

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Placentia-Yorba Linda Unified School District

CDS Code: 30-66647-0000000

School Year: 2024-25

LEA contact information:

Olivia Yaung, Ed.D.

Assistant Superintendent, Educational Services

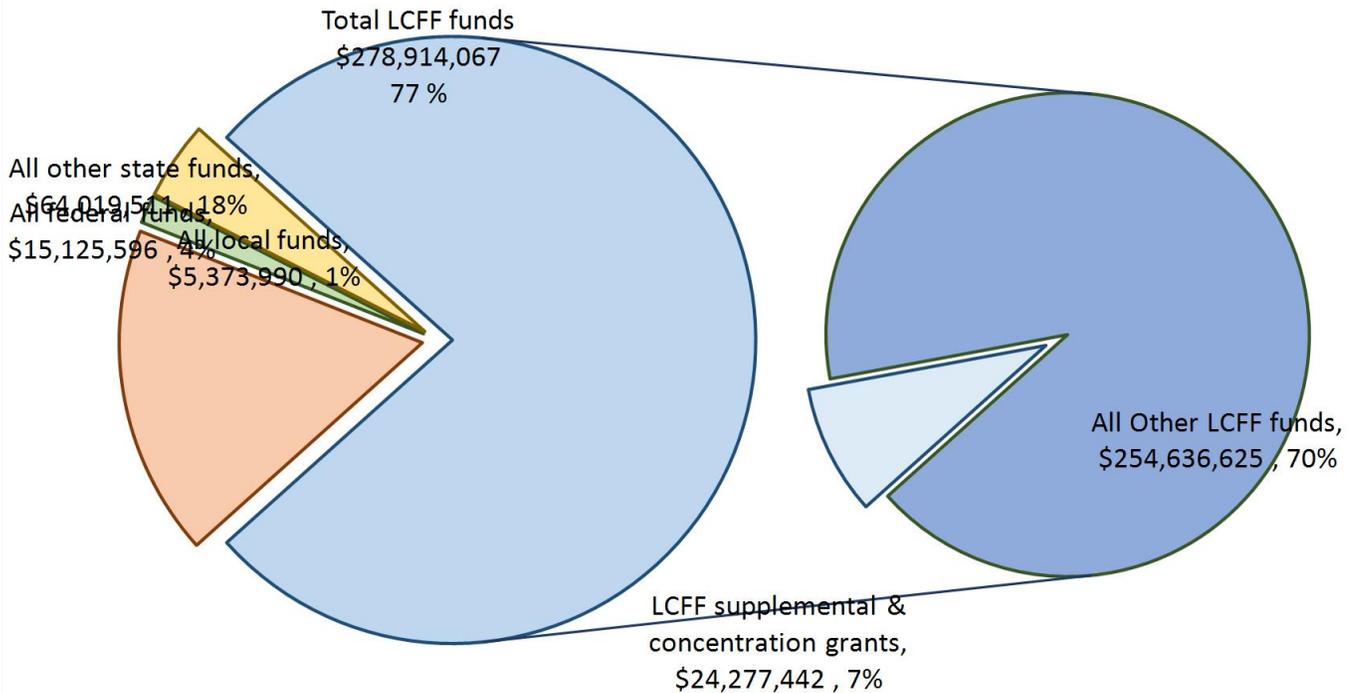
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

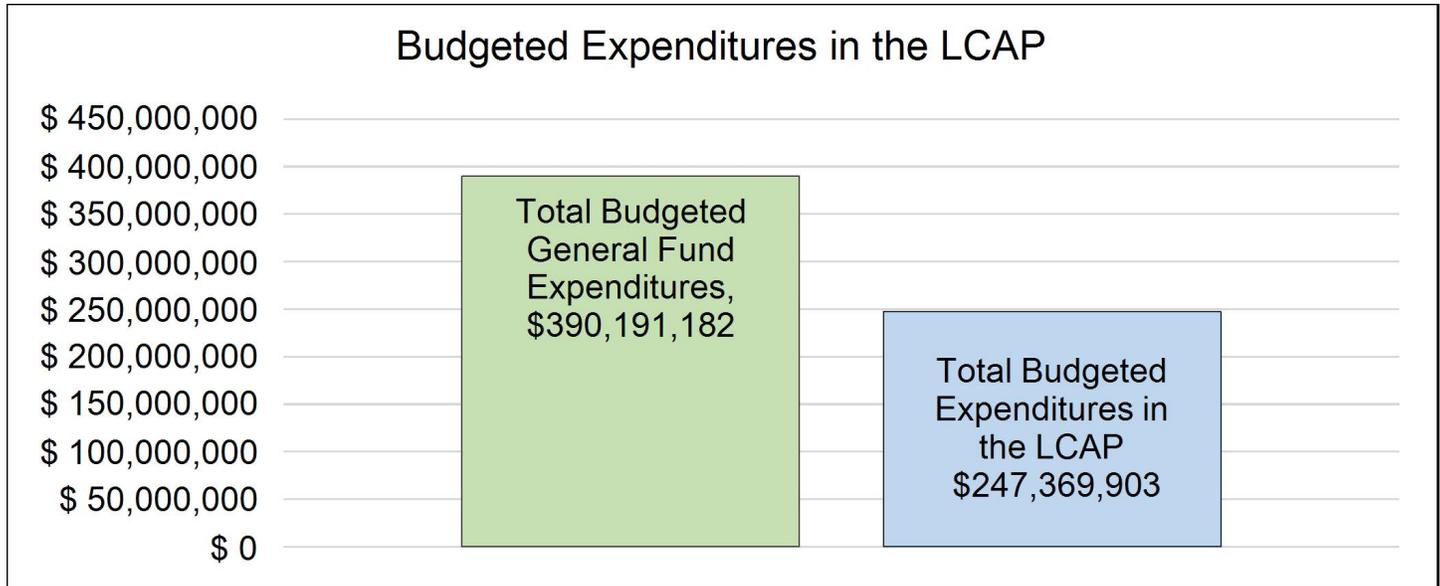


This chart shows the total general purpose revenue Placentia-Yorba Linda Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placentia-Yorba Linda Unified School District is \$363,433,164.00, of which \$278,914,067.00 is Local Control Funding Formula (LCFF), \$64,019,511.00 is other state funds, \$5,373,990.00 is local funds, and \$15,125,596.00 is federal funds. Of the \$278,914,067.00 in LCFF Funds, \$24,277,442.00 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 Placentia-Yorba Linda Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

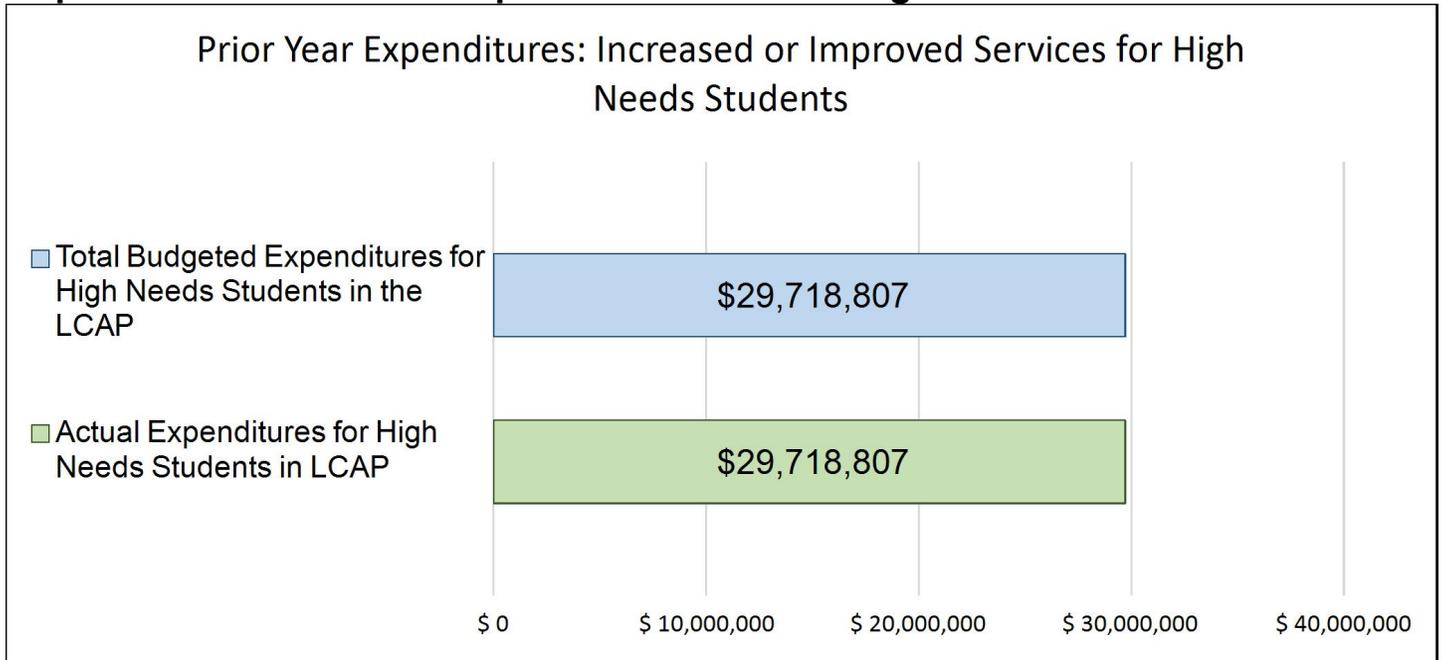
The text description of the above chart is as follows: Placentia-Yorba Linda Unified School District plans to spend \$390,191,182.00 for the 2024-25 school year. Of that amount, \$247,369,903.00 is tied to actions/services in the LCAP and \$142,821,279.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Placentia-Yorba Linda Unified School District is projecting it will receive \$24,277,442.00 based on the enrollment of foster youth, English learner, and low-income students. Placentia-Yorba Linda Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Placentia-Yorba Linda Unified School District plans to spend \$26,017,479.00 towards meeting this requirement, as described in the LCAP.

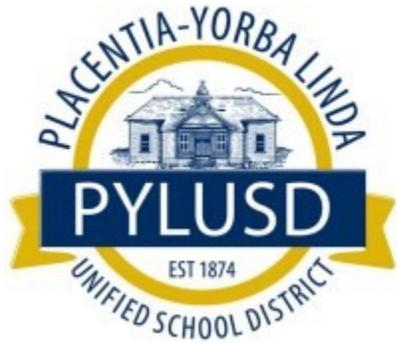
LCFF Budget Overview for Parents

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



This chart compares what Placentia-Yorba Linda Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Placentia-Yorba Linda Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Placentia-Yorba Linda Unified School District's LCAP budgeted \$29,718,807.00 for planned actions to increase or improve services for high needs students. Placentia-Yorba Linda Unified School District actually spent \$29,718,807.00 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placentia-Yorba Linda Unified School District	Olivia Yaung, Ed.D. Assistant Superintendent, Educational Services	oyaung@pylud.org (714) 985-8651

Goals and Actions

Goal

Goal #	Description
1	ACADEMIC ACHIEVEMENT: Student achievement is at the core of the Placentia-Yorba Linda Unified School District mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career-ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready Reading	2021 End-of-Year 67% of ALL students in grades 3-8 are on or above grade level for Reading	2022 End-of-Year 63% of ALL students in grades 3-8 are on or above grade level for Reading	Amended Metric District Staff made a decision to discontinue the administration of the End-of-Year iReady assessment March 2023 Data 62% of ALL students in grades 3-8 are on or above grade level for Reading	Amended Metric iReady discontinued for grades 6-8 and for the 2nd or Winter diagnostic for grades 3-5, replaced with CAASPP Focused Interim Assessment Blocks March 2024 Data 51% of students in grades 3-5 are on or above grade level in Reading at the 1st/Fall diagnostic 62% of students in grades K-2 are on or above grade level in	73% of ALL students in grades 3-8 are on or above grade level for Reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Reading at the 2nd/Winter diagnostic	
i-Ready Math	<p>2021 End-of-Year</p> <p>62% of all students in grades 3-8 are on or above grade level for Math</p> <p>49% of AFRICAN AMERICAN students in grades 3-8 are on or above grade level for Math</p> <p>27% of ENGLISH LEARNERS in grades 3-8 are on or above grade level for Math</p> <p>69% of HOMELESS students in grades 3-8 are on or above grade level for Math</p> <p>46% of HISPANIC students in grades 3-8 are on or above grade level for Math</p> <p>64% of LOW-INCOME students in grades 3-8</p>	<p>2022 End-of-Year</p> <p>62% of all students in grades 3-8 are on or above grade level for Math</p> <p>30% of AFRICAN AMERICAN students in grades 3-8 are on or above grade level for Math</p> <p>13% of ENGLISH LEARNERS in grades 3-8 are on or above grade level for Math</p> <p>29% of HOMELESS students in grades 3-8 are on or above grade level for Math</p> <p>29% of HISPANIC students in grades 3-8 are on or above grade level for Math</p> <p>31% of LOW-INCOME students in grades 3-8</p>	<p>Amended Metric</p> <p>District Staff made a decision to discontinue the administration of the End-of-Year iReady assessment</p> <p>March 2023 Data</p> <p>57% of all students in grades 3-8 are on or above grade level for Math</p> <p>41% of AFRICAN AMERICAN students in grades 3-8 are on or above grade level for Math</p> <p>19% of ENGLISH LEARNERS in grades 3-8 are on or above grade level for Math</p> <p>19% of HOMELESS students in grades 3-8 are on or above grade level for Math</p>	<p>Amended Metric</p> <p>iReady was discontinued for grades 6-8 and for the 3-5 2nd/Winter diagnostic</p> <p>March 2024 Data</p> <p>36% of students in grades 3-5 are on or above grade level in Math at the 1st/Fall diagnostic</p> <p>48% of students in grades K-2 are on or above grade level in Math at the 2nd/Winter diagnostic</p>	<p>68% of ALL students in grades 3-8 are on or above grade level for Math</p> <p>55% of AFRICAN AMERICAN students in grades 3-8 are on or above grade level for Math</p> <p>33% of ENGLISH LEARNERS in grades 3-8 are on or above grade level for Math</p> <p>75% of HOMELESS students in grades 3-8 are on or above grade level for Math</p> <p>52% of HISPANIC students in grades 3-8 are on or above grade level for Math</p> <p>70% of LOW-INCOME students in grades 3-8 are on or above grade level for Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>are on or above grade level for Math</p> <p>27% of FOSTER YOUTH in grades 3-8 are on or above grade level for Math</p>	<p>are on or above grade level for Math</p> <p>27% of FOSTER YOUTH in grades 3-8 are on or above grade level for Math</p>	<p>37% of HISPANIC students in grades 3-8 are on or above grade level for Math</p> <p>38% of LOW-INCOME students in grades 3-8 are on or above grade level for Math</p> <p>16% of FOSTER YOUTH in grades 3-8 are on or above grade level for Math</p>		<p>33% of FOSTER YOUTH in grades 3-8 are on or above grade level for Math</p>
SBAC ELA	<p>2018-19</p> <p>Grade 11 = 74% score at the “Proficient” or “Advanced” level</p>	<p>2020-21</p> <p>Grade 11 = 70% scored at the “Proficient” or “Advanced” level</p>	<p>Expanded metric as SBAC was given to all students in 2021-22</p> <p>Grades 3-8 and 11 = 64.4% scored at the “Proficient” or “Advanced” level</p> <p>Grade 11 = 67.9% scored at the “Proficient” or “Advanced” level</p>	<p>2022-23</p> <p>Grades 3-8 & 11 = 64.7% Meeting or Exceeding standards for ELA</p> <p>Grade 11 = 74.4% Meeting or Exceeding standards for ELA</p>	<p>The percentage of 11th-grade students Meeting/Exceeding the standards for ELA, as measured by SBAC results will be 77% or greater</p>
SBAC Math	<p>2018-19</p> <p>Grade 11 = 53% score at the</p>	<p>2020-21</p> <p>Grade 11 = 51% of all students scored at the</p>	<p>Expanded metric as SBAC was given to all students 2021-22</p>	<p>2022-23</p> <p>Grades 3-8 & 11 = 53.4% Meeting or</p>	<p>The percentage of 11th-grade students Meeting/Exceeding the standards for</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>“Proficient” or “Advanced” level African American = 33% NEW - English Learners = 14% Homeless = 15% Hispanic = 33% Low-Income = 32%</p> <p>Original = English Learners = 36% (this was an error)</p>	<p>“Proficient” or “Advanced” level African American = 38% English Learners = 12% Homeless = 30% Hispanic = 32% Low-Income = 36%</p>	<p>Grades 3-8 and 11 scoring at the “Proficient” or “Advanced” levels All Students = 52.0% African American = 22.3% English Learners = 10.1% Homeless = 19.3% Hispanic = 29.7% Low-Income = 32.5%</p> <p>Grade 11 scoring at the “Proficient” or “Advanced” levels All students = 52.0% African American = 33.6% English Learners = 3.9% Homeless = 19.6% Hispanic = 24.2% Low-Income = 29.6%</p>	<p>Exceeding standards for Math Grade 11 = 48.4% Meeting or Exceeding standards for Math African American = 34.4% English Learners = 10.6% Homeless = n/a Hispanic = 31.6% Low-Income = 33.6%</p>	<p>Math, as measured by SBAC results will be: Grade 11 = 58% African American = 39% English Learners = 43% Homeless = 25% Hispanic = 39% Low-Income = 38%</p>
Advancement Placement (AP) Pass Rates (source: DataQuest)	2018-19 84.8%	2020-21 76%	New Data Source: 2021-22 83.6%	2022-23 83%	The districtwide Advanced Placement (AP) pass rate will be 85% or higher
Scholastic Aptitude Test (SAT) Benchmark Scores	2018-19 11th and 12th Grade Combined	Amended Metric 2019-20	Amended Metric (Source: College Board) - these scores	2022-23	Adjusted = ELA - Percentage Meeting Benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(source: DataQuest)	90.4% - ELA Benchmark 80.8% - Math Benchmark	ELA - Percentage Meeting Benchmark Grade 11 = 98% Grade 12 = 87% 2019-20 Math - Percentage Meeting Benchmark Grade 11 = 97% Grade 12 = 78%	are no longer available from DataQuest 2020-21 (Grades 11 and 12) 95% - ELA benchmark 93% - Math benchmark	Percentage Meeting Benchmark Grades 11 & 12 95% - ELA Benchmark 86% - Math Benchmark	Grade 11 = 98% Grade 12 = 90% Math - Percentage Meeting Benchmark Grade 11 = 98% Grade 12 = 80% Original = 91.4% of students will have met the SAT benchmark for ELA and 83.8% for math districtwide
Early Assessment Program (source: SBAC)	2018-19 SBAC 74% - ELA 53% - Math	2020-21 SBAC 70% - ELA 51% - Math	2021-22 SBAC 67.9% - ELA 52% - Math	2022-23 SBAC 74.4% - ELA 48.4% - Math	The percentage of 11th-grade students scoring "Ready" or "Conditionally Ready" on the English Language Arts Early Assessment Program for English Language Arts will be 75% or higher and in Math, 58% or higher
Completion of University of California a-g Requirements (source: DataQuest)	2019-20 51.5%	2020-21 55.3%	2021-22 56.3%	2022-23 54.1%	The Completion of University of California A-G Requirements will be 55% or higher
English Learner Progress	New Baseline = 2018-19 Summative ELPAC	2020-21 Summative ELPAC	2021-22 Summative ELPAC	2022-23 Summative ELPAC	Adjusted = 68% of English learners will score in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(source: English Language Proficiency Assessment for California - ELPAC)</p> <p>*Using the six English Language Progress Indicator (ELPI) Levels</p>	<p>Well Developed = 21.6%</p> <p>Moderately Developed = 41.6%</p> <p>Somewhat Developed = 26.5%</p> <p>Minimally Developed = 10.2%</p> <p>Original = 2018-19 Summative ELPAC 53%</p>	<p>Well Developed = 15.4%</p> <p>Moderately Developed = 36.5%</p> <p>Somewhat Developed = 33.3%</p> <p>Minimally Developed = 14.8%</p>	<p>Well Developed = 16% (550 students)</p> <p>Moderately Developed = 35% (1127)</p> <p>Somewhat Developed = 31% (885)</p> <p>Minimally Developed = 18% (434)</p> <p>55.5% of English Learners made progress on the CA Dashboard (moved up one or more levels)</p>	<p>Well Developed = 20.0%</p> <p>Moderately Developed = 35.3%</p> <p>Somewhat Developed = 27.8%</p> <p>Minimally Developed = 16.6%</p>	<p>the "Well-Developed" or "Moderately Developed" range on the ELPAC</p> <p>Original = The percentage of English learners progressing or maintaining one level on the English Language Proficiency Assessment for California (ELPAC) will be 56% or higher</p> <p>*Using the six ELPI Levels</p>
<p>English Learner Reclassification Rates (source: DataQuest)</p>	<p>2019-20</p> <p>19.2%</p> <p>*State = 13.8%</p>	<p>2020-21</p> <p>12.9%</p>	<p>2021-22</p> <p>11.8%</p>	<p>2022-23</p> <p>15.34%</p> <p>*State = 15.9%</p>	<p>The percentage of English learners reclassified will be 20% or higher</p> <p>*Note - the baseline is already a high reclassification rate and is higher than both the county and State.</p>
<p>Smarter Balanced Assessments (SBAC) Distance From Standard Met</p>	<p>2018-19</p> <p>Grades 3-8 and 11 ELA Distance from</p>	<p>No data available</p>	<p>2021-22</p> <p>Grades 3-8 and 11 ELA Distance from</p>	<p>2022-23</p> <p>Grades 3-8 and 11 ELA Distance from</p>	<p>The Distance from Standard Met (DFM) for students in grades 3-8 and 11 will be +45</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Standard Met (DFM) = +42.5 points above standard</p> <p>Grades 3-8 and 11, Math Distance from Standard Met (DFM) = +17.3 points above standard</p>		<p>Standard Met (DFM) = +33.8 points above the standard</p> <p>Grades 3-8 and 11, Math Distance from Standard Met (DFM) = +0.8 points above the standard</p>	<p>Standard Met (DFM) = +35.6 points above the standard</p> <p>Grades 3-8 and 11 Math Distance from Standard Met (DFM) = +6.1 points above the standard</p>	<p>points above standard for ELA.</p> <p>The Distance from Standard Met (DFM) for students in grades 3-8 and 11 will be +24 points above standard for Math.</p>
Career Technical Education (CTE) Pathway Completion (Source: DataQuest - Additional Reports)	<p>New Metric = 2019</p> <p>5.2% or 62 students completed at least one CTE pathway with a grade of C- or better</p>	<p>New Metric= 2021</p> <p>14.7% or 304 students completed at least one CTE pathway with a grade of C- or better</p>	<p>2022</p> <p>19.3% or 410 students completed at least one CTE pathway with a grade of C- or better</p>	<p>2023</p> <p>13.6% or 474 students completed at least one CTE pathway with a grade of C- or better (474 completers divided by 3,495 9th-12th grade CTE enrollees)</p>	<p>At least 16.9% of students will complete at least one CTE pathway with a grade of C- or better.</p>
CTE and A-G Completion (Source: DataQuest - Additional Reports)	<p>New Metric = 2019</p> <p>N/A</p>	<p>New Metric = 2021</p> <p>7.0% or 144 students met both the UC or CSU A-G criteria with a grade of C or better AND completed at least one CTE Pathway with a grade of C- or better</p>	<p>2022</p> <p>12.6% or 267 students met both the UC or CSU A-G criteria with a grade of C or better AND completed at least one CTE Pathway with a grade of C- or better</p>	<p>2023</p> <p>474/3495 = 13.6% or 474 students (out of all students)</p> <p>474/2100 = 22.5% (seniors only)</p>	<p>At least 9% of students will meet both the UC or CSU A-G criteria with a grade of C or better AND complete at least one CTE Pathway with a grade of C- or better.</p>

Goal Analysis

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

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

Goal 1.0 and its corresponding actions were instrumental in bolstering student achievement. The broadening of preschool opportunities extended access to pre-academic skills for more students and the district's visual and performing arts program was strengthened by adding vocal music options across all elementary schools, among other enhancements.

