LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County School of Computer Science

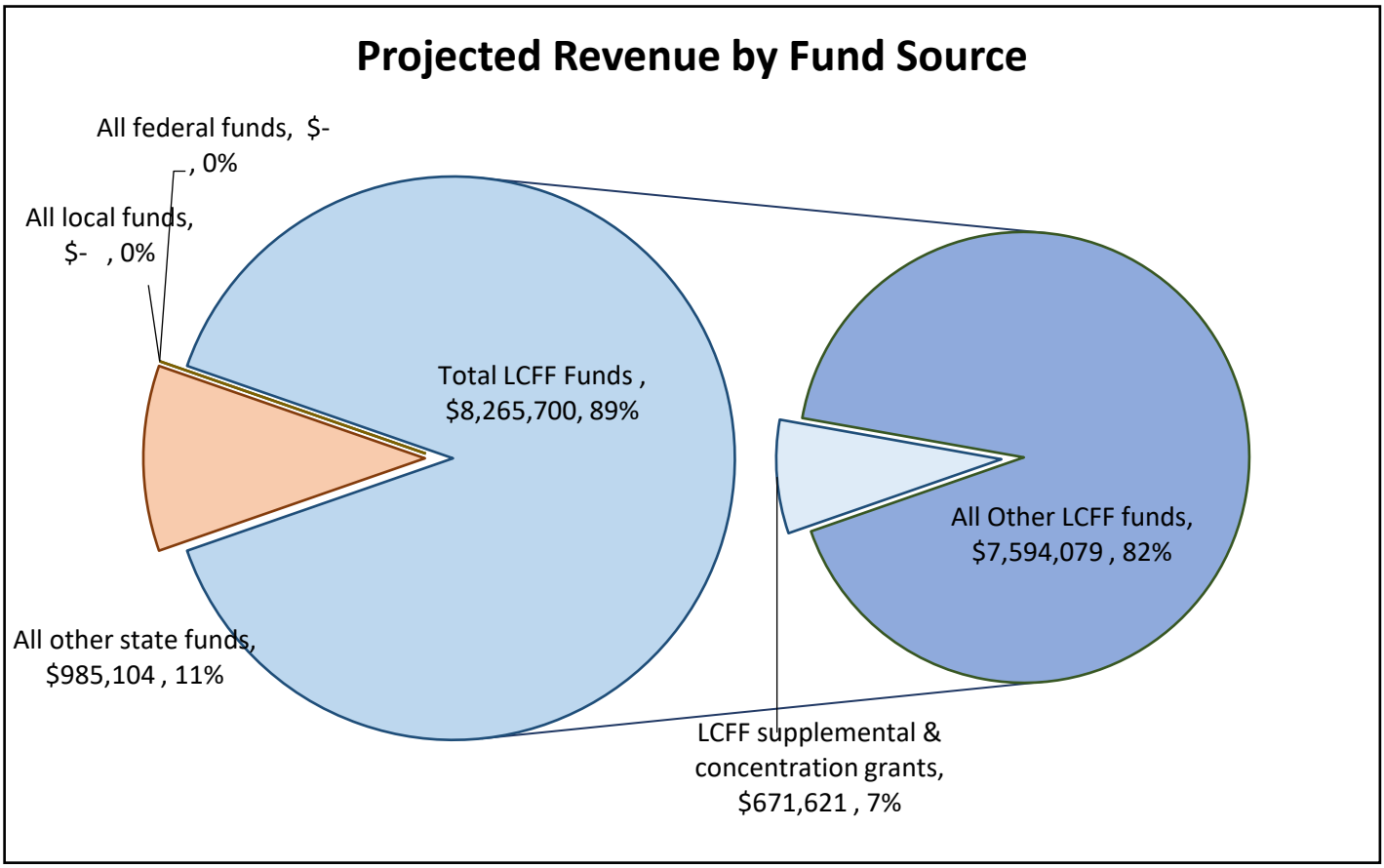
CDS Code: 30-66647-6068621

School Year: 2025-26

LEA contact information: Dr. Olivia Yaung, oyaung@pylusd.org

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

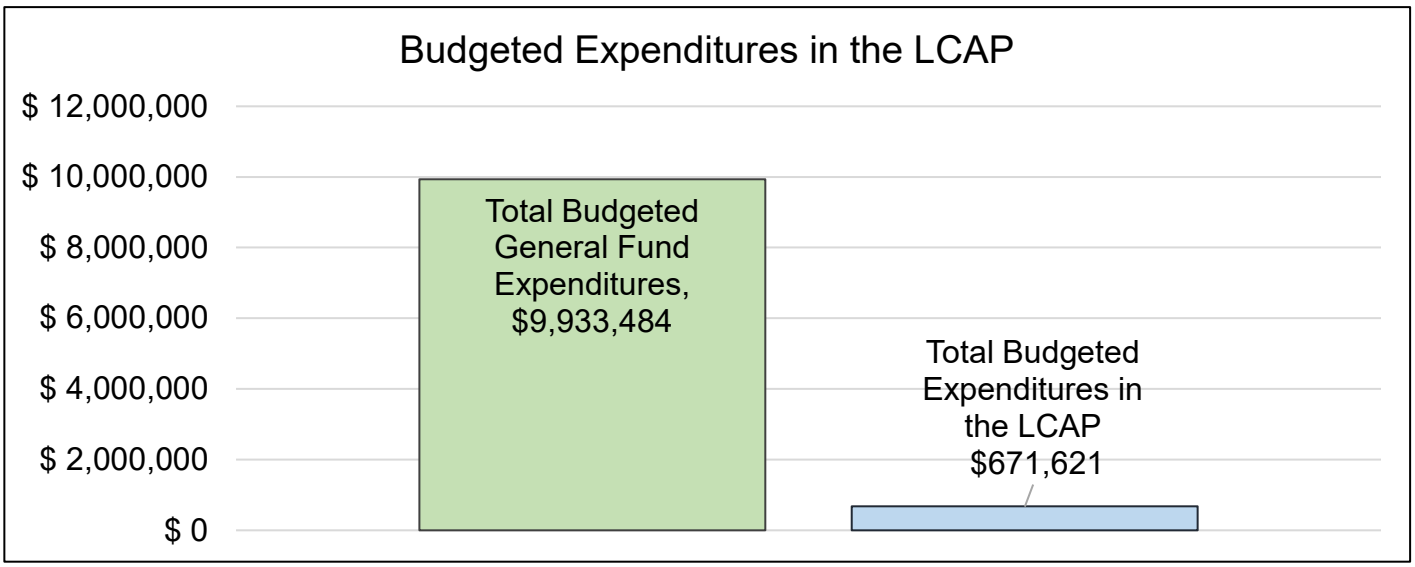


This chart shows the total general purpose revenue Orange County School of Computer Science expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County School of Computer Science is $9,250,804.00, of which $8,265,700.00 is Local Control Funding Formula (LCFF), $985,104.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $8,265,700.00 in LCFF Funds, $671,621.00 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 Orange County School of Computer Science 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: Orange County School of Computer Science plans to spend $9,933,484.00 for the 2025-26 school year. Of that amount, $671,621.00 is tied to actions/services in the LCAP and $9,261,863.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

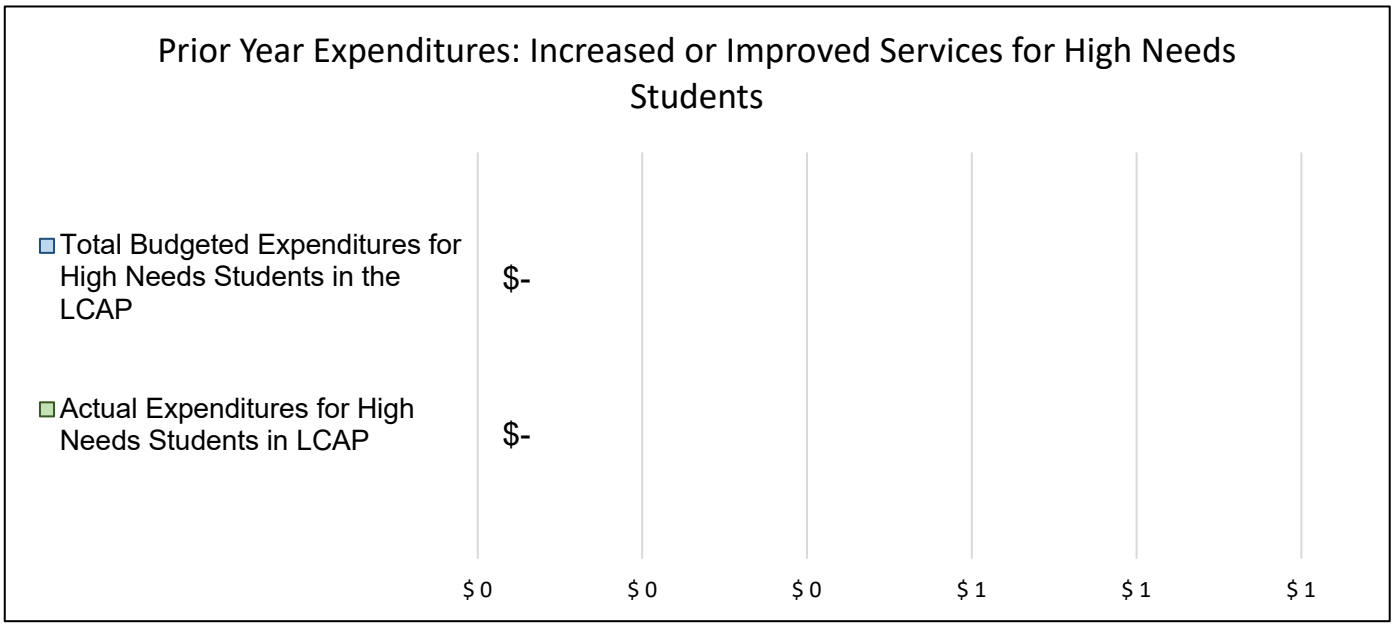
Expenses excluded from the LCAP encompass instructional materials, district facility maintenance, transportation operations, utilities and overhead, professional service costs, equipment and lease expenses, various categorical programs, and costs related to county operated programs.

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

In 2025-26, Orange County School of Computer Science is projecting it will receive $671,621.00 based on the enrollment of foster youth, English learner, and low-income students. Orange County School of Computer Science must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County School of Computer Science plans to spend $671,621.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Orange County School of Computer Science budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County School of Computer Science 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, Orange County School of Computer Science 's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. Orange County School of Computer Science actually spent $0.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placentia-Yorba Linda Unified School District	Dr. William Gray Interim Principal, OCSCS	wgray@pylusd.org (714) 985-8756

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

The Orange County School of Computer Science (OCSCS) at Bernardo Yorba is a dependent charter school located within the Placentia-Yorba Linda Unified School District (PYLUSD that was established with a mission to provide a rigorous, inclusive, and innovative learning environment. The school's signature programs—such as the Visible Learning Framework, Mastery-Based Learning, and Innovation Lab electives—are designed to support student achievement, engagement, and equitable access to advanced coursework.

As a dependent charter school, OCSCS is still very much part of the PYLUSD family of schools and receives coordinated services from the District. 2024-25 is the first year of operation for OCSCS, and as such, the actions contained in this plan are the same as those in the PYLUSD LCAP, with a separate goal called out for additional actions that are specific to our school. During the year, we have met with our educational partners and community members in order to develop actions which are unique to the conversion charter school. These actions are outlined in Goal 9, which is specific to our school. OCSCS plans to maintain the district's actions which have been vetted through extensive educational partner feedback for the 2025-26 academic year, unless otherwise stated that they do not apply to our school. The 2025-26 LCAP, as presented, includes Metrics for Goals that reflect OCSCS, but dollar amounts are not provided, as all funding and actions are already included in the 2025-26 PYLUSD LCAP.

To close achievement gaps and ensure access to quality education for all students, PYLUSD strategically allocates resources to support targeted interventions and academic improvements for unduplicated pupils. In response to district-wide data and input from educational partners, the district has identified key areas for improvement: foundational literacy and math skills, English language development, student wellness, and community engagement. To address these needs, PYLUSD has implemented a comprehensive plan with targeted interventions and instructional strategies.

PYLUSD enhances learning through intervention programs before, during, and after school, along with comprehensive math and writing initiatives. Early childhood education is expanding through an inclusive preschool model, and educator training emphasizes instructional best practices as part of the district's Signature Practices initiative. Recognizing persistent achievement gaps, PYLUSD prioritizes English learner support through designated and integrated instruction, bilingual resources, and family engagement programs.

College and career readiness remains a focus, with robust Career Technical Education (CTE) pathways, dual enrollment programs, and dedicated post-secondary guidance. Student wellness is prioritized through mental health specialists, intervention programs, and suicide

prevention initiatives. The district also ensures equitable resource distribution by directing support to high-need schools and strengthening attendance monitoring systems to assist at-risk students. These strategic actions foster academic excellence, career readiness, and student well-being across the district.

PYLUSD thrives on the dedicated involvement of parents, guardians, and community partners, including PTAs, the REACH Foundation, and other local community partners who provide invaluable support and opportunities for students. With a rich history dating back to 1874, the district celebrates 150 years of educational excellence while continuing to evolve. Driven by its mission to provide rigorous and relevant learning experiences, PYLUSD empowers students to become responsible, ethical, and engaged citizens prepared for future success.

Reflections: Annual Performance

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

Of note in this data analysis is that the metrics from the CA School Dashboard are indicative of the academic performance of the school prior to its conversion to a charter school and the associated change to incorporate research-based instructional practices. Nonetheless, recent performance data highlights specific areas for improvement. While the school has achieved strong performance in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow). These trends indicate a need for targeted interventions to ensure all students, particularly English Learners and those struggling in math, receive the necessary support to succeed.

When compared to districtwide performance data, OCSCS exhibits similar trends in English Language Arts and Chronic Absenteeism but lags behind in English Learner Progress. The district as a whole maintains a Green rating in both English Language Arts and Mathematics, with an Orange rating (-1) in English Learner Progress—suggesting that language acquisition is a broader challenge requiring districtwide attention.

Reflections: Technical Assistance

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

Not applicable

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

The Orange County School of Computer Science (OCSCS) is a dependent charter. Throughout the 2024-25 academic year, OCSCS has been part of PYLUSD and has been included in all PYLUSD educational partner feedback sessions. Additional separate feedback sessions were held with OCSCS stakeholders throughout the year as well.

The Placentia-Yorba Linda Unified School District (PYLUSD) is committed to using the Local Control and Accountability Plan (LCAP) to guide a cycle of continuous improvement. The engagement of parents, students, teachers, staff, and other community members plays a critical role in supporting the implementation, evaluation, and future adjustments of this plan. The District called upon existing advisory groups as well as held a districtwide Community Forum to ensure all voices were heard and reflected. The following groups were actively involved in the LCAP development process described below:

- OCSCS Advisory Council: The Advisory Council is composed of staff, parents, and community members to provide input on the operations of the school.
- OCSCS Staff: Staff were invited to attend the various other input sessions across the district. Input on OCSCS-specific actions was gathered via a survey and drop-in feedback sessions before & after school in March. Staff input was also gathered via the PYLUSD Stakeholder Survey.
- OCSCS Students: Student input was gathered via the PYLUSD Stakeholder Survey.
- OCSCS Parents: Parent input was gathered via the PYLUSD Stakeholder Survey as well as an explicit OCSCS-LCAP survey.
- PYLUSD District Leaders: Superintendent, Assistant Superintendents, Directors, and School Site Administrators
- Superintendent's Parent Advisory Groups: Composed of parents representing each grade span level as well as parents of students in our special education program
- Student Advisory Committee: Students representing all schools, including Unduplicated Pupils, from all grade spans
- District English Language Advisory Council (DELAC): Representatives from each school's English Language Advisory Council and other parents of English learners
- Placentia-Yorba Linda Unified Council of PTAs: Representatives from each PTA across the district
- Association of Placentia-Linda Educators (APLE): Certificated bargaining unit representatives
- California School Employees Association (CSEA, Chapter 293): Classified bargaining unit representatives
- Teacher Advisory Council (TAC): Teacher representatives from each school across the district
- Community Forums: Open community forum for all community members, including staff
- Special Education Local Plan Area (SELPA): Regular meetings with Assistant Superintendent, Student Support Services, SELPA administrator, Special Education Director, Special Education Administrator in the development of the LCAP

NOTE: There are no tribes nor civil rights organizations served by the Placentia-Yorba Linda Unified School District

Separate meetings were held for each advisory group, conducted either virtually or in person to ensure accessibility. Prior to these sessions, a pre-recorded video outlining the budget overview, LCAP goals, and proposed actions was shared with participants. Student representation was prioritized through the Student Advisory Committee, which included a diverse selection of students from multiple school sites. Efforts were

made to ensure that Foster Care, English Learner, Long-Term English Learner, and Socio-economically Disadvantaged student populations were represented, in alignment with LCAP requirements.

During the meetings, the Acting Superintendent, Assistant Superintendent of Educational Services, and Directors from Educational Services and Student Support Services provided presentations on LCAP development procedures, fiscal considerations, outcome data, and proposed actions to address identified needs. Advisory members were given recommendations for improvement and had the opportunity to offer feedback, with representatives from all district departments available to address questions. Parents, community members, students, and staff were encouraged to share perspectives and suggest areas for growth. Feedback was systematically collected through meeting notes, organized by action item, and analyzed to inform the LCAP writing team's decision-making process.

