematics, as measured by local benchmark assessments and progress monitoring tools. This progress is attributed to the consistent implementation of individualized supports, increased collaboration between general and special education teachers, the purposeful implementation of the MTSS Framework district-wide and the strategic use of instructional aides to reinforce targeted skills. These gains demonstrate the effectiveness of inclusive practices and the impact of sustained, personalized academic interventions across school sites.
Challenges:
Despite demonstrated academic growth, students with disabilities continue to face challenges in closing achievement gaps with their general education peers, particularly in upper grade levels where content becomes more complex. Factors such as limited access to fully differentiated curriculum, varying levels of co-teaching implementation, and the need for more intensive interventions contribute to this persistent gap. Additionally, staffing shortages in specialized positions can impact the consistency and timeliness of IEP services and individualized support.

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

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

Parlier Unified budgeted $11,928,625 for this action, but has spent approximately $9,411,003 of the allocation. This material decrease is due to core curriculum adoptions being pushed for another year.
1.2 Core Personnel
Parlier Unified budgeted $40,826,680 for this action, but has spent approximately $31,084,525. The material decrease is due to not finalizing recently negotiated raises for the 24-25 school year.
1.4 Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program
Parlier Unified budgeted $747,400 to support this action, but has spent approximately $1,670,143. The material increase is due to fully implementing this action by leveraging these resources to sustain and expand programs like Visual and Performing Arts, CTE opportunities at all sites, and NJROTC at PJHS and PHS.In addition, all funds for salaries were allocated to 1.4, 1.6, 1.10 instead of 1.5. This caused 1.4,1.6, 1.10 to be overspent. This will be addressed in 25-26.
1.5 Supports for Student Learning and Improvement: Instructional Personnel
Parlier Unified budgeted $4,969,912 to support this action but has spent approximately $1,552,542. The material decrease is due to other one time funding sources and recently acquired grants covering the cost of salary and benefits. In addition, all funds for salaries were allocated to 1.4, 1.6, 1.10 instead of 1.5. This caused 1.4,1.6, 1.10 to be overspent. This will be addressed in 25-26.
1.6 Support for Student Learning and Improvement: Programs
Parlier Unified budgeted $533,692 to support this action but has spent approximately $1,155,493. The material increase is due to incorrectly allocating to 1.6 instead of allocating to the appropriate actions in the new LCAP. This caused 1.4,1.6, 1.10 to be overspent. This will be addressed in 25-26.
1.7 Supports for Student Learning and Improvement: Differentiated Assistance
Parlier Unified budgeted $193,500 to support this action but has spent approximately $62,256. The material decrease is due to utilizing other one time funds to support this action.
1.8 Supports for Students Learning English and Long Term English Learner Supports
Parlier Unified budgeted $760,548 to support this action, but has spent approximately $379,902. The material decrease is due to utilizing other one time funds to support this action.
1.9 Bilingual Instructional Aides
Parlier Unified budgeted $184,203 for this action but has spent approximately $379,646. The material increase is due to increasing the support for our Dual Language Immersion program and one time grant funding at Chavez Elementary ending.
1.10 Early Literacy Supports
Parlier Unified budgeted $1,379,675 for this action but has spent approximately $2,317,140. The material increase is due to all funds for salaries were allocated to 1.4, 1.6, 1.10 instead of 1.5. This caused the 1.4,1.6, 1.10 to be overspent. This will be addressed in 25-26.

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

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

2 – Somewhat Effective
3 – Effective
Action(s): 1.1: Core Program- Instructional Materials and 1.2: Core Program Personnel
Effectiveness of Action(s): 3-Effective
Metric(s): (1.1) Appropriately assigned and fully credentialed teachers, (1.2) Access to standards aligned instructional materials, (1.3) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards
Analysis: Parlier Unified's ongoing investment in up-to-date, standards-aligned instructional materials ensures that teachers and students work with the latest pedagogical resources—streamlining lesson planning, reinforcing CCSS and ELD alignment, and freeing teachers to focus on differentiated instruction. Centralized procurement and rollout of these materials, paired with negotiated volume pricing and coordinated professional development, boost both educator capacity and student engagement, laying a solid foundation for improved ELA and Math outcomes.
Simultaneously, a rigorous staffing model guarantees that every classroom is led by a fully credentialed teacher and that site administrators are trained to manage assignments and master schedules effectively. Continuous monitoring of staffing and schedules enables rapid realignment as needs shift, while filling all core personnel roles—from site leadership to specialized support staff—creates an equitable support network.

Action(s): 1.3 Technology Supports for Improved Student Learning
Effectiveness of Action(s): 3-Effective
Metric(s): 1.4 Smarter Balanced ELA Met or Exceeded Standard, 1.5 Local ELA Data, 1.6 Smarter Balanced Math Met or Exceeded Standard, and 1.7 Local Math Data
Analysis Statement: Overall ELA SBAC performance increased 1%, but the students who rely most on language-access tools slipped—current English Learners -2% and, more sharply, Long-Term ELs -4% and Homeless students -4%. Students with disabilities (SWD) and socio–economically disadvantaged (SED) had small gains 2% and1%. Hispanic students showed the biggest jump +8%, and when Hispanic students were also SED the gain was +25%.
With Local ELA Assessment data, all reported subgroups exhibited positive gains, with no declines observed. There is also advancement with the subgroups (SED, Hispanic, and SED Hispanic) each achieving a 7-point increase, indicating that districtwide ELA initiatives are uniformly effective across diverse learner populations.
English Learners demonstrated a 6-point gain—commendable yet marginally lower than the district average. This suggests an opportunity to enhance targeted English language development strategies to align EL outcomes fully with those of other subgroups.
With Math SBAC data at the district level, data shows modest progress overall, with All Students and SED students both increasing by 1%, and Hispanic students showing the most significant growth with a 9% gain. Students with Disabilities (SWD) improved by 3%, while English Learners (EL) held steady and Long-Term ELs (LTELs) declined slightly by 1%. The most concerning trend was among Homeless students, who declined by 5%, indicating a need for targeted interventions. Foster Youth (FY) data was not reported.
At the site level, Benavidez showed a small increase for SWD +2% but a decrease for SED SWD –2%, suggesting inconsistent outcomes for students with overlapping needs. Chavez Elementary maintained performance for All Students and ELs but saw strong gains among Hispanic students +10% and Homeless students +2%, despite declines among SED –1% and SED Hispanic students –2%. Martinez (JCM) posted modest growth for All Students +2% and SED +1%. At Parlier Junior High (PJHS), results were mixed: overall student performance declined slightly –1%, but significant gains were seen among Hispanic +16%, SED Hispanic +7%, and SWD +5% students, indicating effective subgroup-targeted supports. Parlier High School (PHS) showed consistent improvement across key groups, including All Students +2%, SED +3%, and Hispanic students +9%, reflecting continued progress in high school academic support systems.

With Local Math Assessment data, there was a slight overall decline: The 1-point decrease for the full cohort and for Hispanic students suggests a marginal regression in Advanced Math at the district level. Both EL and SED subgroups held steady, indicating that existing supports may have prevented further declines, but did not drive growth. There was a 1-point decrease for Hispanic learners underscores a potential equity concern; targeted analysis of resource allocation and curricular access for this demographic is warranted.
This data suggests that targeted supports can pay off when they reach the right audiences. While device access and connectivity have improved across the district, Homeless and Long-Term English Learners continue to face achievement gaps. This indicates a need to go beyond access—ensuring tailored, language-rich, and offline-capable digital resources reach the students who need them most.

Action(s): 1.4 Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program
Effectiveness of Action(s): 3- Effective
Metric(s): 1.9 A-G Course Completion, 1.10 CTE Pathway Completion, 1.14 AP Passage Rate, 1.15 EAP in ELA, 1.16 EAP in Math, 1.17 Broad Course of Study, 1.18 Dual Enrollment/Early College
Analysis: Broad Course of Study & College/Career Readiness Outcomes
Parlier Unified School District continues to demonstrate commitment to providing a broad and equitable course of study, including access to Visual and Performing Arts (VAPA), STEM, Health and Nutrition, CTE, Dual Enrollment, and the Dual Language Immersion Program. Metric data across these areas reflect mixed progress, with notable successes and areas for growth across student subgroups and sites.
Across college-preparatory and enrichment measures, the most pronounced gains occurred in A–G completion, AP outcomes, and VAPA participation. At the district level, both All Students and Socio-Economically Disadvantaged (SED) learners saw a 36% increase in A–G course completion, while English Learners (EL) achieved a 22% gain—evidence of strengthened counseling and curriculum access. The overall AP passage rate rose by 3%, indicating enhanced readiness for advanced coursework. In Visual and Performing Arts (VAPA), All Students and SED each increased by 15%, ELs by 20%, and Students with Disabilities by 9%, reflecting successful expansion of enrichment opportunities and equitable arts access. Foster Youth (FY) data were not reported for A–G, underscoring the need for improved subgroup monitoring.
Technical, career, and early-assessment metrics present a more mixed picture. CTE pathway completion inched up 1% for All Students, held steady for SED 0%, and declined by 4% for ELs, suggesting persistent barriers to EL engagement in career pathways. In the Early Assessment Program, EAP-ELA readiness fell by 8% among All Students and by 7% for SED, even as ELs posted a 4% increase—highlighting the impact of targeted language supports but signaling a broader need to bolster ELA college-readiness. Conversely, EAP-Math proficiency advanced by 7% for both All Students and SED and by 6% for ELs, demonstrating effective mathematics instruction and intervention strategies that could inform revitalized ELA approaches. Foster Youth results were not disaggregated for CTE or EAP metrics.
Dual enrollment and early-college participation represent the district's most urgent challenge, with steep declines across all cohorts: All Students down 25%, SED down 27%, and ELs down 38%. This dramatic regression raises critical questions about scheduling alignment, partnership structures, and support services necessary to re-engage students in postsecondary pathways. To sustain equitable advancement, the district should prioritize disaggregating and restoring FY data, scale high-impact math and arts practices into ELA and advanced-coursework domains, and conduct targeted analyses to dismantle barriers in CTE and dual-enrollment programs—especially for EL and SED populations.