A summary of the implementation for each action, implemented during the 2023-24 school year, is included below:

Action 1.1: Specialized Programs

The PYLUSD State Preschools remain dedicated to delivering a developmentally appropriate curriculum that fosters learning through exploration, play, and collaboration. OCDE conducted comprehensive training sessions for all preschool teachers focusing on social-emotional development. Moreover, the district expanded its fee-based preschool program by incorporating Bryant Ranch and Wagner sites, accommodating 150 new student enrollments. While the TK curriculum committee's plans for a new language arts adoption were delayed due to setbacks in the Preschool/Transitional Learning Foundations, efforts are underway to enhance science kits with Guided Language Acquisition Design (GLAD) strategies to support English Learners. All TK classes are fully equipped with essential materials, furniture, and supplies to ensure the delivery of a high-quality early learning experience. The development of the High School Dual Language Academy was postponed due to its complexity and financial considerations; instead, Dual Language Academy students will have access to all High School Spanish courses. The district's Gifted and Talented Education Program (GATE) remains operational, with third and fourth-grade students undergoing assessments for GATE services, and testing available upon request for students in grades five through seven. GATE elementary magnet schools received STEM unit materials, while GATE teachers participated in monthly training sessions on differentiated instruction, along with coordinated meetings and opportunities for professional development at local, state, and national conferences to ensure the implementation of best practices.

Action 1.2: Music

The comprehensive music program remains steadfast in its support for students spanning grades 4 through 12, with a particular focus on bolstering vocal music offerings at elementary school sites through the allocation of additional resources. Salaried teachers are dedicated to nurturing vocal music, instrumental music, and band programs across all district schools. Our commitment to providing diverse music and performing arts courses at secondary schools is evident in the array of courses brought forth to the Curriculum Council and subsequently approved by the Board of Education. However, the sustainability of these music programs faces challenges due to fluctuations in course enrollment. To address this, schools are engaging with educational partners to strategize and optimize the utilization of new Prop 28 visual and performing arts grant funds allocated by the State.

Action 1.3: Assessment

A comprehensive assessment system is being developed and put into practice across elementary and secondary levels. While plans for an Elementary ELA task force to create common assessments were in place, they did not materialize, leading the district to rely on the adopted curriculum for ELA common formative assessments. iReady diagnostic assessments remained in use for grades K-5, with data being analyzed to guide instruction and address achievement disparities. However, the yearly adjustments to the iReady Diagnostic timeline posed challenges, particularly with reading and math diagnostics being administered at varying times across different grade levels, impacting longitudinal data comparison. The absence of trimester two diagnostic data affected various processes such as math placement, English Learner reclassification, and GATE placement. Furthermore, English Language Arts and Math Focused Interim Assessment Blocks (FIAB) from CAASPP were administered to students in grades 3 - 12, allowing for practice with the CAASPP interface and offering teachers insights into student progress towards mastery of standards. Teachers received training on FIAB data utilization. Assessment data from diverse sources were compiled and analyzed using the Aeries platform, facilitated by the new Data and Accountability TOSA, ensuring accessible performance data for sites. TOSAs and teachers reviewed FIAB and Performance Task data, while elementary writing prompts were aligned and reviewed by the writing task force. Additionally, all K-5 teachers and administrators underwent training on the implementation and data analysis of the new foundational math supplementary curriculum, Reflex/Frax. Interactive formative assessment platforms like Pear Assessment were utilized to administer common formative assessments in ELA and Math, with teachers receiving training on data analysis and its timely integration into instructional practices. Moreover, Secondary ELA, Math, History/Social Science, and Science Teachers on Special Assignment (TOSAs) collaborated regularly with school team leaders to refine and update benchmark assessments.

Action 1.4: Academic Interventions

A multitude of academic interventions were implemented throughout the 2023-24 school year. At the elementary grade span, support and access to the core content areas for math and English Language Arts (ELA) were afforded via the iReady online curriculum and Benchmark Phonics Intervention program. In addition, elementary school teachers implemented diagnostic assessments to identify achievement gaps and then used these diagnostics to create Tier 2 intervention groups. Academic Support Teachers (ASTs) provide additional Tier 2 intervention at the elementary level. ASTs gave students a baseline assessment, determined focus areas, and provided targeted instruction. PYLUSD's targeted intervention program expanded this year to include small group math tutoring outside of the school day. Thousands of students participated across all schools and grade levels. Reflex/Frax math program was used at all elementary school sites to supplement the core math instruction. IXL math was provided to struggling learners at the middle school level to ensure all students are algebra ready by the time they reach high school. The use of iReady personalized learning programs was expanded to include students in our after school programs. Social-emotional targeted support and intervention was also provided to all students. At the secondary level, Gear Up classes serve roughly 360 students. These courses provide additional social-emotional support during the school day. Intervention data from these targeted programs were gathered and reviewed to examine effectiveness. Some of our most at-risk students are supported by the program at El Camino Real Continuation High School. This school receives additional district funded staffing to reduce class sizes. Classes at ECRHS remain smaller than at our comprehensive high schools in order to better serve the needs of the unduplicated pupils enrolled there. Additional support was also provided to Valencia High School to ensure the needs of the high numbers of English Learners, Socioeconomically Disadvantaged Students, and Foster Youth are monitored and supported to increase student achievement. Additional teachers were also provided at our secondary schools to lower class sizes for Math Labs at middle schools and Algebra 1A and 1B courses at high schools. The district continued to offer two alternative educational programs through Parkview and Buena Vista Virtual Academy. Enrollment, however, has decreased at both school sites. The district had planned to conduct a large-scale needs assessment this year regarding our Multi-Tiered

Systems of Support (MTSS). This was not implemented as planned due to change in district leadership and school site feedback and annual climate surveys were used instead.

Action 1.5: Access and Inclusion

The district remains committed to enhancing the capabilities of our administrators and educators to ensure equitable access to education. Although training in Universal Design for Learning (UDL) was initially planned for this year, it was deferred due to competing priorities. However, UDL training is slated to take place this summer and in the upcoming school year. Despite the discontinuation of the access and inclusion advisory group, several sites continued their efforts to foster inclusion through student-led activities, Unified PE courses, Unified Sports competitions, and Positive Behavior Interventions and Supports programs, promoting a safe and supportive environment. Additionally, Socioeconomically Disadvantaged students were furnished with materials and supplies to facilitate their involvement in extracurricular activities. The district has created a year-long model for implementing the Ethnic Studies graduation requirement by the 25-26 school year with a task force convening in the 24-25 school year to refine this model and convert it to a semester-long course.

Action 1.6: Foster Youth

PYLUSD has placed a special focus on supporting the unique needs of its Foster Youth population. To aid staff in addressing the academic and social-emotional needs of these students, monthly student lists are distributed to site administrators. School counselors and wellness specialists maintain regular meetings with Foster Youth, and 90% of school sites have designated Foster Youth mentors available. However, some sites encounter challenges in finding time to meet with their mentees when they are not enrolled in specific classes. Foster Youth Liaisons from the County Office of Education receive progress monitoring updates on their caseloads and directly check in with students as necessary. This additional adult support has facilitated stronger connections to resources as needs arise. Moreover, specific elementary students received targeted tutoring services through Professional Tutors of America, utilizing all budgeted allocations.

Action 1.7: Homeless

Support and enrichment services were provided for homeless students including a full-time homeless liaison, backpacks and school supplies, personalized tutoring, and bus passes to get to and from school. Before school started, over 300 families with over 900 students, were provided with necessary school supplies. At the mid-year, over 350 supply kits were distributed. Coordinating transportation for homeless students has been challenging, but successful with the support of the Orange County Transit Authority (OCTA). OCTA provides free public transportation for students enabling the district to spend funds on routing district transportation to needed areas. In addition, homeless students continue to have full access to attend enrichment summer programs including transportation. A counselor on special assignment continues to support the social-emotional needs of our homeless students.

Action 1.8: Title I Program

Title 1 instructional coaches received training and support focused on "Foundations of Student-Centered Coaching", emphasizing student learning, effective instructional practices, and partnership. In the 23-24 school year, emphasis was placed on small group and targeted instruction for at-risk students, with teachers implementing lessons from the summer institute and receiving materials from CDE to support

California State Standards implementation. Title 1 funds were allocated to schools based on enrollment, with principals collaborating monthly and conducting annual needs assessments per federal regulations. Additionally, schools utilized the Equity Resource Diagnostic to assess equity and excellence for students with higher needs, identify strengths and gaps, and collaborate with educational partners. A partnership with Disciplina Positiva provided a 6-week parenting series which was highly attended by parents from Title 1 sites.

Action 1.9: English Learners

The PYLUSD English Learner Master Plan was presented to the governing Board in January. Monthly ELD teacher trainings were conducted at the elementary level to accelerate English language acquisition for ELs and provide equitable access to content through integrated and designated ELD instruction. Schools retained experienced ELD teachers and submitted Designated ELD Schedules, incorporating PYLUSD Signature Practices and strategies. ELPAC testing was scheduled from February 1 to May 31, 2024, administered by the ELPAC Sweep Team. The district ensured that all teachers working with ELs had appropriate authorizations, and DELAC meetings were held as scheduled. Each school conducted ELAC meetings and elections as required. Administrative support and leadership were provided for EL program implementation, including monthly collaboration and school site visits. Progress monitoring protocols for ELs were implemented districtwide, and procedures for reclassification were administered based on board-approved criteria. Progress monitoring for ELs and Long-Term English Learners (LTELs) was completed in core content areas, with interventions provided as needed. Additionally, the district continues to monitor the academic progress of former English Learners for at least four years to prevent premature exit from ELD services. Title 1 instructional coaches received training on "Foundations of Student-Centered Coaching" focused on student learning, effective instructional practices, and partnership. Professional development included collaboration with other content TOSAs to incorporate ELD strategies.

Action 1.10: Special Education

The "Advance" program acted as a transition for Venture Academy's special education students nearing graduation, offering academic credits, instructional support, and career exploration in partnership with El Camino Real High School. Participants earn a standard high school diploma, benefit from community resource connections, and develop job skills. PYLUSD staff received training on appropriate graduation pathways, including Lee Ann Jung sessions held at Ruby Dr. Elementary and Esperanza High School to bolster inclusive education. Co-teaching sections expanded, with plans for further growth, while Wagner Preschool initiated co-teaching, extending to Glenview and Morse Fee-Based Programs. MTSS frameworks targeted the reduction of student overidentification, with new hires undergoing specialized instructional program training. Data chat meetings addressed student needs, and ADR training enhanced dispute resolution. Collaborative efforts between the Special Education and Educational Services departments were evident, despite challenges related to scheduling and IEP compliance. Math interventions were introduced alongside ongoing training, while middle school staff received instructional and technology support. Initiatives were underway to align SAI classes with A-G requirements, and a district committee worked on an alternative diploma pathway, pending CDE guidance.

Action 1.11: Career Technical Education (CTE)

Professional development opportunities were offered to staff with low participation rates. Each Comprehensive High School hosted an International and out-of-state College Fair on campus, aiming to expose students to various careers and colleges. PYLUSD organized the annual EMPOWERED Event to inspire students in career exploration. Bussing was provided to some low-income schools to facilitate

attendance at the event. The CTE coordinator utilized CTE Educational Partner Meetings for professional development, aiming to improve Career Education for all students. Course offerings and sections were increased, and additional support was provided for CareerLink Academies. Collaboration with CSUF and Cypress College increased Work-Based Learning opportunities. However, challenges remained in expanding Student Leadership Opportunities and incorporating similar opportunities across all CTE Pathways.

Action 1.12: Graduation and College/Career Readiness

Counselors continue to meet regularly with students who are at risk of not graduating, providing various available interventions to promote on-time graduations, including site-based credit recovery, Night School, and summer school options. Regular articulation between middle school and high school counselors occurs. We are still in the early stages of creating a clear articulation plan. All counselors were trained on the CA Dashboard Indicator for College and Career Readiness. Additionally, collaborative conversations took place regarding the exploration of a performing arts academy and this exploration will continue into the coming school 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.

For Goal 1.0, there were three actions that experienced material differences between budgeted expenditures and estimated actual expenditures; these included Action 1.1 - Specialized Programs, 1.5 - Access and Inclusion, and 1.12 - Graduation and College/Career Readiness. Details regarding the material differences are listed below:

Action 1.1: Specialized Programs

In-house trainers were utilized in lieu of outside trainers and consultants as well as a reduction in conferences attended yielded a reduction of costs in this action area.

Action 1.5: Access and Inclusion

The Multicultural Studies / Ethnic Studies Task Force was not convened this year as the priority was placed on the semester courses needing pacing adjustments with the 2024-25 calendar change. This task force will convene next year as we refine our existing year-long multicultural studies course into a semester-long course. While inclusion events and efforts increased dramatically this year, explicitly planned outside partnerships did not occur and in-house efforts were pursued.

Action 1.12: Graduation and College/Career Readiness

A reduction in software licenses and a change in focus from developing STEM labs at the elementary schools to building computer science continuums resulted in a reduction of costs in this action area.

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Action 1.12: Graduation and College/Career Readiness

A reduction in software licenses and a change in focus from developing STEM labs at the elementary schools to building computer science continuums resulted in a reduction of costs in this action area.

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

Action 1.1: Specialized Programs

The effectiveness of the actions linked to the implementation of special programs aimed at supporting student achievement can be assessed through several key factors and pieces of evidence. In terms of Transitional Kindergarten (TK) implementation, all schools have successfully established TK programs, facilitated by necessary materials and ongoing professional development (PD) and professional learning community (PLC) opportunities. The structured approach to program evaluation and enhancement is evident from the seven meetings held by the TK Task Force throughout the school year, focusing on aspects like expanding TK hours. Compliance with AB 130's 12:1 teacher-to-student ratio requirements has been ensured through the hiring of eight new TK teachers, ensuring equitable access to high-quality early learning education. Adequate classroom furniture, supplies, and curriculum have been procured to support TK implementation, supplemented by seven PD sessions aimed at reinforcing the foundational principles of early learning in TK. The inclusion of teacher surveys and input sessions as metrics reflects a commitment to soliciting feedback for continuous improvement. Furthermore, qualitative responses from community partners indicate strong endorsement for special programs like TK, underscoring their positive reception and perceived effectiveness. Similarly, in the identification and support of gifted and advanced learners, tailored services aligned with their academic and

social-emotional needs have been provided, with increased participation from school sites in training initiatives indicating improved understanding and implementation of strategies. Overall, the evidence presented suggests that the actions associated with implementing special programs, particularly TK and support for gifted learners, have effectively addressed student needs and garnered support from educational partners, leveraging a variety of metrics for comprehensive program evaluation and enhancement.

Action 1.2: Music

The effectiveness of actions associated with coordinating a music program for students in grades 4-12 can be assessed through various evidence and data points. Firstly, the provision of standards-based music instruction to all students in grades 4-6 underscores the commitment to equitable access to music education across different schools. The availability of quality aide support at every school further highlights the presence of adequate resources to facilitate effective teaching and learning in music. Moreover, the implementation of the Block Music Schedule, outlining program offerings for band, strings, and vocal music, reflects a structured approach to providing diverse musical experiences for students. Enrollment figures showing 233 students enrolled in music, music theory, and/or performance elective courses in grades 6-12 indicate a notable interest and active participation in the music program. Additionally, qualitative feedback from community partners, as evidenced by open-ended survey responses, demonstrates strong support and positive perceptions of special programs like the music program, emphasizing the appreciation for the opportunities provided to students. Together, these factors signify the success of the coordinated music program in offering meaningful music education opportunities and garnering support from educational partners within the community.

Action 1.3: Assessment

The effectiveness of the actions aimed at creating and implementing a comprehensive assessment system can be gauged through a range of quantitative metrics and qualitative survey data. Quantitative analysis reveals positive trends, such as an increase in the percentage of students scoring "on" or "above" grade level in iReady reading and math assessments, as well as stable performance levels in SBAC Grade 11 assessments and high pass rates in Advanced Placement exams. Additionally, there has been a slight rise in the number of twelfth-grade students completing all A-G course requirements. Qualitative survey data further supports effectiveness, with a significant portion of students reporting a sense of belonging at their schools, fostering engagement and academic success. Annual teacher and parent surveys reflect positive perceptions regarding the impact on student learning and effective communication of academic progress. Differentiated data analysis, including disaggregated data by demographic groups and subject-specific analysis, enables targeted interventions and informs teaching strategies. At the secondary level, consistent high ELA writing proficiency rates and strong performance in math courses are observed, indicating effectiveness in instruction. Ongoing monitoring and data-informed decision-making processes further contribute to continuous improvement efforts. Overall, the data and evidence presented suggest that the actions undertaken to establish a comprehensive assessment system have been successful in monitoring student progress, facilitating accurate placement, and identifying areas for early intervention and support.

Action 1.4: Academic Interventions

The effectiveness of the actions aimed at providing targeted support and interventions for underperforming students can be evaluated through several pieces of evidence. Analysis of iReady assessment results reveals a slight decrease in the percentage of students performing at or above grade level in both reading and math from 2022 to 2023. While this suggests some challenges in maintaining

academic performance levels, a significant portion of students still demonstrate proficiency, indicating that targeted interventions may be aiding student achievement. Additionally, SBAC Grade 11 results show an increase in the percentage of eleventh graders meeting or exceeding standards in English Language Arts (ELA) from 64% to 74.41% in 2022-23. However, there was a slight decrease in math proficiency during the same period, suggesting a need for further attention and interventions in this subject area. After/before school math intervention has shown positive effects on student achievement as shown through pre and post assessment data. While there are fluctuations in performance across different subjects and years, overall the evidence suggests that the targeted support and interventions have had varying levels of effectiveness. Further analysis and adjustment of intervention strategies may be necessary to continue narrowing the achievement gap and improving student outcomes.

Action 1.5: Access and Inclusion

The effectiveness of the actions aimed at increasing access and inclusion can be assessed through several key factors and pieces of evidence. We have continued to use and adapt resources, technologies, and standards-aligned instructional materials to make the subject matter accessible to all students. We have increased inclusion and least restrictive environment rates through co-taught preschools and classes at all grade levels throughout the district. We continue to implement hiring practices that reflect a diverse staff and have attended hiring fairs at diverse, local colleges and universities. We have developed a year-long Multicultural Studies course that meets the Ethnic Studies requirement and it is currently being offered at our high schools, inclusive of El Camino Real High School. We continue to facilitate inclusion activities and have expanded our Unified Sports program at the high school level. Finally, we have provided additional funding to our high schools to increase opportunities for socioeconomically disadvantaged students to participate in extracurricular activities.

Action 1.6: Foster Youth

The effectiveness of the actions aimed at administering case management, tutoring, counseling, instructional supplies, and transportation to foster youth is evident from the following data and evidence. The establishment of mentors for foster youth has proven highly successful, facilitating direct connections to resources for families and timely resolution of issues. This initiative has significantly enhanced student case management, resulting in improved enrollment, access to services, tutoring interventions, behavioral support, and stronger home-school connections. Enhanced communication with social workers has led to more consistent information sharing and better support for foster youth, particularly in academic advocacy and resource connection for secondary students. Site mentors play a crucial role in advocating for students' school stability during foster placement changes. Robust data management practices enable tracking of student progress through shared spreadsheets, aiding mentors in providing personalized support and interventions as needed. Additionally, mentors provide essential support with transportation, covering AP testing costs, distributing bus passes, and addressing various family needs. The effective utilization of resources from the Family Resource Center (FRC) further bolsters support for foster youth, particularly in addressing chronic absenteeism and providing school supplies. Overall, these actions collectively contribute to closing the achievement gap, improving chronic absenteeism, and fostering a supportive environment conducive to the academic and personal success of foster youth.