The following list of dates details the input and/or consultation sessions held to engage all of PYLUSD's educational partners:

- February 4, 2025 - Superintendent's Secondary Parent Advisory Committee
- February 5, 2025 - Student Advisory Committee (5th, 8th, and 12th grade student representatives)
- February 11, 2025 - Board of Education Mid-year LCAP Feedback Presentation and Input Session
- February 12, 2025 - APLE (Association of Placentia-Yorba Linda Educators) Study Session
- February 13, 2025 - Principals' Feedback Session
- February 18, 2025 - Superintendent's Elementary Parent Advisory Committee
- February 20, 2025 - CSEA (Classified Employee Association) Study Session
- February 20, 2025 - Teacher Advisory Committee Feedback Session
- March 5, 2025 - PYLUC (Placentia-Yorba Linda Unified PTA Council) Feedback Session
- March 11, 2025 - OCSCS Staff Drop-in Sessions and Electronic Survey Distribution
- March 12, 2025 - OCSCS Advisory Council Feedback Session
- March 18, 2025 - Community Town Hall, DELAC (District English Language Advisory Committee), and Title I Parent Study Session
- April 22, 2025 - PYLUSD School Board Study Session
- May 2025 - Share draft LCAP with OCDE
- June 2025 - Share draft LCAP on district website for public review
- June 2025 - Provide written responses to any LCAP concerns from PYLUC and DELAC
- June 2025 - Local Indicators School Board Presentation
- June 2025 - LCAP and Budget Public Hearing
- June 2025 - Board approval of LCAP and Local Indicators
- June 2025 - Submit approved LCAP to OCDE and post on district website in English and Spanish

The involvement of these educational partners supported improved outcomes for students, including Unduplicated Pupils. Identified needs became the driving force behind all actions in the LCAP.

Educational Partner(s)	Process for Engagement
Superintendent's Secondary Parent Advisory Committee	On February 4, 2025, the Superintendent's Secondary Parent Advisory Committee met via zoom. District leadership offered insights into LCFF and outlined the objectives of the LCAP. They presented data on performance across state priorities and Dashboard indicators, focusing on achievement gaps. Proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners and Socio-economically Disadvantaged students were also deliberated. Community members actively engaged by asking questions and sharing their perspectives during the live session. Additionally, our SELPA Community Advisory Committee is part of this parent advisory committee and provides input. Our SELPA Administrator is also actively involved with the development and review of our LCAP for PYLUSD and part of each of the community engagement sessions.
Student Advisory Committee	During the Student Advisory Committee meeting on February 5, 2025 via zoom, students from elementary, middle, and high school provided valuable insights on ways to enhance engagement, support, and academic success across all grade levels. Elementary students emphasized the need for more interactive learning experiences, English Language Development (ELD) support, and attendance incentives, while also advocating for stronger social-emotional support and community-building initiatives. Middle school students highlighted the importance of study halls, peer mentoring, and after-school tutoring, along with increased motivation strategies and improved communication regarding academic expectations. High school students focused on teacher engagement, instructional quality, and college and career readiness, stressing the need for structured guidance, expanded academic resources, and better communication about available support services. Across all grade levels, students voiced a strong desire for inclusive learning environments, additional extracurricular opportunities, and enhanced access to wellness resources, reinforcing the need for continued collaboration to address their evolving needs.
Mid-Year LCAP Presentation to the Board of Education	At the February 11, 2025, Board of Education meeting, a mid-year progress update on LCAP goals and actions was presented. The update included a brief budget overview and a summary of the progress made on various actions throughout the school year. Board members were also given the opportunity to provide feedback on the goals and actions discussed.
Association of Placentia-Yorba Linda Educators (APLE)	On February 12, 2025, the APLE executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. A presentation covered available budgetary resources, academic performance disparities, and proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. APLE members offered feedback on the proposed goals and actions.

PYLUSD Principals	Site principals convened for a meeting on February 13, 2025 during which district staff briefed them on the background of the LCAP, the available budgetary resources, and reviewed performance data of our various student groups. Principals actively participated in a table activity where they were tasked with reviewing proposed actions and sharing actions that are implemented at their respective sites aimed at enhancing services for unduplicated students.
Superintendent's Elementary Parent Advisory Committee	On February 18, 2025, the Superintendent's Elementary Parent Advisory Committee met via zoom. District leadership offered insights into LCFF and outlined the objectives of the LCAP. They presented data on performance across state priorities and Dashboard indicators, focusing on achievement gaps. Proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners and Socio-economically Disadvantaged students were also deliberated. Community members actively engaged by asking questions and sharing their perspectives during the live session. Moreover, they were given an electronic survey to express individual feedback. Additionally, our SELPA Community Advisory Committee is part of this parent advisory committee and provides input. Our SELPA Administrator is also actively involved with the development and review of our LCAP for PYLUSD and part of each of the community engagement sessions.
California School Employee Association (CSEA) Chapter 293	On February 20, 2025, the CSEA executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. District leaders outlined available budgetary resources, academic performance gaps, and suggested measures to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. CSEA members offered student-centered feedback on the proposed measures and provided the LCAP revision team with valuable input.
Teacher Advisory Committee (TAC)	On February 20, 2025, the Teacher Advisory Council and district leadership convened to review the Dashboard indicators and proposed actions to reduce existing achievement gaps. District leaders outlined available budgetary resources, academic performance gaps, and suggested measures to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. TAC members offered student-centered feedback on the proposed measures and provided the LCAP revision team with valuable input.
PYLUC PTA	On March 5, 2025, the PYLUC PTA Presidents met in person at the district office. District leaders offered insights into LCFF and discussed the purpose of the LCAP, presenting performance data across state priorities and Dashboard indicators. The group addressed achievement gaps and explored proposed actions to enhance services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. Attendees had the chance to ask clarifying questions and offer in-person suggestions. PYLUC provided feedback on all proposed actions.

OCSCS Staff Input	The OCSCS Staff was asked to provide their input on proposed actions unique to OCSCS via an electronic survey that was emailed to all staff members. On March 11, 2025 two drop-in feedback sessions were held before and after school for staff members to ask clarifying questions of the Interim Principal. Staff members were provided with clarity as needed and then were asked to fill out the form to centralize the feedback.
OCSCS Advisory Council	The OCSCS Advisory Council held a regular meeting on March 12, 2025 at the OCSCS campus, per its bylaws and practices. The Council was apprised of the draft actions unique to OCSCS and were offered the opportunity to provide their input and suggestions. Following the presentation, the Council engaged in discussions, ask questions about each goal, and provided feedback on proposed actions.
Community Town Hall, DELAC, and Title 1 Parent Advisory	The Community Town Hall and District English Learners Advisory Committee (DELAC) convened on March 18, 2025, at the district office with Spanish translation available. District leadership presented an overview of LCFF, discussed the purpose of the LCAP, and shared performance data on state priorities and Dashboard indicators. The meeting addressed achievement gaps and proposed actions to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. After the presentation, attendees were randomly assigned to small groups by goal to encourage engagement in the feedback collection process. Community members actively participated by asking questions and providing input during the live session.
Board Study Session	The Board Study Session took place on April 22, 2025. During the session, district leadership will provide an overview of the LCFF, share performance data across state priorities, and review the Dashboard indicators, with a focus on addressing achievement gaps and enhancing services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. The annual evaluation of the current year LCAP will also be discussed, leading to the discontinuation of some actions, amendments to others, and proposals for new actions. Following the presentation, the board engaged in discussions, ask questions about each goal, and provide feedback on proposed actions.
Orange County School of Computer Science	The Orange County School of Computer Science Advisory Council met to review Dashboard performance and suggested staff actions to continue the work of the school on March 12, 2025. Informational sessions about the LCAP process were held for staff members on March 11, 2025.Surveys were sent to staff members and community members to gather their input on how the proposed actions captured the signature practices of the school and would work to support student achievement. These were sent out the week of March 10, 2025.

As a result of the various input sessions, feedback and ideas for the development of the Local Control Accountability Plan (LCAP) were gathered. Listed below is a summary of the feedback and ideas gathered that were specific to OCSCS.

Schoolwide actions to improve academic achievement at the Orange County School of Computer Science

Key themes from the Orange County School of Computer Science feedback sessions include:

- Educational Partners appreciated that the Innovation Labs were explicitly named as a signature practice of the school and would like resources dedicated to continuing this opportunity for students.
- The Advisory Council members were proud to see the achievement of the ELA indicator being in the Green range and the Suspension rate indicator being in the blue.
- The Advisory Council members would like to see the indicators for Math improve as that will attest to the validity of the Singapore Math curriculum and would like to see the English Learner Progress indicator improve to benefit those students.
- The Advisory Council members suggested volunteer opportunities for parents to join in supervision to help foster a positive school climate, like the WatchDogs programs at other sites.
- The Advisory Council appreciated that the Innovation Labs were explicitly named as a signature practice of the school and would like resources dedicated to continuing this opportunity for students.
- The Advisory Council shared that OCSCS does not use PBIS, but rather the Learner Mindframes from the Visible Learning professional development series that the teachers have been undergoing.

Schoolwide actions to improve academic achievement of all Unduplicated Pupils at the Orange County School of Computer Science.

Actions influenced include:

Highly qualified teachers and staff
Comprehensive instructional program which includes Computer Science principles
Mastery-based learning assessment and feedback practices
Phasing out of Dual Language Academy
Acceleration of academic language acquisition of English Learners
Conceptual mastery of mathematics
Robust attendance tracking system
Positive Behavior Interventions and Supports
Full inclusion model of Special Education
Data-based interventions
Honors level coursework and contracts

Listed below is a summary of the feedback and ideas gathered from educational partners for each relevant districtwide goal.

Goal 1: PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.

Goal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.

Chronic Absenteeism & Attendance Support

- Current Trends: Absenteeism is improving post-COVID but still needs reduction.
- Transportation Solutions: Promote bus pass access (OCTA) and community transit options.
- Intervention Strategies:
    - Encourage partial-day attendance when possible.
    - Track and analyze absence data to address trends.
    - Improve parental awareness of attendance impact on achievement.
    - Examine attendance policies of neighboring districts (e.g., Saturday school, parent meetings).
    - Increase communication with parents and ensure independent study completion counts toward attendance.
    - Introduce student incentives for attendance but avoid promoting perfect attendance for sick students.
    - Improve engagement through extracurriculars, mentorship, and varied lesson delivery.

Academic Interventions & Instructional Support

- Math & ELA Support:
    - Expand elementary and middle school math intervention.
    - Continue IXL for all Algebra 1 levels.
    - Improve elementary math textbooks and explore alternative programs like ST Math.
    - Maintain ELD teachers and provide targeted English learner support.
    - Provide structured after-school interventions aligned with school schedules.
    - Increase bilingual staffing for translation and interpretation needs.
- Curriculum & Assessment:
    - Awareness of over-testing, especially in elementary grades.
    - Improve clarity on CAASPP assessments and compliance.
    - Increase media literacy instruction to enhance research and critical thinking skills.
    - Address challenges with combination classes (e.g., K/1, 5/6).
    - Enhance reading interventions and address writing skill gaps as a district priority.

Professional Development & Teacher Support

- Training Improvements:
    - Summer institute feedback indicates a need for more practical, classroom-ready training.
    - Teachers request additional training for new curriculum adoptions.
    - Ensure classified staff receive emergency procedure training and are compensated.

School Engagement & Student Motivation

- Extracurricular & Incentive Programs:

    - Expand middle school athletics and integrate VAPA opportunities.
    - Provide structured extracurricular activities (e.g., student council, English-learning games, academic competitions).
    - Increase opportunities for hands-on, engaging lessons to improve classroom participation.
    - Partner with businesses to introduce students to career paths.
- Parental & Community Engagement:
    - Reintroduce the Classified Advisory Committee for broader staff input.

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.

Key themes from the feedback sessions include:

Encouraging ELPAC Preparation at Home and School

- Utilize CAASPP website and interim ELPAC practice tests in class.
- Integrating test prep into instruction to familiarize students with the format.

Parental Communication and Support

- Communicate the importance of ELPAC during DELAC/ELAC meetings.
- Provide multilingual resources for parents.
- Offer workshops on email communication and expand multilingual outreach.
- Improve clarity in the Home Language Survey to prevent misclassification of students.

Additional Resources for English Learners, Especially in Math

- Provide Spanish versions of classroom materials.
- Increase EL support, particularly in middle school content areas.
- Explore grants for literacy coaches at additional Title I sites.
- Expand family engagement efforts.

Expanding Bilingual Aide and Staff Support

- Address concerns about bilingual aide exam difficulty and wages.
- Consider biliterate vs. bilingual classifications for aides.
- Increase language support for special education students.
- Assess staffing allocations for equitable support across schools.

Enhancing ELD Instruction and Training

- Increase GLAD training for general education teachers.

- Provide more structured small-group interventions.
- Maintain AST/ELD support with a focus on early intervention.
- Expand the use of technology tools like Lexia and Nearpod.
- Consider adding a resident substitute teacher for ELD support.

Reclassification and Student Progress Monitoring

- Improve the process for reclassifying students, especially those with IEPs.
- Track long-term EL students (LTELs) earlier to prevent stagnation.

Summer and After-School Programs for ELs

- Expand summer ELD programs to more sites, including non-Title I schools.
- Provide more targeted intervention resources for newcomers.
- Strengthen after-school tutoring and mentorship programs.

Making English Learning Engaging

- Encourage peer mentoring and classroom buddy systems.
- Increase small group and one-on-one support.
- Offer additional test-taking strategies and study skill workshops.

Districtwide Improvements in EL Services

- Ensure equitable access to bilingual community advisors.
- Explore ParentSquare for multilingual communication.
- Explore digital translation tools for textbooks and materials.
- Address discrepancies between rising math scores and declining ELA scores.

Goal 4: PYLUSD will close the academic achievement gap for Long-term English Learner (LTEL) students.

Key themes from the feedback sessions include:

Parent and Community Engagement:

- Increase parent involvement by implementing strategies such as milestone celebrations and accessible communication.
- Explore opportunities for parents to engage in their native language to foster a sense of belonging.
- Improve awareness of translation services and school-based resources for families.

Instructional Support and Curriculum:

- Utilize software and technology to enhance language acquisition.
- Expand access to after-school tutoring, bilingual tutors, and targeted writing support.
- Provide differentiated instruction, word banks, and writing packets to address specific learning gaps.
- Consider alternative curriculums like Read 180 to strengthen reading and writing skills.
- Ensure teachers are trained in assessing student needs across language domains, with a focus on writing and literacy.

Early Intervention and Progress Monitoring:

- Identify and support students at risk of becoming LTELs before middle school.
- Increase ELPAC test awareness and integrate assessment data into classroom strategies.
- Implement goal-setting initiatives earlier and track progress through data systems like Aeries.
- Address chronic absenteeism as a barrier to academic progress and reclassification.

Student Motivation and Engagement:

- Embed motivation strategies, such as career awareness and goal-setting, to emphasize the importance of learning English.
- Expand leadership and peer mentoring programs to provide EL students with support.
- Recognize student progress with incentives, milestone celebrations, and PBIS integration.

Professional Development for Teachers:

- Train general education teachers on ELPAC rigor and effective EL instructional strategies.
- Provide site-based coaching and instructional support tailored to LTELs.
- Increase teacher awareness of LTEL data through Aeries and other analytics tools.

Additional Support and Community Partnerships:

- Expand AVID Excel and assess its effectiveness in supporting LTELs.
- Explore alternative reclassification methods for students with IEPs.
- Enhance outreach efforts through community initiatives like PIQE and potential Community Schools grants.
- Improve access to school-based bilingual resources, student ambassadors, and mentorship programs.

Goal 5: PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.

Key themes from the feedback sessions include:

Career and Technical Education (CTE) Expansion

- Increase CTE pathways at Valencia High School, focusing on hands-on, technical, and trade-related programs (robotics, autobody, mechanical, manufacturing).
- Strengthen connections with community college courses to provide real-life career skills.

- Advocate for a district-wide Trade Fair, College Fair, and Career Day.

Academic Support and Intervention

- Provide intervention programs during the school day (lunch, tutorial time) to address transportation barriers.
- Expand AVID and other career-readiness programs at elementary and middle school levels.
- Address gaps in subject-specific tutoring, such as the absence of an ELA lab.
- Improve test-taking confidence and familiarity with testing formats.
- Consider structured tutorial periods during the school day to support secondary level students.

Attendance and Student Engagement

- Increase staff outreach to families to improve attendance and address chronic absenteeism.
- Principals and teachers may actively engage families through home visits and conferences.
- Encourage elementary school leaders to promote college awareness (e.g., reading books about college).
- Expand after-school sports programs to build student connections and engagement.

Counseling and Social-Emotional Support

- Ensure the availability of counselors, especially at non-Title I schools.
- Explore the implementation of SEL lessons.
- Support additional behavioral and wellness staff at high-need schools.
- Expand RBT (Registered Behavior Technician) support for intervention and special education.

Transportation and Accessibility

- Address transportation challenges preventing students from accessing after-school programs.
- Continue expanding bus routes for greater accessibility.
- Improve outreach about available transportation options for high-impact sites.

Family and Community Engagement

- Enhance school-family connections by training front office staff on available support services.
- Offer resources such as child care, supply donations, clothing drives, and financial literacy education.
- Increase partnerships with PTAs and community businesses to provide incentives for engagement.
- Explore the Community Schools model to support whole-family needs.