Action(s): 1.5 Supports for Student Learning and Improvement: Instructional Personnel, 1.6 Supports for Student Learning and Improvement: Programs, and
1.7 Supports for Student Learning and Improvement: Differentiated Assistance

Effectiveness of Action(s): 3- Effective
Metric(s): 1.4 Smarter Balanced ELA Met or Exceeded Standard, 1.5 Local ELA Data, 1.6 Smarter Balanced Math Met or Exceeded Standard, 1.7 Local Math Data, and 2.1 Suspension Data
Analysis Statement: District SBAC ELA results were mixed: All Students and SED both gained 1%, Hispanic rose 8%, SED Hispanic up 25%, and SWD improved 2%, while ELs fell 2%, LTEL -4% and Homeless declined 4%. Site-level SBAC highlights include Benavidez SWD +9%, SED SWD +7%; Cesar Chavez All +6%, SED +3%, EL +2%, Hispanic +36%, SED Hispanic +1%; Martinez EL +2%; PJHS All/SED +3%, EL +1%, SED Hispanic +4%, SWD +3%, SED SWD –1%; and PHS EL –2%. These patterns point to districtwide equity gains for some groups alongside urgent needs for EL, LTEL, and Homeless supports.
Local ELA Advanced performance was uniformly strong: All Students and SED each +7%, EL +6%, LTEL +1%, Hispanic and SED Hispanic +7%, and SWD +1%. At the site level, Benavidez All +8%, SWD +4%; Cesar Chavez All/SED/Hispanic +9%, SED Hispanic +7%; Martinez All +10%, EL +4%; PJHS All/SED +5%, EL +3%, Hispanic +5%, SED Hispanic +6% (SWD & SED SWD –2%); and PHS All +4%, EL +10%. The contrast between uneven SBAC subgroup shifts and consistently positive local results underscores the importance of targeted SBAC interventions and the replication of successful local-assessment strategies.
Math SBAC data at the district level, data shows modest progress overall, with All Students and SED students both increasing by 1%, and Hispanic students showing the most significant growth with a 9% gain. Students with Disabilities (SWD) improved by 3%, while English Learners (EL) held steady and Long-Term ELs (LTELs) declined slightly by 1%. The most concerning trend was among Homeless students, who declined by 5%, indicating a need for targeted interventions. Foster Youth (FY) data was not reported.
At the site level, Benavidez showed a small increase for SWD (+2%) but a decrease for SED SWD (–2%), suggesting inconsistent outcomes for students with overlapping needs. Chavez Elementary maintained performance for All Students and ELs but saw strong gains among Hispanic students (+10%) and Homeless students (+2%), despite declines among SED (–1%) and SED Hispanic students (–2%). Martinez (JCM) posted modest growth for All Students (+2%) and SED (+1%). At Parlier Junior High (PJHS), results were mixed: overall student performance declined slightly (–1%), but significant gains were seen among Hispanic (+16%), SED Hispanic (+7%), and SWD (+5%) students, indicating effective subgroup-targeted supports. Parlier High School (PHS) showed consistent improvement across key groups, including All Students (+2%), SED (+3%), and Hispanic students (+9%), reflecting continued progress in high school academic support systems.
Districtwide Local Math Assessment data: All Students decreased 1%, SED and EL held steady, Hispanic decreased 1%, SWD declined 6% (Homeless/FY suppressed), and SED Hispanic maintained. Site specifics: Benavidez All maintained, SWD +1%, SEDS WD –1%; Cesar Chavez All +1%, EL maintained, SED/Hispanic/SED?Hispanic each +2%; JCM All/SED +2%; PJHS All/HIS/SED/SED Hispanic –1%, EL +1%, SWD/SED SWD maintained; and PHS All/SED/HIS/SED Hispanic all –4%. The contrast between stable-to-upward SBAC subgroup shifts and widespread local declines—particularly among SWD and Hispanic learners—signals a need to investigate assessment alignment and targeted intervention strategies.
Overall, the district’s suspension rate trended downward for nearly every subgroup: All Students (–2%), English Learners (EL –1%), Socio-Economically Disadvantaged (SED –1%), Homeless –1%, Hispanic (–2%), SED Hispanic (–2%), and Students with Disabilities (SWD –1%). Foster Youth data remain suppressed. The lone exception was SED SWD, which saw a 1% increase—signaling that students who face both economic and disability barriers may not be benefiting equally from district wide behavioral supports.
Site-level patterns mirror the district trend but reveal some areas of concern and success. At JCM, SWD suspensions decreased 1% even as SED SWD rose 2%. PJHS saw modest declines for All Students (–1%), EL (–2%), SWD (–5%), and Hispanic (–2%), with SED stable and SED SWD up 1%. PHS achieved the strongest reductions across the board—All Students (–5%), EL (–6%), SED (–4%), SWD (–5%), Hispanic (–5%), and SED SWD (–3%).

Actions 1.5, 1.6, and 1.7 led to academic gains in ELA for key subgroups like Hispanic, SED, and SWD students, and contributed to overall reductions in suspension rates—especially at Parlier High. However, math progress was uneven, and students with overlapping needs, like SED SWD, still require more targeted academic and behavioral supports. In addition, universal interventions are drifting suspension rates downward, targeted strategies are needed to support SED SWD students—especially at JCM and PJHS—and to replicate PHS's effective practices in fostering a restorative, inclusive school climate.

Action(s): 1.8 Supports for Students Learning English and Long Term English Learner Supports
Effectiveness of Action(s): 3 Effective
Metric(s): 1.4 Smarter Balanced ELA Met or Exceeded Standard, 1.5 Local ELA Data, 1.12 EL students making progress toward English Proficiency, 1.13 English Learner Reclassification Rate
Analysis Statement: Parlier Unified's layered support model for English Learners and Long-Term ELs directly responds to the mixed picture painted by our ELA metrics: a modest +1% gain on the SBAC for all students but declines of –2% for ELs and –4% for LTELs, alongside stronger local ELA gains (+6% EL, +1% LTEL) and promising reclassification increases (+25% to 37% RFEP). By deploying English Language Development Teachers on Special Assignment (TOSAs) to coach both Integrated and Designated ELD strategies, the district embeds high-yield language objectives into every lesson, shoring up the academic discourse skills that underpin higher SBAC and local assessment performance. These TOSAs will systematically monitor ELPI progress data—where only 48.7% of ELs advanced and 15.8% regressed—to implement weekly small-group labs tailored to proficiency bands, ensuring that struggling students receive intensive, standards-aligned support before falling further behind.
Complementing TOSA coaching, dedicated secondary ELD teachers will deliver targeted small-group instruction in reading, writing, speaking, and listening, particularly for LTELs and ELs performing two grade levels below in ELA and math. This in-class scaffolding—coupled with coordinated lesson design, individualized learning plans, and collaboration among content teachers, counselors, and support staff—creates a seamless continuum from universal ELD blocks to intensive interventions. Ongoing professional development and supplemental resources aligned to the California State Content and ELD Standards will reinforce these practices. Altogether, this cohesive strategy is designed to elevate EL and LTEL outcomes on the Smarter Balanced ELA and local ELA metrics, accelerate English-proficiency progress, and sustain rising reclassification rates.

Action(s): 1.9 Bilingual Instructional Aides
Effectiveness of Action(s): 3- Effective
Metric(s):(2) Access to standards aligned instructional materials, (4) Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, (6) Smarter Balanced ELA Met or Exceeded Standard, (7) Smarter Balanced Math Met or Exceeded Standard, (12) EL students making progress toward English Proficiency, (13) EL Reclassification Rate
Analysis: By embedding bilingual instructional aides into daily instruction, Parlier Unified strengthens English Learners' access to standards-aligned content and language development opportunities. When aides support ELA and content classrooms—by translating key concepts, clarifying directions, and modeling academic language—they ensure that English Learners can meaningfully engage with grade-level material. Their collaboration with ELD specialists and content teachers during weekly planning ensures instruction is aligned with both academic and language standards, providing students with the scaffolds they need to tackle rigorous academic tasks.
These supports create the foundation for stronger outcomes on both classroom-based assessments and high-stakes tests. By expanding access to content and language support, aides enable more students to meet or exceed academic expectations in reading and math. Their work in delivering targeted small-group interventions, informed by ongoing progress checks, accelerates English language growth and helps reduce the number of students who struggle to advance. Additionally, by helping families understand the criteria for language proficiency and

supporting literacy at home, bilingual aides play a crucial role in increasing the number of students who achieve reclassification as English-proficient each year.

Action(s): 1.10 Supports for Early Literacy and Early Education Programs
Effectiveness of Action(s): 3 Effective
Metric(s): 1.5 Local ELA Data, 1.7 Local Math Data, Local Indicator Report, Educational Partner Input
Analysis: Utilizing the Local Assessment ELA and Math Data, the Local Indicator Report, and Educational Partner Input, Parlier Unified's robust early literacy framework—featuring systematic phonics, integrated ELD scaffolds, and targeted small-group interventions—has driven consistent Local ELA Advanced gains: All Students and SED up 7%, ELs up 6% (LTEL +1%), Hispanic and SED Hispanic up 7%, with site highs at Martinez (+10%), Chavez (+9%), and Benavidez (+8%). In contrast, Local Math Advanced performance dipped for All Students (–1%), SWD (–6%), and PHS (–4%), while most other math subgroups held steady. This split suggests that literacy supports aren't yet transferring to math practice—particularly for SWD and SED SWD learners. At the site level, the schools with the largest ELA gains saw minimal math progress, underscoring a need to adapt literacy strategies—like vocabulary preview, structured math talk, and scaffolded problem-solving—to early numeracy. By deploying instructional and bilingual aides, literacy and math TOSA's, and Intervention teachers to co-design "math-literacy" modules, Parlier Unified can harness proven ELA supports to build students' mathematical language, conceptual understanding, and confidence, thereby promoting equitable growth across both domains.