Action 1.7: Homeless

The effectiveness of the actions aimed at providing access to school, services, and enrichment activities for homeless students is evidenced by various data and evidence. McKinney-Vento students actively engage in music programs without hindrances, showcasing the program's success in eliminating participation barriers and fostering student motivation. Through events held at the beginning and mid-year, as well as ongoing enrollment, all McKinney-Vento students receive school supplies and backpacks, benefiting over 300 families and 900 students before the school year and distributing over 350 school supply kits during the mid-year event. These efforts alleviate financial burdens and

ensure students are adequately equipped for academic success. The program also facilitates transportation for McKinney-Vento students, providing OCTA bus passes when necessary. In addition to OCTA bus passes, the PYLUSD Transportation Department also provides door to door pick up and drop off services for McKinney Vento students who are unable to board a county bus due their age or disability. This ensures all students' transportation needs are met. Parents express relief and satisfaction with the distribution of supplies, noting financial strain relief, particularly for families with multiple students. Improved family situations enable students to access in-home tutoring services, fostering academic achievement. The McKinney-Vento Counselor on Special Assignment (COSA) position was added last year to promote these efforts with a unique lens. Our homeless student population faces adversity that requires an empathetic approach to ensure academic success. The district's COSA provides counseling services to students at their respective school, and PYLUSD's Family Resource Center. Counseling skills, such as motivational interviewing, are also implemented during home visits to address chronic absenteeism. The services provided by the counselor address social-emotional, attendance, academic, college and career needs among this student group. The McKinney Vento liaison and COSA ensure identification of students who qualify for the McKinney Vento program, access to resources in the community, emotional support, advocacy, coordination of services and empowerment. About 25% of students and families in the McKinney-Vento program receive individualized support from the COSA or McKinney-Vento liaison. This means that these students and their families receive additional help which may include counseling, temporary housing, referral to community resources, transportation coordination, clothing and other unique needs. Overall, the evidence suggests that the program effectively supports homeless students by addressing attendance and academic barriers, enabling them to participate fully in school life and achieve their academic potential, thus contributing to their overall well-being and success.

Action 1.8: Title I

The effectiveness of implementing supports for low-income, foster youth, and at-risk students can be gauged through various factors. Tracking the number of coaching cycles completed by instructional coaches and the achievement of goals over time offers insight into the program's impact on educators' engagement and progress in implementing student-centered strategies. Effective communication and collaboration among educational partners, coupled with efforts to coordinate programs, provide training, and involve parents, enhance service delivery. Transparent budget management ensures efficient resource allocation, with regular reviews and adjustments ensuring sustainability. Aligning program development with identified needs through needs assessment and planning ensures targeted support and equitable access to resources. Utilizing data for monitoring and evaluation facilitates data-driven decisions, aiding in program improvement and better meeting student needs. Compliance oversight mechanisms ensure adherence to federal guidelines, maintaining program integrity and accountability. Overall, these actions collectively strive to provide equitable opportunities for all students to meet academic standards and narrow achievement gaps.

Action 1.9: English Learners

The effectiveness of sustaining and enhancing the comprehensive English Language Development (ELD) program is evidenced through several measures and initiatives. End-of-year assessments will evaluate the attainment of the six objectives and four academic goals outlined in the English Learner Master Plan. Elementary designated ELD professional development aligns with targeted instructions on the four ELPAC domains, utilizing ELPAC data to tailor ELD instruction and address student needs. Reclassification rates for English Learners (ELs) are targeted for improvement, with specific actions assessed using Summative ELPAC results. PYLUSD Signature Practices and ELD strategies are observable in classrooms through student engagement in partner talk, utilization of academic language frames, and teachers'

modeling of language with speaking and listening opportunities. Initial ELPAC assessments identify students requiring English language support, while approximately 2,700 students will undertake the ELPAC Summative assessment. Title 1 meetings and trainings with site administrators emphasize the EL Master Plan and EL Roadmap, involving EL Reps to review best practices. EL Progress Monitoring forms track EL progress in English proficiency and content knowledge, with interventions for students not meeting growth benchmarks. A total of 334 students have been reclassified this year as of February 2024, meeting stringent criteria. Progress monitoring forms for Long-Term English Learners and EL students evaluate ELPAC domains and employ high-impact teaching strategies, while roughly 1,570 RFEP students are monitored using academic grades and assessment results to tailor teaching strategies and interventions.

Action 1.10: Special Education

The effectiveness of providing instructional plans and curricular materials to meet the assessed learning needs of students with disabilities is evident through various outcomes. Graduation rates from the ADVANCE program indicate successful support for students with disabilities in earning high school diplomas. Expansion of co-taught preschool programs has increased enrollment of children on Individualized Education Programs (IEPs) in general education (GE) preschool classrooms, promoting inclusion. Progress in state compliance indicators regarding the enrollment of children on IEPs in GE preschool classrooms versus separate settings shows improvement. Utilization of the Alternative Dispute Resolution (ADR) process has resulted in settlement agreements with families, potentially preventing further legal action. There has been a decrease in the number of students placed on a Certificate of Completion, indicating better support for students on a diploma track. Access to Career and Technical Education (CTE) pathways provides students with disabilities opportunities for career exploration and preparation, supported by collaboration with the Regional Occupational Program (ROP) to increase access to paid work opportunities. Improvement in Individual Transition Plans (ITPs) is evidenced by fewer errors, reflecting enhanced accuracy and completeness. Professional development for middle school special education department chairs and secondary teachers further strengthens their capacity to support students with disabilities effectively. These outcomes collectively demonstrate a commitment to meeting the assessed learning needs of students with disabilities and ensuring their academic success and transition to post-secondary opportunities.

Action 1.11: Career Technical Education (CTE)

The effectiveness of actions aimed at enhancing and expanding career technical education (CTE) pathways can be assessed through various pieces of evidence and data. Although professional development opportunities have been provided to staff, the low participation rate at PD sessions indicates a need for further examination of their effectiveness and potential barriers to participation. On-campus College Fairs and events hosted by each Comprehensive High School introduce students to various careers and institutions, particularly benefiting at-risk students like those from low-income and foster youth backgrounds. Offering bussing to students from low-income schools further ensures equitable access to these events. Professional development sessions for CTE teachers, facilitated through CTE Educational Partner Meetings, seek to remove barriers for English Learners and students with disabilities while enhancing career education for all students. Efforts to expand CTE opportunities include increased course offerings, additional sections, and enhanced support for CareerLink Academies, aiming to improve access and quality. Collaborations with colleges like CSUF and Cypress College have led to increased work-based learning opportunities in specific CTE pathways, such as the Medical Academy at EHS. However, challenges persist in implementing similar opportunities across all pathways due to personnel constraints. Continuous evaluation and adaptation of strategies based on data and feedback will be essential for further enhancing the effectiveness of CTE programs and adequately preparing students for success beyond their schooling.

Action 1.12: Graduation and College/Career Readiness

The actions aimed at enhancing and expanding career technical education pathways have demonstrated effectiveness through various compelling pieces of evidence. Firstly, the proactive introduction of 1500 students to diverse college systems and career opportunities underscores a commitment to broadening their horizons and exposing them to a wide range of future options. Secondly, the significant turnout of nearly 400 staff, students, and community members at events reflects robust community engagement and support for career technical education initiatives, fostering a collaborative environment conducive to success. Thirdly, involving approximately 40 educational partners in collaborative discussions signifies a concerted effort to address challenges and identify opportunities for improvement, particularly in preparing students and removing barriers for high-risk student groups. Fourthly, strategic resource allocation, leveraging grant funds to increase course offerings in high-demand programs, demonstrates a commitment to expanding access to relevant educational opportunities for all students. Additionally, initiatives such as the establishment of a new Career Technical Student Organization aligned with the Culinary Pathway at YLHS highlight a targeted approach to aligning educational programs with industry needs, ensuring practicality and relevance to real-world career paths. Lastly, the implementation of support systems like field trip opportunities, expanded industry partnerships, and mentor-mentee programs for students in the Medical Academy Pathway underscores a holistic approach to providing resources and support, enhancing students' learning experiences and career readiness. Collectively, these actions contribute to the effectiveness of enhancing and expanding career technical education pathways, ultimately better preparing students for success in their post-school endeavors.

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

Action 1.1: Specialized Programs

We will continue to focus on Early Childhood Education in the 2024-2025 school year with the addition of three preschools, which offer an inclusion model at Glenview Elementary School, Morse Elementary School, and Tynes Elementary School. We have also created a district level position dedicated to supporting our Early Childhood Education programs as a part of the Expanded Learning Department. As a part of our internal program effectiveness and evaluation of our Transitional Kindergarten (TK) Task Force, nine of the 21 schools with TK will participate in an Expanded Day TK pilot during the 2024-25 school year. The goal of the pilot is to assess the impact with an increase in the school day. Seven of the nine pilot schools will increase their instructional school day from 200 minutes to 260 minutes while still maintaining an a.m. and p.m. model and two of the pilot schools will increase their instructional school day by 125 minutes per day in a model with all students attending together. We are working across district departments to provide pilot schools with the support and resources needed and measure the progress and data from the pilot to guide our future decision-making as it relates to TK. We do not have any planned changes to the GATE program and will continue to offer cluster and magnet models throughout the district. The Orange County School of Computer Science will offer an integrated GATE program model.

Action 1.2: Music

The district has dedicated significant funds through the Arts, Music, and Instructional Materials Block Grant toward the expansion of Visual and Performing Arts. Beginning in the 2023-2024 school year, vocal music was now offered in grades K-3 and was expanded in grades 4-6. Additionally, all schools will receive Prop 28 allocations to use in accordance with allowable expenses with the provision to use at least 80 percent of funds to employ certificated or classified staff to provide arts education instruction. Prop 28 funds will allow schools to enhance their music programs by hiring visual and performing art teachers to extend the options within our existing arts education programs with the addition of instruction in dance, music, theater, visual arts, painting, photography, computer coding, film and video to name a few. Utilizing the Arts Education Framework as a foundation, the goal is to integrate arts across disciplinary boundaries and use standards-based lessons across K-12 classrooms. As a part of the educational partner engagement process, school principals sought input from staff and community partners for their Prop 28 site plans and obtained approval from their School Site Council committees. Consequently, several elementary schools are pooling their resources to share art teachers and at the secondary level school sites are evaluating program and material needs for the expansion of their arts education programs.

Action 1.3: Assessment

Data-driven decision making has been a focus of our work with site principals this year. Data have been regularly provided and analyzed at monthly principal meetings and this will continue to be a focus for the coming year. We have adopted Aeries Analytics as our data analysis and visualization platform and will train principals and assistant principals in its use this year. We will train all SST coordinators on Aeries Analytics this summer and in the fall. We will continue to utilize iReady diagnostics at the elementary level. New this year, we introduced the use of Focused Interim Assessments and CAASPP performance tasks in grades 3-8 and 11 this year and will continue to do so next year. We have also made use of district writing prompts and will continue to do so next year. Common assessments will continue to be administered in mathematics and English Language Arts at the secondary level as well.

Action 1.4: Academic Interventions

Based on data showing the large number of students in need of academic interventions, in the 2023-2024 school year we launched a targeted intervention program that involved all 21 elementary schools and expanded learning programs to provide targeted math support to students after school. We intend for this program to continue in the coming school year and will open up the support to literacy in addition to mathematics. At the middle school level, all 6 schools provided targeted math intervention and support to students both during the school day and after school. For the coming school year, all middle schools will be provided with a math intervention teacher to provide six periods of intervention during the school day. For high school, all 4 schools provided math intervention and tutoring to students outside of the school day. We will continue to offer this program in the coming year. A Student Study Team (SST) Task Force convened during the 23-24 school year with the goal of re-evaluating the SST process. This will be transformed into the MTSS Task Force for the 24-25 school year, with the focus on re-evaluating our tier 2 and tier 3 interventions across the district.

Action 1.5: Access and Inclusion

As we continue to increase our least restrictive environment percentages for students with disabilities, we plan to offer Universal Design for Learning (UDL) professional development in the summer of 2024 as well as the coming school year. This will help support inclusivity, flexibility, and personalization in education in order to ensure access to content, materials, and assessments. By implementing UDL, teachers

can foster a supportive and dynamic learning environment that maximizes learning outcomes and empowers students to become independent and self-directed learners. We will continue to expand our Unified Sports program as well as our Unified activities across the district. We will also convene a Multicultural Studies Task Force to adapt our current year-long elective course into a semester-long course. We will continue to recruit diverse teachers and staff to join our district by attending job fairs and recruitment events at our local colleges and universities as well as offering a Teacher Pathway program at two of our high schools. Beginning in the 2024-2025 school year, we created Student Supervision Assistant positions for our students to be employed and assist our childcare programs as well as a Career Pathway Internship through the North Orange County Regional Occupational Program in our Expanded Learning programs.

Action 1.6: Foster Youth

In our ongoing efforts to address the needs of foster youth and enhance their academic outcomes, we've outlined several key changes to our planned goals and actions for the coming year. These include bolstering the capacity of Foster Youth Mentors through increased training facilitated by county foster youth liaisons, expanding tutoring options for elementary students to target improvements in Math and English Language Arts (ELA) scores, exploring more opportunities for educating secondary foster youth in their awareness of available resources post-graduation, fostering a stronger sense of community among secondary foster youth at school sites, creating a district-wide support group for foster families to better know and address the unique challenges faced by foster youth and their families, and prioritizing efforts to increase the daily attendance rate and academic achievement of students living in group homes. These initiatives collectively aim to close the achievement gap, reduce chronic absenteeism, and cultivate a supportive environment conducive to the academic and personal success of foster youth.

Action 1.7: Homeless

Our McKinney Vento program will continue to support families and eliminate financial barriers by providing school supplies, clothing, food, transportation and any other necessities to families. We will also continue to offer some level of tutoring in order to provide academic intervention and support. Opportunities for training for our site clerical staff on the McKinney Vento program and how we service our students will be provided. We will continue to follow-up and provide support to school sites as needed in order to ensure McKinney Vento students are connected and supported at school. In order to increase staff and community awareness of the Family Resource Center, we plan to hold open house events in the fall to showcase the services provided. The McKinney Vento COSA will hold parent information nights at the Family Resource Center on relevant topics, including completing the FAFSA, in order to make college and career information more accessible for McKinney Vento students. Due to the fact that we will be losing a significant amount of funding through the ARP I and II grants, we will increase efforts to obtain local funding from community resources such churches, nonprofits and community members so that successful programs like our individualized tutoring for students do not have to be cut.

Action 1.8: Title I

Planned changes to the Title I program for the 2024-2025 school year include inviting our high impact schools to our monthly meetings, regardless of if they receive Title I funding. We will continue to provide additional coaching support for each Title I Instructional coach to continue the work around student centered coaching. For the 2024-2025 school year, we will also make a program change by adding Glenview Elementary as a Title I school. For the 2024-2025 school year, our Title I meetings will continue to focus on the established agenda with a change to the classroom visits which will focus on Designated and Integrated English Language Development. Family engagement will

continue to be a priority for our Title I program. One change to our program will be to add additional Disciplina Positiva three 6 week sessions at each Title I school. Additionally, we have been accepted to join the Community Engagement Initiative and have selected Melrose Elementary School and Valadez Middle School Academy as our model schools. The Community Engagement Initiative was established for the purpose of building capacity in communities and school districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils, identifying effective models of community engagement and metrics to evaluate those models and developing effective peer-to-peer partnerships between school districts and county offices of education to deepen community engagement. . We are exploring partnering with the Parent Institute for Quality Education (PIQE) through the grant funds received. Lastly, each Title I school will join a cohort of teachers to be trained in GLAD strategies. The goal of OCDE GLAD is to support Local Educational Agencies in building sustainable implementation structures to meet the needs of English learners/emergent bilinguals through the development of trainers. This model enhances teachers' design and delivery of standards-based instruction through an integrated approach with the intent of building language proficiency and academic comprehension. OCDE Project GLAD classrooms promote an environment that respects and honors each child's voice, personal life experience, beliefs and values their culture. Title I instructional coaches will participate in the GLAD Leadership Ensemble this spring to prepare for their role in leading the work at their sites in the coming school year.

Action 1.9: English Learners

Title III funding is utilized to supplement and strengthen our English Learner and language development programs beyond what we are able to provide through our core program for English learners and Title I funded activities and programs. To ensure funds from state and federal sources are used in a coherent manner to support achievement of the District's vision, mission and goals for all students and student groups, District staff work together to plan, monitor, and evaluate the effectiveness of the activities and initiatives funded through federal Title I, Title II, Title III, and Title IV. Notably, this year we completed and presented our 3 year EL Master Plan which is organized in 6 sections, ranging from Identification of English Learners to family engagement. This plan is not merely a set of guidelines; rather, it is a strategic vision that will shape the educational landscape, fostering rigor and access for ALL English Learners. In our increasingly interconnected world, proficiency in the English language is not only an academic necessity but a key to unlocking and bridging opportunities for students. Our plan includes 4 academic goals which include ELPI (English Learner Progress Indicator), English Language Arts, Mathematics and Reclassification. Additionally, we have created 6 objectives. This three-year master plan is designed to provide a comprehensive and inclusive approach to English language development for English Learners (ELs) in grades TK-12. The plan aims to implement the EL Framework and Roadmap through the use of PYLUSD Signature Practices (inclusive of Universal Design for Learning "UDL" and AVID WICOR strategies) to ensure that all ELs have equal access to and opportunities for success in acquiring English language proficiency. The progress of English Learners is a critical element of an effective English Learner Program. We moved from compliance to commitment with the addition of evidence based strategies and SMART Goals for students who are at risk of failing or who are demonstrating difficulty meeting challenging state standards. We continue to ensure all English Learners are provided daily designated English Language Development. Family engagement and consultation continues to be the cornerstone of our commitment to ensuring students reclassify when they demonstrate they have achieved the necessary criteria set forth by our governing board and approved by DELAC. With the changes to the CA Dashboard and the addition of Long-Term English Learners(LTELS) as a new students group, we will join and participate in the OCDE LTEL Network. Lastly, We will create an English Learner Teacher Advisory Group, "EL Fellows", which will focus on the implementation of the EL Roadmap. This group will take strategies, tools and lessons for powerful implementation of the EL Roadmap. Through film, case studies, reflection tools and dialogue, gain a deeper understanding of what it looks like to implement the comprehensive and aspirational principles of the Roadmap, reflect upon where our district and sites are now with EL Roadmap implementation, and take these new tools and inspiration to their individual school sites.

Action 1.10: Special Education

Lessening the number of transitions a student with an IEP experiences is a goal in the special education department. At the outset of the 2023-24 school year, special day classes were moved to different sites in order to ensure that students did not have to move school sites in order to access their special education programming. Now all schools have a continuum in all grades of mild moderate and moderate to severe class placements. Currently, we are focusing on lessening the transitions that are made throughout the year as well. When considering a student for a different class placement, a Compliance Review will be conducted with special and general education leadership to ensure that all resources have been exhausted prior to moving a student to a more restrictive setting. Additional training for all staff that assess, develop and implement IEPs for the 724 EL students with IEPs. This will include linguistically appropriate goal writing, assessment and intervention strategies. EL students will be monitored quarterly to ensure implementation and appropriate growth for this student group. Students on IEPs will be monitored closely for chronic absenteeism and to determine what additional accommodations, modifications and supports may be added to their IEP to address this behavior and to improve their attendance. IEPs for students with disabilities are developed to provide individualized services and interventions related to the unique needs of each individual student. This includes, but is not limited to, considering assistive technology, modifications to a students schedule, flexible learning opportunities and interventions to provide academic and behavioral support.

Action 1.11: Career Technical Education (CTE)

CTE remains a focus for our district and beginning in the 2024-2025 school year, our district will be converting one of our middle schools to the Orange County School for Computer Science. Through industry partnerships, the school will offer computer science immersion to its students. Additionally, the district will be providing a computer science continuum across grades K-12. Elementary students will be receiving computer science and coding exposure through their computer lab time, our middle schools will be offering computer science and coding experiences through the STEM Lab elective. At the high school level, CSTEM Algebra 1 with Computing will be added as a course offering. Additionally, we will be phasing out the Teacher Pathway at Esperanza High School and phasing it in at El Dorado High School due to low enrollment and completion status. We are exploring pre-apprenticeships through ABC Southern California and plan to offer more work-based learning opportunities for students. Additionally, we have added a Career Pathway Internship through the North Orange County Regional Occupational Program for our students to gain work-based learning experiences through our Expanded Learning Department.

Action 1.12: Graduation and College/Career Readiness

We will continue to convene our College/Career Readiness Task Force to examine our Academic Improvement Plans, Retention and Promotion policies and graduation data. We will continue to offer site-based credit recovery, Night School, and summer school options. Regular articulation between middle school and high school counselors and training on the CA Dashboard Indicator for College and Career Readiness will continue to occur.