College and Career Readiness

- Expand financial literacy and career preparation courses.
- Improve access to information on college majors, career pathways, and application processes.
- Strengthen AVID integration and explore ways to engage non-AVID students in similar opportunities.

- Increase real-world learning experiences through internships and mentorships.

Goal 6: PYLUSD will close the academic achievement gap for Foster Youth (FY) students.

Key themes from the feedback sessions include:

Enrollment & Stability

- Research other existing support models for best practices.
- Establish policies to ensure school stability for FY despite home placement changes.
- Maintain transportation support to keep FY at the same school when possible.

Access to Resources & Support Services

- Strengthen connections with county agencies to ensure FY and families access available resources.
- Utilize FY liaison to coordinate support across schools and the district.
- Organize a Resource Fair for FY similar to special education info nights.
- Investigate/expand mental health services (CYBHI).
- Increase counselor availability at schools with FY.
- Ensure FY mentors are consistently available, even at non-Title I schools.

Academic Support & Engagement

- Enhance tutoring services with earlier referrals for struggling students.
- Improve awareness and marketing of FY tutoring services for families.
- Provide teacher training in trauma-informed practices to better support FY.
- Allow time in class for student support and homework help.
- Address challenges with transient students struggling with academic vocabulary.

School Belonging & Social-Emotional Support

- Create peer-to-peer buddy programs for school transitions.
- Develop clubs and groups where FY can share experiences and build connections.
- Offer a variety of extracurricular activities, including middle school sports and interest-based clubs.
- Build community through celebrations, school-wide activities, and SEL initiatives.
- Promote an inclusive environment with mentorship, student buddies, and staff awareness training.

Staff Training & Professional Development

- Train staff district-wide on trauma-informed practices and supporting high-need students.
- Ensure all staff working with FY (teachers, counselors, wellness specialists) know who they are and the support available.

- Improve communication about funding and support services for FY.

Additional Recommendations

- Establish a designated point person for each FY (liaison, mentor, or community liaison).
- Consider hosting or participating in a regional FY Summit for shared learning and strategy development.
- Implement absentee interventions, including monitoring, notifications, and meetings.
- Create a welcoming environment through Care Closets, service groups, and ASB/activities cards.

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through district-wide and school-wide actions.

Key themes from the feedback sessions include:

Parent & Community Engagement

- Parent involvement has decreased post-COVID, affecting student performance.
- PTA meetings help inform and engage parents, but parents want more district-led programs.
- The Superintendent's Parent/Student Advisory Committee is a valuable connection between parents and the district.
- More language support is needed to involve families in the school community.
- Parenting classes should be encouraged to help parents support students.
- Improve communication about academic programs and support services for students and families.

Attendance & Absenteeism

- Chronic absenteeism remains a concern; incentive-based attendance campaigns are effective.
- Attendance tracking and reporting should be more frequent (e.g., weekly updates to principals and clerks).
- Strengthen absenteeism interventions, including home visits and SART/SARB follow-through.
- Consider attendance credit recovery at the elementary level, including Saturday school.

Academic Support & Interventions

- Continue after-school interventions and tutoring, expanding availability and structure.
- Maintain and promote tutorial periods at the secondary level.
- Investigate effectiveness and expand math labs at middle schools.
- Provide small group instruction, structured student partnerships, and pre-assessments for targeted learning.
- Maintain interventions such as Reflex for math and ST Math as in-school support.

Student Support & School Climate

- Improve student connections through clubs, buddy systems, peer mentoring, and social-emotional learning (SEL).

- Schools should foster welcoming and inclusive environments through positive reinforcement and relationship-building.
- Encourage student leadership in clubs, service groups, and new student integration activities.
- Recognize and celebrate diverse cultures to improve student belonging and engagement.
- Structured opportunities for students to connect with peers (e.g., community-building events, field days).
- Ensure schoolwide consistency in behavioral support, including PBIS and restorative practices.

Counseling & Mental Health Support

- Increase counselor availability and lower student-to-counselor ratios for personalized support.
- Ensure students and staff are aware of mental health resources.
- Health clerks at middle schools are currently part-time; consider increasing hours and training in emotional support.
- Expand trauma-informed training for teachers and staff.
- Update the Suicide Prevention Curriculum with more engaging content.

Pathways, College & Career Readiness

- Consider strengthening high school pathway programs.
- Early exposure to career pathways should start in middle school.
- Dual enrollment opportunities should be more widely advertised.
- More life skills courses should be introduced.
- Improve website updates and communication regarding available programs.
- Expand access to popular programs like manufacturing, which fills up quickly.
- Ensure students are aware of academic resources, internships, and scholarships.

Teacher & Staff Support

- Provide ongoing PD for intervention strategies, reading difficulties, and AVID strategies.
- Support teachers in behavioral management.
- Encourage teachers to incorporate more student engagement activities.
- Offer structured time for teachers to identify and support struggling students.
- Consider peer support programs where student aides assist in classrooms.

Equity & Resource Allocation

- Schools with high concentrations of ELs and SED students should receive targeted resource allocations.
- Explore the possibility of increasing district leadership support through supplemental funding.
- Ensure transparency in how funding is allocated to support unduplicated pupils.

Input gathered during educational partner feedback sessions were examined to ensure the actions proposed are needs-responsive and assets-oriented. Many of the suggestions from our educational partners will assist our district as we drive instructional improvements and

allocate resources effectively. The following actions within each goal were either created or revised based on feedback from our educational partners:

Goal 1: PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.

Goal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.

Actions influenced include:

- 2.2 - Professional development for certificated staff
- 2.4 - Effective CAASPP administration
- 2.5 - Equitable distribution of resources
- 2.6 - Professional development for classified staff

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.

Actions influenced include:

- 3.4 - Professional development to assist English Learners with IEPs
- 3.6 - Ensuring equitable access to core and supplemental ELD curriculum
- 3.20 - Ensuring assets-oriented and needs-responsive schools
- 3.21 - Implementation of an English Learner Snapshot

Goal 4: PYLUSD will close the academic achievement gap for Long-term English Learner (LTEL) students.

Actions influenced include:

- 4.1 - AVID Excel program
- 4.7 - Engaging with LTELs
- 4.8 - Early intervention for students at-risk for LTEL
- 4.9 - Teacher and staff awareness of LTELs
- 4.10 - Structured check-ins with LTELs
- 4.11 - Effective language teaching strategies
- 4.12 - Student-driven goal setting and progress monitoring
- 4.13 - LTEL progress monitoring

Goal 5: PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.

Actions influenced include:

5.14 - Elementary Math Fellows
5.15 - Mentoring program

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through district-wide and school-wide actions.

Actions influenced include:

7.3 - Maintaining class size reduction in TK and K
7.4 - Training on tier one intervention strategies
7.32 - Secondary school intervention programs
7.33 - Maintenance of CTE pathways
7.34 - Title I Parent Advisory Committee
7.35 - Expansion and support of Dual Language Academy
7.38 - Interpretation support for materials and meetings
7.39 - Site level awareness of unduplicated pupils

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.	Broad

State Priorities addressed by this goal.

(4) Student Achievement, (5) Student Engagement, (6) School Climate, (8) Other Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was established to sustain and enhance the school's academic performance while addressing key areas of growth. Schoolwide ELA achievement remains in the Green performance indicator, while student groups such as English learners and Students with Disabilities, are demonstrating an achievement gap. Mathematics achievement for all students declined from Green to Yellow, demonstrating a need for schoolwide action to support this content area- this is being addressed via the adoption and use of a new Singapore Math curriculum.

Despite these successes, the school recognizes areas for continued growth, including the need to improve English learner progress, reduce chronic absenteeism—especially among certain student subgroups—and close persistent achievement gaps for English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students. To address these challenges, OCSCS is implementing interventions such as a focus on mastery-based learning & assessment and providing increased access to computer science education. Additionally, efforts to enhance community engagement and provide innovative academic pathways will further support student success. By prioritizing these initiatives, OCSCS aims to empower all students to thrive academically and become responsible, ethical, and contributing citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023 Schoolwide: (55.9%) = Green DFS =11.2 above EL: (0%) = Yellow DFS = 61.8 below SED:(40%) = Orange DFS = 25 below SWD:(19.2%) = Red DFS = 102.4 below Hispanic: (40.5%) = Yellow DFS=21.6 below	2023-2024 Schoolwide: (58.5%)= Green DFS =14.1 above EL: (2.7%) Red DFS = 85.2 below SED:(39.6%) Orange DFS = 36.8 below SWD:(7.84%) = Red DFS = 109.5 Hispanic: (42%) Orange DFS=22.6 below		2025-2026 Schoolwide: (62%) = Blue DFS = 44.1 above EL: (7%) = Blue DFS= 10 above SED: (44%) = Blue DFS = 10 above SWD: (24%) = Yellow DFS = 70 below Hispanic: (46%) = Blue DFS = 10 above	Schoolwide: (+2.6%) No change in color DFS = Maintained 2.9 points EL: (+2.7%) Color: moved down 1 color DFS = -23.5 points SED: (-1.7%) No change in color DFS= - 11.8 points SWD: (-11.4%) No change in color DFS=-7.1 points Hispanic: (+1.5%) Color: moved down 1 color DFS = maintained -0.9 points

2	Mathematics CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023 Schoolwide: (48.2%) = Green DFS = 4.8 below EL: (15.2%) Yellow DFS = 62.2 bellow SED: (34.9%) Orange DFS = 40.5 below SWD: (17%) Orange DFS = 104.2 below Hispanic: (29.6%) Yellow DFS = 49 below	2023-2024 Schoolwide: (49.6%) = Yellow DFS = 4.9 below EL: (16.2%) = Orange DFS = 65.9 below SED:(33.2%) = Orange DFS = 48.2 below SWD: (19.2%) = Orange DFS = 96.8 below Hispanic: (31.2%) = Orange DFS = 47.7 below		2025-2026 Schoolwide: (55%) = Blue DFS = 25.1 above EL: (17%) = Blue DFS = 0 SED: (41%) = Blue DFS = 0 SWD: (22%) = Blue DFS = 0 Hispanic: (36%) = Blue DFS = 0	Schoolwide: (+1.4%) Color = Moved down 1 color DFS = maintained -0.1 points EL: (+1%) Color: moved down 1 color DFS = -3.7 points SED: (-1.7%) No change in color DFS = -7.7 points SWD: (+2.2%) No change in color DFS = +7.4 points Hispanic: (+1.6%) Color: moved down 1 color DFS: Maintained 1.2 points
3	Suspension Rate and CA Dashboard Indicator	2022-2023 5.5% = Yellow	2023-2024 2% = Blue		2025-2026 2% = Blue	Decrease of 3.5%

4	English Learner Progress CA Dashboard Indicator and Percentage Making Progress Towards Proficiency	2022-2023 60%= No Color	2023-2024 50% = No Color		2025-2026 65%	Decrease of 10%
5	Chronic Absenteeism Rate and CA Dashboard Indicator	2022-2023 19.2% = Yellow	2023-2024 13.7% = Yellow		2025-2026 10% = Green	Decrease of 5.5%
6	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C)	First Semester 2022-2023: ELA = 93% Math = 74% Science = 82% Social Science= 79%	First Semester 2023-2024: ELA = 85% Math = 68% Science = 84% Social Science= 87%		First Semester 2025-2026: ELA = 92% Math = 89% Science = 91% Social Science = 91%%	ELA = Decrease of 8% Math = Decrease of 6% Science = Increase of 2% Social Science= Increase of 8%
7	Attendance Rate	2022-2023 93.81%	2023-2024 94.51%		2025-2026 94%	Increase of 0.7%
8	Suspension Rate	2022-2023 5.5%	2023-2024 2%		2025-2026 2%	Decrease of 3.5%

Goal Analysis for 2025-26

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

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

Goal 1.0 focused on providing innovative, rigorous, and relevant educational experiences to students. All actions were implemented with fidelity and there were no substantive differences between planned actions and actual implementation. The targeted intervention program was successfully offered during the 2024-25 school year. The middle school athletics program was implemented as planned, offering students the opportunity to participate in Volleyball, Cross Country, Flag Football, Wrestling, and Track. Our school successfully provided an innovative educational experience for students this year.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for any actions.

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

We successfully provided an instructional program that includes opportunities for students to learn Computer Science principles, take elective courses in Innovation Labs, and experience CSTEM extension activities in core classes as relevant. We also successfully participated in the Middle School Athletics program during the 2024-25 school year, with teams formed for volleyball, cross country, wrestling, track, and flag football.

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.

As a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. We have also increased the three year outcome for any metrics that we were able to successfully reach the previously established three-year outcome in the first year. Actions 1.6-1.8 and 1.10 do not apply to OCSCS. Additionally, the following new actions have been added to the LCAP this year:

Action 1.12: Mastery Based Learning
We will provide an instructional program whose assessment and feedback practices are grounded in mastery based learning.

Action 1.13: School Climate
We will continue to use the Learner Mindframes to promote positive behavior and create a supportive school climate which can include acknowledging and rewarding good attendance behaviors.

Action 1.14: SPED Inclusion
We will maintain efforts to provide a full inclusion model of Special Education.

Action 1.15: Enrichment
We will continue to offer classroom experiences that meet the diverse needs of students at OCSCS by offering Honors contracts in Science, History, and ELA courses.

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	Targeted Intervention	Provide a comprehensive targeted intervention program before, during, and after school to address the academic and engagement needs of unduplicated student groups, including English Learners (ELs), low-income students, and foster youth, supported through LREBG funds ($143,816). The 2024 California School Dashboard reveals persistent performance gaps, including a 10% decline in English Learner progress toward language proficiency, increased chronic absenteeism among ELs and socioeconomically disadvantaged students, and ongoing academic disparities in core subjects. Research demonstrates that after-school intervention programs significantly improve academic outcomes, attendance, and behavior for at-risk students when they offer structured academic support and enrichment opportunities (Beckett et al., 2009).	Included in PYLUSD LCAP	No
1.2	Foundational Math	Provide a comprehensive foundational math approach to build fact fluency, conceptual understanding, and procedural fluency through the use of supplemental math curriculum.	Included in PYLUSD LCAP	No
1.3	Foundational Writing	Provide a comprehensive writing program to support the writing process for students through the use of supplemental writing programs.	Included in PYLUSD LCAP	No

1.4	Computer Science Immersion	Provide an instructional program that includes opportunities for students to learn Computer Science principles, take elective courses in Innovation Labs, and experience CSTEM extension activities in core classes as relevant.	Included in PYLUSD LCAP	No
1.5	Middle School Athletics	Provide a robust middle school athletics program to increase students' physical wellness and exposure to athletics prior to high school.	Included in PYLUSD LCAP	No
Actions 1.6 to 1.8 do not apply to OCSCS				
1.9	Engaged Community	Increase community engagement by providing access to internet and technology as well as through a variety of communication tools and platforms including, but not limited to, Superintendent's Monday Message, Superintendent's Community Advisory Committees and a new Digital Flier Distribution Platform.	Included in PYLUSD LCAP	No
Action 1.10 does not apply to OCSCS				
1.11	Innovative Programs	Provide innovative programs and pathways at our schools in order to increase enrollment and student engagement in our award winning district.	Included in PYLUSD LCAP	No
1.12	Mastery Based Learning	Provide an instructional program whose assessment and feedback practices are grounded in mastery based learning.	Included in PYLUSD LCAP	No
1.13	School Climate	Continue to use the Learner Mindframes to promote positive behavior and create a supportive school climate which can include acknowledging and rewarding good attendance behaviors.	Included in PYLUSD LCAP	No
1.14	SPED Inclusion	Maintain efforts to provide a full inclusion model of Special Education.	Included in PYLUSD LCAP	No

1.15	Enrichment	Continue to offer classroom experiences that meet the diverse needs of students at OCSCS by offering Honors contracts in Science, History, and ELA courses.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
2	PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.	Maintenance of Progress

State Priorities addressed by this goal.

(1) Basic Services, (2) Implementation of State Standards, (3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

OCSCS remains committed to ensuring that all students have access to the resources, skills, and opportunities necessary to meet or exceed grade-level expectations. With a diverse student population that includes over 40% identified as socioeconomically disadvantaged and 5% as English learners, it is essential to provide equitable support systems that address the unique needs of every learner. While schoolwide performance in key areas such as Mathematics are strong, areas like English Learner Progress and Chronic Absenteeism require continued attention and targeted intervention. By investing in high-quality instruction, professional development, and instructional resources, OCSCS ensures that all students receive the support necessary to achieve academic success.