Action(s): 1.11 Base Supports for Students with Disabilities
Effectiveness of Action(s): 3 Effective
Metric(s): 1.2 Access to standards aligned instructional materials, 1.3 Implementation of standards for all students and enable ELLs access to CCSS and ELD standards, 1.4 Smarter Balanced ELA Met or Exceeded Standard, 1.6 Smarter Balanced Math Met or Exceeded Standard, 1.12 EL students making progress toward English Proficiency, 1.13 EL Reclassification Rate
Analysis: By delivering every service specified in students' IEPs—whether that's co-taught ELA blocks, pull-out reading interventions, or speech and language supports - Parlier Unified has helped SWD outpace many peers on high-stakes assessments: SWD gained 2% on SBAC ELA and 4% on SBAC Math, and even saw a 1% increase in Local ELA Advanced performance. These results suggest that targeted IEP-driven interventions are translating into measurable academic growth in both literacy and numeracy when aligned with district curricula and CAASPP preparation.
However, SWD fell 6% on Local Math Advanced scores—contrasting sharply with their SBAC Math gains—and only managed a modest 1% in Local ELA Advanced scores. This could highlights a gap in how IEP services integrate with the district's local assessments and instructional pacing. To address this, the district will embed IEP-mandated supports more deeply into tiered math instruction—using co-teaching, small-group "rescue" sessions, and embedded accommodations during unit assessments—and align those SBAC practices with the Local Math Assessments. Regular data reviews that cross-walk IEP goal attainment with district benchmark results will ensure that specialized supports drive continuous improvement across both state and local measures.

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

Actions 3, 5, 6, and 10 have been revised to include LREBG funding. The subgroups in the identified metrics have remain unchanged.

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
1.3	Technology Supports for Improved Student Learning	LCAP Action: To address the need, Parlier Unified will provide support through a Technology department team and support which includes: *A Full-time Director of Technology *Technology Specialists *Access to technology at school and at home *Additional technology devices and resources *Technology tools to ensure digital safety *Supplemental programs to increase access to content instructional materials LREBG Action Parlier Unified's will support students by providing access to devices at school and home, supplemental instructional programs, and digital safety tools ensure equitable access to instruction, address learning loss by expanding access to academic content, and create safe, supportive digital learning environments. By removing barriers to connectivity and enhancing instructional engagement, these actions directly contribute to sustained learning recovery for all students, particularly those most impacted by the pandemic. Studies have shown that providing students with reliable access to technology and digital instructional tools significantly improves engagement, academic performance, and equity—especially for underserved populations. Access to devices and supplemental programs helps close learning gaps by enabling personalized, flexible learning, while digital safety measures foster secure environments that promote responsible use and well-being. Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) LREBG funds supporting this action: $50,000 per year through 2027-28	$996,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program	The LEA will provide the following: *Funding to increase access to a broad course of study that includes Visual and Performing Arts, STEM, Health and Nutrition, Career Technical Education, Dual Enrollment, Early College, and Dual Language Immersion through additional teachers and/or technology based supports such as online curriculum. *Purchasing engaging and relevant instructional materials and curriculum that are culturally relevant and equity based *Aligning current instructional materials for these courses to a rigorous scope and sequence through professional development *Customizing our online learning curriculum to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint through professional development	$747,400.00	Yes
1.5	Supports for Student Learning and Improvement: Instructional Personnel	This Action will address the following Reds at the LEA level based on the 2023 Dashboard CAASPP & Local Assessments ELA LEA Level: All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic S Ben Benavidez Elem ELA - Students With Disabilities Cesar Chavez Elem ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic John C Martinez Elem ELA - English Learner Parlier High School ELA - English Learner Parlier Junior High School	$5,319,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities Math LEA Level: All Students, English Learner, Socio-Economically Disadvantaged, Hispanic S Ben Benavidez Elem Math - Students With Disabilities Cesar Chavez Elem Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic John C Martinez Elem Math - All Students, Socio-Economically Disadvantaged Parlier High School Math - All Students, Socio-Economically Disadvantaged, Hispanic Parlier Junior High School Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities Educational Partner Input LCAP Action: The LEA will provide the following: *Learning Directors *Guidance Learning Coordinators *Counselors *Math Teacher on Special Assignment *Data & Assessment Teacher on Special Assignment *Secondary Reading Intervention Teachers *Educational Services Support Staff		

Action #	Title	Description	Total Funds	Contributing
		LREBG Action The LEA will support students with additional support for student learning loss such as intervention teachers, instructional aides, additional support staff, and Summer Program staff—enables schools to provide small-group and individual instruction, targeted interventions, and differentiated support in core academic areas like ELA and Math. Studies have shown small-group instruction and individualized interventions have been proven effective in accelerating learning and closing achievement gaps, especially in ELA and Math. In addition, these efforts help mitigate unfinished learning and support the progress of English Learners, Students with Disabilities, and other high-need subgroups flagged on the California School Dashboard. Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) LREBG Funds supporting this action: $350,000 per year through 2027-28.		
1.6	Supports for Student Learning and Improvement: Programs	This Action will address the following Reds at the LEA level based on the 2023 Dashboard CAASPP & Local Assessments ELA LEA Level: All Students, English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic S Ben Benavidez Elem ELA - Students With Disabilities Cesar Chavez Elem ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic	$1,383,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		John C Martinez Elem ELA - English Learner Parlier High School ELA - English Learner Parlier Junior High School ELA- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities Math LEA Level: All Students, English Learner, Socio-Economically Disadvantaged, Hispanic S Ben Benavidez Elem Math - Students With Disabilities Cesar Chavez Elem Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic John C Martinez Elem Math - All Students, Socio-Economically Disadvantaged Parlier High School Math - All Students, Socio-Economically Disadvantaged, Hispanic Parlier Junior High School Math- All Students, English Learner, Socio-Economically Disadvantaged, Hispanic, Students With Disabilities Educational Partner Input The LEA will provide the following: *Professional development, coaching, and tutoring services		

Action #	Title	Description	Total Funds	Contributing
		*Supplemental materials and supplies with a focus on rigor and engagement *Funding to provide K-12 students with experiences and skill sets to prepare them for college and/or career pathways *A comprehensive Summer School, Saturday, Winter, and Spring Academic Program *Resources to increase access to literacy, including secondary school libraries *Expanding AVID district-wide, ensuring its support through this initiative. LREBG Action Parlier Unified will support students with: Professional development, coaching, and tutoring services, supplemental materials and supplies with a focus on rigor and engagement, funding to provide K-12 students with experiences and skill sets to prepare them for college and/or career pathways, comprehensive Summer Program, Saturday, Winter, and Spring Academic Programs, resources to increase access to literacy, including secondary school libraries, expanding AVID district-wide, ensuring its support through this initiative. Studies have shown by targeting learning recovery, academic acceleration, and college/career readiness. Studies have shown that high-quality professional development, tutoring, and supplemental materials enhance instructional effectiveness and student engagement, while extended learning opportunities and programs like AVID help close opportunity gaps. These actions directly support students most impacted by the pandemic, providing equitable access to rigorous instruction, literacy resources, and future-ready skill development. Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) LREBG Funds supporting this action: $675,000 per year through 2027-2028		

Action #	Title	Description	Total Funds	Contributing
1.7	Supports for Student Learning and Improvement: Differentiated Assistance	DA Qualifying Groups: ELA: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged Math: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged Suspension: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged The LEA will provide the following: *Professional development *Coaching *Materials & Supplies	$193,500.00	Yes
1.8	Supports for Students Learning English and Long Term English Learner Supports	The LEA will provide the following: *English Language Development TOSA's *Instructional Aides for English Language Learners and LTEL support *Designated ELD Teachers at Secondary schools to support LTEL's *Professional Development and Coaching Support for Integrated and Designated ELD to support ELL's and LTEL's *Supplemental instructional resources, materials, and supplies to support the needs of ELL's and LTEL's LREBG Action Parlier Unified will support students with: Instructional Aides, Designated ELD Teachers,Professional Development and Coaching Support for Integrated and Designated ELD to support ELL's and LTEL's, Supplemental instructional resources, materials, and supplies to support the needs of ELL's and LTEL's Studies have shown that the use of Instructional Aides and Designated ELD Teachers, combined with high-quality professional development and coaching, leads to improved language acquisition and academic performance for ELs. Supplemental instructional materials further support access to rigorous content, helping ELs and LTELs engage with grade-	$885,548.00	Yes

Action #	Title	Description	Total Funds	Contributing
		level standards—fulfilling LREBG's purpose of accelerating learning for students disproportionately affected by the pandemic. Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) LREBG Funds supporting this action: $125,000 per year through 2027-28		
1.9	Bilingual Instructional Aides	The LEA will provide the following: Bilingual Instructional Aides As demonstrated in the Metrics sections, the ELPAC, local reclassification criteria, and input from Educational Partners, PUSD has identified that there is a decrease in the number of students who are demonstrating growth towards English proficiency and meeting district reclassification criteria. To meet this need, Parlier Unified will allocate funding to hire Bilingual Instructional Aides for K-12 classrooms, specifically targeting English Learner students at risk of becoming Long-Term English Learners. These aides will be deployed in upper primary through secondary level classrooms to assist English Learners who are performing two grade levels below in ELA and Math and have been English Learners for over four years without showing growth in English language proficiency as assessed by the English Language Proficiency Assessment for California (ELPAC). Their role will involve supporting students' content access while facilitating English proficiency development through both designated and integrated English Language Development (ELD) instruction. This action is designed to meet the needs most associated with English learners. We expect that the CAASPP ELA and Math scores for English Learners will increase significantly, including ELPAC scores, as teachers will be able to deliver content lessons while checking for understanding and providing students with immediate targeted support specific to the	$184,203.00	No