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

Goals and Actions

Goal

Goal #	Description
2	EFFECTIVE INSTRUCTION AND LEADERSHIP: A dynamic, high-quality instructional program facilitates life-long habits of intellectual inquiry. We actively engage each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. To this end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator for Implementation of California State Content Standards (source: Educational Services Department)	2019-20 ELA/ELD = Stage 4: Full Implementation MATH = Stage 4: Full Implementation SCIENCE = Stage 2: Initial Implementation (K-5) and Stage 3: Substantial Implementation (6-12) HISTORY-SOCIAL SCIENCE = Stage 1: Initial Implementation CTE = Stage 3: Substantial Implementation HEALTH/PE = Stage 4: Full Implementation	2021-22 ELA/ELD = Stage 4: Full Implementation MATH = Stage 4: Full Implementation SCIENCE = Stage 2: Initial Implementation (K-5) and Stage 3: Substantial Implementation (6-12) HISTORY-SOCIAL SCIENCE = Stage 1: Initial Implementation CTE = Stage 3: Substantial Implementation HEALTH/PE = Stage 4: Full Implementation	2022-23 ELA/ELD = Stage 3: Substantial Implementation MATH = Stage 3: Substantial Implementation SCIENCE (TK-12) = Stage 3: Substantial Implementation HISTORY-SOCIAL SCIENCE = Stage 2: Initial Implementation CTE = Stage 4: Full Implementation HEALTH/PE = Stage 4: Full Implementation	2023-24 ELA/ELD = Stage 4: Full Implementation MATH = Stage 4: Full Implementation SCIENCE (6 -12) = Stage 4: Full Implementation SCIENCE (K-5) = Stage 3: Substantial Implementation HISTORY-SOCIAL SCIENCE = Stage 2: Initial Implementation CTE = Stage 4: Full Implementation HEALTH/PE = Stage 4: Full Implementation VAPA/WORLD LANGUAGE = Stage 4: Full Implementation	ELA/ELD = Stage 4: Full Implementation MATH = Stage 4: Full Implementation SCIENCE = Stage 4: Full Implementation HISTORY-SOCIAL SCIENCE = Stage 3: Substantial Implementation CTE = Stage 4: Full Implementation HEALTH/PE = Stage 4: Full Implementation VAPA/WORLD LANGUAGE = Stage 4: Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	VAPA/WORLD LANGUAGE = Stage 4: Full Implementation	VAPA/WORLD LANGUAGE = Stage 4: Full Implementation	VAPA/WORLD LANGUAGE = Stage 4: Full Implementation		
Local Indicator for Appropriately Assigned Teachers (source: Human Resources Department)	2019-20 100%	2021-22 100%	2022-23 100%	2022-23 100%	100% of teachers will be appropriately assigned
Local Indicator for Student Access to Textbooks (source: Educational Services Department)	2019-20 100%	2021-22 100%	2022-23 100%	2023-24 100%	100% of students will had access to standards-aligned textbooks
Local Indicator for Students Enrolled in a Broad Course of Study (source: Educational Services Department)	New = Findings 2019-20 <ul style="list-style-type: none"> Implement alternatives for students with impacted schedules Continue offering World Languages at middle schools 	Findings 2021-22 Improve the percentage of Unduplicated Pupils enrolled in A-G offerings at the high school grade span <ul style="list-style-type: none"> All Students = 55.3% Low-Income = 40.6% English Learners = 20.7% 	Findings 2022-23 Continue to improve the percentage of Unduplicated Pupils enrolled in A-G offerings at the high school grade span <ul style="list-style-type: none"> All Students = 59.5% Low-Income = 42.9% English Learners = 24.3% 	2023-24 Data not available until June 2024	New= Mitigate annual findings found from an analysis of a Broad Course of Study Original = Meet the local indicator for Students Enrolled in a Broad Course of Study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Bolster Math instruction <p>Original = "MET"</p>	<ul style="list-style-type: none"> Foster Youth = n/a 	<ul style="list-style-type: none"> Foster Youth = 44.4% 		

Goal Analysis

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

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

A summary of the implementation for each action implemented during the 2023-24 school year are included below:

Action 2.1: Advancement Via Individual Determination (AVID)

Over the past three years, significant efforts have been made to expand and improve the AVID (Advancement Via Individual Determination) program across multiple educational levels. At the high school level, AVID was introduced at one school (YLHS) and the number of AVID sections was increased at three other comprehensive high schools. Additionally, at the middle school level, the number of AVID sections at one school (KMS) was expanded, extending AVID's impact to earlier grades. Moreover, AVID was integrated into three elementary schools (grades 3-5/6) and expanded schoolwide to include TK-2 at seven existing AVID elementary schools, ensuring the incorporation of AVID strategies into the curriculum from an early age. Comprehensive training programs were conducted for teachers across all grade levels and subject areas to disseminate AVID strategies, with hundreds of teachers receiving professional development in one or more AVID strands. Nine elementary schools and all ten secondary schools are certified AVID schools, with three additional elementary schools progressing towards certification. Efforts to improve collaboration between elementary, middle, and high schools were undertaken to ensure alignment and continuity in AVID implementation across feeder patterns. Challenges include stretched resources due to the addition of new schools, difficulties in recruiting and retaining tutors, and constraints in funding additional staff/schools for training sessions. Despite these challenges, the Academic Language and Literacy strand continues to provide integrated ELD strategies to content area teachers at both elementary and secondary sites, ensuring ongoing support for language development across all subjects.

Action 2.2: AVID Excel

Over the past three years, significant efforts have been directed towards enhancing the AVID Excel program, with notable achievements in various areas. Expansion efforts in the sixth grade resulted in an increase in AVID Excel sections, widening access to the program for more students. Furthermore, at Valadez, the number of AVID Excel sections expanded from two to four, extending the program's reach within the school community. AVID Excel has also been instrumental in providing support for Long-Term English Learners (LTELs) by assisting in their

academic progress and facilitating their reclassification process. Additionally, the program ensures ongoing success for recently reclassified students at both KMS and VMSA through monitoring initiatives. Successful horizontal articulation between middle schools has fostered collaboration and alignment in AVID Excel implementation, further strengthening the program's impact. However, challenges persist, particularly in staffing tutors at the secondary level, exacerbated by the effects of the COVID-19 pandemic. Despite these challenges, the primary focus of AVID Excel remains on supporting LTELs by enabling their success in content area classes, facilitating timely reclassification for higher-end English Language Learners (ELLs), and ensuring their readiness to meet graduation requirements, including the completion of A-G coursework. Additionally, the program continues to provide ongoing support for recently reclassified students to ensure their sustained success.

Action 2.3: Curriculum and Instruction; Mathematics

A new, streamlined process has been implemented to identify students for accelerated math opportunities district-wide, with itinerant math teachers supporting equitable access to advanced courses. However, challenges persist, particularly in finalizing logistics with UCLA for contracted services, as well as low teacher participation in contracted training sessions. At middle school level, interventions are provided to at-risk students during and outside regular hours, though there are difficulties in reallocating electives and creating contracts for additional support services. Data reports from Reflex/Frax and i-Ready diagnostics inform instructional adaptation, with Academic Support Teachers (ASTs) helping students close skill gaps. While new tools like Reflex and Frax have been introduced, adjustments to the assessment calendar hinder data comparison. In secondary education, a district-wide math intervention program is in place, focusing on Algebra readiness and teacher training in mathematical mindset and instructional practices. New tools like IXL have been introduced at the middle school level and will be expanded to the high school Algebra 1A courses next year. Collaborative efforts and training sessions aim to improve instructional practices across schools. Challenges include limited training hours, scheduling conflicts, and ensuring full teacher representation in district-wide initiatives.

Action 2.4: Curriculum and Instruction; English Language Arts (ELA), Science, and History-Social Science

Over the past few years, elementary TOSAs have been instrumental in providing ongoing professional development (PD) to educators. This includes preparing for the release of Pre/TK Learning Foundations standards in Summer 2024, with a focus on understanding the academic, social-emotional, and behavioral needs of four-year-olds, and training participants in Developmentally Appropriate Practice (DAP) and TK Standards. PD sessions, facilitated by TOSAs during staff development and PLC meetings, offer teachers hands-on, project-based teaching strategies via platforms like Google Classroom and biweekly updates. Additionally, TOSAs ensure ongoing PD across all content areas, emphasizing differentiation and the enhancement of current units of study. Competing demands across content areas necessitate additional training for teachers to effectively analyze results and inform instruction. District training focuses on PYLUSD's Signature Practices, with a variety of sessions offered, though limitations exist due to after-school scheduling conflicts. At the secondary level, instructors collaborate monthly to align instructional units and discuss best practices, with efforts made to accommodate those with after-school obligations such as coaching. World language pilot teachers received publisher training, while science teachers collaborated to develop CFAs and modules to enhance instruction. English Language Arts and History Social Science teachers have worked diligently throughout the year to identify the guaranteed viable curriculum and pacing guides this year, while math and science teachers have completed this work.

Action 2.5: Program Improvement

High school sites are not required to develop SPSA plans unless identified for ATSI/CSI, but they continuously work on WASC plans. All elementary and middle school sites have developed SPSA plans to drive continuous improvement. However, integrating ATSI goals and actions into these plans has been challenging for some schools, though all ATSI/CSI sites successfully incorporated these goals and actions, aligning them with funding streams to target specific student subgroups with performance gaps. Despite overall progress in shrinking learning loss gaps caused by the fallout from the COVID-19 pandemic, chronic absenteeism persists for specific subgroups. The Differentiated Assistance Planning team collaborated this year to develop successful attendance interventions for McKinney Vento and Foster Youth students who are no longer in the “Red” performance bands on the CA Dashboard.

Action 2.6: Professional Development

Candidates enrolled in the Induction program have all been paired with mentors, and professional development opportunities have been offered, including 30 sessions for the New Hire Institute and 16 sessions in the fall, with 143 candidates attending the fall sessions and 189 sign-ins for the New Hire Institute. Professional Development for all staff focused on many topics including the use of CAASPP Interim Assessments to inform instruction, Positive Behavior Interventions and Supports (PBIS), Student Success Team (SST) protocols, and Professional Learning Communities to name a few. Strides have been made in providing training on Professional Learning Communities and utilizing resources such as OCDE and Benchmark for PD sessions. Efforts to support teachers with math resources and professional development have been ongoing, including adding a district math performance task for grades 6-8 and providing training on administering and analyzing Interim Assessment Blocks (IABs) and Full-Interim Assessment Blocks (FIABs). Secondary math students have completed at least two IABs/FIABs and a practice performance task, though support for analyzing the data is still needed. Plans for future PD include a Trainer of Trainers session in Step-Up-To-Writing and continued support for reading and writing in mathematics. The NGSS fellows and mentors meet regularly, and plans are in place for family literacy and math nights at elementary schools. Funding has been allocated for NGSS certification and science fellows training, though efforts to expand participation to interested teachers are desired. Additionally, instructional coaches have received training on student-centered coaching, and a writing performance focus group has been established to update writing prompts. The TOSAs also continue to lead the creation and revision of our Guaranteed Viable Curriculum (GVCs) for each content area. Teacher leaders and managers also had the opportunity to participate in leadership development, including Aspiring Leaders Seminars, Assistant Principal Meetings, and other leadership sessions throughout the school year.

Action 2.7: Employee Performance Goals and Evaluation

The Human Resources Department along with district and school site administrators administered employee performance goals and evaluations in a fair and equitable manner for the purpose of helping unit members improve or validate their performance. Ample professional development opportunities were offered to employees with many participating in further leadership development.

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.

For Goal 2.0, there were two actions that experienced material differences between budgeted expenditures and estimated actual expenditures; these included Action 2.5 - Program Improvement and 2.6 - Professional Development. Details regarding the material differences are listed below:

2.5: Program Improvement

Roughly 23% of the budgeted funds were spent due to a substantial decrease in the number of school sites identified in the Additional Targeted Support and Improvement (ATSI) program. Funds were allocated and spent in order to support the development of each school's School Plan for Student Achievement, or SPSA.

2.6: Professional Development

The difference between budgeted and actual expenditures in this action item include the following: Changes in professional development needs, lower teacher attendance than expected at training sessions, the cancellation or postponement of various programs such as UDL training, shifts in priorities where in-house training was used instead of hiring external consultants, and limitations on the availability of substitute teachers to support larger scale professional development efforts.

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

Action 2.1: Advancement Via Individual Determination (AVID)

College and career indicators continue to show strong performance among AVID students. Attendance rates, graduation rates, completion of rigorous coursework, participation and success in AP courses and exams, as well as college applications and acceptances, have all shown an upward trend. Additionally, there has been noticeable improvement in attendance, organization, preparedness, and time-on-task behaviors at the elementary level. Detailed metrics for these achievements can be found in the AVID Data section on the MyAVID website.

Action 2.2: AVID Excel

Reclassification rates continue to increase for LTELs at the two middle school sites with AVID Excel. The metrics for these are in DataQuest located on the California Department of Education website.

Action 2.3: Curriculum and Instruction; Mathematics

The evidence indicates that the actions taken to enhance math curriculum and instruction have had a positive impact on student achievement at both the elementary and secondary levels. At the elementary level, the Cognitively Guided Instruction (CGI) training was highly attended, with 420 teachers from grades TK-5 participating in either the Summer Institute or Fall make-up sessions. A significant portion of these teachers, 60 in total, engaged in the more intensive 3-day session provided by UCLA. Importantly, representation from all school sites, including Special Day Class (SDC) and Resource Specialist Program (RSP) teachers, ensured comprehensive implementation. The results

show improvements in student performance, with 53.48% of all students in grades 3-8 & 11 performing at or above grade level in math, indicating a substantial impact. However, there remains a gap in achievement among certain demographic groups, with 34.48% of African American students, 31.64% of Hispanic students, and 33.57% of Low-Income students performing at or above grade level. Similarly, at the secondary level, there is evidence of effective intervention strategies and curriculum enhancements. The provision of Math 180 intervention classes at each middle school further supports targeted support for struggling students. High school students also demonstrated high engagement, with 91% completing first-semester district benchmarks in core classes up to Algebra 2. The accessibility of Guaranteed Viable Curriculum (GVC) and pacing guides for all secondary math teachers ensures alignment and consistency in instruction. Additionally, the inclusion of a Data Science course in the course offerings at all four comprehensive high schools highlights a commitment to modern and relevant curriculum development. Overall, these actions have contributed to improved student achievement and access to quality math education across elementary and secondary levels.

Action 2.4: Curriculum and Instruction; English Language Arts (ELA), Science, and History-Social Science

The actions taken to improve curriculum and instruction in core content areas of Science, Language Arts, and History-Social Science have shown effectiveness based on the provided evidence. In the realm of Science education at the elementary level, professional development opportunities were offered in various formats, including in-person sessions and Zoom meetings, catering to teachers' preferences and schedules. This flexibility led to a significant participation rate, with 87 teachers engaging in additional TWIG training beyond the initial sessions. In Language Arts, the implementation of iReady K-6 Reading diagnostics demonstrated positive outcomes, as students maintained their reading skills compared to previous years, indicating effective instruction and support. Furthermore, targeted professional development initiatives, such as introductory and advanced DBQ training, along with the training of district coaches, have equipped teachers with enhanced instructional strategies for History/Social Studies (H/SS) education. Additionally, all social sciences teachers have transitioned to using new curriculum materials, supported by the development of Guaranteed Viable Curriculum (GVC) and pacing guides through collaborative task forces. The engagement of 53 seniors in applying for the new State Seal of Civic Engagement further underscores the impact of these actions in fostering civic awareness and engagement among students. Overall, the evidence highlights the effectiveness of the implemented strategies in improving curriculum and instruction across Science, Language Arts, and History, ultimately leading to positive outcomes for both teachers and students.

Action 2.5: Program Improvement

The actions associated with developing and implementing plans to improve student achievement have demonstrated effectiveness based on the provided evidence. All school sites that developed a Single Plan for Student Achievement (SPSA) have formulated comprehensive goals and actions targeting various aspects of student academic success, effective instruction and leadership, community engagement, and maintaining a safe and respectful environment. The inclusion of these diverse areas ensures a holistic approach to student development. Moreover, the practice of reflecting on previous years' goals and assessing their effectiveness allows schools to make data-informed decisions about their future initiatives. The considerable improvement observed among Foster Youth students across all metrics on the new dashboard indicates the positive impact of these plans on targeted student populations. Additionally, many of our school sites exited the Additional Targeted Support and Improvement (ATSI) status indicative of the effectiveness of the implemented strategies. These schools were identified for ATSI based on various factors such as chronic absenteeism rates, suspension rates, graduation rates, and academic performance, highlighting the multifaceted approach taken to address areas of concern.

Action 2.6: Professional Development

The actions associated with developing and implementing comprehensive professional development for staff have been effective in improving student achievement, as evidenced by various indicators. The presence of 53 New Teacher Mentors on staff demonstrates a commitment to supporting teacher growth and development. Additionally, the high attendance at professional development sessions across different subject areas suggests a strong engagement and interest from staff members. Although specific metrics are not listed in the Local Control and Accountability Plan (LCAP), the district wide professional development plan encompasses a wide range of offerings, including sessions in Elementary Math, ELA, Science, Social Science (DBQ), TK/Early Learning, Differentiation, and Interdisciplinary approaches. This comprehensive approach ensures that teachers receive targeted support and resources to enhance their instructional practices. The improvement in SBAC Grade 11 ELA and Math scores over the years further indicates the positive impact of professional development initiatives on student achievement. Moreover, the introduction of DBQ coaches and training sessions has been well-received by teachers, with anticipation for the utilization of DBQ resources and strategies across content areas. The engagement of teachers in dialogue and sharing in science has fostered vertical connections between grade levels, highlighting the importance of each grade level's participation in instruction aligned with the Next Generation Science Standards (NGSS). Overall, the evidence suggests that the implemented actions have effectively supported staff growth and contributed to improved student achievement outcomes.

Action 2.7: Employee Performance Goals and Evaluations

While no specific metric is listed in the LCAP for this action, PYLUSD continued to attract, train, and retain highly-qualified employees as well as develop strategic leaders who embraced the vision and values of the district. To that end, comprehensive professional development opportunities were offered for our teachers, support staff, and administrators. We also established professional goals that supported continued growth and promoted the evaluation of all programs and staff.

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

Action 2.1: Advancement Via Individual Determination (AVID)

We plan to continue to offer AVID across our schools for the coming year with the addition of Fairmont Elementary, Lakeview Elementary, and Van Buren Elementary during the 23-24 school year. Additional AVID schools to be added in the 24-25 school year, include Wagner Elementary School and El Camino Real High School.

Action 2.2: AVID Excel

We plan to continue to offer AVID Excel at Kraemer Middle School and Valadez Middle School Academy for the coming year. There are no planned changes to this program.

Action 2.3: Curriculum and Instruction; Mathematics

Beginning in the 2023-2024 school year, we added a focus on fact fluency in addition to conceptual understanding for elementary mathematics. We plan to continue to utilize Reflex Math and Frax for this purpose. We also plan to continue to invest in Cognitively Guided Instruction and math fellows at the elementary level. Elementary math fellows will review and revise priority standards to update common formative assessments. At the secondary level, we will no longer utilize Math 180 but will instead utilize iXL Math, which was newly utilized in the 2023-2024 school year. We will be expanding our math intervention courses at the middle school level from two periods offered at each site to six periods offered at each site. We will be focusing on building thinking classrooms at the secondary level, in alignment with the new mathematical framework adopted by the state. The trainings will focus on 14 highly interactive Teaching Practices to increase student engagement. Teachers will learn and practice impactful instructional strategies to increase the number of students thinking and the number of minutes during which they are thinking during instructional time. The training will include assigning thinking tasks, visible learning, strategic student grouping, “De-front[ing] the classroom” (to be more student-centered), productive struggle with support, checking understanding, and assigning grades based on data. We will also be adding a new CSTEM Algebra 1 with computing course to the high schools, which guides students through topics in Algebra 1 in Common Core State Standards for Mathematics while simultaneously teaching students programming and computational thinking. Students use programming in C/C++ interpreter Ch to reinforce and extend their knowledge of mathematical concepts by analyzing real life situations, identifying given information, formulating steps that a computer program could calculate to find a solution, analyzing the results for accuracy, and revising/modifying the programming solutions as necessary. At all grade levels, math has identified their guaranteed viable curriculum and has created pacing guides.

Action 2.4: Curriculum and Instruction; English Language Arts (ELA), Science, and History-Social Science

Elementary professional development in English Language Arts (ELA) will include a focus on the progression of foundational phonics and phonemic awareness to comprehension skills within the building blocks of literacy. Moreover, an emphasis will be on the addition of literacy screeners and instructional strategies to address new Dyslexia legislation. Included in the Summer Institute PD offerings will be a focus on Writer’s Workshop with the integration of English Language Development skills utilizing our district adopted Step Up to Writing resources. Throughout the school year, writing refresher sessions will be offered as well. Working in collaboration with our special education department, we will offer intervention support with Sonday- a research-based, structured systematic, multisensory reading intervention for beginning readers through the end of 8th grade. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings. Transitional Kindergarten will have the opportunity to receive PD within the new Preschool/Transitional Kindergarten Learning Foundations and Desired Results Developmental Profile introduction. In addition, science professional development for TK will include Guided Language Acquisition Design and K-6 grade sessions offered by science fellows and our Science TOSA will focus on lesson planning, collaboration and participation in demonstration lessons. Our elementary History-Social Science (HSS) TOSA will continue to support PD with a focus on planning Document Based Question lessons with the integration of HSS across the curriculum in addition to refining assessments. The elementary science fellows will engage in a three year Next Generation Science Standards certification to allow them to promote and implement instructional practices that support the integration science standards across the curriculum.