To sustain and build upon this progress, Goal 2 focuses on maintaining a highly qualified teaching staff, expanding professional development opportunities, and ensuring the equitable distribution of resources. Continuous improvement efforts and the adoption of research-based instructional strategies, will help monitor student progress and refine instructional strategies. Additionally, providing professional development for classified staff ensures that all school personnel contribute effectively to student success. By prioritizing these initiatives, OCSCS reaffirms its dedication to fostering an inclusive and academically enriching environment where all students can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023 Schoolwide: (55.9%) = Green DFS =11.2 above EL: (0%) = Yellow DFS = 61.8 below SED:(40%) = Orange DFS = 25 below SWD:(19.2%) = Red DFS = 102.4 below Hispanic: (40.5%) = Yellow DFS=21.6 below	2023-2024 Schoolwide: (58.5%)= Green DFS =14.1 above EL: (2.7%) Red DFS = 85.2 below SED:(39.6%) Orange DFS = 36.8 below SWD:(7.84%) = Red DFS = 109.5 Hispanic: (42%) Orange DFS=22.6 below		2025-2026 Schoolwide: (62%) = Blue DFS = 44.1 above EL: (7%) = Blue DFS= 10 above SED: (44%) = Blue DFS = 10 above SWD: (24%) = Yellow DFS = 70 below Hispanic: (46%) = Blue DFS = 10 above	Schoolwide: (+2.6%) No change in color DFS = Maintained 2.9 points EL: (+2.7%) Color: moved down 1 color DFS = -23.5 points SED: (-1.7%) No change in color DFS= - 11.8 points SWD: (-11.4%) No change in color DFS=-7.1 points Hispanic: (+1.5%) Color: moved down 1 color DFS = maintained -0.9 points

2	Mathematics CA Dashboard Indicator, Percentage Meeting or Exceeding Standards, and Distance from Standard (DFS)	2022-2023 Schoolwide: (48.2%) = Green DFS = 4.8 below EL: (15.2%) Yellow DFS = 62.2 bellow SED: (34.9%) Orange DFS = 40.5 below SWD: (17%) Orange DFS = 104.2 below Hispanic: (29.6%) Yellow DFS = 49 below	2023-2024 Schoolwide: (49.6%) = Yellow DFS = 4.9 below EL: (16.2%) = Orange DFS = 65.9 below SED:(33.2%) = Orange DFS = 48.2 below SWD: (19.2%) = Orange DFS = 96.8 below Hispanic: (31.2%) = Orange DFS = 47.7 below		2025-2026 Schoolwide: (55%) = Blue DFS = 25.1 above EL: (17%) = Blue DFS = 0 SED: (41%) = Blue DFS = 0 SWD: (22%) = Blue DFS = 0 Hispanic: (36%) = Blue DFS = 0	Schoolwide: (+1.4%) Color = Moved down 1 color DFS = maintained -0.1 points EL: (+1%) Color: moved down 1 color DFS = -3.7 points SED: (-1.7%) No change in color DFS = -7.7 points SWD: (+2.2%) No change in color DFS = +7.4 points Hispanic: (+1.6%) Color: moved down 1 color DFS: Maintained 1.2 points
3	Suspension Rate and CA Dashboard Indicator	2022-2023 5.5% = Yellow	2023-2024 2% = Blue		2025-2026 2% = Blue	Decrease of 3.5%

4	English Learner Progress CA Dashboard Indicator and Percentage Making Progress Towards Proficiency	2022-2023 60%= No Color	2023-2024 50% = No Color		2025-2026 65%	Decrease of 10%
5	Chronic Absenteeism Rate and CA Dashboard Indicator	2022-2023 19.2% = Yellow	2023-2024 13.7% = Yellow		2025-2026 10% = Green	Decrease of 5.5%
6	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C)	First Semester 2022-2023: ELA = 93% Math = 74% Science = 82% Social Science= 79%	First Semester 2023-2024: ELA = 85% Math = 68% Science = 84% Social Science= 87%		First Semester 2025-2026: ELA = 92% Math = 89% Science = 91% Social Science = 91%%	ELA = Decrease of 8% Math = Decrease of 6% Science = Increase of 2% Social Science= Increase of 8%
7	Attendance Rate	2022-2023 93.81%	2023-2024 94.51%		2025-2026 94%	Increase of 0.7%
8	Suspension Rate	2022-2023 5.5%	2023-2024 2%		2025-2026 2%	Decrease of 3.5%
9	Percentage of students with sufficient access to standards-aligned instructional materials	2023-24 = 100%	2024-25 = 100%		2026-27 = 100%	0%
10	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT)	2023-24 = Good	2024-25 = Good		2026-27 = Good	0

11	Local Indicator for Implementation of State Standards	2023-24 ELA/ELD - 4 (Full Implementation) Math - 4 (Full Implementation) Science - 4 (Full Implementation) History Social Science - 4 (Full Implementation) Career Technical Education - 4 (Full Implementation) Health/PE/VAPA/World Language - 4 (Full Implementation)	2024-25 ELA/ELD - 4 (Full Implementation) Math - 4 (Full Implementation) Science - 4 (Full Implementation) History Social Science - 4 (Full Implementation) Career Technical Education - 4 (Full Implementation) Health/PE/VAPA/World Language - 4 (Full Implementation)		2026-27 ELA/ELD - 5 (Full Implementation & Sustainability) Math - 5 (Full Implementation & Sustainability Science - 5 (Full Implementation & Sustainability) History Social Science - 5 (Full Implementation & Sustainability) Career Technical Education - 5 (Full Implementation & Sustainability) Health/PE/VAPA/World Language - 5 (Full Implementation & Sustainability)	ELA/ELD = 0 Math = 0 Science = 0 History Social Science = 0 Career Technical Education = 0 Health/PE/VAPA/ World Language = 0

Goal Analysis

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.

We continue to employ highly qualified teachers and staff to ensure effective instruction and district operations. We continue to provide essential resources, training, and development opportunities to equip staff with the skills necessary to support all students in meeting or exceeding grade-level expectations. We continue to provide instructional materials, supplies, and services to support student success. There were no substantive differences between planned actions and actual implementation.

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.

Action 2.2: Professional Development, Training, and Task Forces

Mathematics: Expanded teacher support to align with the 2023 math framework. Additional funds were allocated for UCI bridge unit training (K-5) and a Math Task Force developing OCDE-aligned bridge units. Launch of the secondary Math Fellows program, including funding for BTC materials and professional development.

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

There were a few teacher misassignments at OCSCS this year due to two DLA teachers not having their BCLAD credential. In all content areas, relevant curriculum and trained teachers increased student engagement and understanding of core concepts. Departments provided with budgets to provide instructional materials and supplies to teachers. Additionally, all curriculum materials were provided to teachers.

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.

As a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. We have also increased the target for the three year outcome of any metrics that we were able to successfully reach the previously established three-year outcome in the first year. Additionally, the following action has been added to the LCAP:

Action 2.7: Math Curriculum and Instruction
We will continue to provide mathematics instruction focused on conceptual mastery through the use of Singapore Math as the curriculum for math instruction. We will also rename the sequence of courses to Math 6/7, Math 7/8, and Algebra 1.

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	Districtwide Staffing	Provide highly qualified teachers and staff to provide effective instruction and maintain the operations of the district.	Included in PYLUSD LCAP	No

2.2	Professional Development, Training, and Task Forces	The district will continue to provide training, professional development, and collaborative task force opportunities for teaching staff across all content areas and district initiatives—including CGI Math, Writer's Workshop, Step Up to Writing, Love and Logic, ProAct, emergency procedures, and Learning Walks—supported in part through LREBG funds ($180,034.53). While the 2024 CA Dashboard shows overall stability in English Language Arts and Math, along with positive trends in graduation rates, chronic absenteeism, and suspension rates, student groups such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Foster Youth continue to perform below district averages. Research consistently shows that high-quality professional learning builds staff capacity to meet the needs of unduplicated pupils and leads to improved student outcomes (Hattie, 2009; Kanold, 2017; Erkens & Twadell, 2012), making this a strategic investment to close achievement gaps and support educational equity. The effectiveness of this action will be assessed using each of the CA Dashboard Indicators.	Included in PYLUSD LCAP	Yes
2.3	Instructional Materials, Supplies, and Services	Provide instructional materials, supplies, and services for staff in all content areas.	Included in PYLUSD LCAP	Yes
2.4	State Testing	Ensure timely and compliant administration of all CAASPP assessments in accordance with CDE expectations (ELA, Math & Science)	Included in PYLUSD LCAP	No
2.5	Resource Distribution	Examine district programs and services to ensure equitable distribution of resources.	Included in PYLUSD LCAP	No
2.6	Training for Classified Staff	Ensure all classified staff are provided training and professional development on job related responsibilities.	Included in PYLUSD LCAP	No
2.7	Math Curriculum and Instruction	Continue to provide mathematics instruction focused on conceptual mastery through the use of Singapore Math as the curriculum for math instruction.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
3	PYLUSD will close the academic achievement gap for English Learner (EL) students.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

A persistent achievement gap persists between the performance of English Learners (ELs) and that of all students across various metrics schoolwide. This goal is aimed at addressing this performance disparity by increasing and improving services for English Learners. Our English Learner (EL) students have demonstrated the lowest performance level in Chronic Absenteeism and are in the Yellow for ELA and Math performance indicators. The actions outlined within this broad goal align with the objectives outlined in the PYLUSD EL Master Plan. Key components include staff professional development, additional support for Emerging ELs, provision of bilingual support staff, and fostering increased student and family engagement.

The key actions proposed to support ELs, such as the ELD Summer Program, progress monitoring, and English Language Proficiency Assessments for California (ELPAC) support, are essential to address the unique needs of this student group. OCSCS teachers will be participating in professional development offered to teachers through Guided Language Acquisition and Design (GLAD) strategies, the ELD framework and roadmap, and student talk protocols. Additionally, translation services ensure that families of our ELs have access to resources and assistance in their native language, facilitating support and collaboration.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Learner Progress CA Dashboard Indicator and Percentage of English Learners Making Progress Towards English Language Proficiency	OCSCS 2022-2023 (60%) = No Color	OCSCS 2023-2024 (50%) = No Color		OCSCS 2025-2026 (65%) = Green	Decrease of 10%
2	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	OCSCS EL Subgroup 2022-2023 (0%) = Yellow DFS = 61.8 below	OCSCS EL Subgroup 2023-2024 (3%) = Red DFS = 85.2 below		OCSCS EL Subgroup 2025-2026 (10%) = Blue DFS = 10 above	(Increase of 3%) Color: moved down 2 color DFS = -23.5 points
3	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	OCSCS EL Subgroup 2022-2023 (15%) = Yellow DFS = 62.2 below	OCSCS EL Subgroup 2023-2024 (16%) = Orange DFS = 65.9 below		OCSCS EL Subgroup 2025-2026 (25%) = Blue DFS = 0	(Increase of 1%) Color: moved down 1 color DFS = - 3.7 points
4	Suspension CA Dashboard Indicator and Suspension Rate	OCSCS EL Subgroup 2022-2023 (10.6%) = Orange	OCSCS EL Subgroup 2023-2024 (0%) = Blue		OCSCS EL Subgroup 2025-2026 (<1.0%) = Green	Reduction of 10.6%

5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	OCSCS EL Subgroup 2022-2023 (19.6%) = Yellow	OCSCS EL Subgroup 2023-2024 (20.5%) = Red		Absenteeism Rate EL Subgroup 2025-2026 (2.5%) = Blue	Increase of 0.9%
6	Writing Prompt - Met or Exceeded	Spring 2022-2023, 7th-8th (score of 3, 4, or 5 out of 5) 10%	Spring 2023-2024, 7th-8th (score of 3, 4, or 5 out of 5): 17%		Spring 2025-2026, 6th-8th 15%	7th-8th: Increase of 7%
7	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	First Semester 2023-2024, 7th-8th: ELA = 69% Math = 46% Science = 78% Social Science = 92%	First Semester 2024-2025, 6th-8th: ELA = 95% Math = 88% Science =85% Social Science = 93%		First Semester 2026-2027, 6th-8th: ELA = 74% Math = 51% Science = 83% Social Science = 97%	First Semester, 6th-8th: ELA =Increase of 26% Math =Increase of 42% Science = Increase of 7% Social Science = Increase of 1%
8	Reclassification Rate	Fall 2023: 22%	Fall 2024: 21%		Fall 2026: 27%	Decrease of 1%
9	Percentage of English Learners scoring Level 4 on ELPAC Reading	Fall 2023: 9%	Fall 2024: 14%		Fall 2026: 14%	Increased 5%
10	Percentage of English Learners scoring Level 4 on ELPAC Writing	Fall 2023: 6%	Fall 2024: 3%		Fall 2026: 11%	Decreased 3%
11	Percentage of English Learners scoring Level 4 on ELPAC Listening	Fall 2023: 12%	Fall 2024: 8%		Fall 2026: 17%	Decreased 4%

12	Percentage of English Learners scoring Level 4 on ELPAC Speaking	Fall 2023: 52%	Fall 2024: 61%		Fall 2026: 57%	Increased 9%

Goal Analysis

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.

This goal surrounds how the district will close the academic achievement gap for English Learners (EL) students. We continue to provide the necessary resources, skills, and training opportunities to staff so all students meet or exceed grade-level expectations. While OCSCS staff did not participate in the district wide trainings centered on ELs this year, staff did receive training on the new EL Achieve curriculum.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures in this goal area. We continue to provide instructional materials, supplies, and services for all students to meet or exceed grade level and language proficiency expectations. We continue to facilitate ELPAC testing of ELs through the use of employee testers and testing materials in order to support reclassification of EL students district-wide. We continue to provide ELD instruction and support for all students to meet or exceed grade level and language proficiency expectations. We continue to coordinate advisory groups for parents of ELs to learn about education programs and to advise staff on program goals and procedures. Finally, we continue to Implement the PYLUSD EL Master Plan with fidelity in order to close the achievement gap for our English learners.

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

The effectiveness of the actions listed below can be assessed through the following key factors and pieces of evidence:

We continue to provide training and professional development to teachers in the areas of ELD and guided language acquisition and design strategies. Our District wide initiative training was well received and there was additional interest providing services for our English language learners. We continue to facilitate ELPAC testing of ELs through the use of employee testers and testing materials in order to support reclassification of EL students district-wide and transition from a centralized district testing model to site-based administration of the ELPAC exam. This action is effective in administering this assessment. The effectiveness is measured by the impact our team makes to facilitate and create optimal testing conditions. We continue to advance our three-year goal by strengthening family engagement and fostering meaningful collaboration between parents of English Learners (ELs) and school staff. By continuing to coordinate advisory groups, we provide parents with valuable opportunities to learn about educational programs, contribute to program goals and procedures, and advocate for their children’s academic success. Finally, we have successfully monitored the progress of our English Learners (ELs) by utilizing and providing

ongoing training for the online data system. This included effectively tracking EL progress, identifying students with D or F grades in core classes, and implementing timely interventions.

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.

As a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. We have also increased the target for the three year outcome of any metrics that we were able to successfully reach the previously established three-year outcome in the first year. Additionally, we plan to offer additional ELD professional development to our staff in the coming year. We will adhere to the district's new actions surrounding fostering a more asset-oriented and needs-responsive school through staff training as well as intentional school-wide programs and activities. We will also implement the EL Snapshot tool in order to increase an understanding amongst students and parents about where they stand in their English development and what they need to do to get reclassified. This tool provides space for students, families and educators to set academic goals and plan next steps. Actions 3.7, 3.14, 3.17 do not apply to OCSCS.

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	English Language Development (ELD) Professional Development	Provide professional development for all teachers focused on the English Language Development (ELD) standards, ELD Framework, and ELD strategies during the summer with ongoing offerings throughout the year in order to support the implementation of the district's English Learner program and enhance the ability of teachers, principals, and other school staff to meet the needs of English Learners.	Included in PYLUSD LCAP	No
3.2	Additional EL Sections at Secondary Schools	Continue to ensure all ELs receive both designated and integrated ELD instruction in order to support academic success. Provide middle schools and high schools with staffing/classes to support Emerging ELs.	Included in PYLUSD LCAP	Yes
Action 3.3 does not apply to OCSCS				

3.4	Special Education-Staff Training	Conduct training for Special Education staff from 11 targeted schools with high numbers of dually identified EL and SWD. The training will cover appropriate assessments for ELs, writing linguistically appropriate IEP goals, and creating stronger multi-disciplinary assessment reports.	Included in PYLUSD LCAP	No
3.5	English Language Proficiency Assessments for California (ELPAC)	To support the accurate identification and timely reclassification of English Learners (ELs), the district will continue to facilitate ELPAC testing through trained employee testers and the provision of necessary testing materials. Additionally, professional development will be provided to educators on the administration of the ELPAC exam to ensure consistent and valid assessment practices across all school sites, funded in part through LREBG funds ($140,000). Recent ELPAC results indicate a decline in the percentage of ELs achieving Level 4 in key literacy domains. Research from the Institute of Education Sciences (IES) highlights that standardized testing practices and targeted training for educators are essential in supporting fair and accurate reclassification decisions, which directly impact ELs' access to rigorous academic instruction and long-term success (IES, 2019).	Included in PYLUSD LCAP	No
3.6	Additional Instructional Materials for EL Support	Continue to accelerate the academic language acquisition of ELs by providing equitable access to common core standards through the use of EL Achieve as the curriculum for ELD instruction as provided in part through LREBG funds ($72,141.20). On the 2024 CA Dashboard, English Learners (ELs) in the district performed at the Orange level in English Language Arts (ELA) and Yellow in Math, in contrast to the districtwide Green performance in both areas. Additionally, the English Learner Progress Indicator declined to Orange. Research from the What Works Clearinghouse emphasizes that integrating both content and language instruction, along with the use of high-quality, scaffolded curriculum, is essential to improving ELs' academic achievement (Baker et al., 2014).	Included in PYLUSD LCAP	No
Action 3.7 does not apply to OCSCS				
3.8	ELD Teacher Support	Provide increased District ELD Teacher on Special Assignment (TOSA) support to assist with ELD instruction and services at all sites.	Included in PYLUSD LCAP	Yes
3.9	Translation Services	Continue to provide District translation services to support ELs and their parents, and to encourage parental engagement and participation as well as family workshops and professional development to increase parent participation for Title I sites.	Included in PYLUSD LCAP	Yes