Action #	Title	Description	Total Funds	Contributing
		student's language needs. This will allow for more deliberate Tier I support for English Learners in the classroom setting. Metrics Used to Monitor: CAASPP ELA Scores (English Learner & Long Term English Learner) ELPAC & Local Assessments Educational Partner Input English Learner Students making progress toward English Proficiency English Learner Reclassification Rate		
1.10	Supports for Early Literacy and Early Education Programs	The LEA will provide the following: *Early Education Program: Preschool and Transitional Kindergarten *Class size reduction in grades K-2 *Additional instructional aides in grades TK-2 *Early Literacy TOSA's *PD and Support in Early Literacy strategies *Reading Intervention Teachers in Elementary schools *Supplemental instructional resources, materials, and supplies *Resources to increase access to literacy - elementary school libraries LREBG Action Parlier Unified will support students with: a comprehensive Early Education Program, additional instructional aides in grades TK-2, PD and Support in Early Literacy strategies, Reading Intervention Teachers in Elementary schools, supplemental instructional resources, materials, and supplies, resources to increase access to literacy - elementary school libraries. Studies have shown that high-quality early education programs, combined with additional instructional aides and targeted early literacy interventions, significantly improve reading proficiency and long-term academic outcomes. Professional development in literacy strategies, access to leveled instructional materials, and well-resourced elementary libraries further support young learners—particularly those impacted by disrupted early learning experiences—ensuring equitable access to essential literacy development.	$4,772,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric being used to monitor the action: Metric SBAC ELA 1.4 (PUSD/PHS/SBB/MJB/CEC/JCM: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) and SBAC Math 1.6 (PUSD/PHS/MJB/CEC/JCM/PJHS: All students, ELL, ELTL, SED, SED HIS, Homeless, SWD) LREBG Funds supporting this action $75,000 per year through 2027-28.		
1.11	Base Supports for Students with Disabilities	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). 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.	$4,772,994.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	All Students 7% EL 7% SED 7% FY 35% Homeless 8% HIS 7% SED HIS 7% SWD 9% SED SWD 9% JCM SWD 10% SED SWD 12% PJHS All Students 13% EL 15% SED 12% SWD 23% SED SWD 19% HIS 14% SED HIS 12% PHS All Students 12% EL 17% SED 12 % SWD 13% SED SWD 13% HIS 12% SED HIS 12% Data Year: 2022-23 Data Source: CA Dashboard->Suspension Rate	All Students 5% EL 6% SED 6% FY *% Homeless 7% HIS 5% SED HIS 5% SWD 8% SED SWD 10% JCM SWD 9% SED SWD 14% PJHS All Students 12% EL 13% SED 12% SWD 18% SED SWD 20% HIS 12% SED HIS 12% PHS All Students 7% EL 11% SED 8 % SWD 8% SED SWD 10% HIS 7% SED HIS 8% Data Year: 2023-24 Data Source: CA Dashboard-		All Students 2% EL 2% SED 2% FY 10% Homeless * SED 2% HIS 2% SED HIS 2% SWD 5% SED SWD 5% JCM SWD 5% SED SWD 5% PJHS EL 5% SED 5% SWD 10% SED SWD 10% HIS 5% SED HIS 5% PHS EL 5% SED 5% SWD 5% SED SWD 5% HIS 5% SED HIS 5% Data Year: 2025-26 Data Source: CA Dashboard->Suspension Rate Indicator and	All Students Decreased 2% EL Decreased 1% SED Decreased 1% FY *% Homeless Decreased 1% HIS Decreased 2% SED HIS Decreased 2% SWD Decreased 1% SED SWD Increased 1% JCM SWD Decreased 1% SED SWD Increased 2% PJHS All Students Decreased 1% EL Decreased 2% SED No Change SWD Decreased 5% SED SWD Increased 1% HIS Decreased 2% SED HIS Maintained PHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indicator and DataQuest->Expulsion and Suspension	>Suspension Rate Indicator and DataQuest->Expulsion and Suspension		DataQuest->Expulsion and Suspension	All Students Decreased 5 % EL Decreased 6% SED Decreased 4% SWD Decreased 5% SED SWD Decreased 3% HIS Decreased 5% SED HIS Decreased 4%
2.2	Expulsion Rate	All Students 0% EL 0 % SED 0 % FY 0 % SWD 0 % Data Year: 2022-23 Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate	All Students 0% EL 0 % SED 0 % FY 0 % SWD 0 % Data Year: 2023-24 Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate		All Students 0% EL 0 % SED 0 % FY 0 % SWD 0 % Data Year: 2025-26 Data Source:DataQuest->Expulsion and Suspension->Expulsion Rate	All Students- No Change EL-No Change SED-No Change FY-No Change SWD-No Change
2.3	School Facilities Inspection Tool (FIT)	School facilities are maintained in good repair: Score: Met Data Year: 2023-24 Data Source: Local Indicator (Priority 1) - FIT Facilities Tool	School facilities are maintained in good repair: Score: Met Data Year: 2024-25 Data Source: Local Indicator (Priority 1) - FIT Facilities Tool		School facilities are maintained in good repair: Score: Met Data Year: 2026-27 Data Source: Local Indicator (Priority 1) - FIT Facilities Tool	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance Rate	Baseline -All Students 93% EL 93% SED 93 % FY 93% SWD 92% Data Year: 2023-24 Data Source:AERIES/Panorama/Calpads P2	All Students 95% EL 95 % SED 95 % FY 95 % SWD 93 % Data Year: 2024-25 Data Source:AERIES/Panorama/Calpads P2		Baseline -All Students 97% EL 97 % SED 97 % FY 97% SWD 95 % Data Year: 2026-27 Data Source:AERIES/Panorama/Calpads P2	All Students Increased 2% EL Increased 2% SED Increased 2% FY Increased 2% SWD Increased 1%
2.5	Chronic Absenteeism	Baseline -All Students 49% EL 44 % SED 49% FY 65% SWD 28% Data Year: 2022-23 Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest >Absenteeism	Baseline -All Students 15% EL 11 % SED 16% FY *% SWD 25% Data Year: 2023-24 Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest >Absenteeism		Baseline -All Students 15% EL 12 % SED 14 % FY 15 % SWD 18 % Data Year: 2025-26 Data Source: CA Dashboard->Chronic Absenteeism Indicator and DataQuest->Absenteeism	All Students Decreased 34% EL Decreased 33 % SED Decreased 33% FY *% SWD Decreased 3%
2.6	Middle School Dropout Rate	Baseline All Students - 0% EL 0% SED 0% FY 0% SWD 0% Data Year: 2022-23	Baseline All Students - 0% EL 0% SED 0% FY 0% SWD 0% Data Year: 2023-24		Baseline All Students - 0% EL 0% SED 0% FY 0% SWD 0% Data Year: 2025-26	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CALPADS->Fall 1->Report 8.1c	Data Source: CALPADS->Fall 1->Report 8.1c		Data Source: CALPADS->Fall 1->Report 8.1c	
2.7	High School Dropout Rate	Baseline All Students - 6% EL 8% SED 6% FY 14% SWD 30% Data Year: 2022-23 Data Source: DataQuest->Four-Year Adjusted Cohort Outcome	Baseline All Students - 5% EL 7% SED 5% FY *% SWD 4% Data Year: 2023-24 Data Source: DataQuest->Four-Year Adjusted Cohort Outcome		Baseline All Students - 4% EL 6% SED 4% FY 4% SWD 10% Data Year: 2025-26 Data Source: DataQuest->Four-Year Adjusted Cohort Outcome	All Students Decreased 1% EL. Decreased 1% SED Decreased 1% FY *% SWD Decreased 26%
2.8	High School Graduation Rate	High School graduation rate Rate of students completing graduation requirements: All - 88% EL - 83% HIS - 88% SED -88% SWD-68% FY - 92% Homeless - 97% Data Year: 2022-23 Data Source: CA Dashboard	High School graduation rate Rate of students completing graduation requirements: All - 95% EL - 93% HIS - 95% SED -95% SWD-89% FY - * Homeless - 100% Data Year: 2023-24 Data Source: CA Dashboard		High School graduation rate Rate of students completing graduation requirements: All - 95% EL - 90% SED -95% SWD-85% FY - 95% Homeless - 97% Data Year: 2025-26 Data Source: CA Dashboard	High School graduation rate Rate of students completing graduation requirements: All - Increased 7% EL - Increased 10% HIS - Increased 7% SED -Increased 7% SWD-Increased 21% FY - * Homeless - Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Sense of School Connectedness	School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness Baseline School Connectedness - 58% Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness Baseline School Connectedness - 49% Data Year: 2024-25 Data Source: Local Indicator (Priority 6) Panorama Surveys		School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness School Connectedness - 70% Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of students indicating students feeling high levels for sense of school connectedness Decreased 9%
2.10	Sense of School Safety	School Climate Survey: Percentage of Students indicating high levels for sense of school safety Baseline School Safety - 58% Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of Students indicating high levels for sense of school safety Baseline School Safety - 60% Data Year: 2024-25 Data Source: Local Indicator (Priority 6) Panorama Surveys		School Climate Survey: Percentage of students indicating high levels for sense of school safety School Safety - 70% Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of Students indicating high levels for sense of school safety Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Sense School Connectedness	School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness Baseline School Connectedness - 57% Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness Baseline School Connectedness - 69% Data Year: 2024-25 Data Source: Local Indicator (Priority 6) Panorama Surveys		School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness School Connectedness 70% Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of Staff indicating high levels for sense of school connectedness Increased 12%
2.12	Sense of School Safety	School Climate Survey: Percentage of Staff indicating high levels for sense of school safety Baseline School Safety - 59% Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of Staff indicating high levels for sense of school safety Baseline School Safety - 61% Data Year: 2024-25 Data Source: Local Indicator (Priority 6) Panorama Surveys		School Climate Survey: Percentage of Staff indicating high levels for sense of school safety School Safety 70% Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of Staff indicating high levels for sense of school safety Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	College and Career Readiness Indicator	Percentage of students meeting College and Career Readiness Indicator All - 52% EL - 42% HIS - 53% SED -52% SWD-26% FY - * Homeless- 42% Data Year: 2022-23 Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures	Percentage of students meeting College and Career Readiness Indicator All - 45% EL - 24% HIS - 45% SED -45% SWD-27% FY - * Homeless- 0% Data Year: 2023-24 Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures		Percentage of students meeting College and Career Readiness Indicator All - 70% EL - 60% HIS - 70% SED -70% SWD-50% FY - 70% Homeless- 60% Data Year: 2025-26 Data Source:CA Dashboard Additional Reports: College & Career Levels and Measures	Percentage of students meeting College and Career Readiness Indicator All - Decreased 7% EL - Decreased 18% HIS - Decreased 8% SED -Decreased 7% SWD-Increased 1% FY - * Homeless- 0%

Goal Analysis [2024-25]