Secondary professional development in ELA will include a focus on Step Up to Writing with sessions offered during the summer as well as throughout the school year. In the subject of ELA, determining the guaranteed viable curriculum is in progress and the development of pacing guides will be the focus of next year. Our HSS teachers are in the first year of implementation with the new curriculum and are working on determining the guaranteed viable curriculum and developing pacing guides. In HSS, training on Document Based Questions (DBQs) will

also be held throughout the school year. The middle school science departments will continue their work on developing curriculum aligned to the Next Generation Science Standards as well as pacing guides to ensure consistency of instruction. The science teachers have identified their guaranteed viable curriculum and pacing guides. District TOSAs are leading and supporting the work of textbook adoptions, identifying guaranteed viable curriculum, and the development of pacing guides for all subjects.

Action 2.5: Program Improvement

We have three schools who have remained in ATSI status for the coming school year and they are Lakeview, Rio Vista, & Sierra Vista for chronic absenteeism. We have one middle school joining ATSI status and that is Tuffree due to the academic achievement of English Learners in Math, ELA, and chronic absenteeism. All four schools will be supported by our Student Support Services department to address chronic absenteeism and Tuffree will be heavily supported by our Educational Services department to address the academic achievement of English Learners. The principal has been trained in Marzano's Academic Performance Workshop hosted by the Orange County Department of Education where he was able to explore the critical components of progress monitoring, PLC processes, and tiered RTI strategies, and acquire tools to promote student success and teacher efficacy.

Action 2.6: Professional Development

We plan to continue to offer robust professional development opportunities for our teachers inclusive of Summer Institute, where all teachers will be required to attend six hours of training, and New Teacher Institute. Offerings during the summer and throughout the year include: Building Thinking Classrooms (math), Cognitively Guided Instruction (math), Universal Design for Learning, Guided Language Acquisition and Design, Step Up to Writing, Writer's Workshop, The Building Blocks of Literacy, Document Based Questions, and Pro Act, and managing challenging student behaviors. Additionally, secondary world languages have completed their textbook adoption process and will participate in implementation collaboration sessions. Secondary English Language Arts is on cycle to adopt their curriculum this coming year.

Action 2.7: Employee Performance Goals and Evaluations

We plan to continue to administer employee performance goals and evaluations in a fair and equitable manner for the purpose of helping unit members improve or validate their performance. Professional development opportunities will continue to be offered to employees with many participating in further leadership development with no planned changes for this action at this time.

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

Goals and Actions

Goal

Goal #	Description
3	ENGAGED COMMUNITY: Stakeholders play a vital role in the educational process. We value opinions and feedback and seek to involve them in decisions that impact the education of our students. We establish a culture that encourages positive relationships among our students, staff, and parents as well as educational, business, and community partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5-Year Cohort Graduation Rate (source: DataQuest)	2018-19 96.4%	2020-21 95.9%	2021-22 95.7%	2022-23 94.7%	The District will maintain a graduation rate of 96.5% or higher
Middle School Dropout Rate (source: AERIES)	2018-19 0%	2020-21 0%	2021-22 0%	2022-23 0%	PYLUSD will maintain a middle school dropout rate of 0%
High School Dropout Rate (source: DataQuest, Four-Year Adjusted Cohort Outcome Data)	2017-18 1.9%	2020-21 1.8%	2021-22 2.7%	2022-23 2.7%	The high school dropout rate will be 3% or less
Parent Survey Question Regarding Parent Education (source: Parent Survey)	2019-20 89% of parents stated, "I am aware that the school district offers parent education"	2020-21 80% of parents stated, "I am aware that the school district offers parent education opportunities and workshops"	2021-22 84% of parents stated, "I am aware that the school district offers parent education opportunities and workshops"	2022-23 84% of parents stated, "I am aware that the school district offers parent education opportunities and"	85% or more of parents will state, "I am aware that the school district offers parent education opportunities and workshops"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	opportunities and workshops"			workshops"	
The Local Indicator for Parent and Family Engagement (source: Educational Services Department)	<p>New = 2019-20</p> <p>1 – Exploration and Research</p> <p>2 – Beginning Development</p> <p>3 – Initial Implementation</p> <p>4 – Full Implementation</p> <p>5 – Full Implementation and Sustainability</p> <ul style="list-style-type: none"> • Building Relationships = 5 • Building Partnerships for Student Outcomes = 4.5 • Seeking Input for Decision Making = 5 <p>Original = "Met"</p>	<p>2021-22</p> <p>1 – Exploration and Research</p> <p>2 – Beginning Development</p> <p>3 – Initial Implementation</p> <p>4 – Full Implementation</p> <p>5 – Full Implementation and Sustainability</p> <ul style="list-style-type: none"> • Building Relationships = 5 • Building Partnerships for Student Outcomes = 4.5 • Seeking Input for Decision Making = 5 	<p>2022-23</p> <p>1 – Exploration and Research</p> <p>2 – Beginning Development</p> <p>3 – Initial Implementation</p> <p>4 – Full Implementation</p> <p>5 – Full Implementation and Sustainability</p> <ul style="list-style-type: none"> • Building Relationships = 4 • Building Partnerships for Student Outcomes = 4 • Seeking Input for Decision Making = 3.75 	<p>2022-23 Dashboard Information</p> <p>1 – Exploration and Research</p> <p>2 – Beginning Development</p> <p>3 – Initial Implementation</p> <p>4 – Full Implementation</p> <p>5 – Full Implementation and Sustainability</p> <p>Building Relationships = 4.25</p> <p>Building Partnerships for Student Outcomes = 4</p> <p>Seeking Input for Decision Making = 3.75</p>	<p>New = Maintain a 4.5 or higher for each of the following three areas:</p> <ul style="list-style-type: none"> • Building Relationships • Building Partnerships for Student Outcomes • Seeking Input for Decision Making <p>Original = Meet the Local Indicator for Parent Input</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

The Placentia-Yorba Linda Unified School District prides itself on collaboration with community partners. As such, district staff facilitated a number of advisory group meetings, task forces, parent education courses, and community input opportunities. A new survey system was also implemented to ensure a more robust and user-friendly system for analyzing community feedback.

A summary of the implementation for each action is included below:

Action 3.1: Advisory Groups

The actions to provide opportunities for participation in advisory groups and committees have been implemented across different levels within the district. The Superintendent established advisory groups for each grade span and specifically for parents of special education students, ensuring diverse representation. Additionally, meetings such as DELAC and ELAC were conducted in compliance with Federal Regulations. Currently, all school sites utilize a School Site Council (SSC) to develop school/WASC plans, incorporating educational partner feedback. At the high school level, the Superintendent's High School Advisory Council (SHAC) convenes regularly to offer advice and input on student issues and concerns within the district.

Action 3.2: Parent Education

The district has implemented various actions to offer comprehensive parent education programs aimed at addressing the needs of students. Parent education events covering topics such as Love & Logic, Suicide Awareness, Fentanyl Awareness, and Booster Clubs were organized, with additional events focused on college & career readiness. Understanding the community's needs and preferences is essential, and a survey has been identified as a necessary tool to gather this information and plan a robust calendar of events accordingly. Efforts have also been made to ensure accessibility and inclusivity, with DELAC materials translated and translation services provided at parent events. Furthermore, parenting classes were offered at the majority of Title 1 school sites, and ESL classes for parents were provided at two sites during the fall in partnership with NOCE (North Orange Continuing Education). Additionally, a six-week parenting series was conducted at each Title 1 elementary site, demonstrating a commitment to offering diverse and impactful parent education programs across the district.

Action 3.3: Family Resource Center

PYLUSD continued to provide a Family Resource Center (FRC) at a central location to support the needs of McKinney-Vento and low-income families. The Center served to connect community services with the identified needs of families. A District translator was housed at

the Family Resource Center to coordinate and provide interpretation, as well as translating documents and meetings related to general school functions. Extra duty hours for McKinney-Vento and English Language Proficiency Assessments were needed in order to fully serve our McKinney-Vento and English Learner students. Our Counselor on Special Assignment (COSA) is housed in the Family Resource Center to provide counseling support to families in crisis related to homelessness. Family Resource Center includes assistance to both students and parents. The FRC offers backpacks, school supplies, hygiene products, bedding, air mattresses, non-perishable food items, diapers, shoes, donated sweaters, uniforms, socks, underwear, towels, water, gift cards for clothing, etc. Parents may visit the FRC as needed to support their families. The Homeless Liaison's office is also located in the FRC to provide direct access to resources for families. Monthly food distributions are provided from the FRC to any community member in need of food. Also included in the FRC compound, is a clinic for all students who have MediCal.

Action 3.4: Communication

The district continued to utilize a wide variety of resources to communicate with students, staff, families, community members, and local residents. This included, but was not limited to, district and school websites, social media platforms, phone/email/text/mobile app communications, surveys, videos, digital marketing tools, and media relations. The district website (www.pylusd.org) was updated on a daily basis to ensure current and accurate information is accessible to all, including users with disabilities as outlined under the Americans with Disabilities Act (ADA). Organic and paid posts on social media allowed the district to connect with individuals in our community and surrounding areas. The district continues to offer a live stream of all regularly scheduled Board Meetings, which allows more educational partners and community members to stay informed about actions taken and information shared by elected officials and district staff. New this year, the district partnered with Smore to create more user-friendly, stylish, and accessible newsletters to benefit the communication experience of all educational partners. At the direction of the Superintendent, the district began sharing a new bi-weekly newsletter called Monday Message. The Monday Message provided an additional opportunity for the Superintendent to create connections through communication with students, staff, and families in a new and exciting way.

Action 3.5: Partnerships

Several Career Technical Education (CTE) pathways offer a work-based learning component and create partnerships with businesses and organizations throughout the community. In receiving the K-16 Collaborative Grant, plans have begun to increase CTE opportunities for students and to create additional partnerships within the community. PYLUSD also continued its partnerships with the North Orange County Regional Occupation Program, the North Orange County Community College District and various other organizations.

Action 3.6: Surveys

The annual community partner surveys were administered to students in grades 5, 8, and 11 as well as to all parents, teachers, and school site support staff. Reports for each school site are generated in order for each campus to celebrate successes and identify areas of need as well as aggregated for the district at large. Furthermore, all Local Control Accountability Plan (LCAP) community partner meetings gathered feedback through survey data. LCAP feedback was organized by topic and themes noted for potential inclusion in the LCAP. A new survey platform, Qualtrics, was used to gather this information.

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.

For Goal 3.0, there were two actions that experienced material differences between budgeted expenditures and estimated actual expenditures; these included Action 3.2 - Parent Education and 3.4 - Communication. Details regarding the material differences are listed below:

3.2: Parent Education

Parenting classes were offered for parents of English Learners through Disciplina Positiva. The actual cost of implementation was roughly 50% of the estimated cost.

3.4: Communication

New advertising and communication account features are included in our current subscriptions leading to less than expected expenditures within this action item.

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

Action 3.1: Advisory Groups

Calendar events show a multitude of educational partner advisory sessions were held throughout the 2023-24 school year. In addition, participation logs for both in-person and Zoom meetings document the various community members present.

Action 3.2: Parent Education

80% of parents indicated they strongly agree or agree with the following statement, "I am aware that the school district offers parent education opportunities/workshops" according to the 2024 survey data. This is a decrease from 84% reported last year.

Action 3.3: Family Resource Center

Although there is no specific metric listed in the LCAP for measuring the implementation of this action, the Family Resource Center was accessed often. Before school started, over 300 families with over 900 students, were provided with necessary school supplies. At the mid-year, over 350 supply kits were distributed.

Action 3.4: Communication

Analytics were gathered to measure the district's social media accounts, website traffic, and newsletter reach. Social media statistics as of December 2023 showed the following: Facebook - 7,506 followers; X (FKA Twitter) - 2,448 followers; Instagram - 7,521 followers; LinkedIn - 2,260 followers; YouTube - 1,640 subscribers. Website (www.pylusd.org) statistics over the past year (December 2022 to December 2023):

753,706 pageviews (total number of web pages users saw); 225,625 users (individuals who had at least one active session). Smore newsletters shared with students, staff, and families on various topics from March to December 2023 were viewed 1,788,407 times.

Action 3.5: Partnerships

PYLUSD continues to have productive relationships with area business and educational partners. Additionally, many of our CTE pathways have work-based learning opportunities.

Action 3.6: Surveys

The number of respondents for the 2024 PYLUSD annual surveys are as follows: 4,873 parents, 4,373 students, 819 certificated teachers, and 396 classified staff. This is a decrease in participation from the previous year. Next year, PYLUSD will utilize individual links within Qualtrics Surveys to ensure targeted follow-up.

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

Action 3.1: Advisory Groups

This year, additional advisory groups were created and hosted by the Superintendent, inclusive of an Elementary Parent Advisory Group, Middle School Parent Advisory Group, High School Parent Advisory Group, and Special Education Parent Advisory Group. These new advisory groups will continue to convene in the coming year. A Title I Parent Advisory Group will be added for the coming year, as a result of the Community Engagement Initiative grant the district has received.

Action 3.2: Parent Education

This year we hosted sessions on Love and Logic as well as Disciplina Positiva. However, our Parent University offerings waned with offerings limited to Narcan and the dangers of Fentanyl use. Parent Education will be an area of focus again for the coming year. Some of the topics we will focus on are understanding child development including, cognitive, emotional, and social milestones, effective communication with your children, including active listening, encouragement, and setting clear expectations, supporting learning styles at home, and promoting social and emotional well-being. Additionally, parent surveys will help prioritize topics in various regions within our district. Finally, we will be partnering with PIQE to provide robust parent education for our Title I schools.

Action 3.3: Family Resource Center

The Family Resource Center will continue to serve as a hub for our families in linking them to services such as healthcare, mental health support, child care assistance, and transportation services. Additionally, we will offer resources to help our parents navigate our educational system, including information on enrollment procedures, school choice options, and academic support services. We do anticipate building new partnerships with community health organizations to provide medical resources and services to our Melrose Elementary students and surrounding community through pop up medical clinics.

Action 3.4: Communication

In the spring of 2024, we added a Multimedia Communications Specialist to our district office. Through this expanded support, the district plans to increase our communication efforts with the community. We have also partnered with Peachjar, a digital flier platform, in order to streamline the process of distributing school and district updates and community resources directly to educational partners as digital flyers. District-approved flyers are sent to families' inboxes and posted to school-specific online flier boards.

Action 3.5: Partnerships

We plan to continue to have productive relationships with area business and educational partners. We have added an additional Career Pathway Internship opportunity for students through North Orange County ROP and in the coming school year we plan to expand our work-based learning opportunities as well as develop an agreement with ABC So Cal for pre-apprenticeships for our students.

Action 3.6: Survey

We plan to continue to offer the annual community partner survey in grades 5, 8, and 11 as well as to all parents, teachers, and school site support staff. We also plan to host Local Control Accountability Plan (LCAP) community partner meetings and continue to utilize our new survey platform, Qualtrics, to gather community feedback.

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

Goals and Actions

Goal

Goal #	Description
4	SAFE AND RESPECTFUL ENVIRONMENTS: A safe and respectful environment is essential to student success. We foster a culture that promotes the emotional health, safety, and well-being of students, staff, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Safety Plans (source: Student Services Department)	2019-20 100% of schools have comprehensive safety plans	2021-22 100% of schools have comprehensive safety plans	2022-23 100% of schools have comprehensive safety plans	2023-24 100% of schools have comprehensive safety plans	100% of schools will maintain a comprehensive safety plan
Suspension Rate (source: DataQuest)	2019-20 1.2%	2020-21 0.3%	2021-22 1.9%	2022-23 1.4% (dashboard)	The District will maintain a suspension rate at 1.2% or less
Expulsion Rate (source: DataQuest)	2019-20 0.01%	2020-21 0.0%	2021-22 0.0%	2022-23 0.0%	PYLUSD will maintain a districtwide expulsion rate of .01% or less
Attendance Rate (source: AERIES)	Adjusted = 2018-19 96.3% = Elementary Grade Span 96.6% = Middle School Grade Span 94.2% = High School Grade Span	2020-21 93.8% = Elementary Grade Span 95.5% = Middle School Grade Span 92.0% = High School Grade Span	2021-22 94.2% = Elementary Grade Span 94.2% = Middle School Grade Span 91.0% = High School Grade Span	2022-23 93.8% = Elementary School Grade Span 94.1% = Middle School Grade Span 90.1% = High School Grade Span	Adjusted = 96% = Elementary Grade Span 96% = Middle School Grade Span 95% = High School Grade Span Original =

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Original = 2018-19 96.1% All Grade Spans				PYLUSD will maintain or exceed a districtwide attendance rate of 96%
Chronic Absenteeism Rate (source: DataQuest)	2018-19 8.9%	2020-21 7.6%	2021-22 18.7%	2022-23 17.8%	The District will decrease the chronic absenteeism rate to 5.9% or less
State and Federal Guidelines for Nutritious Meals (source: Nutrition Services Department)	2019-20 Nutritious meal offerings adhere to or exceed current state and federal guidelines	2020-21 Nutritious meal offerings adhere to or exceed current state and federal guidelines	2021-22 Nutritious meal offerings adhere to or exceed current state and federal guidelines	2022-23 Nutritious meal offerings adhere to or exceed current state and federal guidelines.	Nutritious meal offerings will adhere to or exceed current state and federal guidelines
Local Indicator for School Climate (source: Educational Services Department)	Adjusted = 2019-20 <ul style="list-style-type: none"> 82% of students "Feel safe at school" 87% of students "Know about the opportunities to be involved in 	2021-22 <ul style="list-style-type: none"> 80% of students "Feel safe at school" 88% of students "Know about the opportunities to be involved in school" 	2022-23 <ul style="list-style-type: none"> 82% of students "Feel safe at school" 90% of students "Know about the opportunities to be involved in school" 	Amended metric with survey administered to 5th, 8th, and 10th grade students (did not include 3rd grade as in prior years) 2023-24 83% of 5th grade students "Feel safe at school"	Adjusted = <ul style="list-style-type: none"> 85% of students "Feel safe at school" 90% of students "Know about the opportunities to be involved in school"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school activities, events, and programs"</p> <ul style="list-style-type: none"> 80% of students "Feel like they belong at their school" <p>Original = 2019-20 "MET"</p>	<p>activities, events, and programs"</p> <ul style="list-style-type: none"> 80% of students "Feel like they belong at their school" 	<p>activities, events, and programs"</p> <ul style="list-style-type: none"> 80% of students "Feel like they belong at their school" 	<p>72% of 8th & 10th grade students "Feel safe at school"</p> <p>Amended Metric</p> <p>77% of 5th grade students are "Involved in school activities, events, and programs"</p> <p>84% of 8th & 10th grade students "Know about the opportunities to be involved in school activities, events, and Programs"</p> <p>79% of 5th grade students and 71% of 8th & 10th grade students "Feel like they belong at their school"</p>	<p>activities, events, and programs"</p> <ul style="list-style-type: none"> 82% of students "Feel like they belong at their school" <p>Original = Meet the Local Indicator for School Climate</p>
Local Indicator for School Facilities (source: CDE Facilities Inspection Tool - FIT)	2019-20 100% of schools score "Good" on the Facilities Inspection (FIT) report	2020-21 100% of schools score "Good" on the Facilities Inspection Tool (FIT) report	2021-22 100% of schools score "Good" on the Facilities Inspection Tool (FIT) report	2022-23 100% of schools score "Good" on the Facilities Inspection Tool (FIT) report	100% of schools will be rated "Good" on the Facilities Inspection Tool (FIT) report, which is the highest rating.

Goal Analysis

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

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

PYLUSD continued to focus on supporting health and safety measures, alternatives to suspension, and actions to address student mental health and school connectedness. Chronic absenteeism remained a concern this year with a district team convened to monitor and intervene with attendance. A summary of the implementation for each action is included below:

Action 4.1: Health and Safety

The actions to review and implement safety protocols at all school sites have been comprehensively implemented with input from various educational partners. All schools have completed their School Safety Plans with input from educational partners, ensuring a collaborative approach to safety measures. Regular safety drills, as required by Ed Code, are conducted at all school sites, contributing to preparedness in case of emergencies. Additionally, training on the new Raptor Emergency Management system is being provided to all sites, enhancing emergency response capabilities. Moreover, efforts have been made to ensure the readiness of safety equipment, with all school sites and the district office equipped with up-to-date AED machines, undergoing annual checks and replacements as necessary. Outdated AED machines have been replaced, further enhancing safety measures. Secondary sites have also implemented a dedicated text-a-tip line for reporting safety concerns. Furthermore, a district-wide emergency drill was conducted in the fall, and all school sites are participating in Raptor training, reinforcing the commitment to maintaining and improving safety protocols across the district.

Action 4.2: Additional Health and Safety Measures

A district nurse continues to oversee all PYLUSD Health Services with the support of 9 district nurses, 3 LVNs for specialized needs, and one dedicated health clerk for each school site. Elementary counselors and wellness specialists were provided mental health support at all TK-12 sites. PYLUSD continues partnerships with the Orange County Sheriff Department, Placentia Police Department, Anaheim Police Department, and Fullerton Police Department. School Resource Officers support all comprehensive High Schools and surrounding neighborhood schools.

Action 4.3: Discipline and Alternatives to Suspension

The district has taken several actions to review and refine current student expectations, progressive discipline plans, and implement alternatives to suspension. The District ATS location was relocated to El Camino Real High School, aiming to improve efficiency and effectiveness. However, challenges include the combination of middle and high school students in the program and a low daily participation rate. To support disciplinary efforts, all Intervention Classroom teachers have access to and regularly use the Base Ed curriculum. Additionally, discipline data is consistently reviewed in Student Services and shared with sites to inform decision-making. Alternative to suspension options have been expanded, resulting in a decrease in suspension rates. However, providing alternatives to suspension for elementary schools remains a challenge, requiring further exploration. To ensure consistency and alignment, all site administrators participated in training sessions during the Summer Institute, discussing school discipline, Ed Code, and the district Code of Conduct. Moreover, this topic was addressed at grade span principal meetings and secondary AP meetings, emphasizing the importance of collaborative efforts in disciplinary practices. Furthermore, high schools have dedicated full-time Intervention Classrooms, while middle

schools receive support through part-time Intervention Classrooms, demonstrating a commitment to providing resources and support to address disciplinary issues effectively.