3.10	English Language Assessment Center	Continue to provide for centralized language assessment services within the Family Resource Center to support identification, assessment of ELs, as well as coordination of services as provided in part through LREBG funds ($80,634.58). Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in key literacy domains. Centralized assessment services have been shown to improve the validity and effectiveness of language assessments, helping ensure that English Learners receive timely, accurate identification and appropriately tailored supports to meet their academic and linguistic needs (Centre for Canadian Language Benchmarks, 2015).	Included in PYLUSD LCAP	Yes
3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	The district will continue to coordinate advisory groups for parents of English Learners (ELs) to increase awareness of educational programs and provide meaningful opportunities to advise staff on program goals and procedures. This includes organizing meetings with translation services, instructional materials, supplies, parenting classes, child care, and food. The district will also explore hosting District English Learner Advisory Committee (DELAC) meetings at high-impact school sites, in addition to the district office, to increase accessibility and engagement, supported through LREBG funds ($20,000). According to the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math—both below the districtwide performance level of Green in each subject. Research shows that family involvement significantly improves academic achievement, socioemotional development, and school behavior for ELs, particularly when parents maintain high educational expectations and encourage their children's aspirations (Garcia, Slate, & Delgado, 2022).	Included in PYLUSD LCAP	No
3.12	Bilingual Community Liaisons	Continue to provide Bilingual School/Community Student Advisors for sites with high populations of ELs to provide support for students and families.	Included in PYLUSD LCAP	Yes
3.13	Administrative Support	Continue to provide administrative support and leadership at the district office to implement the EL program in accordance with state and federal guidelines.	Included in PYLUSD LCAP	Yes
Action 3.14 does not apply to OCSCS				

3.15	EL Progress Monitoring and Intervention	Continue to utilize and train on an online data system in order to monitor the progress of all English Learners and provide intervention for any EL with a D or F at each grading period in their core classes.	Included in PYLUSD LCAP	No
3.16	ELD Coordination	Continue to provide support at the site level for coordination of the EL program to ensure fidelity to the EL program and that the needs of students are being met.	Included in PYLUSD LCAP	Yes
Action 3.17 does not apply to OCSCS				
3.18	GLAD	Provide OCDE Guided Language Acquisition Design (GLAD) training in order to build academic language and literacy for all students, especially English Learner/emergent bilingual students.	Included in PYLUSD LCAP	Yes
3.19	EL Master Plan	Implement the EL Master Plan with fidelity in order to close the achievement gap for our English learners.	Included in PYLUSD LCAP	No
3.20	Needs-Responsive Schools	Foster more assets-oriented and needs-responsive schools through staff training as well as intentional school-wide programs and activities.	Included in PYLUSD LCAP	No
3.21	EL Snapshot	Utilize the English Learner Snapshot to increase the understanding in students and parents of where they stand in their English development and what they need to do to get reclassified. This tool provides space for students, families and educators to set academic goals and plan next steps.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
4	PYLUSD will close the academic achievement gap for Long-Term English Learner (LTEL) students.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

The development of this goal is driven by the need to improve academic achievement and language proficiency for Long-Term English Learners (LTELs), as indicated by multiple data points. CAASPP scores reveal that 0% of LTELs meet or exceed standards in English Language Arts (ELA), and less than 7% meet standards in Math, highlighting a persistent achievement gap. Additionally, reclassification rates remain low, with only 20% of LTELs reclassified in May 2024, underscoring the need for enhanced English language development (ELD) support.

Further analysis of district writing prompt performance shows an increase from 13% to 31% in students meeting expectations, showing a positive trend but also reinforcing the necessity for stronger writing interventions. Passing grades in core subjects have increased, which may be an indication of the benefits of mastery-based learning focus of OCSCS.

In terms of language proficiency, ELPAC scores show that Listening, Writing, and Reading domains are areas of need for LTEL students with fewer than 10% of LTELs scoring a 4 in these three domains.

This goal is developed to address these gaps by enhancing structured EL support, expanding designated ELD instruction, and increasing professional development for teachers. By implementing targeted interventions, the district aims to increase LTEL reclassification rates, improve CAASPP performance, and support overall academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Academic Achievement of Long-term English Learners in English Language Arts (Standard Nearly Met, Met, or Exceeded) and Distance from Standard (DFS)	2022-2023 N/A DFS = N/A	2023-2024 (0%) = No color DFS = 144.1 below		2025-2026 (5%) Yellow DFS = 70 below	Color = N/A DFS = N/A
2	Academic Achievement of Long-term English Learners in Math (Standard Nearly Met, Met, or Exceeded) and Distance from Standard (DFS)	2022-2023 N/A DFS = N/A	2023-2024 (7%) = No color DFS = 145.9 below		2025-2026 (12%) Yellow DFS = 95 below	Color = N/A DFS = N/A
3	Reclassification Rate of Long-term English Learners	May 2024: 25% All ELs (6th-12th) =39 LTEL (6th-12th) = 24 LTEL Reclassified (6th-12th) = 6 Reclassification Rate: 25%	May 2025: 4% (as of May 13, 2025) All ELs (6th-12th) =51 LTEL (6th-12th) = 25 LTEL Reclassified (6th-12th) = 1 Reclassification Rate:4% (as of May 13, 2025)		May 2027: 30%	Decrease of 21%

4	Spring Writing Prompts - percentage of Long-term English Learners scoring met or exceeded	Spring 2022-2023, 7th-8th (3,4, or 5 out of 5): 13%	Spring 2023-2024, 7th-8th (3, 4, or 5 out of 5): 31%		Spring 2025-2026, 6th-8th (3, 4, or 5 out of 5): 23%	Increase of 18%
5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of Long-term English Learners	1st Semester 2023-2024, Grades 7th-8th: ELA = 67% Math = 38% Science = 67% Social Science = 67%	1st Semester 2024-2025, Grades 6th-8th: ELA =91% Math =82% Science =82% Social Science =95%		1st Semester 2026-2027, Grades 6th-8th: ELA = 72% Math = 43% Science = 72% Social Science = 72%	1st Semester, 6th-8th: ELA = Increase of 24% Math = Increase of 44% Science = Increase of 15% Social Science = Increase of 28%
6	Percentage of Long Term English Learners scoring Level 4 on ELPAC Reading	2022-2023 NA	2023-2024 0%		2025-2026 5%	N/A
7	Percentage of Long Term English Learners scoring Level 4 on ELPAC Writing	2022-2023 NA	2023-2024 8%		2025-2026 13%	N/A
8	Percentage of Long Term English Learners scoring Level 4 on ELPAC Listening	2022-2023 NA	2023-2024 8%		2025-2026 13%	N/A
9	Percentage of Long Term English Learners scoring Level 4 on ELPAC Speaking	2022-2023 NA	2023-2024 67%		2025-2026 72%	N/A

Goal Analysis

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.

The district has made several strategic adjustments and enhancements to planned actions to support LTELs, ensuring that programs and resources are more equitably distributed and effectively implemented. We provided ELD this year as a standalone course, ensuring that LTELs receive both designated and integrated ELD instruction. This approach supports language development and reclassification goals while maintaining consistency across sites. We utilized the EL Achieve curriculum in lieu of the district's English 3D curriculum. The publisher was unable to provide the training for our teachers until midway through the year. This led to delays in the full implementation of this alternative curriculum. We continued to utilize English 3D while awaiting the full implementation of EL Achieve.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures for OCSCS within this goal.

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

The delay in utilizing the EL Achieve curriculum greatly affected the effectiveness of the action. Future focus areas include continued progress monitoring, professional development for educators, and ensuring consistent access to ELD support. Ongoing data analysis and teacher feedback will be crucial in determining which curriculum resources are most effective in supporting EL students, particularly as new materials are adopted. The establishment of a systematic progress monitoring process has been a crucial factor in identifying students in need of additional academic support. The twice-yearly tracking of LTEL and RFEP students has enabled educators to implement timely interventions, improving both language development and content mastery.

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.

As a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. As a whole, we see that our LTELs remain our student group with the greatest needs who continue to make the least amount of progress. We find the need to add new actions to better address the reading and writing development of our LTELs in order to assist them in the reclassification process. Action 4.1 does not apply to OCSCS. We will adhere to the district's new actions in this goal, which follow:

4.7 LTEL Engagement
We will engage more effectively with LTEL students by conducting focus groups and empathy interviews to gain deeper insights into their needs in order to provide targeted support.

4.8 At-risk for LTEL
We will identify and support elementary students at risk of becoming LTELs through early intervention and increased parental awareness of available resources.

4.9 LTEL Identification
We will enhance teacher awareness of LTEL students by utilizing Aeries rostering for improved identification and support.

4.10: Regular Check-Ins
We have added this action in order to implement regular, structured one-on-one or small-group check-ins with LTEL students to assess their academic progress, language development, and personal challenges.

4.11: Professional Development
We have added this action in order to train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum.

4.12: Goal Setting
We have added this action to implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress.

4.13: Progress Monitoring
We have added this action to implement the new forms tool for LTEL monitoring within Ellevation to efficiently capture trends in student progress and interventions. Utilize the tool to analyze data at the district, school, and classroom levels, enabling the development of timely professional development, targeted instructional strategies, and ongoing student progress monitoring.

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
Action 4.1 does not apply to OCSCS				
4.2	EL Sections at Secondary Schools	Continue to provide Bridging and Expanding ELD sections across the middle and high schools to ensure all LTELs receive both designated and integrated ELD instruction based on sound educational theory in order to support academic success.	Included in PYLUSD LCAP	Yes

4.3	ELD Curriculum	Continue to provide and utilize supplemental educational curriculum, English 3D, to support the acquisition of English for LTELs.	Included in PYLUSD LCAP	No
4.4	EL Progress Monitoring	Ensure systematic progress monitoring and intervention for LTELs with a D or F in core subject areas.	Included in PYLUSD LCAP	No
4.5	OCDE LTEL Network	Continue to participate in the Orange County Department of Education LTEL network to explore strategies to increase parent engagement and close the achievement gap for LTELs.	Included in PYLUSD LCAP	No
4.6	ELAC and DELAC	Examine the needs and performance data of LTELs as a stand-alone item at each ELAC and DELAC meeting.	Included in PYLUSD LCAP	No
4.7	LTEL Engagement	Engage more effectively with LTEL students by conducting focus groups and empathy interviews to gain deeper insights into their needs in order to provide targeted support.	Included in PYLUSD LCAP	No
4.8	At-risk for LTEL	Identify and support elementary students at risk of becoming LTELs through early intervention and increased parental awareness of available resources.	Included in PYLUSD LCAP	No
4.9	LTEL Identification	Enhance teacher awareness of LTEL students by utilizing Aeries rostering for improved identification and support.	Included in PYLUSD LCAP	No
4.10	Academic Progress Check-ins	Implement structured one-on-one or small-group check-ins with LTEL students to assess their academic progress, language development, and personal challenges.	Included in PYLUSD LCAP	No
4.11	Professional Development	Train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum.	Included in PYLUSD LCAP	No

4.12	Goal-Setting	Implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress.	Included in PYLUSD LCAP	No
4.13	Progress Monitoring	Implement the new forms tool for LTEL monitoring within Ellevation to efficiently capture trends in student progress and interventions. Utilize the tool to analyze data at the district, school, and classroom levels, enabling the development of timely professional development, targeted instructional strategies, and ongoing student progress monitoring.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
5	PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

This goal is developed to address achievement gaps and improve outcomes for socioeconomically disadvantaged (SED) students based on multiple indicators. English Language Arts (ELA) and Mathematics performance have continued to demonstrate a need for continued support, with ELA performance maintaining a 40% (Orange) status in 2023 and in 2024 and Math declining from 35% (Orange) to 33% (Orange), these scores indicate a need for targeted academic support to move these students to Green and Blue performance levels. Chronic absenteeism, though improving from 26% (Yellow) to 18.7% (Yellow), remains a concern, requiring sustained efforts to improve attendance and engagement.

With core subject passing rates showing progress, maintaining high-quality instruction, tutoring support, and intervention programs will be essential to ensure continued growth. The reduction in suspension rates (now Blue) indicates positive behavioral supports, which should be reinforced to maintain a safe and supportive learning environment.

This goal focuses on strengthening academic interventions, expanding access to high-impact instructional strategies, increasing attendance initiatives, and enhancing career and college readiness programs to ensure socioeconomically disadvantaged students continue to close achievement gaps and reach higher performance levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SED English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS SED Subgroup 2022-2023 (40%) = Orange DFS = 25 below	OCSCS SED Subgroup 2023-2024 (40%) = Orange DFS = 36.8 below		SED Subgroup 2025-2026 (50%) = Green DFS = 5 below	(Increase of 0%) No change in color DFS = -11.8 points
2	SED Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS SED Subgroup 2022-2023 (35%) = Orange DFS = 40.5 below	OCSCS SED Subgroup 2023-2024 (33%) = Orange DFS= 48.2 below		SED Subgroup 2025-2026 (45%) = Blue DFS = 25 below	(Decrease of 2%) No change in color DFS = -7.7 points
3	SED Suspension CA Dashboard Indicator and Suspension Rate	OCSCS SED Subgroup 2022-2023 (5%) = Green	OCSCS SED Subgroup 2023-2024 (3.4%) = Green		SED Subgroup 2025-2026 (<0.5%) = Blue	Reduction of 1.6%
4	SED Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	OCSCS SED Subgroup 2022-2023 (26%) = Yellow	OCSCS Group 2023-2024 (18.7%) = Yellow		SED Subgroup 2025-2026 (5%) = Blue	Reduction of 7.3%

5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of SED students	1st Semester 2023-2024, Grades 7th-8th: ELA = 83% Math = 68% Science = 83% Social Science = 86%	1st Semester 2024-2025, Grades 6th-8th: ELA = 97% Math = 96% Science = 92% Social Science = 95%		1st Semester 2026-2027, Grades 6th-8th: ELA = 88% Math = 73% Science = 88% Social Science = 91%	1st Semester, Grades 6th-8th: ELA = Increase of 14% Math = Increase of 28% Science = Increase of 9% Social Science = Increase of 9%
6	Homeless Student Population	Spring 2022-2023 64	Spring 2023-2024 104		Spring 2025-2026 N/A	 +40
7	Homeless English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 (N/A%)=Yellow DFS = 65 below	2023-2024 (25%)=Red DFS=92.3 below	2024-2025	2025-2026 (35%) = Yellow DFS = 70 below	(N/A%) Color: moved down 2 color DFS = -27.3 points
8	Homeless Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A DFS = 65.1 below	2023-2024 (12.5%)=Red DFS=98.3 below		2025-2026 (22.5%) = Yellow DFS = 92.3 below	(N/A%) Color: moved down 1 color DFS = -33.2 points

9	Homeless Suspension CA Dashboard Indicator and Suspension Rate	2022-2023 Green 6.5% suspended at least one day	2023-2024 Green 4.4 % suspended at least one day		2025-2026 Blue 0.5%	Reduction of 2.1%
10	Homeless Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	2022-2023 Orange 30.4% Chronically Absent	2023-2024 Red 31.8% Chronically Absent		2025-2026 Green 10%	Increase of 1.4%

Goal Analysis for [LCAP Year]

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.

There were no substantive differences between the intended implementation and actual execution for all actions in Goal 5. McKinney Vento staff were able to provide targeted support to our homeless families and a second Family Resource Center was opened to support more families within the district. Additional transportation routes were provided to our high impact neighborhoods in order to ensure access to OCSCS.

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.

There were no substantial material differences between budgeted expenditures and estimated actual expenditures for the planned actions, as resources continued to be allocated as expected to support socioeconomically disadvantaged (SED) students.

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

Several actions have demonstrated varying degrees of effectiveness in making progress toward the goal of closing the academic achievement gap for socioeconomically disadvantaged (SED) students. The support staff assigned to Family Resource Centers have effectively linked families to both district and community resources. Their continued efforts have ensured that socioeconomically disadvantaged and foster youth receive the necessary services to support their academic and personal well-being. The availability of transportation routes throughout the year ensured that students could reliably attend school. This action has been effective in reducing transportation barriers and supporting consistent school attendance.The presence of additional administrative staff at OCSCS has strengthened parent engagement and support systems within the school community. Increased administrative resources have contributed to improved communication and school-family collaboration.

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.

As a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for ELA and Math CAASPP. We have adjusted any targets for three-year outcome metrics if we were able to successfully meet the previously established metric in our first year. Actions 5.6 and 5.8 to 5.14 do not apply to OCSCS.

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.