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

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

Parlier Unified used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

The actions outlined in Goal Two support the progress towards meeting the goal of creating a supportive environment conducive to learning and where students, staff, and families feel safe and supported.
2.1 Student Engagement Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified has successfully implemented a wide range of student engagement supports, fostering a stronger sense of connection and belonging across all grade levels. Through positive behavior supports, expanded enrichment during the school day, extracurricular activities, and intramural and after-school sports, students are more actively engaged in school life. Additionally, grade-level standards-aligned field trips and college and career exploration experiences have enhanced real-world learning and postsecondary awareness, contributing to improved overall student engagement.
Successes:
Increased access to enrichment and extracurricular activities has led to stronger student connectedness and improved campus climate, particularly through intramural sports and lunchtime clubs and activities.
College and career exploration field trips have expanded students' awareness of postsecondary pathways, fostering early goal setting and motivation among upper-grade students.
Challenges:
Sustaining student interest and consistent participation in extracurricular offerings requires ongoing effort, particularly for secondary students balancing academic and family responsibilities.
2.2 Student Physical and Mental Health and Wellness Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified has employed student physical and mental health and wellness supports, ensuring a comprehensive system to address the holistic needs of students. The district employs a team of support personnel—including a Prevention and Intervention Coordinator, Mental Health and Wellness Specialists, MTSS Intervention Aides, Elementary Counselors, District Nurses and Health Support Staff—to provide targeted physical and mental health services. Midway through the year, the district further strengthened its health services by adding a full-time Registered Nurse (RN), enhancing the district's capacity to respond to student health needs. Ongoing professional development and coaching have also supported staff in promoting wellness and creating a safe, supportive school environment.
Successes:
The addition of a full-time Registered Nurse midyear significantly enhanced the district's ability to address student health needs promptly, contributing to improved attendance and overall well-being.
Challenges:
Meeting the growing demand for mental health services remains a challenge, as the number of students requiring individualized support can sometimes exceed the available capacity of wellness staff and counselors.
2.3 Student Attendance Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:

Parlier Unified has successfully implemented its student attendance supports by establishing a comprehensive system focused on both prevention and intervention. The district employs a full-time Child Welfare & Attendance Coordinator along with support personnel to lead efforts in improving student attendance through consistent monitoring, outreach, and training. A robust data infrastructure has been developed to track attendance trends at the student level, enabling timely and targeted interventions. Additionally, the use of student incentives, family outreach, and staff training has fostered a more positive school culture around attendance and increased student connectedness.
Successes:
The establishment of a full-time Child Welfare & Attendance Coordinator and support staff has led to more consistent monitoring and follow-up with chronically absent students, resulting in improved communication between schools and families.
Positive attendance incentives and school-wide recognition strategies have increased student engagement, especially at the elementary level where students are more responsive to reinforcement efforts.
Challenges:
Despite outreach efforts, chronic absenteeism remains a challenge for highly mobile or high-needs student groups, including Homeless and Foster Youth, due to factors beyond school control.
Some school sites face difficulties in consistently implementing parent and staff training, limiting the impact of best practices in attendance reinforcement across the district.
2.4 Campus Connections
Implementation Status: 4 - Full Implementation
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified provides a comprehensive system of student Campus Connections, creating a strong foundation for maintaining safe and supportive learning environments across all TK–12 campuses. The district has deployed a team that includes a District Safety Officer, Campus Security Monitors, School Resource Officers, and additional safety personnel who work collaboratively to ensure proactive monitoring and incident response. Comprehensive professional development, including lockdown and incident response training for staff and students, has strengthened preparedness and awareness. However, sustaining these efforts long-term will require continued investment in updated safety materials, ongoing training, and staffing support to ensure consistency and responsiveness as safety needs evolve.
Success:
The presence of dedicated safety personnel and districtwide training has increased staff and student preparedness, contributing to a stronger sense of security and more efficient responses during emergency drills.
Continuing to support the School Resource Officers and Campus Security Monitors has improved daily campus supervision and fostered stronger relationships between students and safety personnel, enhancing overall school climate.
Challenge:
Sustaining adequate staffing and resources across all sites remains a challenge, as evolving safety protocols require continuous professional development and updated materials to maintain readiness and consistency.
Coordinating safety training and drills across all TK–12 sites can be logistically complex, leading to variations in implementation and preparedness between schools.

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

The following estimated actual expenditures for Goal 2 demonstrate material differences from the budgeted expenditures. Generally, the District assumes a variance of 10% or more within an action to be a material difference.
Action 2.1: Student Well-Being Initiatives: Budgeted expenditures were projected at $1,768,705 and estimated actual expenditures are projected at $1,135,382. This material decrease is a result of one time funding and grants that have helped pay for the implementation of this action.
Action 2.2: Student Physical and Mental Health and Wellness Supports. Budgeted expenditures were projected at $3,615,795 and estimated actual expenditures are projected at $2,882,579. This material decrease is a result of one time funding such as LREBG and other grants that have helped pay for the implementation of this action.
Action 2.3: Student Attendance Supports: Budgeted expenditures were projected at $450,659 and estimated actual expenditures are projected at $303,967. This material decrease is a result of not completing outside contracts as the district completed the work internally and one time funding sources such as LREBG and other grant funding.
Action 2.4: Campus Connections Supports: Budgeted expenditures were projected at $584,652 and estimated actual expenditures are projected at $797,281. This material increase is a result of adding a district-wide platform used for emergency preparedness and response management in schools, particularly in connection with school safety training, lockdown drills, and crisis response coordination.

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

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

Action(s): 2.1 Student Engagement Supports and 2.2 Student Physical and Mental Health and Wellness Supports
Effectiveness of Action(s): 3 Effective
Metric(s): 2.1 Suspension Rate, District Student Information System, MTSS data from monthly meetings, yearly survey results on Sense of Safety and School Connectedness, Educational Partner Input
Analysis: Utilizing Metric 2.1 Suspension Rate, the District Student Information System, MTSS data from monthly meetings, yearly survey results, and Educational Partner Input, Parlier Unified School District has demonstrated meaningful progress in reducing suspension rates across nearly all student groups. This positive trend reflects the direct impact of student engagement supports (Action 2.1) and student physical and mental health and wellness supports (Action 2.2).
The implementation of engagement-focused initiatives, such as increased access to extracurricular activities, student voice opportunities, and structured campus connection programs, has strengthened students' sense of belonging, which research links to reductions in behavioral issues. In parallel, expanded access to mental health professionals, counseling services, and wellness activities has helped students develop emotional regulation and resilience, contributing to fewer disciplinary incidents.

At the district level, suspension rates declined by 2% overall, with similar improvements among English Learners, Homeless, Socio-Economically Disadvantaged, and Hispanic students. Even Students with Disabilities showed a slight reduction. However, suspension rates for Socio-Economically Disadvantaged Students with Disabilities (SED SWD) rose by 1%, highlighting a subgroup that still requires more targeted and coordinated behavioral and wellness interventions.
Site-specific data further reinforces the impact of these supports: at John C. Martinez Elementary, SWD suspension rates decreased by 1%, while at Parlier Junior High, EL and SWD students saw reductions of 2% and 5%, respectively. The strongest gains were observed at Parlier High School, where suspension rates decreased by 5% across all students and by 6% for English Learners, demonstrating the success of high school-level strategies like integrated mental health services, peer mentoring, and consistent MTSS implementation.
Moving forward, PUSD will continue leveraging student and staff surveys, MTSS meeting insights, and behavior data to refine and expand these engagement and wellness supports, with particular focus on closing equity gaps for vulnerable subgroups like SED SWD students.

Action(s): 2.3 Student Attendance Supports
Effectiveness of Action(s): 3 Effective
Metric(s): 2.4 Attendance Rate, 2.5 Chronic Absenteeism Rate, 2.6 Middle School Dropout Rate, 2.7 High School Dropout Rate, District Student Information System, MTSS data from monthly meetings, yearly survey results on Sense of Safety and School Connectedness, Educational Partner Input
Analysis:
Attendance supports under Action 2.3 have shown meaningful results across targeted student groups. Overall attendance increased by 2% for both All Students and English Learners, while chronic absenteeism dropped significantly—by 34% for All Students, 33% for ELs, and 33% for SED students. These improvements reflect the effectiveness of proactive outreach strategies, incentive programs, and staff-family collaboration through MTSS structures.
In addition to attendance improvements, suspension rates declined for All Students (–2%), ELs (–1%), and SED students (–1%), demonstrating a shift toward more restorative practices that support sustained school engagement. Although specific subgroup data for LTEL and Foster Youth was suppressed or unavailable, their continued inclusion in wellness and attendance strategies remains critical given their high-needs profiles.
Survey data further indicates a rise in students' sense of safety and school connectedness, which has been a key factor in encouraging consistent attendance and reducing behavioral incidents. Students who feel safe and connected are more likely to attend regularly and engage meaningfully in their learning environments.
At the site level, Parlier High School showed the strongest results, with consistent improvements for All Students, ELs, and SED students—highlighting the success of integrated wellness and engagement supports at the secondary level. Parlier Junior High and John C. Martinez Elementary also reflected progress in attendance and behavior metrics, though early interventions remain necessary—particularly for SED students with overlapping needs like language barriers or socioeconomic challenges.
Moving forward, PUSD will continue to enhance supports for these student groups by expanding access to mental health services, trauma-informed practices, and family engagement efforts, ensuring that all students—especially ELs, LTELs, FY, and SED—benefit equitably from attendance and wellness initiatives.

Action(s): 2.4 Campus Connections (Student Safety)
Effectiveness of Action(s): 2 Somewhat Effective

Metric(s): 2.6 Middle School Dropout Rate, 2.7 High School Dropout Rate, 2.8 High School Graduation Rate, District Student Information System, MTSS data from monthly meetings, yearly survey results on Sense of Safety and School Connectedness, and Educational Partner Input
Analysis: Parlier Unified School District's implementation of Campus Connections has had a measurable, though still developing, impact on student engagement and school completion outcomes. The Middle School Dropout Rate remained at 0%, reflecting the effectiveness of early intervention efforts and structured student supports.

At the high school level, dropout rates decreased by 1% for both English Learners (EL) and Socio-Economically Disadvantaged (SED) students, suggesting that stronger school connections and targeted safety initiatives are helping to keep students enrolled. Additionally, the High School Graduation Rate increased significantly, including a 10% rise for ELs and a 7% increase for SED students, reinforcing the positive influence of campus-based safety strategies on long-term academic success.

Although data for Foster Youth (FY) remains limited due to small sample size, their inclusion in wellness and campus connection efforts remains a district priority.

Survey results and MTSS team data show that students across campuses reported improvements in their sense of safety and school connectedness, which are closely linked to improved attendance, reduced dropout, and increased graduation outcomes. Educational Partner Input echoed this, highlighting the value of visible safety personnel, structured engagement opportunities, and wellness supports in creating safe and inclusive learning environments.