Action 4.4: Attendance and Chronic Absenteeism

The district has implemented various actions to monitor student attendance and intervene to decrease chronic absenteeism. Attendance staff received training at the beginning of the year through a collaborative presentation involving Student Services, Technology, and Business departments. To accommodate varied classified start times, two meetings were offered at all gradespans, and a broader group was included to ensure comprehensive training for anyone involved in attendance-related responsibilities. Additionally, administrators received training in August on SART best practices, with updated documentation reflecting positive interventions provided in both Spanish and English. Attendance trackers were created and shared with site administration to monitor next steps for students with five or more unexcused absences. Truancy letters have been distributed from the Student Services office to ensure all families receive communication about student absences. In addition, Student Services partnered with school sites to conduct home visits when necessary in order to address barriers and Every Day Counts banners are displayed at all school sites, with messaging shared by site administrators through school newsletters and other forums. Site administrators were trained to use Aeries Analytics to target chronically absent students for interventions, with monthly reports shared at administrative meetings. Finally, all administrators and site attendance clerks were trained on entering Attendance Interventions in Aeries to streamline intervention tracking processes.

Action 4.5: Wellness

The district has implemented several actions to provide a comprehensive wellness program for students. Full-time Wellness Specialists are available at all secondary schools, offering individualized support for students dealing with anxiety, chronic absenteeism, and other issues. Some sites have designated Wellness Rooms where students can seek support for anxiety. Wellness Specialists participate in professional development to enhance their skills in addressing student needs, and wellness posters have been placed throughout secondary campuses to increase awareness of available resources. Group counseling is also offered at secondary sites. A new mental health referral document has been created, although the partnership with Care Solace has been canceled, limiting direct connections to resources. Counseling support is provided at all grade levels, with additional health clerk support allocated to schools. A Wellness Counselor oversees the district Crisis Intervention Team, which has received training in psychological first aid and other relevant areas. Counselors and Wellness Specialists continue to provide support to at-risk students through various interventions. Assemblies on mental health awareness, including suicide prevention, have been provided for all secondary sites. Furthermore, all elementary sites have full-time Registered Behavior Technicians (RBTs), with consideration given to implementing an equity model to address varying needs across sites.

Action 4.6: Learning Environment

The district has taken several actions to establish and maintain physically and emotionally safe learning environments. Seven schools were recognized with PBIS Awards, and celebrations were held to acknowledge their achievements. Additionally, Fentanyl Awareness Assemblies were conducted at each secondary school to address substance abuse concerns. PBIS information was shared with all sites, and a district PBIS team supports sites in their PBIS development, including completing their Tiered Fidelity Inventories. Expectations for behavior were communicated to students through assemblies and class presentations, supported by Intervention Classroom and ATS programs. Interquest Detection Canines provide visits to high schools to mitigate drug use, and efforts to reinforce positive behaviors and decrease bullying were emphasized through PBIS programs and Text-a-Tip lines. While challenges like low attendance at after-school trainings were faced, there has been an increase in site participation in Tiered Fidelity Surveys, with thirteen sites applying for PBIS awards this spring.

Action 4.7: Nutrition Services

The Nutrition Services Department continues to engage High School students for feedback through the Quick Response (QR) code that we developed specifically for Nutrition Services use. The surveys have included questions such as flavors students would like to see, if lines (due to time) or food choices (flavor or special diets) are the reason students do not access the cafeteria. At the Elementary level, nutrition education has been implemented through a program called Harvest of the Month. This program allows teachers to sign up and receive classroom education and hands-on tasting. All produce provided to students is from local organic farms. The produce may also be found as part of our lunch program in the cafeteria across the district. Lastly, we continue to recycle edible food items (per SB1383) for waste reduction at all school sites. There has been a concentration at the Middle Schools level to drink milk yet only select what they will consume.

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.

For Goal 4.0, there were three actions that experienced material differences between budgeted expenditures and estimated actual expenditures; these included Action 4.3 - Discipline and Alternatives to Suspension, 4.4 - Attendance and Chronic Absenteeism, and 4.7 - Nutrition. Details regarding the material differences are listed below:

4.3: Discipline and Alternatives to Suspension

The funding set aside to support the district's Alternatives to Suspension program was not adequate to support the actual needs at school sites. Intervention teachers were provided to all middle school and high school sites leading to more spending than anticipated.

4.4: Attendance and Chronic Absenteeism

Only 22% of budgeted expenditures were realized in this action item as the Saturday School program was not utilized as planned this school year leading to far lower costs than in past years. This was attributed to a lack of awareness of the program benefits and logistics.

4.7: Nutrition

The Harvest of the Month program was implemented allowing for organic farm-to-school produce at school sites. This shift in priorities was more expensive than previously planned Farmers Market activities for elementary sites. In addition, planned improvements to add additional hand sinks in every school kitchen will not be implemented until after June 30, 2024.

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

Action 4.1: Health and Safety

The implementation of safety protocols has been effective based on several indicators. Firstly, 100% of schools completed their Safety Plans with input from educational partners. Additionally, all school sites conduct regular safety drills as required by Ed Code, demonstrating a commitment to preparedness. The introduction of the Raptor Emergency Management system is being implemented across all sites, indicating a proactive approach to emergency response. Furthermore, the presence of up-to-date AED machines at all school sites, along with regular maintenance checks, ensures readiness for medical emergencies. Secondary sites have dedicated text-a-tip lines for reporting safety concerns, enhancing communication and response capabilities. Overall, the comprehensive approach to safety protocols, including planning, training, and infrastructure, reflects a commitment to maintaining a secure learning environment for students and staff.

Action 4.2: Additional Health and Safety Measures

The network of services, supports, and activities aimed at promoting a safe and productive educational experience has demonstrated effectiveness across various indicators. The majority of surveyed students across different grade levels reported feeling safe at school, with 83% of 5th graders and 72% of 8th graders and 10th graders expressing a sense of safety. The district has revised its process for responding to major discipline incidents, enhancing coordination between principals, directors, and the special education office to address individual incidents effectively. Additional transportation routes have facilitated improved school attendance for many students. Regular meetings between the student services department and site principals ensure ongoing review and improvement of safety practices. Elementary & Secondary school counselors, and Secondary Wellness Specialists continue to play a vital role in supporting the well-being of students, contributing to a sense of belonging reported by 71% of 8th and 10th graders and 79% of 5th graders. Wellness Specialists provide additional health and safety measures through health screeners, along with individual and group counseling. Restructuring the working hours for elementary counselors has further enhanced support for students both during the school day and in afterschool programs. By adjusting their schedules, counselors are better able to provide comprehensive assistance to students across various settings. Continued participation in programs like the Gang Reduction Intervention Partnership (GRIP) has shown significant benefits for students, schools, and communities. By engaging with GRIP, students have demonstrated improved attendance, stronger connections to their schools, and healthier relationships between families and school sites. Overall, these efforts underscore a commitment to fostering a safe and inclusive school environment conducive to student success.

Action 4.3: Discipline and Alternatives to Suspension

The district has seen a reduction in its suspension rate, with only 1.4% of students suspended in the 2022-23 school year compared to 1.9% the previous year. Although the overall suspension indicator for the district remained in the Green performance level, certain school sites experienced higher suspension rates, resulting in an Orange or Yellow indicator on the CA Dashboard. Efforts are ongoing at these sites to strengthen their progressive discipline plans and implement preventative positive behavior interventions and support frameworks. Additionally, due to low enrollment numbers in the Alternative to Suspension program at El Camino Real High School, the program will be discontinued.

Action 4.4: Attendance and Chronic Absenteeism

The actions taken to monitor student attendance and address chronic absenteeism have shown effectiveness through several key measures. Broadening the audience for attendance clerk training has led to increased awareness and inquiries about excusable absences. Training for school administrators has heightened their involvement in attendance interventions, resulting in a notable increase in SART meetings. Although data entry inconsistencies in the previous school year hindered baseline accuracy, the current year has seen a significant number of SARTs conducted. The addition of a Counselor on Special Assignment to the districtwide attendance support team has yielded substantial

positive benefits. By working directly with attendance matters, the counselor has significantly increased support to school sites and facilitated direct interventions with students and families. In cases where a student's attendance did not improve after Student Attendance Review Teams (SARTs), the counselor has facilitated District Attendance Review Team (DART) meetings, and if needed, School Attendance Review Board Meetings (SABRs), ensuring a coordinated and supportive approach to address attendance challenges. Uniform communication through attendance letters has facilitated consistent messaging to all families, aiding in the identification of errors and inconsistencies in attendance accounting. Additionally, the utilization of Aeries Analytics has allowed for targeted interventions based on attendance data, although there is currently no established metric for its usage. Overall, 100% of sites are actively using the Intervention Tab to track attendance, indicating a comprehensive approach to monitoring and addressing attendance issues.

Action 4.5: Wellness

The comprehensive programs implemented to address the wellness needs of students and staff have demonstrated effectiveness through various indicators. Current attendance data reflects significant growth compared to the previous year, suggesting improved engagement and support. The utilization of Wellness Specialists at secondary schools, along with the provision of group counseling and access to Wellness Rooms, indicates the value of these resources in addressing anxiety and chronic absenteeism. Collaboration among Wellness Specialists, counselors, and administrative teams ensures holistic support for students' behavioral and socio-emotional needs. Crisis intervention efforts led by a dedicated Wellness Counselor and the participation of the Crisis Intervention Team in relevant training further enhance support for students facing mental health challenges. Additionally, the presence of full-time RBTs at elementary sites underscores the commitment to addressing behavioral needs, although considerations for equity in resource allocation are noted for future improvements. Overall, the coordinated efforts of various educational partners and the provision of targeted resources contribute to a supportive environment conducive to student and staff well-being.

Action 4.6: Learning Environment

The actions taken to establish and maintain physically and emotionally safe learning environments have shown effectiveness through various initiatives. Seven schools receiving PBIS Awards for the 22-23 school year, along with plans for additional schools to apply for recognition in the following year, indicate progress in promoting positive behavior interventions and supports. The recognition of schools for their PBIS programs serves as a metric to measure effectiveness in creating safe learning environments. Furthermore, the organization of Fentanyl Awareness Assemblies at secondary schools demonstrates proactive efforts to address relevant safety concerns among students. Utilizing student survey data will provide valuable insights into the effectiveness of these awareness assemblies in enhancing students' awareness and safety regarding fentanyl-related issues.

Action 4.7: Nutrition Services

While no specific metric is listed in the LCAP for this action, the Nutrition Services Department reports that all meal offerings adhere to or exceed current state and federal guidelines and continue to change menus based on student preference.

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

Action 4.1: Health and Safety

Following reflections on prior practices for health and safety, several changes have been made to the planned goals, desired outcomes, and actions for the coming year. Firstly, there will be continued support for school sites in completing their School Safety Plans, with an added emphasis on assisting with data analysis to refine school safety goals. The utilization of RAPTOR will be expanded to ensure more organized emergency responses, with a focus on conducting reunification training to enhance effectiveness. Additionally, the Text A Tip lines will continue to be supported, providing students and staff with a vital communication channel for safety concerns. Staff training on the use of Narcan will persist, with efforts to increase the availability of Narcan on each campus for immediate response to opioid-related incidents. Moreover, based on comprehensive data analysis, there will be a proactive approach towards drug and alcohol prevention by providing more targeted and impactful training and lessons for all students. These changes reflect a commitment to continuously improving health and safety practices within the educational environment.

Action 4.2: Additional Health and Safety Measures

The planned actions regarding additional health and safety measures include ongoing evaluation of parent and student survey data concerning school safety and belongingness, with adjustments made accordingly based on feedback received. Transportation routes are maintained while considering the need for new routes to accommodate student needs. Continuous communication between Student Services and school site administrators ensures regular evaluation of safety practices to address emerging concerns effectively. Partnerships with local police departments remain intact, ensuring campus safety with the presence of school resource officers at all high schools. Additionally, participation in OC Grip continues, with efforts aimed at expanding its reach to more students to focus on gang prevention and reduction, alongside fostering school belonging and connectedness. The role of elementary counselors in after-school programs will be enhanced through additional training and resources, while counseling and wellness data are analyzed to improve intervention systems by counselors and wellness specialists, ensuring targeted support for student well-being and success.

Action 4.3: Discipline and Alternatives to Suspension

In addressing suggestions for improvements to our current district wide discipline processes, we recognize the importance of fostering a supportive and proactive approach to student behavior management. With the support of the Student Services team, individual sites will persist in refining their progressive responses to student behaviors while strengthening their preventative positive behavior interventions and support mechanisms. Although the district's Alternative to Suspension site will no longer be operational, secondary sites will maintain their Intervention Classrooms to offer viable alternatives to suspension. Acknowledging that middle school Intervention Classrooms are staffed only part-time, we are committed to exploring additional alternatives to suspension options to ensure comprehensive support for students. Moreover, Student Services will continue to explore alternative means of corrective actions for elementary sites, understanding the significance of tailored interventions at every grade level. As we scrutinize discipline data, it's evident that there is an escalating need to extend support to students dealing with substance abuse issues, warranting enhanced intervention strategies to address this pressing concern effectively.

Action 4.4: Attendance and Chronic Absenteeism

Reflecting on prior practices for attendance and chronic absenteeism has led to several changes in the planned goals, desired outcomes, and actions for the upcoming year. Student Services will establish a districtwide attendance team, comprising a diverse range of

stakeholders, to foster collaboration in addressing chronic absenteeism effectively. Moreover, Student Services, under the guidance of the department Attendance lead, will continue to provide dedicated support to individual school sites to strengthen the implementation of the newly devised districtwide Attendance Action plan. This support will include equipping sites with a comprehensive tool-kit to enhance their attendance efforts. Efforts will be focused on eliminating barriers to student attendance by engaging with families, offering resources, and facilitating personalized conversations to address each student's unique needs. Additionally, a designated staff member in Student Services will provide regular support to all site Attendance Clerks, ensuring consistency and efficiency in attendance tracking and management. Furthermore, a media campaign will be initiated to encourage principals to disseminate monthly attendance information and updates, coupled with proactive messaging to parent and student groups at the beginning of the school year, to emphasize the importance of regular attendance. The commitment to comprehensive and regular data analysis and monitoring of truancy tracker information and chronically absent students will be upheld as a top priority. Moreover, existing community partnerships with organizations such as OC GRIP, the Orange County District Attorney's office, Boys and Girls Club, and Social Services will be continued to reinforce attendance efforts. Lastly, close collaboration with the McKinney Vento team will be maintained to address attendance issues affecting students and families experiencing homelessness. These changes underscore a proactive and multifaceted approach to tackling attendance challenges and ensuring the well-being of all students in the district.

Action 4.5: Wellness

As we persist in our commitment to address the wellness needs of our students, we are exploring avenues for improvement. This includes providing more training and professional development opportunities for Wellness Specialists and integrating universal safety screeners into their toolkit. Additionally, we will focus on providing additional targeted attendance interventions, branded as "Attendance Attention," aimed specifically at chronically absent students. Furthermore, we are committed to sustaining our efforts in individual and group counseling, recognizing its pivotal role in promoting the overall well-being of our student body. With an equity model focus, Registered Behavior Technicians will receive ongoing professional development as they continue to provide support in addressing behavioral needs at elementary sites.

Action 4.6: Learning Environment

Our PBIS team, made up of district and site leaders, is currently working with 6 schools to prepare for their application for PBIS awards for 23-24. In addition, all sites are completing their Tiered Fidelity Inventory (TFI) a minimum of twice per year in order to self-assess and reflect on their current PBIS practices and areas of strength and areas of growth as it relates to providing a safe learning environment for students. Our intention is to increase ongoing site support for PBIS by providing more robust TFI guidance, Tier-specific training, and one-on-one support for administrators and coordinators. Our goal is to have the remaining 14 schools apply for PBIS recognition in the coming years. In addition, the Stakeholder Survey data will be analyzed in order to determine the greatest areas of need for education and prevention in order to maintain physically and emotionally safe learning environments at all school sites.

Action 4.7: Nutrition Services

Through the application of Fund 13 reserves toward increased staffing, program improvement, additional serving locations and vehicles, site equipment improvement/replacement, and auxiliary central equipment replacement, the Nutrition Services Department plans to continue to offer healthy, nutritious, and appealing food offerings to students inclusive of more "scratch" cooking.

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Goal Analysis

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

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

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

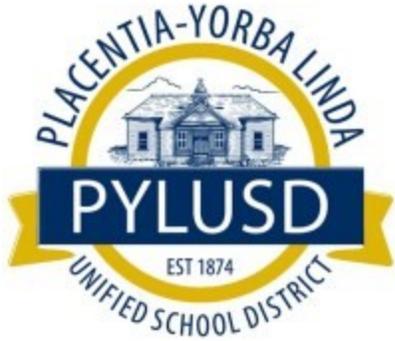
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placentia-Yorba Linda Unified School District	Olivia Yaung, Ed.D. Assistant Superintendent, Educational Services	oyaung@pylud.org (714) 985-8651

Plan Summary [2024-25]

General Information

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

Nestled in the vibrant locale of northeast Orange County, California, lies the Placentia-Yorba Linda Unified School District, serving as an educational cornerstone for the communities of Placentia and Yorba Linda, alongside segments of Anaheim, Fullerton, and Brea. With an extensive network encompassing 34 school sites, ranging from elementary to high schools, including specialized education facilities and independent study programs, our district offers a comprehensive array of educational pathways. Embracing a diverse student body, our enrollment for the 2024-25 academic year stands at approximately 22,300, reflecting our commitment to inclusive and equitable education.

Academically, our students consistently surpass state and county benchmarks on standardized assessments, earning accolades in a myriad of county, state, and national competitions, spanning Academic Decathlon, Science Olympiad, Mock Trial, and visual and performing arts arenas. Our district boasts a plethora of distinguished honors, including recognition as National Blue Ribbon, California Distinguished, and Gold Ribbon Schools, among others. Moreover, our esteemed staff members have been lauded with numerous prestigious awards at the county, state, and national levels, underscoring our commitment to excellence in education.

Testament to the unwavering support of our community, our schools benefit from the dedicated involvement of parents and guardians, who collectively contribute nearly 200,000 volunteer hours annually. Steeped in a rich historical legacy dating back to 1874 and in celebration of

150 years of excellence, our district continues to evolve, driven by our mission to provide rigorous and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.

El Camino Real Continuation High School is receiving CA Equity Multiplier funding in the amount of \$295,000 to address educational disparities and support this school which serves a high number of students from underserved communities. The funds will be used to provide additional resources, improve academic outcomes, and ensure that all students, regardless of their background, have access to quality education and opportunities for success.

Reflections: Annual Performance

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

In English Language Arts (ELA), the overall our performance across the district remained consistent, indicated by the color green. However, there were specific student groups and sites where performance was far lower. The Foster Youth student group and El Camino Real Continuation High School, Socio-Economically Disadvantaged students and Hispanic students performed lower than the overall district performance with dashboard indicators for ELA in the red. Students with disabilities were in the red performance level at several school sites: Bernardo Yorba Middle School, Esperanza High School, Tynes Elementary, Melrose Elementary, Rio Vista Elementary, Ruby Drive Elementary, and Van Buren Elementary. English Learners were also reported in the red performance level on the dashboard at Tuffree and Valadez Middle Schools. In order to address the performance of these student groups and school sites, we will continue to Our current focus is on implementing Interim Assessment Blocks to familiarize students with the assessment platform and provide teachers with formative feedback on student progress towards meeting standards. After school reading intervention will be added to support student performance in ELA. Additionally, we are adopting Writer's Workshop and are reemphasizing Step Up to Writing and will conduct professional development sessions this summer to enhance writing instruction across the curriculum.

In Mathematics, we experienced a slight increase in performance, also represented by the color green. This upward trend indicates progress in the right direction. There were specific student groups and school sites, however, where performance was lower with dashboard indicators in the red. Buena Vista Virtual Academy, El Camino Real Continuation High School, and Valadez Middle School received indicators in the red for math. Students with disabilities were in the red performance level at several schools: Tuffree Middle School, El Dorado High School, Esperanza High School, and Valencia High School. English Learners were also reported in the red performance level on the dashboard at Tuffree and Valadez Middle Schools. Due to the performance of their English Learners in ELA and Math, Tuffree Middle School met the criteria for Additional Targeted Support and Improvement, or ATSI. Tuffree will collaborate with their educational partners to create a school plan to improve the outcomes of the school's English Learners. District efforts continue to be directed towards providing interventions for students who have not yet met standards in math and enhancing overall student achievement through emphasis on fact fluency and conceptual understanding. We have invested significant funding towards after school math intervention this year with the goal of ensuring all students are meeting or exceeding grade level standards.

Chronic Absenteeism is denoted by the color orange, with 17.8% of our students being chronically absent last year. Although this percentage remained relatively stable compared to the previous year, efforts are ongoing in the Student Services Department to identify at-risk students

and intervene effectively with their families to address attendance issues. The following schools were identified as Additional Targeted Support and Improvement, or ATSI, schools due to the chronic absenteeism rates of specific student groups: Lakeview Elementary, Rio Vista Elementary, and Sierra Vista Elementary. Additionally, Homeless students, African American students, Hispanic students, English Learners, and Socioeconomically Disadvantaged students were in the red performance level across the district. Several school sites were either in the red performance level as a whole or had student groups in the red performance level. Those sites include: Brookhaven Elementary, Buena Vista Virtual Academy, Wagner Elementary, Tuffree Middle School, Fairmont Elementary, Glenknoll Elementary, Golden Elementary, Tynes Elementary, Kraemer Middle School, Lakeview Elementary, Linda Vista Elementary, Mabel Paine Elementary, Rio Vista Elementary, Rose Drive Elementary, Ruby Drive Elementary, Sierra Vista Elementary, Topaz Elementary, Valadez Middle School, and Van Buren Elementary. To address this, centralized attendance trackers with data have been created for each school site. Consistent attendance protocols have been established and maintained to promote regular attendance and school sites are implementing site based campaigns to encourage more regular attendance.