Action #	Title	Description	Total Funds	Contributing
5.1	McKinney Vento Support Staff	Continue to provide equitable services for socio-economically disadvantaged students, English learners, and Foster Youth through Family Resource Centers (FRC) and by providing a McKinney Vento TOSA and support staff to coordinate community linkage services and support parents.	Included in PYLUSD LCAP	Yes
5.2	McKinney Vento Tutoring	Continue to bolster the academic achievement of homeless students through after school tutoring.	Included in PYLUSD LCAP	No
5.3	McKinney Vento Classified Support	Assist with enrollment, coordinating services and partnering with other community organizations for homeless students by providing additional hours for Classified staff to provide support for Homeless programs.	Included in PYLUSD LCAP	No

5.4	McKinney Vento Program Support	Provide dedicated support for students experiencing homelessness with social, emotional, and wellness needs.	Included in PYLUSD LCAP	Yes
Action 5.5 does not apply to OCSCS				
Action 5.6 does not apply to OCSCS				
5.7	Additional Transportation Support	Provide additional transportation routes at high impact sites to ensure SED students are able to access school in order to reduce their chronic absenteeism rate.	Included in PYLUSD LCAP	Yes
Action 5.8 does not apply to OCSCS				
Action 5.9 does not apply to OCSCS				
Action 5.10 does not apply to OCSCS				
Action 5.11 does not apply to OCSCS				
Action 5.12 does not apply to OCSCS				
Action 5.13 does not apply to OCSCS				
Action 5.14 does not apply to OCSCS				
5.15	Mentoring Program	Implement and expand the mentoring program across the district.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
6	PYLUSD will close the academic achievement gap for Foster Youth (FY) students.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

This goal is developed to address the academic disparities and barriers faced by Foster Youth (FY). A key tenet of OCSCS' purpose is to support all students regardless of their background, needs, or current circumstances. To that end, OCSCS is committed to supporting the achievement of its foster youth students. This is a small cohort of students, so the CDE does not report data on this student group. The OCSCS team will support the achievement of these students via internally generated and monitored data.

This goal focuses on strengthening intervention programs, increasing individualized academic and social-emotional support, expanding tutoring and mentorship opportunities, and improving school stability efforts to close achievement gaps and foster long-term success for Foster Youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	Districtwide FY Subgroup 2022-2023 (NA%) = No color	OCSCS FY Subgroup 2023-2024 (NA%) = No color		FY Subgroup 2025-2026 N/A	N/A
2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	Districtwide FY Subgroup 2022-2023 (NA%) = No color	OCSCS FY Subgroup 2023-2024 (NA%) = No color		FY Subgroup 2025-2026 N/A	N/A
3	Suspension CA Dashboard Indicator and Suspension Rate	Districtwide FY Subgroup 2022-2023 (NA%) = No color	OCSCS FY Subgroup 2023-2024 (NA%) = No color		FY Subgroup 2025-2026 N/A	N/A
4	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide FY Subgroup 2022-2023 (NA%) = No color	OCSCS FY Subgroup 2023-2024 (NA%) = No color		FY Subgroup 2025-2026 N/A	N/A

5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of FY students	1st Semester 2023-2024, Grades 7th-8th: N/A (n = 1 student)	1st Semester 2024-2025, Grades 6th-8th: N/A (n = 2 students)		1st Semester 2026-2027, Grades 6th-8th: N/A	N/A
6	Suspension Rate for FY Students	2022-2023 N/A	2023-2024 N/A		2025-2026 N/A	N/A

Goal Analysis

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.

Overall implementation of the actions aimed at closing the academic achievement gap for foster youth (FY) has progressed as planned, with no substantive differences in the actions taken and those initially outlined. However, there were some ongoing challenges and successes pertaining to this goal. Tutoring services for foster youth continued as planned through our partnership with an outside agency however the implementation did not begin until the 2nd semester. Mentoring services for foster youth remained consistent with the original plan. PYLUSD staff, including both certificated and classified members, have been instrumental in serving as mentors for foster youth. These mentoring relationships continue to provide critical emotional and academic support, and no deviations from the original plan were observed. Enrollment for foster youth was managed without any significant delays. The foster youth liaison worked diligently to maintain communication with group homes and facilitated smooth transitions for foster youth entering schools. Despite challenges related to the complexities of foster youth enrollment, these processes were successfully executed, ensuring timely enrollment and a smooth transition for all foster youth.

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

Expenditures were lower than anticipated regarding Professional Development and the Foster Youth Summit. The district will focus on expanding professional learning opportunities for all staff in this area. This includes supporting our foster youth mentors in attending the 2025 Foster Youth Education Summit, where they will participate in sessions addressing challenges, sharing best practices, and enhancing support for foster youth. Additionally, the summit provides valuable networking opportunities for educators, social workers, caregivers, and advocates to collaborate and exchange ideas to improve educational outcomes for foster youth.

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

The flexibility in offering tutoring services—either at school or in the foster youth group home—has been highly effective in providing academic support tailored to the unique needs of foster youth. Regular monitoring by the foster youth liaison ensured that students, particularly seniors, received timely support with their academic progress and post-graduation plans, such as completing the FAFSA. This level of personalized

support has had a positive impact on fostering academic success and preparing foster youth for life after high school. Mentoring services have been a crucial component in supporting foster youth by providing them with consistent, adult guidance. The positive relationships built between mentors and foster youth have been an important factor in ensuring that students feel supported and understood. Regular communication between the foster youth liaison, mentors, and students has been instrumental in maintaining effective mentoring relationships. This program has been successful in helping foster youth build confidence and stay engaged in their academic and personal development. The district's focus on trauma-informed practices through staff presentations has proven effective in creating a safe and supportive learning environment for foster youth. By emphasizing the importance of understanding and addressing students' past experiences, educators were better equipped to foster positive relationships and respond to the unique needs of foster youth. Professional development efforts, including attending the Foster Youth Education Summit and coordinating legal updates, have equipped staff with the knowledge and skills necessary to effectively support foster youth. This continuous professional growth has helped create a more informed and empathetic school environment, where administrators, counselors, and teachers are better prepared to meet the unique needs of foster youth.

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.

As a result of reflection on prior practice, we have added additional Distance From Standard (DFS) metrics for the ELA and Math CAASPP. Additionally, the following actions have planned changes for the coming year:

6.2: Mentoring Services for FY
Through the use of unexpended LREBG funds, a new initiative for the coming year is the coordination of an orientation meeting for all foster youth mentors. This meeting will provide information and best practices for supporting foster youth, ensuring that mentors are better equipped to build strong, supportive relationships. Additionally, we will survey mentors at the end of the 2024-2025 school year to assess their needs for further support or knowledge, helping to refine our mentoring program for increased effectiveness.

6.3: Trauma-Informed Practices
For the upcoming year, we will expand our professional learning opportunities for school staff and mental health professionals to include additional evidence-based practices for supporting foster youth through adversity. We will also work on monitoring attendance and behavioral data more closely to identify and address any emerging needs, ensuring that we continue to support foster youth with tailored strategies for building positive relationships and resilience.

6.5: Family and Caregiver Engagement
We will continue our focus on family and caregiver engagement by maintaining open communication and providing professional learning opportunities on topics relevant to the needs of foster youth. Additionally, we will place continued emphasis on reviewing attendance data to identify trends and address any challenges in collaboration with families and caregivers, ensuring that foster youth have the support needed for academic success.

6.6: Professional Development for Staff
In response to prior reflections, we will expand professional development opportunities for additional school staff, including secretaries, office staff, and community liaisons. This will increase awareness and understanding of the unique needs of foster youth across all levels of the school community, ensuring that all staff members are equipped to support foster youth effectively.

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
6.1	Tutoring Services for FY	Continue to provide in district and out of district tutoring services for FY students at the elementary and secondary levels.	Included in PYLUSD LCAP	Yes
6.2	Mentoring Services for FY	Continue to provide an adult FY mentor at all school sites to direct interventions, address reengagement, support learning recovery, provide educational case management and advocacy, and promote the social and emotional needs of pupils in foster care as provided through LREBG funds ($167,725). Foster Youth (FY) in PYLUSD continue to demonstrate persistent academic and engagement challenges, as evidenced by their 2023–2024 CA Dashboard results. Although there was a slight improvement in English Language Arts (ELA), with scores increasing from 20% to 28% meeting or exceeding standards, FY students remain 65.8 points below standard. In Mathematics, the percentage of FY students meeting standards remains critically low at 15.6%, with an increasing Distance from Standard (DFS) of 114.4 points below, indicating deep academic needs. Additionally, while chronic absenteeism declined from 31.5% to 27.8%, it remains significantly higher than district averages, and suspension rates are persistently elevated at 6.5%. Research supports that stable, supportive adult relationships significantly improve school engagement and academic outcomes for foster youth (National Working Group on Foster Care and Education, 2018).	Included in PYLUSD LCAP	No
6.3	Trauma-Informed Practices	Implement trauma-informed practices through a comprehensive district plan which involves utilizing research-based strategies to foster a supportive and understanding environment for foster youth. This approach includes training educators and staff to recognize signs of trauma, understanding its potential impact on students' attendance and academic performance, and developing tailored interventions to address these challenges.	Included in PYLUSD LCAP	No

6.4	Collaboration with Child Welfare Agencies	Continue to foster collaboration between the school district and child welfare agencies by establishing clear communication channels in order to share relevant information and coordinate efforts to support FY.	Included in PYLUSD LCAP	No
6.5	Family and Caregiver Engagement	Engage with families and caregivers of FY to understand their specific challenges through needs assessments and work collaboratively to address attendance issues by providing individualized and targeted resources and leveraging outside community resources.	Included in PYLUSD LCAP	No
6.6	Professional Development for Staff	Provide professional development for staff to increase awareness and understanding of the unique needs of FY to provide for a more supportive and inclusive school environment.	Included in PYLUSD LCAP	Yes
6.7	Foster Youth Enrollment	Continue to streamline enrollment processes for FY living in group homes to ensure accurate and timely placement in schools.	Included in PYLUSD LCAP	No

Goal

Goal #	Description	Type of Goal
7	PYLUSD will close the academic achievement gap for all Unduplicated Pupils (UPs) through districtwide and schoolwide actions.	Broad

State Priorities addressed by this goal.

(3) Family Engagement, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Well-rounded Curriculum

An explanation of why the LEA has developed this goal.

The data highlights persistent achievement gaps among English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY) despite overall school site progress. While the schoolwide English Language Arts (ELA) score remains in the Green performance level, significant disparities exist. English Learners continue to struggle, with ELA proficiency at only 3% (Red) and math proficiency showing a slight improvement from 115% (Yellow) to 16% (Orange). Socioeconomically Disadvantaged students have maintained their performance, with ELA proficiency staying at from 40%. Mathematics achievement improved schoolwide from 48% to 50%, but achievement gaps remain for SED and EL student groups with gaps of 17% and 35% respectively.

In addition to academic performance, chronic absenteeism remains a major barrier to success for these student groups. EL students have a chronic absenteeism rate of 20.5% (Red) and SED students have a rate of 18.7% (Yellow), all of which impact their academic growth and access to necessary resources.

To address these inequities, this goal emphasizes schoolwide and districtwide strategies aimed at closing the achievement gap. Key actions include expanding intervention programs in math and ELA, enhancing designated English Learner (ELD) instruction and bilingual support, increasing access to tutoring, mentoring, and academic support services, strengthening attendance initiatives to reduce chronic absenteeism, and implementing culturally responsive teaching strategies to improve student engagement and performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	OCSCS 2022-2023 = (56%) Green DFS = 11.2 above Student Groups: English Learners (0%) = Yellow DFS= 61.8 below SED (40%) = Orange DFS=25 below FY =N/A	OCSCS 2023-2024 = (59%) Green DFS = 14.1 above Student Groups: EL (3%) = Red DFS= 85.2 below SED (40%) = Orange DFS=36.8 below FY = N/A		2025-2026 (66%) = Blue DFS = 44.1 above Student Groups: English Learners (10%) = Blue DFS= 10 above SED (50%) =Green DFS= 5 below FY = N/A	OCSCS (+3%) No change in color DFS = No change Student Groups: EL: (+0.3%) Color: moved down 2 colors DFS= -23.5 points SED: (0%) No change in color DFS = -11.8 points FY: N/A

2	Mathematics CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	OCSCS 2022-2023 (48%)=Green DFS = 4.8 below Student Groups: EL (15%) Yellow DFS = 62.2 below SED (35%) Orange DFS= 40.5 below FY = N/A	OCSCS 2023-2024 (50%) =Yellow DFS =4.9 below Student Groups: EL (16%) Orange DFS = 65.9 below SED (33%) Orange DFS = 48.2 below FY = N/A		2025-2026 = (63.48%) Blue DFS= 25.1 above Student Groups: EL (25%) Blue DFS = 0 SED (45%) Blue DFS = 0 FY = N/A	OCSCS (+2%) Color: moved down 1 color DFS = -0.1 points EL: (+1%) Color: moved down 1 color DFS = - 3.7 points SED: (-2%) No change in color DFS = -7.7 points FY: N/A
3	Suspension CA Dashboard Indicator	OCSCS 2022-2023 = 5.5% (Orange) Student Groups: EL = 10.6% (Orange) SED = 5% (Green) FY = N/A	OCSCS 2023-2024 = 2% (Blue) Student Groups: EL = 0% (Blue) SED = 3.4% (Green) FY = N/A		OCSCS 2025-2026 = <0.5% Blue Student Groups: EL = Blue SED = Blue FY = N/A	OCSCS: -3.5% (moved up 3 colors) EL: -10.6% (moved up 3 colors) SED: -1.6% (moved up 1 color) FY = N/A

4	Chronic Absenteeism CA Dashboard Indicator	OCSCS 2022-2023 = 19.2% (Yellow) Student Groups: English Learners = 19.6% (Yellow) SED = 18.1% (Yellow) FY = N/A	OCSCS 2023-2024 = 13.7% (Yellow) Student Groups: EL = 20.5% (Red) SED = 18.7% (Yellow) FY = N/A		OCSCS 2025-2026 = 8.9% Student Groups: English Learners = 2.5% (Blue) SED = 5% (Yellow) FY=N/A	OCSCS: -5.5% (No change in color) EL: +0.9% (moved down 2 colors) SED: +0.6% (no change in color) FY: N/A
5	English Learner Progress CA Dashboard Indicator	OCSCS 2022-2023 = 60% (No color)	OCSCS 2023-2024 = 50% (No color)		OCSCS 2025-2026= 65% making progress (Green)	-10% (N/A)
6	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of all Unduplicated Students	1st Semester 2023-2024, Grades 7th-8th: ELA = 83% Math = 68% Science = 83% Social Science = 85%	1st Semester 2024-2025, Grades 6th-8th: ELA = 97% Math = 95% Science =91% Social Science = 95%		1st Semester 2026-2027, Grades 6th-8th: ELA = 88% Math = 73% Science = 88% Social Science = 90%	1st Semester, 6th-8th: ELA =Increase of 14% Math =Increase of 27% Science = Increase of 8% Social Science = Increase of 10%

Goal Analysis

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.

Throughout the three-year LCAP cycle, a comprehensive and concerted effort has been made to close the academic achievement gap for socioeconomically disadvantaged (SED) students in PYLUSD. While the district largely adhered to its planned actions and goals, there were a few substantive differences in the implementation, most notably the postponement of certain initiatives and adjustments based on emerging

needs or external factors. The district successfully maintained a focus on collaboration among teachers and designed interventions targeted at closing academic gaps for SED students. OCSCS participated in the three PLC trainings held throughout the year which included school principals and lead teachers / department chairs from every site. Math intervention services for unduplicated pupils (UPs) were provided as intended, with no notable shifts in strategy or service delivery. The College and Career Technician position was maintained at OCSCS to support student access to information, guidance, and resources regarding post-secondary options. Aeries Analytics was utilized to identify, monitor, and provide interventions to at-risk students in order to support their academic success. We maintained our school-based intervention programs at the secondary schools to assist in closing achievement gaps and suspension rates of all UPPs by providing academic, behavioral, and social emotional support in the intervention classrooms. Parent engagement efforts were made throughout the year and collaboration was held with the OCSCS Advisory Council. OCSCS continued to offer its Dual Language Academy, with changes to the instructional model at OCSCS.

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.

There are no substantive differences between the budgeted expenditures and estimated actual expenditures for this goal.

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

PLC time has been effective in fostering a continuous cycle of teaching, learning, and assessment, where teachers are analyzing student data to generate positive outcomes. The collaboration supports the identification of academic gaps, which is essential for closing achievement gaps. The professional development (PD) sessions were well received, with positive feedback from principals and lead teachers. These PDs help build teacher capacity, ensuring they are better equipped to meet the needs of SED students. The Aeries analytics system has been successful in identifying students in need of academic, behavioral, or social-emotional support. By focusing on attendance, behavior, and course performance, it helps in early intervention, which is crucial for closing achievement gaps. Attendance tracking systems have been effective in identifying students with attendance issues early, leading to timely intervention to address barriers to learning. SART and SARB meetings have supported efforts to reduce chronic absenteeism, which is critical to academic success. These meetings have allowed for timely interventions with families to address attendance concerns. Ongoing PD in core content areas has equipped teachers to implement effective instructional strategies, improving student outcomes and addressing the learning needs of SED students. The streamlined SST process has been effective in identifying the needs of students early, allowing for tailored interventions and supports for students at-risk of falling behind. Learning recovery programs have supported differentiated instruction, helping students who need additional support in foundational skills. These programs are essential for bridging gaps in students' academic progress. Our intervention classroom has helped provide restorative interventions, keeping students in school and preventing disruptions in their academic progress.

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.

Based on reflections on prior practice, additional Distance from Standard (DFS) metrics have been added for all ELA and Math CAASPP data. We have adjusted the target for three-year outcome metrics for any that we were able to successfully meet in the first year. Actions 7.3, 7.5, 7.7, 7.10, 7.14, 7.15, 7.27, 7.28, 7.31, and 7.34 do not apply to OCSCS. Additionally, we will implement the district's new actions for the coming year:

7.38: Translation Services
We have added this action in order to offer interpretation assistance for materials and support families attending conferences, meetings, trainings, or committee sessions.

7.39: Site-level Awareness
We have added this action in order to enhance teacher awareness of Unduplicated students by utilizing Aeries rostering for improved identification and support.