To build on this progress, the district will continue refining campus climate efforts—particularly at the secondary level—and focus on strengthening data collection and supports for Foster Youth, ensuring all high-need students experience meaningful connection and safety at school.

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

Actions 2, 3, and 4 have been revised to include LREBG funding. Metric 2.5 (Chronic Absenteeism) will be used to monitor implementation but no changes to subgroups have been made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Engagement Supports	This Action will address the following Reds at the LEA level based on the 2023 Dashboard Suspension Rate: All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic John C Martinez Elem: Students with Disabilities Parlier High School: All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic Parlier Junior High School: All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic The LEA will provide the following: * Positive Behavior Supports *Increased enrichment opportunities on campus during the school day *Extracurricular activities that foster increased student connectedness *Intramural and after-school sports *Grade-level standards aligned field trips *College and Career Exploration Field Trips	$1,768,705.00	Yes
2.2	Student Physical and Mental Health and Wellness Supports	This Action will address the following Reds at the LEA level based on the 2023 Dashboard. Suspension Rate: All students, English Language Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic John C Martinez Elem: Students with Disabilities Parlier High School:	$3,965,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic Parlier Junior High School: All Students, English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic The LEA will provide the following: *Support personnel to monitor student physical health and student mental well-being such as: Prevention and Intervention Coordinator, Mental Health and Wellness Specialists, District Nurse and support staff, MTSS Intervention Aides, Elementary Counselors *Professional development and coaching designed to build staff capacity to support Physical and Mental Health and well-being LREBG Action Parlier Unified will support students with: support personnel to monitor student physical health and student mental well-being such as: Prevention and Intervention Coordinator, Mental Health and Wellness Specialists, District Nurse and support staff, MTSS Intervention Aides, Elementary Counselors, professional development and coaching designed to build staff capacity to support Physical and Mental Health and well-being, and supports to encourage student mental well being while at school. Studies have shown that access to school-based mental health personnel—such as counselors, nurses, and wellness specialists—leads to improved attendance, reduced behavioral issues, and increased academic engagement. By providing MTSS Intervention Aides, professional development for staff, and wellness supports on campus, the district is creating a safe, supportive environment that fosters emotional regulation and school connectedness, which are essential for learning recovery. The metric being used to monitor the action is 2.5 (Chronic Absenteeism). PUSD: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. PHS: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. SJVHS: All students, EL, LTEL, SED, SWD LREBG Funds supporting this action: $350,000 per year through 2027-28		

Action #	Title	Description	Total Funds	Contributing
2.3	Student Attendance Supports	The LEA will provide the following: *Provide a robust District Attendance Team that includes a full-time Child Welfare & Attendance Coordinator and support personnel *Establish policy and data infrastructure to monitor student level attendance *Provide incentives to increase student connectedness and attendance *Provide preventative outreach services that encourage students to attend school on a daily basis *Provide regular training for parents, site staff, and administrators on best practices for providing positive reinforcement for good or improved attendance LREBG Action Parlier Unified will support student with staffing and opportunities for students to make up absences, incentives to increase student connectedness and attendance, preventative outreach services that encourage students to attend school on a daily basis, regular training for parents, site staff, and administrators on best practices for providing positive reinforcement for good or improved attendance. The research shows that consistent school attendance is critical to academic achievement and long-term student success, and improving attendance is especially important for students disproportionately impacted by the pandemic. The research also shows that preventative outreach and parent/staff training are effective in re-engaging students and reducing chronic absenteeism. PUSD's goal is to address learning loss by increasing access to instruction through improved daily attendance and student connectedness. The metric being used to monitor the action is 2.5 (Chronic Absenteeism). PUSD: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. PHS: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. SJVHS: All students, EL, LTEL, SED, SWD LREBG Funds supporting this action: $25,000 per year through 2027-28	$475,659.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Campus Connection Supports	The LEA will provide the following: *District Safety Officer *Campus Security Monitors *School Resource Officers *Other school safety support personnel *Professional Development and Coaching designed to increase safe and supportive schools (i.e., lockdowns and incident training) for all staff, students, and parents *Safety resources, materials, and supplies needed to maintain a safe school environment at all TK-12th grade schools. LREBG Action Parlier Unified will support students with additional safety and school connectedness personnel, professional Development and Coaching designed to increase safe and supportive schools (i.e., lockdowns and incident training) for all staff, students, and parents, and safety resources, materials, and supplies needed to maintain a safe school environment at all TK-12th grade schools. The research shows that students who feel safe and connected at school are more likely to attend regularly, engage in learning, and achieve academically. These efforts foster a positive school climate, improve emotional security, and help build trust between students and adults, all of which are essential for learning recovery. The metric being used to monitor the action is 2.5 (Chronic Absenteeism). PUSD: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. PHS: All Students, EL, LTEL, Homeless, SED, SWD, Hispanic. SJVHS: All students, EL, LTEL, SED, SWD LREBG Funds supporting this action: $250,000 per year through 2027-28	$834,652.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		completed the survey- 152 Data Year: Spring 2024 Data Source: Panorama Parent Input Survey	Number of parent participants that completed the survey- 173 Data Year: Spring 2025 Data Source: Panorama Parent Input Survey		Number of parent participants that completed the survey- 750 Data Year: Spring 2027 Data Source: Panorama Parent Input Survey	Number of parent participants that completed the survey Increased 23 participants
3.2	Parent - School Safety	School Climate Survey: Percentage of Parents indicating high levels for sense of school safety Baseline School Safety - 82% Data Year: 2023-24 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of Parents indicating high levels for sense of school safety Baseline School Safety - 90% Data Year: 2024-25 Data Source: Local Indicator (Priority 6) Panorama Surveys		School Climate Survey: Percentage of Parents indicating high levels for sense of school safety Baseline School Safety - 90% Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	School Climate Survey: Percentage of Parents indicating high levels for sense of school safety Increased 8%
3.3	Parent - Sense of School Connectedness	School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness Baseline School Connectedness - 84% Data Year: 2023-24	School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness		School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness	School Climate Survey: Percentage of Parents indicating high levels for sense of school connectedness Increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Indicator (Priority 6) Panorama Surveys	Baseline School Connectedness - 90% Data Year: 2024-25 Data Source: Local Indicator (Priority 6) Panorama Surveys		Baseline School Connectedness- 90% Data Year: 2026-27 Data Source: Local Indicator (Priority 6) Panorama Surveys	
3.4	Participation rate (number) of parents in school and district level committees	Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Number of participants - 30 Data Year: 2023-24 Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets.	Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Number of participants - 47 Data Year: 2024-25 Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets.		Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Number of participants - 60 Data Year: 2026-27 Data Source: Site-level and district-level parent committee meeting rosters, meeting calendars, and sign-in sheets.	Participation rate of parents in school and district level committees (Includes unduplicated counts students and students with exceptional needs). Increase of 17 parents
3.5	Number of parents attending school and district parent workshops	Number of parent workshops provided by the district (includes unduplicated count	Number of parent workshops provided		Number of parent workshops provided	Number of parent workshops provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students and students with exceptional needs): Number of workshops - 20 Data Year: 2023-24 Data Source: Site and district level parent workshop calendar(s) and sign-in sheets.	by the district (includes unduplicated count students and students with exceptional needs): Number of workshops - 33 Number of Parents Served: 225 Data Year: 2024-25 Data Source: Site and district level parent workshop calendar(s) and sign-in sheets.		by the district (includes unduplicated count students and students with exceptional needs): Number of workshops - 40 Number of Parents Served: 900 Data Year: 2026-27 Data Source: Site and district level parent workshop calendar(s) and sign-in sheets.	by the district (includes unduplicated count students and students with exceptional needs): Number of workshops - Increase of 13 offerings district-wide
3.6	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report		Full Implementation with Sustainability Data Year: 2026-27 Data Source: Local Indicator Report	Maintained

Goal Analysis [2024-25]

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

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

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

2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability
The actions outlined in Goal Three support the progress towards meeting the goal of fostering and enhancing collaborations among educational partners to empower the community.
3.1 Parent Engagement and Connectedness (Y)
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following: creating a comprehensive and inclusive system that fosters strong school-home partnerships. With a full-time Parent and Family Engagement Coordinator in place, the district has expanded two-way communication and provided accessible opportunities for parent involvement through both in-person and online platforms. Supports such as child care, refreshments, translation services, and the distribution of parent-friendly materials and resources have removed traditional barriers to participation, enabling more families to engage in school events, decision-making, and student support activities.
To ensure sustainability, the district has also invested in a Communications Specialist, who plays a key role in promoting school events, celebrating student and community success, and reinforcing a positive image of the district. These strategic investments not only enhance visibility and trust but also contribute to a stronger sense of belonging among families. Continued efforts to maintain staffing, leverage technology, and align communication strategies with community needs will be essential to preserving and deepening family engagement districtwide.
Successes:
The addition of a full-time Parent and Family Engagement Coordinator has significantly improved two-way communication, resulting in higher family participation in school events and greater involvement in site-based decision-making.
Offering virtual meeting options, translation services, and child care has removed common barriers, allowing more diverse families—especially English Learner and working families—to attend and actively engage in parent meetings.
Challenge:
While overall engagement has improved, sustaining consistent participation across all school sites remains a challenge, particularly in reaching families of middle and high school students, where involvement tends to decline. Continued outreach strategies and site-specific engagement plans will be needed to ensure equitable involvement across all grade levels.
3.2 Parent and Family Education
Implementation Status: 4 - Full Implementation
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following: While Parlier Unified has made progress in implementing Parent and Family Education, the action is still moving toward sustainability. The district has allocated funding to expand the number of parent workshops and ensured supports such as child care, translation services, and light refreshments are available to increase access. Additionally, resources and materials have been provided to enhance participation. However, despite these supports, workshop attendance has been inconsistent across sites, and there is a need for more strategic outreach and alignment of workshop content with family needs and interests. To fully realize the potential of this action, the district will coordinate efforts with the Community Schools team to ensure alignment not only at the district, but also at the site level.
Success:

Workshops that are tied to student and family improvement—such as health and wellness have seen higher turnout and positive parent feedback, demonstrating that families are eager to engage when topics are meaningful and accessible.
Challenge:
Despite supports like translation and child care, some families are still unaware of available workshops or struggle to attend due to scheduling conflicts, highlighting the need for improved promotion, varied timing options, and more culturally responsive outreach efforts.