The Suspension Rate, represented by the color green, decreased by 0.5% during the 2022-23 school year. No student groups were identified in the red or orange categories for the district as a whole. However, the suspension rate of students with disabilities at Brookhaven Elementary, Linda Vista Elementary, and Travis Ranch received a red dashboard indicator while Asian students at Travis Ranch and White students at El Camino Real Continuation High School received a red dashboard indicator. PYLUSD is committed to maintaining a positive learning environment conducive to student success. The Student Services Department will continue to assess discipline systems to ensure that decisions are student-centered.

Regarding the English Learner Progress Indicator (ELPI), represented by the color yellow, 54.2% of our English Learners demonstrated progress towards English language proficiency last year. The ELPI for Glenview and Rio Vista Elementary schools was in the red performance level indicating a continued need to focus on the implementation of our district's English Learner Master Plan to provide robust support for English Learners.

Our Graduation Rate, indicated by the color green, stood at 94.3% for the 2022-23 school year, inclusive of both fourth-year graduates from the Class of 2023 and fifth-year graduates from the Class of 2022. Moving forward, our emphasis will be on increasing the graduation rate of English Learners and Students With Disabilities, both of which were identified as areas of concern. The College and Career Indicator for El Camino Real Continuation High School was in the red performance indicator on the dashboard with the following subgroups also indicated in the red: English Learners, Homeless, Socioeconomically Disadvantaged, and Hispanic students. The Equity Multiplier funds will help to ensure additional support is provided to El Camino Real Continuation High School in order to improve their student outcomes. Valencia High School's CCI Indicator was also in the red performance level for English Learners. This will be addressed through various targeted actions for our English Learner population.

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

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

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

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

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

Educational Partner(s)	Process for Engagement
Site Principals	On January 11, 2024, site principals convened for a meeting during which district staff briefed them on the background of the Local Control Funding Formula (LCFF), the updated requirements of the Local Control and Accountability Plan (LCAP), and the revised vision for the LCAP. Principals actively participated in a table activity, where they were tasked with discussing existing actions implemented at their respective sites aimed at enhancing services for unduplicated students. Subsequently, they shared preliminary suggestions on how the district could optimize its centralized resources to further enhance services for unduplicated students.
Association of Placentia-Yorba Linda Educators (APLE)	On January 25, 2024, 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, and Socio-economically Disadvantaged students. APLE members offered feedback on the proposed strategies and were given an electronic survey to gather individual input.
California School Employee Association (CSEA) Chapter 293	On January 29, 2024, the CSEA executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. A presentation outlined available budgetary resources, academic performance gaps, and suggested measures to enhance services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. CSEA members

Educational Partner(s)	Process for Engagement
	offered feedback on the proposed measures and were given an electronic survey to gather individual input.
Community Forums	On February 1, 2024, Community Forums were conducted via a Zoom webinar, followed by an in-person session on March 18, 2024. District leadership presented an overview of performance across state priorities and Dashboard indicators. They discussed available budgetary resources, academic performance gaps, and suggested actions to enhance services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. Community members participated by asking questions and offering input during the live sessions. Additionally, an electronic survey was distributed to gather individual feedback.
Superintendent’s High School Parent Advisory Committee	On February 6, 2024, the Superintendent’s Advisory Committee gathered via Zoom for their session. 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, 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.
Student Advisory Committee	On February 13, 2024, the Student Advisory Committee gathered via Zoom, featuring 5th graders from every elementary school, 8th graders from each middle school, and 12th graders from every high school. District leaders offered a student-friendly overview of LCFF and the LCAP’s objectives, followed by a review of performance data across state priorities and Dashboard indicators. To enhance participation, district staff organized breakout sessions by grade level, fostering engagement during the feedback collection phase. Students contributed candid and insightful feedback along with valuable suggestions for district improvement.
Superintendent’s Elementary Parent Advisory Committee	On February 20, 2024, the Superintendent’s Elementary Parent Advisory Committee convened virtually via Zoom. District leaders delivered an overview of LCFF, outlined the purpose of the LCAP, and presented performance data across state priorities and Dashboard indicators. Discussions centered on addressing

Educational Partner(s)	Process for Engagement
	achievement gaps and proposed actions to enhance services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. To foster engagement during the feedback collection phase, district staff randomly assigned attendees to breakout rooms based on goals. Community members actively participated by asking questions and offering input during the live session, and an electronic survey was distributed to gather individual feedback.
PYLUC PTA	On March 6, 2024, 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 and received an electronic survey to provide individual feedback.
Site Principals	On March 7, 2024, the site principals convened to discuss proposed actions aimed at enhancing services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. District staff facilitated the session, offering principals the chance to participate in gradespan breakout groups for questions and input. Additionally, they were given an electronic survey to provide individual feedback.
Superintendent’s Special Education Parent Advisory Committee	The Superintendent’s Special Education Parent Advisory Committee met on March 7, 2024, via Zoom. District leadership provided an overview of LCFF, discussed the purpose of the LCAP, and presented performance data on state priorities and Dashboard indicators. The meeting addressed achievement gaps and proposed actions to enhance services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. After the presentation, attendees were randomly assigned to breakout rooms by goal to encourage engagement in the feedback collection process. Community members participated by asking questions and offering input during the live session, and an electronic survey was provided to gather individual feedback.

Educational Partner(s)	Process for Engagement
Community Town Hall and DELAC	<p>The Community Town Hall and District English Learners Advisory Committee (DELAC) convened on March 18, 2024, 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, 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, and they were also given an electronic survey to provide individual feedback.</p>
Superintendent’s Middle School Parent Advisory Committee	<p>The Superintendent’s Middle School Parent Advisory Committee convened on March 20, 2024 via zoom. District leadership provided background on LCFF, reviewed the purpose of the LCAP, and shared performance data across state priorities and on the indicators in the Dashboard. Achievement gaps were discussed as well as the proposed actions to increase and improve services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. Following the brief presentation, district staff randomly assigned all attendees into breakout rooms by goal in order to increase engagement on the feedback collection portion of the meeting. Community members asked questions and provided input during the live session and were provided with an electronic survey to capture individual feedback.</p>
Board Study Session	<p>The Board Study Session took place on April 14, 2024. During the session, district leadership provided an overview of LCFF, outlined the purpose of the new three year LCAP, and highlighted changes from previous years. Performance data across state priorities and Dashboard indicators were shared, 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 23-24 LCAP was also discussed, leading to the discontinuation of some actions, amendments to others, and proposals for new actions. Following the presentation, the board</p>

Educational Partner(s)	Process for Engagement
	engaged in discussions, asking questions about each goal, and providing feedback on proposed actions.
El Camino Real Continuation High School, School Site Council Meetings	El Camino Real Continuation High School’s School Site Council met to review Dashboard performance indicators, conduct a needs assessment, and discuss how the Equity Multiplier Funds might maximize student outcomes. These School Site Council meetings took place on September 28, 2023, November 2, 2023, December 8, 2023 and March 7, 2024. During the meetings, the principal provided an overview of the school goals and funding sources. Performance data across state priorities and Dashboard indicators were reviewed, with a focus on addressing achievement gaps for students at El Camino. School Site Council members provided their input on recommended actions. A schoolwide climate survey was also administered to gather further input from educational partners.

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

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 two districtwide Community Forums to ensure all voices were heard and reflected. The following groups were actively involved in the LCAP development process described below:

- 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
- Community Forums: Open community forum for all community members, including staff

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

Separate meetings were organized for each advisory group mentioned above. The meetings took place both virtually and in person. To ensure accessibility, technological support and internet access were extended to community members requiring assistance. Moreover, those

in need of translation services were invited to breakout sessions where discussions were conducted in languages other than English. Inclusivity extended to student representation, with a diverse group selected to serve on the Student Advisory Committee. Deliberate efforts were made to include students from various school sites, ensuring representation of Foster Care, English Learner, and Socio-economically Disadvantaged student populations, as mandated by LCAP requirements. During these meetings, presentations were delivered by the Superintendent, Assistant Superintendent of Educational Services, and Assistant Superintendent of Administrative Services. These presentations covered LCAP development procedures, fiscal considerations, outcome data reflecting successes and identified needs, and potential actions to address these needs. Advisory members were provided with handouts containing recommendations for improvement. Subsequently, PYLUSD's educational partners were given 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 their perspectives on areas for growth and contribute ideas for ongoing enhancement. Feedback was systematically collected through meeting notes and an online survey, with input on each action item collated and assessed 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:

January 11, 2024 - Principals Preliminary Input Session
January 25, 2024 - APLE Study Session
January 29, 2024 - CSEA Study Session
February 1, 2024 - LCAP Presentation and Community Forum
February 6, 2024 - Superintendent's High School Parent Advisory Committee
February 13, 2024 - Student Advisory Committee (5th, 8th, 12th grade students)
February 15, 2024 - Superintendent's Teacher Advisory Committee
February 20, 2024 - Superintendent's Elementary Parent Advisory Committee
March 6, 2024 - PYLUC PTA Meeting
March 7, 2024 - Principals' Feedback Session
March 7, 2024 - Superintendent's Special Education Parent Advisory Committee
March 18, 2024 - Community Forum and District English Language Advisory Committee (DELAC)
March 20, 2024 - Superintendent's Middle School Parent Advisory Committee
April 16, 2024 - PYLUSD Board Study Session
May 2024 - Post draft LCAP for public preview and feedback
May 2024 - Share draft LCAP with Orange County Department of Education (OCDE) and update based on feedback
May 6, 2024 - Share draft LCAP with DELAC
May 2024 - Update LCAP and Budget Overview for parents with final budget figures
May 2024 - Provide written responses to any concerns from PYLUC and DELAC
June 2024 - Present on Local Indicators at Board Meeting
June 2024 - LCAP and Budget Public Hearing
June 2024 - Board approval for LCAP and Local Indicators
June 2024 - Submit approved LCAP to OCDE and post on district website

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.

As a result of the various input sessions, feedback and ideas for the development of the Local Control Accountability Plan (LCAP) were gathered via an online survey and meeting notes. Listed below is a summary of each goal and the themes gathered from educational partners, the ideas for improvement, and how the LCAP was influenced.

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

The feedback sessions highlighted several themes:

Academic Intervention Strategies: Discussions focused on identifying thresholds for intervention to address the needs of students, including those with low skills and those from targeted student groups like Foster Youth, English Learners (EL), and Socio-economically Disadvantaged students. Educational partners expressed desire to continue offering before, during, and after school intervention options.

Reading and Writing Focus: Educational partners suggested future academic interventions include a focus on reading and writing in addition to current efforts directed at math intervention. Training for teachers and aides in supporting students with dyslexia and other learning needs will be important.

Equitable Access and Support for Classified Staff: Staff expressed a desire for equitable access to programs and training, particularly for classified staff. Suggestions were made to provide additional classified training opportunities.

Alternative Pathways: There was a discussion about the importance of promoting alternative pathways for students, such as vocational and trade opportunities, in addition to traditional four-year university pathways. Recommendations included partnering with local industries and trade unions as well as highlighting current Career Technical Education (CTE) programs.

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

The key themes from the feedback sessions include:

Inclusion of Classified Staff/Aides in Professional Development Opportunities: There were suggestions to include classified staff and aides who work directly with students in training sessions offered.

Additional Training to Address Student Behavior: Positive feedback was provided regarding the ProAct training that has been conducted over the past several years, indicating the effectiveness. Staff are requesting additional training to address escalated student behavior.

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

Key themes from the feedback sessions include:

Staffing Recommendations: The CSEA recommends examining instructional aide support and whether these full-time positions are feasible.

Language Support for English Learners: Suggestions were made to provide more instructional materials in home languages or bilingual copies of novels, especially for Newcomers.

EL Program Effectiveness and Support: Questions were raised about the effectiveness of the English Learner program and strategies to support EL students. There were discussions about adopting sound educational theories, concentrating resources at specific sites, and addressing obstacles to learning, such as absenteeism and lack of language support. Educational partners were pleased to see that Guided Language Acquisition Design (GLAD) training will be available this coming school year and a focus of the Educational Services department.

Parent Involvement and Support: Suggestions were made to increase parent involvement through initiatives like transportation support for parent engagement activities.

Student Support Strategies: Various strategies were proposed to support EL students in reading and math, including additional instructional aides, bilingual teachers and counselors, language programs, and after-school tutoring programs. Suggestions emphasize the importance of smaller class sizes, integration of EL students with their peers, and wellness support groups conducted in native languages.

Chronic Absenteeism: The trend of chronic absenteeism was discussed, highlighting factors such as lack of accurate knowledge and cultural barriers. Efforts to address absenteeism include parenting classes, Saturday School, and a request for additional transportation routes. Suggestions for improving attendance include providing need-based access to before/after-school care, offering transportation for students lacking it, and implementing programs like after-school tutoring, similar to the math tutoring.

Staffing Reflective of Student Diversity: Principals emphasize the importance of hiring bilingual and bicultural staff to better relate to English Learners, particularly in Title I schools. There's a call from community members for reflective staffing practices to ensure that staff supporting EL students are relatable and culturally sensitive, emphasizing the importance of bilingual and bicultural staff in Title I schools.

Full-Time ELD Teachers: There's a call for ELD teachers to be full-time to ensure adequate support for English Learners, with a suggestion to separate their roles from kindergarten support to focus solely on EL instruction.

Integration of ELD Support: Principals highlight the need for more integrated ELD support within classrooms and across curricular areas, emphasizing the importance of addressing languages other than Spanish, such as Mandarin, for translation and language support.

Community Liaison Support: Requests for additional support, such as community liaisons and translators, particularly for languages like Mandarin, to better serve families who speak languages other than Spanish.

Professional Development: Principals stress the importance of training all staff, not just ELD teachers, on how to support English Learners effectively, along with in-classroom coaching and feedback for teachers to ensure implementation of effective instructional strategies.

Equitable Support Across Schools: There's a call for equitable support across all schools, including those with low English Learner populations, emphasizing the importance of providing small group instruction regardless of school demographics.

Curriculum Alignment and Resource Allocation: Suggestions are made to align curriculum elements and invest in evidence-based instructional strategies, emphasizing the need for effective resource allocation and professional development throughout the school year.

Translation Services: Principals stress the need for translation services in languages other than Spanish, particularly for district and site materials, to better serve diverse student populations, including those who speak Mandarin and other Asian languages.

Summer ELD Sessions: There is a suggestion for implementing an ELD summer session to prevent regression over summer break and reinforce learning from the school year.

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

Key themes from the feedback sessions include:

Strategies to Support English Learners: Various strategies were proposed to support ELs, including small group instruction, joint parent and student classes, and the use of engaging language learning tools. Suggestions were also made to ensure ELs are not pulled from core instruction during critical subjects like math and reading. Educational partners were pleased to see that Guided Language Acquisition Design (GLAD) training will be available this coming school year.

Parent Education and Support for ELs: Recommendations were made to increase support for parents of Long-Term English Learners (LTELs). This includes utilizing bilingual aides and increasing outreach to parents through initiatives like parent education programs and home visits.

Representation of Unduplicated Students in School Programs: There were discussions about ensuring that a proportionate number of unduplicated students are represented in school programs such as ASB, leadership groups, programs and extracurricular activities. Suggestions included providing specific invitations to underrepresented student groups and increasing parent involvement in this goal.

Integration of ELD Instruction: Principals suggest shifting the focus to integrated ELD instruction within core classroom settings, providing teachers and instructional aides with specific professional development to support English language acquisition during core instruction.

Partnerships between Schools: There's a suggestion to establish partnerships between high school groups and elementary schools to support English language acquisition.

Additional ELD Services: Principals emphasize the need for additional time with ELD teachers for LTELs, proposing options such as before or after school classes or interventions.

Full-Time ELD Teachers: There's a consensus on the importance of having full-time ELD teachers to provide consistent support for LTELs.

Individualized Support: Principals recommend identifying LTELs who are also students with special needs and incorporating English language learning goals into their Individualized Education Programs (IEPs).

Preventative Measures: Investing in elementary ELD programs is seen as a proactive way to prevent students from becoming LTELs in the first place.

Teacher Training: There's a call for comprehensive training for all teachers on best strategies to support English Learners, beyond relying solely on ELD teachers.

Curriculum Evaluation: Some principals express dissatisfaction with specific curricula like English 3D, suggesting a need for better investments in effective resources.

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

Key themes from the feedback sessions include:

Chronic Absenteeism: The need to address chronic absenteeism was emphasized, with suggestions for tying it to ADA recovery programs and exploring incentives to improve attendance. Parent education of the impact of absences and the definition of chronic absenteeism was suggested. Suggestions also included providing access to before/after school care, need-based scholarships for such care, expanding transportation options, and exploring alternative modes of attendance to improve attendance rates.

AVID Expansion: Principals advocate for the district-wide implementation and expansion of AVID programs, providing mentorship opportunities for students and an evidence-based program that supports student achievement.

Counselor Support: Principals emphasize the need for full-time counselors at all elementary sites to provide crucial emotional and academic support.

Attendance Support: Suggestions are made to provide transportation options to reduce absenteeism and to invest in counseling services, wellness counselors, and Family Resource Centers (FRCs) to support attendance, emotional well-being, and academic success.

Equity and Accessibility: Partners highlight the importance of providing equitable access to counseling, family literacy programs, assistant principals, and transportation services across all school sites, particularly emphasizing support for Title I and high-need schools.

Expansion of Career Pathways: There's a call to offer more trade pathways for high school students, including apprenticeships in trades like plumbing and welding, and providing practical life skills education on topics such as job applications and financial literacy.

Clarification of Roles: Questions are raised regarding the roles of Homeless Liaisons and Community Liaisons, indicating a need for clarification and understanding of their responsibilities in providing support services and coordinating assistance for students and families.

Importance of Parent Education: Suggestions are made to emphasize the importance of attendance, particularly in early grades, and to provide additional actions to educate parents on supporting their children's education.

Student Input and Community Engagement: Student input and recommended actions such as donation drives, fundraising events, and access to counselors for emotional support were emphasized. Community engagement efforts like family nights and play-based learning are also emphasized to improve student outcomes. There was also a call for collaboration with community partners to bring services to school sites, increase access to resources, and provide mentorship opportunities for students.

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

Key themes from the feedback sessions include:

Professional Development for Staff: There's a call for comprehensive training for all staff members, including teachers, administration, and classified staff, to better understand and support the needs of Foster Youth (FY) students, particularly focusing on trauma-informed practices and addressing behavioral issues stemming from trauma.

Counseling Support: Full-time counselors are seen as crucial for supporting FY students at all school sites, including non-Title I schools. Counseling services are essential for fostering a sense of connection and acceptance at school, and mentorship programs are highlighted as impactful for FY students.

Whole Community Approach: The importance of a whole community approach is emphasized, where support for FY students is integrated across all levels and involves collaboration among staff, administrators, and the broader community.

Inclusion of Classified Staff: Suggestions are made to include classified staff in professional development sessions to ensure a comprehensive understanding of how all staff members can support FY students effectively.

Equity in Support Services: While specific support services are highlighted for FY students, there's an acknowledgment that many of these supports could benefit other student groups as well, emphasizing the need for equitable access to resources and services for all students.

Creating Safe and Welcoming Environments: It's emphasized that creating safe and welcoming environments is essential for FY students, who may lack stability compared to their peers, and providing specified counselors to help them navigate challenges and academic work is crucial.

Access to Before/After School Care: There's a need for easy access to before and after school care to accommodate foster placements that often occur with little notice.

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:

Early Intervention and Elementary Support: There's a consensus on the need for increased support and interventions at the elementary level to address academic and behavioral needs early on. Full-time counselors are seen as crucial at elementary sites to provide necessary support and intervention programs.

Quality of Counseling Services: Concerns are raised about the quality and dedication of counselors provided through outreach programs compared to wellness counselors. There's a call for retaining skilled professionals who actively participate in the Multi-Tiered System of Support (MTSS) process to better serve students.

Equitable Access to Support Services: It's emphasized that all elementary sites should have multiple supports in place to meet the needs of students, regardless of their socioeconomic background. This includes ensuring equitable distribution of resources.

Community Partnerships and SEL Programs: Suggestions are made to partner with community organizations and implement social-emotional learning (SEL) programs at the elementary level. This includes addressing modern-day challenges such as coping with social media and puberty, and promoting inclusivity and diversity.

Attendance and Engagement Strategies: Ideas to improve attendance and engagement include implementing rewards, hosting fun events, and providing extracurricular activities. There's also a suggestion to explore creative solutions for chronic absenteeism, such as extended breaks.

Training and Turnover: The importance of ongoing training, especially mid-year training for classified staff, is highlighted.

Apprenticeships and Work-Based Learning: There's a recommendation to explore apprenticeships and work-based learning opportunities for students.

Mental Health and Suicide Prevention: Call for more robust mental health and suicide prevention efforts, with supportive initiatives and training for staff across all levels.

Student Motivation and Technology: Suggestions involved tapping into student motivation and interests, utilizing technology that is engaging for students, and making learning experiences more fun and culturally relevant.

After-School and Summer Support Programs: Community members highlight the importance of offering after-school tutoring, summer school, and enrichment programs to provide additional support and opportunities for UPs.

Goal 8: PYLUSD will provide focused actions to address academic achievement, engagement, and school climate for specific student groups and sites.