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
7.1	Teacher Collaboration and Intervention Design	Continue to provide all teachers with dedicated weekly release time to participate in Professional Learning Communities (PLCs) which focus on individual student achievement and how to close achievement gaps for all UPs.	Included in PYLUSD LCAP	Yes
7.2	Professional Learning Communities PD	Continue to provide professional development to site leadership teams in the PLC process to support student achievement through data analysis and targeted interventions, as funded by LREBG ($24,867.60). While the district has made gains in English Language Arts and Mathematics overall, substantial achievement gaps remain for English Learners, Socioeconomically Disadvantaged students, and Foster Youth, who continue to perform below standard in both subjects. Research by Vescio, Ross, and Adams (2008) demonstrates that well-implemented PLCs lead to improved teaching practices and increased student learning, highlighting the importance of ongoing collaborative professional development.	Included in PYLUSD LCAP	No
Action 7.3 does not apply to OCSCS				
7.4	Tier I Intervention	Provide training on Tier I intervention strategies that help students meet academic and behavioral goals.	Included in PYLUSD LCAP	No
Action 7.5 does not apply to OCSCS				

Action 7.6 does not apply to OCSCS				
Action 7.7 does not apply to OCSCS				
7.8	PYLUSD Induction Program	Ensure that all newly hired teachers are prepared through mentorship and culturally responsive professional development on the use of PYLUSD tools, coaching, and strategies in order to address the needs of all UPs.	Included in PYLUSD LCAP	Yes
7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Maintain Wellness Specialists in order to provide for mental health support and resources for students, and specifically providing additional support to EL, SED, and FY students.	Included in PYLUSD LCAP	Yes
Action 7.10 does not apply to OCSCS				
7.11	OCSCS Discretionary Supplemental Funding for UPs	Distribute and target resources equitably where needs are greatest in order to close achievement gaps of all UPs.	$671,621	Yes
7.12	Additional Support Staff at High Impact Sites	Maintain additional support staff at high impact sites to support students and families of SED, EL, and FY students.	Included in PYLUSD LCAP	Yes
7.13	Additional Health Support at High Impact Sites	Maintain nurses and health clerks at high impact sites to support students and families of SED, EL, and FY students.	Included in PYLUSD LCAP	Yes
Action 7.14 does not apply to OCSCS				
Action 7.15 does not apply to OCSCS				
7.16	District Teachers on Special Assignment (TOSA)	Maintain district TOSAs to provide relevant professional development for teachers at all sites to support achievement of UPs and other underperforming student groups.	Included in PYLUSD LCAP	Yes
7.17	District Leadership	Maintain district leadership to meet the needs of UPs and students who are at-risk.	Included in PYLUSD LCAP	Yes

7.18	Administrative Support	Maintain administrative support at the district office to support MTSS and AVID programs.	Included in PYLUSD LCAP	Yes
7.19	College and Career Technicians	Maintain College and Career Technicians to support student access to information, guidance, and resources regarding post-secondary options.	Included in PYLUSD LCAP	Yes
7.20	Multi-Tiered Systems of Support	The district will provide a comprehensive Multi-Tiered System of Support (MTSS) to deliver tiered academic interventions and enrichment opportunities designed to improve student achievement, funded in part through LREBG funds ($19,032). While recent data shows an increase in the percentage of unduplicated students earning passing grades in core subjects from the 2023–2024 to the 2024–2025 school year, persistent academic gaps remain—particularly in secondary mathematics. Research from the Institute of Education Sciences (IES) supports the effectiveness of fully implemented MTSS frameworks, finding that they significantly reduce disruptive behaviors and improve academic outcomes among at-risk students (IES, 2019).	Included in PYLUSD LCAP	No
7.21	Data Dashboard and Analysis System	Provide a robust data dashboard and analysis system to identify, monitor, and provide interventions to at-risk students in order to support their academic success. Train teachers and site leaders in the use of the system .	Included in PYLUSD LCAP	No
7.22	Collaborative Task Forces	Convene collaborative task forces to address the curricular, instructional, and other emergent student needs in order to support the academic success of students (e.g., report card and grading practices task force, multicultural studies task force) as provided in part through LREBG funds ($80,544). The 2024 CA Dashboard data indicates that unduplicated pupil groups—such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth—perform lower than the overall student population across several key indicators. Establishing collaborative task forces to address curricular, instructional, and emergent student needs is supported by evidence from the What Works Clearinghouse (WWC). The WWC's practice guide on using student achievement data to support instructional decision-making emphasizes the importance of collaborative data analysis among educators.	Included in PYLUSD LCAP	No

7.23	Attendance Tracking and Early Intervention	Implement a robust attendance tracking system (regular check-ins, monitoring attendance trends, etc.) to identify patterns and provide early intervention.	Included in PYLUSD LCAP	No
7.24	School and District Attendance Review Teams	Provide district support to oversee systematic School Attendance Review Team Meetings and District Attendance Review Team Meetings to provide attendance support to families.	Included in PYLUSD LCAP	Yes
7.25	Professional Development for Core Content Curriculum and Instruction	Enhance instruction for TK-12 English Language Arts, Mathematics, Science, and Social Studies through the integration of professional development regarding instructional strategies to promote increased student achievement among English learners, low income students, and foster youth.	Included in PYLUSD LCAP	No
7.26	Student Study Team and 504 Plan Coordination	Provide site level Student Study Team and 504 Plan coordination to support students who are at risk as provided through LREBG funds ($174,473.40). There were 183 SST meetings in the district documented for the 23-24 school year and 212 SST meetings documented for the 24-25 school year through the end of May. According to CAHELP, SSTs are essential for creating collaborative intervention plans, while the California Teachers Association underscores the importance of 504 Plans in ensuring equal educational access for students with disabilities (CAHELP, CTA).	Included in PYLUSD LCAP	No
Action 7.27 does not apply to OCSCS				
Action 7.28 does not apply to OCSCS				
7.29	Suicide Prevention	The district will provide a suicide prevention program at middle and high schools to support student wellness and social-emotional health, funded in part through LREBG funds ($16,974). This action aligns with California Education Code Section 215, which requires local educational agencies serving students in grades 7–12 to adopt and implement evidence-based suicide prevention policies and procedures. According to the Centers for Disease Control and Prevention (CDC), suicide is the second leading cause of death among individuals aged 10–24 in the United States, and research shows that school-based prevention programs significantly reduce suicide attempts and ideation among adolescents (CDC, 2023).	Included in PYLUSD LCAP	No

7.30	Learning Recovery Programs	Continue to provide learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both as provided through LREBG funds ($808,683). While 64.75% of students districtwide met or exceeded standards in English Language Arts, only 11.74% of English Learners, 48.87% of SED students, and 20% of Foster Youth did so—placing these groups in the Orange and Red performance levels. Similarly, in Mathematics, 53.48% of students met or exceeded standards overall, compared to just 10.62% of English Learners, 33.57% of SED students, and 14.29% of Foster Youth. According to a study by the RAND Corporation (2021), personalized and adaptive learning platforms—such as i-Ready, iXL, and Nearpod—have demonstrated positive effects on student engagement and academic achievement, particularly when used as part of a comprehensive instructional support strategy.	Included in PYLUSD LCAP	No
Action 7.31 does not apply to OCSCS				
7.32	Secondary Intervention Classrooms	Continue to maintain school-based intervention programs at the secondary schools to assist in closing achievement gaps and suspension rates of all UPs by providing academic, behavioral, and social emotional support in the intervention classrooms.	Included in PYLUSD LCAP	Yes
7.33	Career Technical Education (CTE)	Maintain robust and relevant Career Technical Education (CTE) pathways and course offerings at the secondary level, establish pre-apprenticeship partnerships, and increase marketing efforts towards UPs beginning at the elementary level and in multiple languages.	Included in PYLUSD LCAP	No
Action 7.34 does not apply to OCSCS				
7.35	Dual Language Academy	Expand and support a Dual Language Academy (DLA) to promote bilingualism, biliteracy, grade level academic achievement, and cross cultural competence in students by converting to a 90/10 model beginning in TK and K, providing Spanish intervention both after school and in the summer, and providing a high school DLA program at Esperanza High School.	Included in PYLUSD LCAP	Yes
7.36	Dual Enrollment	Continue to partner with the North Orange County Community College District / Fullerton College to offer dual enrollment courses to students through the existing CollegeLink and possible future Early College programs.	Included in PYLUSD LCAP	No

7.37	SPSA Development	Develop a Single Plan for Student Achievement (SPSA) for each school to communicate the cycle of continuous improvement for student achievement.	Included in PYLUSD LCAP	No
7.38	Interpretation Services	Offer interpretation assistance for materials and support families attending conferences, meetings, trainings, or committee sessions.	Included in PYLUSD LCAP	Yes
7.39	Site-level Awareness	Enhance teacher awareness of Unduplicated students by utilizing Aeries rostering for improved identification and support.	Included in PYLUSD LCAP	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$671,621	N/A

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
7%	0%	$0.00	7%

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

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 #(s)	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

Goal 2, Action 2.2	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	This action will support the needs of all Unduplicated Pupils (UPs), with a specific focus on English Learners and Long-Term English Learners, by providing ongoing professional development and training for teachers to close achievement gaps. Since all PYLUSD sites serve unduplicated pupils, implementing this action districtwide ensures a more effective and consistent approach. Research indicates that professional learning significantly enhances staff capacity to support unduplicated pupils, making this the most strategic use of funds to address their needs (Kanold, 2017; Hattie, 2009; Erkens & Twadall, 2012).	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, M2.14)
Goal 2, Action 2.3	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	This action aims to support these Unduplicated Pupils (UPs) by providing appropriate instructional materials, supplies, and services to enhance student engagement. According to John Hattie's Visible Learning research, providing supplemental instructional materials can significantly enhance student achievement, particularly when aligned with clear learning goals and feedback (Hattie, 2009).	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.12)
Goal 7, Action 7.1	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Continuing to provide all teachers with dedicated weekly release time for Professional Learning Communities (PLCs) is essential for improving individual student achievement and closing achievement gaps for all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research shows that PLCs enhance teacher collaboration, data-driven decision-making, and the implementation of effective instructional strategies tailored to student needs (DuFour et al., 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1 & M7.2)

Goal 7, Action 7.8	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Ensuring that all newly hired teachers are prepared through mentorship and culturally responsive professional development is crucial for effectively addressing the needs of all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research consistently shows that mentorship and targeted professional development, particularly in culturally responsive teaching practices, significantly improve teacher effectiveness and student outcomes (Villegas & Lucas, 2007). Culturally responsive teaching helps educators understand and respect the cultural backgrounds of their students, allowing them to tailor instruction in ways that are meaningful and engaging for diverse learners (Gay, 2010).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6, & M7.9)
Goal 7, Action 7.9	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining Wellness Specialists at Title I middle schools and all high school sites is critical to addressing the mental health needs of students, particularly English Learners (EL), socio-economically disadvantaged (SED) students, and Foster Youth (FY), who often face additional stressors and barriers to academic success. Research indicates that mental health support plays a key role in improving student well-being, engagement, and academic outcomes (Zins et al., 2004). For UPs, who are at greater risk for experiencing trauma, family instability, and other socio-economic challenges, access to mental health resources is essential for ensuring they can fully participate in their education (Cohen & Sandy, 2007).	The effectiveness of this action will be assessed using CA Dashboard Indicators to track the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6 & M7.9)

Goal 7, Action 7.11	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Distributing and targeting resources equitably to schools where needs are greatest is a critical strategy for closing achievement gaps among Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research has shown that equitable resource allocation, which takes into account the specific needs of schools and students, significantly contributes to improved academic outcomes and helps level the playing field for underserved groups (Gordon et al., 2006). By directing resources such as funding, instructional materials, and support services to schools with the greatest challenges, districts can provide targeted interventions that address the specific academic, behavioral, and social-emotional needs of UPs (Darling-Hammond, 2010).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)
Goal 7, Action 7.12	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining additional support staff at high-impact sites is essential for addressing the needs of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These student groups often face unique challenges, including limited access to educational resources, language barriers, and family instability, which can hinder their academic success and overall well-being (Losen & Orfield, 2002). Research shows that providing additional support staff, such as counselors, intervention specialists, and family liaisons, helps bridge these gaps by offering targeted assistance and resources to both students and families (Baker et al., 2006).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 7, Action 7.13	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining nurses and health clerks at high-impact sites is crucial for supporting the well-being and academic success of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These students often face significant health-related challenges, such as inadequate access to healthcare, higher rates of chronic illness, and mental health issues, which can negatively affect their ability to focus on learning and achieve academically (Baker et al., 2001). Having dedicated healthcare staff at school sites ensures that students receive timely medical attention, health screenings, and support for managing chronic conditions, which is essential for reducing absenteeism and promoting consistent academic engagement (Brener et al., 2004).	The effectiveness of this action will be assessed using CA Dashboard Indicators, specifically tracking the Chronic Absenteeism indicator. (M7.4)
Goal 7, Action 7.16	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining district Teacher on Special Assignment (TOSAs) is essential for providing relevant professional development to teachers at all sites, particularly to support the achievement of Unduplicated Pupils (UPs) and other underperforming student groups. Research consistently shows that targeted professional development for educators is one of the most effective ways to improve student outcomes, especially for students who face academic challenges such as socio-economic disadvantage, language barriers, or foster care status (Guskey, 2002; Darling-Hammond et al., 2017).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 7, Action 7.17	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining district leadership to meet the needs of Unduplicated Pupils (UPs) and students who are at-risk is critical for ensuring that these students receive the support and resources necessary to succeed academically. District leadership plays a pivotal role in setting the direction for educational equity, creating policies, and ensuring that resources are allocated to address the specific challenges faced by UPs, including socio-economic disadvantage, language barriers, and foster care status (Lyon et al., 2001). Effective leadership is essential in coordinating support systems, overseeing targeted interventions, and providing professional development for staff to implement strategies that meet the diverse needs of at-risk students (Leithwood et al., 2004).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 7, Action 7.18	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining administrative support at the district office to support Multi-Tiered System of Supports (MTSS) and Advancement Via Individual Determination (AVID) programs is essential for ensuring the effective implementation and sustainability of these programs, which are critical for supporting student success, especially for Unduplicated Pupils (UPs) and underperforming students. MTSS provides a framework for addressing the academic, behavioral, and social-emotional needs of all students through tiered interventions, and administrative support is crucial in overseeing the coordination, fidelity, and continuous improvement of these interventions (Sugai & Simonsen, 2012). Similarly, the AVID program is designed to prepare students for college readiness and success, focusing on students who are underrepresented in higher education. Administrative oversight ensures that AVID strategies, such as rigorous academic support and college preparation, are implemented consistently across schools (Dougherty, 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 7, Action 7.19	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Maintaining College and Career Technicians at the school is essential for ensuring that students have the necessary guidance and resources to successfully navigate post-secondary options, which are crucial for their future academic and career success. College and Career Technicians provide vital support in areas such as college admissions, financial aid applications, career exploration, internships, and job readiness programs, particularly for students who may lack the resources or support at home to navigate these complex processes (Gandara & Bial, 2001). Research shows that students with access to college and career guidance are more likely to apply to post-secondary institutions, persist in their education, and achieve successful outcomes (Bettinger et al., 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics and College and Career. (M7.1, M7.2, & M7.5)

Goal 7, Action 7.24	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Providing district support to oversee systematic School Attendance Review Team (SART) and District Attendance Review Team (DART) meetings is critical for addressing chronic absenteeism and ensuring that all students, particularly those from socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) backgrounds, receive the support they need to attend school regularly. Chronic absenteeism is a significant barrier to academic success, as research shows that students who miss school frequently are more likely to struggle academically, fall behind in coursework, and eventually disengage from education altogether (Balfanz & Byrnes, 2012). The SART and DART meetings provide a structured approach to identifying the underlying causes of absenteeism and implementing targeted interventions to address them, such as providing support for families facing transportation or health challenges, connecting students with mental health resources, and ensuring that families are aware of the academic consequences of poor attendance (Chang & Romero, 2008).	The effectiveness of this action will be assessed using CA Dashboard Indicator for Chronic Absenteeism. (M7.4)

Goal 7, Action 7.32	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Continuing to maintain school-based intervention programs at secondary schools is essential for addressing the academic, behavioral, and social-emotional needs of Unduplicated Pupils (UPs), including socio-economically disadvantaged (SED), English Learners (ELs), and Foster Youth (FY). These programs play a critical role in closing achievement gaps and reducing suspension rates, which are often disproportionately high for UPPs. Research has consistently shown that targeted intervention programs, which provide personalized support in academic, behavioral, and social-emotional areas, significantly improve student outcomes by addressing the specific challenges these students face (Baker et al., 2006; Sugai & Simonsen, 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, Chronic Absenteeism, and Suspensions. (M7.1-M7.4)
Goal 7, Action 7.35	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Expanding and supporting a Dual Language Academy (DLA) is a strategic approach to promoting bilingualism, biliteracy, grade-level academic achievement, and cross-cultural competence. Research has consistently shown that dual language immersion programs not only support the development of proficiency in two languages but also enhance academic outcomes for students, particularly English Learners (ELs) and socio-economically disadvantaged (SED) students (Thomas & Collier, 2002).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics as well as student performance on the California Spanish Assessment. (M7.1, M7.2, M7.9, & M7.10)