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

Some of the estimated actual expenditures for Goal 3 demonstrate material differences from the budgeted expenditures. Generally, the District assumes a variance of 10% or more within an action to be a material difference. Instances where material differences do exist include:
Action 3.2: Parent Workshops: Budgeted expenditures were projected at $102,249 and estimated actual expenditures are projected at $50,506. This material decrease is a result of grants and one time funding sources covering costs that were originally budgeted in this action.

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

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

Action(s): 3.1 Parent Engagement and Connectedness
Effectiveness of Action(s): 3 Effective
Metric(s): Yearly survey results, Professional Development Calendar, Event and meeting sign in sheets, data from usage of online systems, and Educational Partner Input
Analysis: Parlier Unified School District’s implementation of Parent Engagement and Connectedness has shown consistent growth, supported by multiple sources of local data. Yearly survey results indicate increasing parent satisfaction with communication and opportunities for involvement, reflecting the district’s efforts to build welcoming and accessible environments for families. Event and meeting sign-in sheets show steady or increasing participation across school sites, particularly where meetings are supported by translation, child care, and refreshments. Usage data from online systems further confirms that families are increasingly taking advantage of virtual meeting options, enhancing accessibility for working parents and those with limited transportation.
The Professional Development Calendar also reflects intentional training efforts for staff around building strong family-school partnerships, signaling a systemic commitment to parent engagement. Feedback from Educational Partners affirms the value of these efforts and provides insight into areas for continued improvement—such as offering more content-specific workshops and deepening outreach to underserved

family groups. Together, this data suggests that the district is effectively engaging families while identifying key strategies to sustain and expand meaningful two-way communication and connection.
Action(s): 3.2 Parent and Family Education (Y)
Effectiveness of Action(s): 2 Somewhat Effective
Metric(s): Yearly survey results, Professional Development Calendar, Event and meeting sign in sheets, data from usage of online systems, and Educational Partner Input
Analysis:
Parlier Unified's implementation of Parent and Family Education workshops is progressing, with evidence of effectiveness across key indicators. Yearly survey results show that families value learning opportunities when workshops are clearly connected to student success, such as mental health and wellness. Sign-in sheets and attendance records, however, reveal inconsistent participation across sites and event types, with some workshops seeing strong turnout while others remain under-attended. Usage data from online platforms suggests that while virtual options are available, awareness and access vary, limiting overall engagement in some communities.
While the district provides important structural supports—such as translation services, child care, and materials—Educational Partner input point to the need for improved outreach and alignment of topics with family interests and needs. To strengthen this action, Parlier Unified can improve promotion efforts, diversify workshop formats and times (including evening and weekend options), and better connect content to schoolwide academic goals. Expanding opportunities for parents to help shape workshop topics and delivery methods would also help ensure sessions are relevant, culturally responsive, and more widely attended. With these adjustments, the district can move from somewhat effective to fully impactful in this area.

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

In Goal 3, Metric 3.5 Number of parents attending school and district parent workshops: we added number of parents served so that we can better track attendance at PUSD parent workshops.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement and Connectedness	The LEA will provide the following: *A Full-time Parent and Family Engagement Coordinator *Resources, Materials, and Supplies to increase parent and family two-way communication *Online systems that provide options for parents to meet in-person or online *Child care, refreshments or light meals for parent meetings	$487,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Translation Services *Communications Specialist to showcase and communicate events and positive promotion of the district and its school sites		
3.2	Parent and Family Education	The LEA will provide the following: *Funding to increase the number of parent & family workshops *Child care, refreshments or light meals for parent trainings and workshops *Translation Services *Resources, Materials, and Supplies to increase parent and family participation in the workshops	$102,249.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

English Learners: 38.9%
Foster Youth: 0%

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	All Students: 75% English Learners: 73% Hispanic: 75% SED: 75% 2023 Dashboard	All Students: 85% English Learners: 86% Hispanic: 85% SED: 85% 2024 Dashboard		All Students: 90% English Learners: 85% Hispanic: 90% SED: 90% 2026 Dashboard	All Students: Increased 10% English Learners: Increased 13% Hispanic: Increased 10% SED: Increased 10%
4.2	Graduation Rate (DASS)	All Students: 74.5% English Learners: 66.7% Hispanic: 74.5% SED: 73.6%	All Students: 88% English Learners: 82% Hispanic: 87% SED: 88%		All Students: 90% English Learners: 85% Hispanic: 90% SED: 90%	All Students: Increased 13% English Learners: Increased 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Dashboard Additional Reports	2024 Dashboard Additional Reports		2026 Dashboard Additional Reports	Hispanic: Increased 12% SED: Increased 14%
4.3	Students Accessing CTE Courses	All Students: 34% English Learners: 14% Hispanic: 16% SED: 34% Local Data: AERIES Reports	All Students: 35% English Learners: 15% Hispanic: 35% SED: .04% Local Data: AERIES Reports		All Students: 50% English Learners: 50% Hispanic: 50% SED: 50% Local Data: AERIES Reports	All Students: Increased 1% English Learners:Increased 1% Hispanic: Increased 17% SED: Decreased 33.6%
4.4	Suspension Rate	All Students: 4.7% English Learners: 5% Hispanic: 4.8% SED: 3.9% SWD: 30.8% 2023 Dashboard & Dataquest	All Students: 6% English Learners: 8% Hispanic: 6% SED: 6% SWD: 8% 2024 Dashboard & Dataquest		All Students: 1% English Learners: 1% Hispanic: 1% SED: 1% SWD: 10% 2026 Dashboard Dataquest	All Students: Increased 1% English Learners: Increased 3% Hispanic: Increased 2% SED: Increased 2% SWD: Decreased 22%
4.5	School Connectedness	All Students: 62% Local Data: Panorama Student Survey	All Students: 28% Local Data: Panorama Student Survey		All Students: 85% Local Data: 2026 Panorama Student Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	CCI Indicator	N/A	All Students: 4.9% prepared Hispanic: 4.9% prepared Low-Income: 4.9% prepared 2024 Dashboard		All Students: 20% prepared Hispanic: 20% prepared Low-Income: 20% prepared 2026 CA Dashboard	NA

Goal Analysis [2024-25]

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

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

Parlier Unified used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5- Full Implementation and Sustainability
4.1 Alternative School Instructional Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following:
Parlier Unified fully implemented this action to strengthen instructional and socio-emotional supports at the alternative school site, with a particular impact on English Learners (EL) and Long-Term English Learners (LTEL). The addition of a site librarian, an extra teacher, and a partial FTE counselor—combined with supplemental materials—has enhanced both academic support and school connectedness for these high-need subgroups.
The additional teacher has enabled more individualized instruction, which is critical for EL and Low-income students who often require focused academic scaffolding and language development support. The partial FTE counselor has played an essential role in improving academic planning and emotional wellness, helping to re-engage students with interrupted educational journeys.
Strength:

Supports such as the MTSS aide and instructional staff have contributed to more responsive interventions for EL and Low Income students, increasing engagement in both academics and campus life.
Challenge:
Due to the alternative school setting, many EL and Low Income students are enrolled in nontraditional learning paths, such as Independent Study or Home/Hospital programs. These formats limit their consistent access to on-site resources and services, making it necessary to develop more flexible, mobile, and personalized support systems to ensure sustained engagement and progress for these learners.
4.2 EM: Alternative School Student Supports
Implementation Status: 5 - Full Implementation and Sustainability
All planned actions were implemented as described in the LCAP
Parlier Unified implemented the planned actions for this goal by providing the following: San Joaquin Valley High School has fully implemented its Alternative School Student Supports action, in alignment with its Equity Multiplier funding, by placing a full-time counselor on campus to provide consistent and targeted services for its alternative education student population. Many students, especially EL and students from Low Income families at SJVHS face complex academic pathways, including credit deficiencies, long-term Independent Study, home hospital placement, or transitions from adult school programs. The full-time counselor plays a central role in supporting these students through academic guidance, social-emotional support, and personalized intervention strategies, helping them stay engaged and on track for graduation.
This consistent presence has enabled the counselor to build meaningful relationships with students—critical in fostering trust and motivation in an alternative school setting. In addition, having a dedicated staff member focused on real-time progress monitoring has enhanced the school's ability to intervene early and provide tailored supports. Strength: The full-time counselor has created a stable and accessible support system, increasing student engagement and improving continuity of services.
Challenge: Despite strong implementation, the school continues to face challenges in re-engaging students, especially EL's and Low income students, who are off-track due to chronic absenteeism, long-term ISP placements, or outside of school challenges, which limits the full impact of the supports provided.

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 4 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.
4.2 Alternative School Student Supports. Budgeted expenditures were projected at $110,524 and estimated actual expenditures are projected at $87,978. This material decrease is a result of overestimating the salary and benefit contribution of the counselor.

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

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

2 – Somewhat Effective
3 – Effective

Action(s): 4.1 Alternative School Instructional Supports
Effectiveness of Action(s): 2 Somewhat Effective
Metric(s): Graduation Rate, Graduation Rate (DASS), Students Accessing CTE Courses, Suspension Rate
Analysis Statement: Substantial gains across all student groups, particularly English Learners (+15%) and SED students (+14%) in the DASS data, highlight the positive impact of targeted interventions.The presence of additional personnel (teachers and support staff) likely contributed to better tracking of credits, personalized academic support, and more focused socio-emotional interventions. This also contributed to the increase in students feeling safe and connected while on campus. While EL students showed strong growth in CTE participation, SED students experienced a major decline.This discrepancy suggests that despite staffing improvements, there may be: Limited targeted outreach or scheduling flexibility for SED students or structural barriers (transportation, awareness, prerequisites) disproportionately affecting them. SJVHS plans to implement specific outreach and case management strategies for SED students to increase equitable access.

Action(s): 4.2 Equity Multiplier: Alternative School Student Supports
Effectiveness of Action(s): 3 Effective
Analysis Statement: SJVHS graduation gains for All Students, including English Learners (EL), Hispanic, and Socio-Economically Disadvantaged (SED) students, are likely tied to personalized academic tracking, targeted interventions, and expanded socio-emotional support made possible by increasing the counselor position to a full-time equivalent (FTE). These supports have contributed to stronger student engagement and credit recovery. However, there remains a need to address the CTE access gap for SED students through a deeper root cause analysis. Additionally, a slight increase in suspension rates across these subgroups highlights the continued need for strengthened positive behavior supports and more culturally responsive disciplinary practices to ensure equitable outcomes for all learners.

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

2024 Dashboard showed that the CCI Indicator was Red for all students, SED, and Hispanic leading the district to add an additional monitoring metric.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Alternative School Instructional Supports	Alternative school personnel will provide academic, socio-emotional and college and career guidance: • Additional Support Staff • Additional Teacher • Counselor (Partial FTE) • Supplemental Materials and Supplies	$232,179.00	Yes
4.2	EM: Alternative School Student Supports	Based on a local needs assessment, there is a need to ensure that a board course of study is offered to the identified students, which includes equitable access to additional supplemental resources to increase the number of students who are engaged in school and graduate from High School college and/or career ready. With the EM funds, we will transition the part-time counselor to a full-time position at San Joaquin Valley High. This strategic move aims to bolster support systems for all students, particularly English Learners (EL) and Hispanics in an alternative education setting. In addition, we will provide additional resources, support, and incentives to support students' connectedness at San Joaquin Valley High. -Enhanced Guidance and Support: A full-time counselor can provide students with more comprehensive and consistent support. -Increased Monitoring and Intervention: With a full-time counselor, the school can better monitor students' academic progress and quickly intervene when issues arise. -Building Stronger Relationships: A full-time presence allows the counselor to build stronger, more meaningful relationships with students.	$110,524.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,881,029	$2,050,163

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.265%	0.000%	$0.00	45.265%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Limited Actions

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

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

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

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

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

N/A

Additional Concentration Grant Funding

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

All school sites in Parlier Unified School District have an enrollment of unduplicated students (foster youth, English learners, and low-income) that is greater than 55 percent. The additional concentration add-on funding will be used to increase the number of staff providing direct services to students at all schools in Parlier Unified School District. The LCAP team utilized district data, along with educational partner input, to determine areas of need. The outcome of the process provided for the actions outlined in the Goals and Actions section of the LCAP as listed below:
Goal 1, Action 5: Supports for Student Learning- Personnel (TOSA's to provide additional support, Reading Intervention Aides, Additional Instructional Aides)

Goal 1, Action 8: Supports for Students Learning English and Long Term English Learner Supports (Secondary Designated ELD Teachers and Additional Instructional Aides)
Goal 1, Action 10: Supports for Early Literacy and Early Education Programs (Early Literacy TOSA's, Preschool program, additional instructional aides)
Goal 2, Action 1: Student Well-Being Initiatives (Continue to build VAPA programs, even where class sizes have dropped, improving the teacher-student ratio across the sites)
Goal 2, Action 2: Student Mental Health Programs (Increase support personnel to monitor student well-being such as, Counselors, Mental Health and Wellness Specialists, and increase Multi-Tiered Systems of Support Aide positions to address the tier 2 social-emotional needs of students)
Goal 2, Action 3: Student Attendance Continuous Improvement Plan (Increase resources to lower Chronic Absenteeism rate for all students and subgroups)

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	35,084,229	15,881,029	45.265%	0.000%	45.265%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$47,653,393.00	$13,638,037.00	$12,216,182.00	$6,481,601.00	$79,989,213.00	$62,533,161.00	$17,456,052.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Core Curriculum Program	All	No			All Schools		$0.00	$11,928,625.00	$3,936,262.00	$5,318,615.00	$894,127.00	$1,779,621.00	$11,928,625.00	
1	1.2	Core Personnel	All	No			All Schools		$40,826,680.00	$0.00	$26,366,589.00	$325,540.00	$11,322,055.00	$2,812,496.00	$40,826,680.00	
1	1.3	Technology Supports for Improved Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$879,975.00	$116,363.00	$946,338.00	$50,000.00			$996,338.00	
1	1.4	Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$685,848.00	$61,552.00	$747,400.00				$747,400.00	
1	1.5	Supports for Student Learning and Improvement: Instructional Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,295,761.00	$24,151.00	$3,861,418.00	$350,000.00		$1,108,494.00	$5,319,912.00	
1	1.6	Supports for Student Learning and Improvement: Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$349,167.00	$1,034,525.00	$533,692.00	$850,000.00			$1,383,692.00	
1	1.7	Supports for Student Learning and Improvement: Differentiated Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$193,500.00	$193,500.00				$193,500.00	
1	1.8	Supports for Students Learning English and Long Term English Learner Supports	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools		$763,357.00	$122,191.00	$760,548.00	$125,000.00			$885,548.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.9	Bilingual Instructional Aides	English Language Learners	No			All Schools		$57,386.00	$126,817.00	$126,817.00			$57,386.00	$184,203.00	
1	1.10	Supports for Early Literacy and Early Education Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$3,926,044.00	$846,950.00	$1,469,513.00	$2,941,679.00		$361,802.00	$4,772,994.00	
1	1.11	Base Supports for Students with Disabilities	Students with Disabilities	No			All Schools		$3,926,044.00	$846,950.00	$1,469,513.00	$2,941,679.00		$361,802.00	$4,772,994.00	
2	2.1	Student Engagement Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$433,788.00	$1,334,917.00	$1,768,705.00				$1,768,705.00	
2	2.2	Student Physical and Mental Health and Wellness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,883,865.00	$81,930.00	$3,615,795.00	$350,000.00			$3,965,795.00	
2	2.3	Student Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$342,735.00	$132,924.00	$450,659.00	$25,000.00			$475,659.00	
2	2.4	Campus Connection Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$412,152.00	$422,500.00	$584,652.00	$250,000.00			$834,652.00	
3	3.1	Parent Engagement and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$446,575.00	$40,989.00	$487,564.00				$487,564.00	
3	3.2	Parent and Family Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$102,249.00	$102,249.00				$102,249.00	
4	4.1	Alternative School Instructional Supports	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: San Joaquin Valley High		$193,260.00	$38,919.00	$232,179.00				$232,179.00	
4	4.2	EM: Alternative School Student Supports	All	No			Specific Schools: San		$110,524.00	$0.00		$110,524.00			$110,524.00	

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

2025-26 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
35,084,229	15,881,029	45.265%	0.000%	45.265%	$15,754,212.00	0.000%	44.904 %	**Total:**	$15,754,212.00
								LEA-wide Total:	$14,761,485.00
								Limited Total:	$760,548.00
								Schoolwide Total:	$232,179.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Technology Supports for Improved Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$946,338.00	
1	**1.4**	Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$747,400.00	
1	**1.5**	Supports for Student Learning and Improvement: Instructional Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,861,418.00	
1	**1.6**	Supports for Student Learning and Improvement: Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$533,692.00	
1	**1.7**	Supports for Student Learning and Improvement: Differentiated Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,500.00	
1	**1.8**	Supports for Students Learning English and Long	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	$760,548.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Term English Learner Supports		Student Group(s)	Low Income			
1	1.10	Supports for Early Literacy and Early Education Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$1,469,513.00	
2	2.1	Student Engagement Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,768,705.00	
2	2.2	Student Physical and Mental Health and Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,615,795.00	
2	2.3	Student Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,659.00	
2	2.4	Campus Connection Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$584,652.00	
3	3.1	Parent Engagement and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,564.00	
3	3.2	Parent and Family Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,249.00	
4	4.1	Alternative School Instructional Supports	Yes	Schoolwide	English Learners Low Income	Specific Schools: San Joaquin Valley High	$232,179.00	
4	4.2	EM: Alternative School Student Supports				Specific Schools: San Joaquin Valley High		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$69,822,900.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Core Curriculum Program	No	$11,928,625.00	
1	**1.2**	Core Personnel	No	$40,826,680.00	
1	**1.3**	Technology Supports for Improved Student Learning	Yes	$946,338.00	
1	**1.4**	Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program	Yes	$747,400.00	
1	**1.5**	Supports for Student Learning and Improvement: Instructional Personnel	Yes	$4,969,912.00	
1	**1.6**	Supports for Student Learning and Improvement: Programs	Yes	$533,692.00	
1	**1.7**	Supports for Student Learning and Improvement: Differentiated Assistance	Yes	$193,500.00	
1	**1.8**	Supports for Students Learning English and Long Term English Learner Supports	Yes	$760,548.00	
1	**1.9**	Bilingual Instructional Aides	No	$184,203.00	
1	**1.10**	Supports for Early Literacy and Early Education Programs	Yes	$1,379,675.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Base Supports for Students with Disabilities	No		
2	2.1	Student Engagement Supports	Yes	$1,768,705.00	
2	2.2	Student Physical and Mental Health and Wellness Supports	Yes	$3,615,795.00	
2	2.3	Student Attendance Supports	Yes	$450,659.00	
2	2.4	Campus Connection Supports	Yes	$584,652.00	
3	3.1	Parent Engagement and Connectedness	Yes	$487,564.00	
3	3.2	Parent and Family Education	Yes	$102,249.00	
4	4.1	Alternative School Instructional Supports	Yes	$232,179.00	
4	4.2	EM: Alternative School Student Supports	No	$110,524.00	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$15,302,572.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Technology Supports for Improved Student Learning	Yes	$946,338.00			
1	1.4	Broad Course of Study: Visual and Performing Arts, STEM, Health and Nutrition, CTE, Dual Enrollment, Dual Language Immersion Program	Yes	$747,400.00			
1	1.5	Supports for Student Learning and Improvement: Instructional Personnel	Yes	$3,861,418.00			
1	1.6	Supports for Student Learning and Improvement: Programs	Yes	$533,692.00			
1	1.7	Supports for Student Learning and Improvement: Differentiated Assistance	Yes	$193,500.00			
1	1.8	Supports for Students Learning English and Long Term English Learner Supports	Yes	$760,548.00			
1	1.10	Supports for Early Literacy and Early Education Programs	Yes	$1,017,873.00			
2	2.1	Student Engagement Supports	Yes	$1,768,705.00			
2	2.2	Student Physical and Mental Health and Wellness Supports	Yes	$3,615,795.00			
2	2.3	Student Attendance Supports	Yes	$450,659.00			

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

2024-25 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)
			0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024