Goal 7, Action 7.38	While the school has achieved strong performance in the CA School Dashboard in English Language Arts (Green) and suspension rates (Blue, +3), there are notable challenges in Mathematics (Yellow, -1), English Learner Progress (N/A, with 50% making progress, a decline of 10%), and Chronic Absenteeism (Yellow).	Offering interpretation assistance for materials and support for families attending conferences, meetings, trainings, or committee sessions is crucial for ensuring equitable access to educational opportunities and fostering meaningful family engagement, especially for families of English Learners (ELs). Research shows that effective communication between schools and families is essential for student success, particularly for EL families who may face language barriers that hinder their ability to fully participate in school-related activities (Garcia & deCorte, 2012). Providing interpretation services enables parents to engage in conversations about their child's education, understand academic expectations, and actively participate in decision-making processes, such as IEP meetings or parent-teacher conferences (Lopez et al., 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

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
Goal 3, Actions 3.2	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	This action strengthens the district's English Language Development (ELD) program by ensuring that all English Learners receive both designated and integrated English instruction, fostering language acquisition and improving academic achievement across all subject areas. Research supports the effectiveness of integrated and designated ELD in promoting language development and content mastery (Goldenberg, 2008; Saunders, Goldenberg, & Marcelletti, 2013).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7)
Goal 3, Action 3.3	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	Providing bilingual instructional aides at high-impact schools is a proven strategy for supporting English learners (ELs) by enhancing comprehension, engagement, and academic performance through language support. Research by Slavin & Cheung (2005) found that bilingual education programs, including the use of bilingual aides, lead to significantly better outcomes for ELs compared to English-only instruction. Additionally, the National Academies of Sciences, Engineering, and Medicine (2017) emphasize that integrating students' home language into instruction promotes cognitive development and long-term academic success.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7)

Goal 3, Action 3.7	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	Providing English Language Development (ELD) Academic Support Teachers at elementary schools is essential to ensuring that English learners (ELs) receive targeted language instruction and academic support throughout the year. Research indicates that dedicated ELD instruction significantly improves ELs' English proficiency and academic achievement, particularly when integrated into daily learning (Saunders, Goldenberg, & Marcelletti, 2013). The National Academies of Sciences, Engineering, and Medicine (2017) also emphasize that ELs benefit most when they receive structured, research-based ELD support alongside core content instruction.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts and Math and local assessments such as the iReady Diagnostic for Reading and Math. (M3.2, M3.3, M3.8, & M3.9)
Goal 3, Action 3.8	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	Providing increased District English Language Development (ELD) Teacher on Special Assignment (TOSA) support at all school sites is vital for enhancing the quality and consistency of ELD instruction and services across the district. Research shows that effective ELD instruction, when delivered by experienced teachers with specialized knowledge, significantly improves English learners' language proficiency and academic outcomes (Goldenberg, 2008).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.

Goal 3, Action 3.9	In the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math, compared to the districtwide Green performance in both subjects. The English Learner Progress Indicator declined to Orange, presenting an opportunity for future growth. The College/Career Indicator for English Learners was Yellow, while the districtwide level was Green. Chronic absenteeism among English Learners remained consistent with districtwide levels. Additionally, the Graduation Rate Indicator for English Learners was at the Green level, slightly below the districtwide Blue level, highlighting a minor performance gap.	Continuing to provide district translation services is crucial for supporting English learners (ELs) and their families, ensuring effective communication and fostering greater parental engagement and participation. Research shows that when parents of ELs have access to translated materials and support, they are more likely to be actively involved in their child's education, which positively impacts academic outcomes (Mapp & Kuttner, 2013).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.
Goal 3, Action 3.10	Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in key literacy domains. From Fall 2023 to Fall 2024, the percentage of ELs scoring Level 4 in Reading dropped from 12% to 10%, and in Writing from 19% to 14%. While Listening scores remained flat at 23%, and Speaking saw a slight decline from 52% to 50%	Continuing to provide centralized language assessment services within the Family Resource Center is essential for the accurate identification and assessment of English learners (ELs), as well as for the coordination of appropriate services. Research highlights that early and accurate identification of ELs is critical for ensuring they receive the right support to succeed academically (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). Centralized services streamline the assessment process, reduce delays, and ensure consistency in identifying language needs across the district.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.

Goal 3, Action 3.12	English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups.	Continuing to provide Bilingual School/Community Student Advisors at sites with high populations of English learners (ELs) is critical for supporting both students and their families in navigating educational systems and resources. Research highlights that bilingual advisors can bridge cultural and linguistic gaps, helping ELs and their families better access academic support, services, and community resources (Garcia & Kleifgen, 2010). By having advisors who speak the home language of the families, schools can foster stronger relationships and ensure families feel more included in the educational process, leading to increased student engagement and academic success.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.
Goal 3, Action 3.13	Despite improvements in reclassification rates (from 14% to 26%) and notable progress in graduation and college/career readiness indicators for English Learners (ELs), PYLUSD continues to face significant challenges in accelerating English Learner achievement and language proficiency. The percentage of ELs making progress toward English proficiency declined from 54.2% to 50.3%. Additionally, ELs continue to underperform in ELA and math on both iReady and CAASPP, with DFS scores widening in ELA and only modest gains in math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened leadership, systemic alignment, and targeted supports to ensure equitable outcomes for English Learners across the district.	Continuing to provide administrative support and leadership at the district office is essential for effectively implementing the English learner (EL) program in accordance with state and federal guidelines. Research demonstrates that strong administrative leadership is crucial for ensuring compliance with regulations and the successful implementation of EL programs (Menken & Korth, 2008). By overseeing program development, monitoring progress, and ensuring adherence to legal requirements, district leadership can help ensure that ELs receive appropriate services, resources, and support.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.

Goal 3, Action 3.16	Despite improvements in reclassification rates (from 14% to 26%) and notable progress in graduation and college/career readiness indicators for English Learners (ELs), PYLUSD continues to face significant challenges in accelerating English Learner achievement and language proficiency. The percentage of ELs making progress toward English proficiency declined from 54.2% to 50.3%. Additionally, ELs continue to underperform in ELA and math on both iReady and CAASPP, with DFS scores widening in ELA and only modest gains in math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened leadership, systemic alignment, and targeted supports to ensure equitable outcomes for English Learners across the district.	Continuing to provide support at the site level for the coordination of the English learner (EL) program is essential for ensuring fidelity to the program's goals and effectively meeting the needs of EL students. Research underscores that site-level coordination plays a critical role in maintaining program consistency and aligning instructional practices with the specific needs of ELs (August & Shanahan, 2006). By having dedicated support at the school site, districts can monitor the implementation of EL strategies, provide targeted professional development, and ensure that teachers have the resources necessary to deliver high-quality instruction.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.
Goal 3, Action 3.18	English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups.	Providing OCDE Guided Language Acquisition Design (GLAD) training is crucial for building academic language and literacy for all students, particularly English learners (ELs) and emergent bilingual students. Research indicates that GLAD strategies are effective in enhancing language acquisition by integrating academic content with language development in a systematic and engaging way (Echevarria, Vogt, & Short, 2017). GLAD's focus on visual, interactive, and collaborative learning helps ELs develop both academic language and critical thinking skills, leading to improved comprehension and performance in core subjects (Genesee, Lindholm-Leary, Saunders, & Christian, 2006).	The effectiveness of this action will be measured by the percentage of LTELs nearly meeting, meeting, or exceeding standards on the CAASPP for ELA and Math.

Goal 4, Action 4.1	A performance gap exists between Long-Term English Learners (LTELs) and their peers, with only 5.2% of LTELs meeting or exceeding standards in ELA, compared to 65.3% of all PYLUSD students. In Math, just 3.6% of LTELs meet or exceed standards, compared to 55.9% of all PYLUSD students.	Continuing to provide the AVID Excel Summer Bridge and year-long program is essential for supporting English learners (ELs) in their language development and academic achievement. Research has shown that programs like AVID Excel, which focus on both language development and college-readiness skills, are highly effective in closing achievement gaps for ELs (Cordova-Cobo & Garcia, 2019).	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math.
Goal 4, Action 4.2	A performance gap exists between Long-Term English Learners (LTELs) and their peers, with only 5.2% of LTELs meeting or exceeding standards in ELA, compared to 65.3% of all PYLUSD students. In Math, just 3.6% of LTELs meet or exceed standards, compared to 55.9% of all PYLUSD students.	Continuing to provide Bridging and Expanding ELD sections across middle and high schools is critical for ensuring that Long-Term English Learners (LTELs) receive both designated and integrated ELD instruction, which is essential for their academic success. Research shows that targeted ELD instruction, which combines explicit language development with content-area learning, significantly supports LTELs in acquiring academic language and achieving success across subjects (Echevarria, Vogt, & Short, 2017).	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math.

Goal 5, Action 5.1	The number of identified homeless students in PYLUSD has risen to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the district has seen encouraging gains in graduation rates (from 88.8% to 92.5%) and reductions in chronic absenteeism (from 31.6% to 22.6%), significant academic achievement gaps persist. Homeless students remain substantially below grade level in both English Language Arts (DFS -44.5) and Mathematics (DFS -79.2), with both indicators dropping from Yellow to Orange on the CA Dashboard. Moreover, only 29.9% of homeless students are considered college/career prepared, a figure that has remained stagnant over two years.	Continuing to provide equitable services for socio-economically disadvantaged students through Family Resource Centers (FRCs), along with a McKinney-Vento TOSA and support staff, is essential for addressing the systemic barriers these students face. The 2024 CA Dashboard data highlights persistent achievement gaps. Research confirms that wraparound support services, including community linkages and parental engagement, significantly improve student outcomes by addressing non-academic barriers such as housing instability, food insecurity, and lack of access to educational resources (Moore et al., 2014). Additionally, the McKinney-Vento Act mandates support for homeless and highly mobile students, ensuring they receive consistent educational opportunities (NCHE, 2020).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.
Goal 5, Action 5.4	The number of identified homeless students in PYLUSD has risen to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the district has seen encouraging gains in graduation rates (from 88.8% to 92.5%) and reductions in chronic absenteeism (from 31.6% to 22.6%), significant academic achievement gaps persist. Homeless students remain substantially below grade level in both English Language Arts (DFS -44.5) and Mathematics (DFS -79.2), with both indicators dropping from Yellow to Orange on the CA Dashboard. Moreover, only 29.9% of homeless students are considered college/career prepared, a figure that has remained stagnant over two years.	Continuing to bolster the academic achievement of homeless students through after-school tutoring is essential in addressing the educational challenges faced by this vulnerable population. Research indicates that students experiencing homelessness are at a significantly higher risk of academic struggles due to frequent school disruptions, lack of access to resources, and increased stress (Masten et al., 2015). Targeted tutoring programs provide consistent academic support, helping to mitigate learning loss and improve student performance, particularly in core subjects such as reading and math (Hernandez, 2011).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.

Goal 5, Action 5.5	In 2024, the academic performance of Socio-Economically Disadvantaged (SED) students remained in the Orange performance level on the CA Dashboard for English Language Arts (ELA) and Yellow for Math, while the districtwide performance was Green for both subjects. Additionally, the College/Career Indicator for SED students remained at the Orange level, compared to the districtwide Green level. However, chronic absenteeism among SED students decreased, bringing their attendance rates in line with the overall district.	Facilitating family literacy and math nights is a crucial strategy for supporting the academic success of socio-economically disadvantaged (SED) students by equipping families with the tools to reinforce learning at home. Research shows that parental involvement in literacy and math development significantly improves student achievement, particularly for low-income families (Van Voorhis et al., 2013). Providing phonics training, reading strategy instruction, and foundational math skills workshops empowers parents to support their children's learning, leading to stronger academic outcomes and increased confidence in both reading and math (Sénéchal & Young, 2008).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.
Goal 5, Action 5.6	Chronic absenteeism rates at these targeted schools remain high or very high compared to the rest of the district. These schools serve large populations of students who qualify for free or reduced-price lunch and are disproportionately impacted by barriers to consistent attendance. The CA Dashboard Chronic Absenteeism indicator remains in the Orange and Yellow for these schools.	Full-time counselors at these sites will focus on improving attendance, supporting academic achievement, and promoting emotional well-being. This targeted support is intended to reduce chronic absenteeism rates, close opportunity gaps, and ensure equitable access to student success resources. Research from the American School Counselor Association (ASCA) and other studies has shown that schools with lower student-to-counselor ratios see improved attendance rates, stronger academic outcomes, and enhanced social-emotional support, particularly in schools serving high-needs populations (Lapan, Gysbers, & Petroski, 2001; ASCA, 2019).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students (M5.1, M5.2, M5.5, M5.7, & M5.8)

Goal 5, Action 5.7	In 2023-2024, the district identified 3,475 homeless students—an increase from the prior year—many of whom lack consistent means to access school. While the chronic absenteeism rate for homeless students improved from 31.6% to 22.6%, it remains significantly higher than the district average, and the academic outcomes for this group remain well below standards in both ELA (DFS -44.5) and Math (DFS -79.2). Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.6% in 2023-2024 (Yellow). However, nearly 1 in 5 SED students are still chronically absent—often due to transportation challenges. These attendance issues contribute directly to lower academic performance and diminished long-term outcomes, especially for students already facing systemic inequities.	Providing additional transportation routes at high-impact sites is essential for ensuring that socio-economically disadvantaged (SED) students can access school consistently, thereby reducing chronic absenteeism. Research highlights transportation barriers as a significant contributor to absenteeism among low-income students, directly impacting their academic achievement and long-term success (Gottfried, 2017). Studies show that students who face transportation challenges are more likely to miss school, leading to lower test scores, decreased engagement, and higher dropout rates (Balfanz & Byrnes, 2012). By expanding transportation services, districts can remove a critical barrier to attendance, ensuring that SED students have equitable access to education and the support needed for academic success.	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.
Goal 5, Action 5.8	In 2024, the academic performance of Socio-Economically Disadvantaged (SED) students remained in the Orange performance level on the CA Dashboard for English Language Arts (ELA) and Yellow for Math, while the districtwide performance was Green for both subjects. Additionally, the College/Career Indicator for SED students remained at the Orange level, compared to the districtwide Green level. However, chronic absenteeism among SED students decreased, bringing their attendance rates in line with the overall district.	Continuing to provide assistant principals at high-impact Title I school sites is essential for supporting student achievement, reducing chronic absenteeism, and improving student safety. Research shows that strong school leadership is a key factor in fostering academic success, particularly in schools serving low-income students (Leithwood et al., 2020). Assistant principals play a critical role in implementing data-driven interventions, supporting teachers, and ensuring students receive necessary academic and behavioral support (Grissom et al., 2021). Additionally, their presence helps address chronic absenteeism by strengthening attendance monitoring systems, engaging families, and removing barriers to consistent school attendance (Balfanz & Byrnes, 2012).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism.

Goal 5, Action 5.9	On the California School Dashboard, the College and Career Readiness Indicator (CCRI) is currently rated orange for key student groups in PYLUSD, including homeless students, English Learners, and students with disabilities. This designation highlights significant opportunity gaps and the urgent need for targeted interventions to improve postsecondary preparedness for these student populations.	The AVID (Advancement Via Individual Determination) program supports unduplicated pupils such as low-income students, long-term English learners, foster youth, and homeless students by building academic skills, college awareness, and a strong support system that prepares them for postsecondary success. AVID promotes equity through strategies like focused note-taking, academic tutorials, and college readiness activities that directly address barriers faced by these student groups. Implementing AVID ensures consistent access and helps create a college-going culture across schools. Research shows AVID students are more likely to complete college entrance requirements and enroll in college compared to their peers (AVID Center, 2022).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students in English Language Arts, Math, College/Career, and Chronic Absenteeism (M5.1, M5.2, M5.4, M5.5, M5.6, M5.11 - M5.16).
Goal 6, Action 6.1	In 2024, the academic performance of Foster Youth (FY) on the CA Dashboard improved to the Yellow performance level in English Language Arts (ELA) but declined to Red in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Yellow level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with an Orange performance level.	Continuing to provide both in-district and out-of-district tutoring services for Foster Youth (FY) is essential to addressing their unique academic challenges and closing achievement gaps. The 2024 CA Dashboard highlights persistent disparities. Research shows that Foster Youth face frequent school disruptions, leading to gaps in learning, lower academic performance, and higher dropout rates (Pecora et al., 2012). Targeted tutoring interventions have been shown to improve educational outcomes for at-risk students by providing individualized academic support, strengthening foundational skills, and increasing engagement (Zetlin et al., 2010).	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts, Math, Suspension, and Chronic Absenteeism.

Goal 6, Action 6.6	In 2024, the academic performance of Foster Youth (FY) on the CA Dashboard improved to the Yellow performance level in English Language Arts (ELA) but declined to Red in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Yellow level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with an Orange performance level.	Providing professional development for staff to increase awareness and understanding of the unique needs of Foster Youth (FY) is essential for creating a supportive and inclusive school environment that fosters academic success and emotional well-being. Research indicates that FY students face significant educational barriers, including frequent school changes, trauma, and lack of stable academic support, which contribute to lower achievement levels and higher dropout rates (Pecora et al., 2012). Educator training on trauma-informed practices, social-emotional learning, and the specific challenges FY students encounter has been shown to improve student-teacher relationships, enhance classroom engagement, and increase academic resilience (Clemens et al., 2017).	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts, Math, Suspension, and Chronic Absenteeism.

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.

N/A - OCSCS and PYLUSD do not receive concentration grant funding.

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

California Department of Education
November 2023