Key themes from the feedback sessions include:

Need for Increased Support Staff: There's a clear desire for more psychologists, behavior support personnel, and counselors at all school sites to provide comprehensive support for students, particularly those with disabilities or social-emotional needs.

Professional Development for SPED Teachers: Desire for special education (SPED) teachers to receive ongoing professional development in areas such as writing Individualized Education Program (IEP) goals, instructional strategies, and inclusion practices to better serve students with diverse needs.

Importance of Bilingual Support and Translation Services: Bilingual support services, including workshops and home visits for Spanish-speaking families, are requested for fostering engagement and communication between schools and communities.

Equitable Distribution of Support Resources: It's emphasized that support resources should be allocated based on need rather than title status, ensuring that all schools have access to necessary supports regardless of their designation.

Addressing Trauma and Mental Health: Proper training in trauma-informed practices is deemed essential for all staff to effectively support students who may be struggling with trauma or mental health issues.

Enhanced Collaboration and Follow-Up: Improved collaboration during Professional Learning Community (PLC) time and enhanced follow-up mechanisms to ensure that all teachers are effectively collaborating and that students are not falling through the cracks, particularly regarding attendance monitoring and follow-through.

Student Input and School Environment: Students recommend measures to improve the school environment, such as implementing buddy systems, providing nutritious lunches, and offering ongoing support for new students to foster a positive and welcoming atmosphere.

Chronic Absenteeism and Transition Support: Strategies to address chronic absenteeism include positive reinforcement, Saturday School options, and targeted outreach to families of English Learners and Socioeconomically Disadvantaged students.

Increased Behavioral and Psychological Support: There's a strong call for more behavioral support for teachers and students, including the need for full-time psychologists and behavior support staff at schools to address a variety of behavioral and emotional needs.

Parent Education and Involvement: Recommendations include providing parent workshops, home visits, and translated materials to support parents in understanding and addressing their child's academic and emotional needs, as well as educating them on the importance of attendance.

Collaborative PLCs and Data Analysis: There's a desire to ensure that all teachers are effectively collaborating during Professional Learning Communities (PLCs) and analyzing data trends to identify and address student achievement gaps proactively.

Goal 9: Focused actions to improve academic achievement and staffing at El Camino Real Continuation High School.

Key themes from the El Camino Real Continuation High School feedback sessions include:

Need for Increased Support Staff: There's a clear desire for more wellness support personnel and English Language Development support to provide comprehensive support for students, particularly those with social-emotional needs.

Creating Safe and Welcoming Environments: It's emphasized that creating safe and welcoming environments is essential for students at El Camino, who may lack stability compared to their peers, and providing specified counselors to help them navigate challenges and academic work is crucial.

Addressing Trauma and Mental Health: Proper training in trauma-informed practices is deemed essential for all staff to effectively support students who may be struggling with trauma or mental health issues.

AVID Implementation and Counselor Support: Staff advocate for the district-wide implementation and support of AVID programs, emphasizing the need for full-time counselors to provide crucial emotional and academic support.

Input gathered during educational partner feedback sessions were examined to ensure the actions included were based on student achievement results as well as feedback from educational partners. Many of the suggestions of our educational partners were incorporated into the LCAP. The following actions within each goal were influenced by educational partners:

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

Actions influenced include:

1.2 - Implementation of new foundational math programs

- 1.4 - Computer science pathways for all students K-12
- 1.5 - Enhancing the middle school athletics program
- 1.6 - Transition to work program for graduates of Venture Academy
- 1.8 - Expansion of the PYLUSD preschool program
- 1.10 - Facilitating new ways to increase community engagement
- 1.11 - Eliminating combination classes for all 5th and 6th grade students
- 1.12 - Increasing enrollment and student engagement through innovative programming and pathways

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 - Increased training opportunities for all staff in PYLUSD
- 2.3 - Ensuring adequate supplies and instructional resources for all schools

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

Actions influenced include:

- 3.1 - Professional development for educators to better support English Learners
- 3.3 - Providing bilingual staff to support English Learners
- 3.4 - Training staff on effective implementation of IEPs for English Learners
- 3.9 - Additional parent education opportunities

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

Actions influenced include:

- 4.3 - Training in Guided Language Acquisition and Design (GLAD) to ensure additional support for LTELs
- 4.5 - The addition of a summer English Language Development program
- 4.7 - Increased collaboration with the Orange County Department of Education by joining the LTEL Network to explore strategies to increase parent engagement and close the achievement gap for LTELs
- 4.8 - Ensuring that achievement of LTELs is a discussion and action item at all ELAC and DELAC meetings

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

Actions influenced include:

- 5.3 - Increased partnerships with community organizations to support SED students

5.5 - Additional parent education opportunities

5.7 - Adding transportation routes to ensure SED students have access to school

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

Actions influenced include:

6.3 - Implementation of trauma informed practices

6.5 - Increased engagement with Foster Youth families

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

Actions influenced include:

7.6 - Providing math intervention teachers at each middle school

7.20 - Providing a comprehensive Multi-tiered System of Support to improve academic achievement

7.21 - Providing a robust data dashboard and analysis system

7.22 - Convening of specific district task forces to address varying student needs

7.23 - Implementing a robust attendance tracking system to for data analysis and intervention

7.24 - District support for School and District Attendance Review Teams

7.33 - Maintaining relevant Career Technical Education pathways, exploring pre-apprenticeships, and increasing enrollment of UPs in CTE programs

7.34 - Parent engagement efforts

7.35 - Expanding the Dual Language Academy

Goal 8: PYLUSD will provide focused actions to address academic achievement, engagement, and school climate for specific student groups and sites.

Actions influenced include:

8.2 - Providing additional school psychologists

8.5 - Systematically monitoring the attendance of chronically absent students

8.6 - Systematically hold School and District Attendance Review meetings

8.8 - Ensuring every IEP is well-developed and addresses individual needs including supports necessary to improve attendance.

8.10 - Ensuring increased flexibility in scheduling options for students with disabilities

8.11 - Professional development for staff to enhance their understanding of effective strategies for supporting students with diverse needs

8.13 - Providing sites identified for Additional Targeted Support and Improvement (ATSI) support and collaboration time

8.14 - Ensuring college and career indicators are monitored and students are prepared for college and career

Goal 9: Focused actions to improve academic achievement and staffing at El Camino Real Continuation High School.

Actions influenced include:

9.2 - Establishing an Advancement Via Individual Determination (AVID) program

9.4 - Adding an additional full-time counselor to provide social, emotional and academic guidance

9.9 - Providing targeted intervention program

9.8 - Providing targeted intervention program during and outside of school hours

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 Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At the Placentia-Yorba Linda Unified School District, student achievement lies at the heart of our mission and vision. We hold high expectations for all students, aiming for continuous improvement in academic performance to prepare them for college and careers. Our students are offered diverse enrichment opportunities to broaden their educational horizons, alongside interventions tailored to enhance their academic progress.

In light of the challenges posed by the COVID-19 pandemic and its impact on learning, we prioritize the reinforcement of foundational math and reading skills to aid in student recovery. Additionally, we are implementing a comprehensive TK-12 computer science pathway, equipping students with essential technological skills for the future.

By emphasizing foundational learning, innovative programs, and computer science education, coupled with enhanced community and family engagement initiatives, we are dedicated to bolstering student achievement, reducing chronic absenteeism, and ensuring our graduates are well-prepared for success in both higher education and the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts CA Dashboard Indicator and Percentage of	Districtwide 2023 (64.75%) = Green			Districtwide (70.8%) = Blue	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students Meeting or Exceeding Standard					
1.2	Mathematics CA Dashboard Indicator and Percentage of Students Meeting or Exceeding Standard	Districtwide 2023 (53.48%) = Green			Districtwide (59.5%) = Blue	
1.3	Suspension Rate and CA Dashboard Indicator	Districtwide 2023 (1.4%) = Green			Districtwide (<1%) = Blue	
1.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	Districtwide 2023 (55.8%) = High			Districtwide (61.8%) = High	
1.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide 2023 (17.8%) = Orange			25% reduction in Chronic Absenteeism Rate (13.35%) and Districtwide = Green	
1.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide 2023 (94.3%) = Green			Districtwide (95.8%), 0.5% yearly = Blue	
1.7	Percentage of students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23 = 58%			Winter Diagnostic 2025-26 = 63%	
1.8	Percentage of students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23 = 47%			Winter Diagnostic 2025-26 = 52%	
1.9	Passing Grades indicated on the	Second Trimester 2022-2023, 3rd-6th: Reading = 92%			Second Trimester 2025-2026, 3rd-6th:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Transcript (A,B,C) in Core Content Classes	<p>Writing = 93% Math = 91% Science = 97% Social Science = 95%</p> <p>First Semester 2022-2023, 6th-12th: ELA = 89% Math = 86% Science = 88% Social Science = 88%</p>			<p>Reading = 95% Writing = 96% Math = 94% Science = 100% Social Science = 98%</p> <p>First Semester 2025-2026, 6th-12th: ELA = 92% Math = 89% Science = 91% Social Science = 91%%</p>	
1.10	District Writing Prompt - Met or Exceeded	<p>Spring 2022-2023, 1st-5th: 81%</p> <p>Spring 2022-2023, 6th-12th: 76%</p>			<p>Spring 2025-2026, 1st-5th: 86%</p> <p>Spring 2025-2026, 6th-12th: 81%</p>	
1.11	AP Program Participation, Exams Administered, and Pass Rate	<p>Spring 2022-2023: 27% student course participation 4,493 exams administered 85% pass rate</p>			<p>Spring 2025-2026: 33% student course participation 4,893 exams administered 88% pass rate</p>	
1.12	Cambridge Program Exams Administered and Pass Rate	<p>Spring 2022-2023: 102 exams administered</p>			<p>Spring 2025-2026: 150 exams administered</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80% pass rate			83% pass rate	
1.13	IB Program Diplomas Earned, Exams Administered, and Pass Rate	Spring 2022-2023: 63 IB Diplomas earned 420 exams administered 91% pass rate			Spring 2025-2026: 70 IB Diplomas earned 452 exams administered 96% pass rate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Targeted Intervention	Provide a comprehensive targeted intervention program before, during, and after school.	\$250,000.00	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.	\$0.00	No
1.3	Foundational Writing	Provide a comprehensive writing program to support the writing process for students through the use of supplemental writing programs.	\$0.00	No
1.4	Computer Science	Provide a districtwide K-12 computer science pathway for students to increase their college and career readiness through the use of computer science curriculum and support staff.	\$151,718.40	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.	\$264,436.00	No
1.6	PLUS Program	Provide a transition to work program (Placentia Linda Upward Success) for graduates of Venture Academy to be employed by the district.	\$25,000.00	No
1.7	ADVANCE Program	Provide a 5th year program at El Camino Real High School for students who are eligible for the Venture adult transition program who have nearly met the high school graduation requirements to allow for increased opportunities to earn a diploma.	\$67,492.63	No
1.8	Preschool Program	Expand the preschool programs to provide increased access to early childhood education and development for families through an inclusion model.	\$6,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Special Education Resources and Program	Provide continuity in the special education program continuums at sites and ensure equitable distribution of resources for site special education staffing through utilization of a factor analysis.	\$1,550,000.00	No
1.10	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 (e.g. elementary, secondary, special education), and a new Digital Flier Distribution Platform.	\$12,000.00	No
1.11	5th/6th Grade Combination Class Elimination	Provide class size reduction and support the achievement of upper grade elementary students through the elimination of 5th and 6th grade combination classes.	\$360,000.00	No
1.12	Innovative Programs	Provide innovative programs and pathways at our schools in order to increase enrollment and student engagement in our award winning district, inclusive of exploring Performing Arts Pathways at our high schools and the addition of an Emergency Response Pathway.	\$1,188,800.00	No

Goals and Actions

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 Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

An engaging and dynamic instructional program of high quality is the cornerstone of lifelong learning. We are committed to actively involving every student in the learning journey by implementing a robust core curriculum and employing effective instructional methods, which include leveraging technology. Our goal is to cultivate educators who not only embody the vision and principles of our district but also possess a diverse range of teaching strategies and access to essential instructional resources and services to meet the needs of our students effectively. Therefore, the actions outlined in this goal center around the enhancement and sustainability of a robust instructional program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Language Arts CA Dashboard Indicator and Percentage of Students Meeting or Exceeding Standard	Districtwide 2023 (64.75%) = Green			Districtwide (70.8%) = Blue	
2.2	Mathematics CA Dashboard Indicator and	Districtwide 2023 (53.48%) = Green			Districtwide (59.5%) = Blue	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Meeting or Exceeding Standard					
2.3	Suspension Rate and CA Dashboard Indicator	Districtwide 2023 (1.4%) = Green			Districtwide (<1%) = Blue	
2.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	Districtwide 2023 (55.8%) = High			Districtwide (61.8%) = High	
2.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide 2023 (17.8%) = Orange			25% reduction in Chronic Absenteeism Rate (13.35%) and Districtwide = Green	
2.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide 2023 (94.3%) = Green			Districtwide (95.8%), 0.5% yearly = Blue	
2.7	Percentage of students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 58%			Winter Diagnostic 2025-26, K-5: 63%	
2.8	Percentage of students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 47%			Winter Diagnostic 2025-26, K-5: 52%	
2.9	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	Second Trimester 2023-2024, 3rd-6th: Reading = 92% Writing = 93% Math = 91% Science = 97%			Second Trimester, 2026-2027, 3rd-6th: Reading = 95% Writing = 96% Math = 94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social Science = 95% First Semester 2023-2024, 6th-12th: ELA = 89% Math = 86% Science = 88% Social Science = 88%			Science = 100% Social Science = 98% First Semester, 2025-2026, 6th-12th: ELA = 92% Math = 89% Science = 91% Social Science = 91%	
2.10	District Writing Prompt - Met or Exceeded	Spring 2022-2023, 1st-5th: 81% Spring 2022-2023, 6th-12th: 76%			Spring 2025-2026, 1st-5th: 86% Spring 2025-2026, 6th-12th: 81%	
2.11	Total # Teacher Miss-assignments	2023-24 = 0			2026-27 = 0	
2.12	Percentage of students with sufficient access to standards-aligned instructional materials	2023-24 = 100%			2026-27 = 100%	
2.13	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT)	2023-24 = Good			2026-27 = Good	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	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)			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)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Districtwide Staffing	Provide highly qualified teachers and staff to provide effective instruction and maintain the operations of the district.	\$197,039,738.44	No
2.2	Professional Development, Training, and Task Forces	Continue to provide training, professional development, districtwide departmental collaboration, and task force opportunities for staff in all content areas and district practices (e.g. CGI Math, Writer's Workshop, Step Up to Writing, Love and Logic, ProAct, Emergency Procedures).	\$1,310,432.08	Yes
2.3	Instructional Materials, Supplies, and Services	Provide instructional materials, supplies, and services for staff in all content areas.	\$822,872.80	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

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 districtwide. This goal is aimed at addressing this performance disparity by increasing and improving services for English Learners. Additionally, in accordance with Section 52064(e)(6) of the Education Code, a Focus Goal and corresponding actions are mandated for any student subgroup exhibiting the lowest performance levels on the California Schools Dashboard. Across the district, English Learner (EL) students have demonstrated the lowest performance level in Chronic Absenteeism. The actions outlined within this focus 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. We will be providing extensive professional development 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
3.1	English Learner Progress CA Dashboard Indicator and	Districtwide 2023 (54.2%) = Yellow			Districtwide (64%) = Blue	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of English Learners Making Progress Towards English Language Proficiency					
3.2	English Language Arts CA Dashboard Indicator and Percentage of Students Meeting or Exceeding Standards	Districtwide EL Subgroup 2023 (11.7%) = Orange			Districtwide EL (22%) = Green	
3.3	Mathematics CA Dashboard Indicator and Percentage of Students Meeting or Exceeding Standards	Districtwide EL Subgroup 2023 (10.6%) = Orange			Districtwide EL (21%) = Green	
3.4	Suspension CA Dashboard Indicator and Suspension Rate	Districtwide EL Subgroup 2023 (2.1%) = Green			Districtwide EL (<1.5%) = Blue	
3.5	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	Districtwide EL Subgroup 2023 (11.4%) = Low			Districtwide EL (21%) = High	
3.6	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide EL Subgroup 2023 (25.9%) = Red			25% Reduction in Chronic Absenteeism Rate Districtwide EL (19.4%) = Yellow	
3.7	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide EL Subgroup 2023 (79.9%) = Orange			Districtwide EL (83%) = Green	
3.8	Percentage of English Learners early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 20%			Winter Diagnostic 2025-26, K-5: 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Percentage of English Learners early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 12%			Winter Diagnostic 2025-26, K-5: 22%	
3.10	District Writing Prompt - Met or Exceeded	Spring 2022-2023, 1st-5th 53% Spring 2022-2023, 6th-12th 57%			Spring 2025-2026, 1st-5th 63% Spring 2025-2026, 6th-12th 67%	
3.11	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	Second Trimester 2023-2024, 3rd-6th: Reading = 73% Writing = 78% Math = 75% Science = 90% Social Science = 87% First Semester Grades 2023-2024, 6th-12th: ELA = 73% Math = 62% Science = 64% Social Science = 64%			Second Trimester 2026-2027, 3rd-6th: Reading = 78% Writing = 83% Math = 80% Science = 95% Social Science = 93% First Semester Grades 2026-2027, 6th-12th: ELA = 78% Math = 67% Science = 69% Social Science = 69%	
3.12	Reclassification Rate	Fall 2023: 14%			Fall 2026: 19%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Percentage of English Learners scoring Level 4 on ELPAC Reading	Fall 2023: 12%			Fall 2026: 17%	
3.14	Percentage of English Learners scoring Level 4 on ELPAC Writing	Fall 2023: 19%			Fall 2026: 24%	
3.15	Percentage of English Learners scoring Level 4 on ELPAC Listening	Fall 2023: 23%			Fall 2026: 28%	
3.16	Percentage of English Learners scoring Level 4 on ELPAC Speaking	Fall 2023: 52%			Fall 2026: 57%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$608,839.68	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.	\$160,000.00	Yes
3.3	Bilingual Aides	Provide additional bilingual instructional aides at high impact schools to accelerate academic language acquisition of ELs.	\$382,409.00	Yes
3.4	Special Education Training	Implement training for Special Education staff on appropriate assessments for ELs, writing linguistically appropriate language goals in Individual Educational Plans (IEPs), and provide cross-disciplinary training to strengthen multi-disciplinary assessment reports.	\$7,500.00	Yes
3.5	English Language Proficiency Assessments for California (ELPAC)	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 provide training to teachers on the administration of the ELPAC exam.	\$285,096.16	No
3.6	Additional Instructional Materials for EL Support	Continue to accelerate the academic language acquisition of English learners to provide equitable access to the content. Academic Vocabulary Toolkit (AVT) for Grades 3-8 and the core English Language Arts curriculum.	\$88,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	ELD Instruction and Support	Provide ELD Academic Support Teachers at elementary schools to provide ELD support and direct services throughout the year.	\$504,000.00	Yes
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.	\$461,410.94	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.	\$83,861.27	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.	\$329,104.23	Yes
3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	Continue to coordinate advisory groups for parents of ELs to learn about education programs and to advise staff on program goals and procedures. Meeting coordination, instructional materials, supplies, translation services, parenting classes, child care, and food. Explore hosting DELAC at high impact school sites in addition to the district office. Create a new Title I Parent Advisory Group.	\$10,642.40	Yes
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.	\$311,760.39	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.	\$190,522.85	Yes

Action #	Title	Description	Total Funds	Contributing
3.14	Melrose Literacy Coach	Continue to provide a literacy coach at Melrose Elementary School to provide intervention and small group instruction in literacy.	\$139,749.66	No
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.	\$36,000.00	No
3.16	ELD Coordination	Continue to provide support at the site level for coordination of the EL program to ensure fidelity to the PYLUSD EL program and that the needs of students are being met.	\$46,000.00	Yes
3.17	ELD Summer Program	Provide an ELD summer program for elementary English Learner students that provides enrichment and is focused on language acquisition and GLAD strategies.	\$108,535.08	No
3.18	Guided Language Acquisition and Design (GLAD)	Partner with OCDE to provide Guided Language Acquisition Design (GLAD) training in order to build academic language and literacy for all students, especially English Learner/emergent bilingual students.	\$125,000.00	Yes
3.19	English Learner Master Plan	Implement the EL Master Plan with fidelity in order to close the achievement gap for our English learners.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district has created a goal to support the academic achievement of Long-Term English Learners (LTELs) because this student subgroup has consistently faced challenges in achieving English proficiency and academic success over an extended period of time. Despite being enrolled in English language development programs for a significant duration, LTELs have not attained the proficiency levels necessary for reclassification as fluent English proficient students.

The academic achievement of LTELs for the 2022-23 school year underscores the need for targeted intervention and support for this student group. The achievement gap indicates that a substantial portion of LTELs have not yet achieved the English language proficiency required to transition out of language support programs, hindering their academic progress and potential for success.

The key actions proposed to support LTELs, such as the AVID Excel program, progress monitoring, and provision of bilingual support, are essential to address the unique needs of this student group. GLAD strategies used for all English Learners are also particularly effective in promoting language acquisition and academic achievement among Long-Term English Learners, while progress monitoring allows educators to track students' growth and identify areas for intervention. Additionally, bilingual support ensures that LTELs have access to resources and assistance in their native language, facilitating comprehension and learning.

Given the prolonged duration of their English Learner status and the challenges they face in achieving proficiency, LTELs require focused goals and support to help them overcome linguistic and academic barriers. By providing targeted interventions and resources tailored to their needs, the district aims to accelerate the academic progress of LTELs and increase their likelihood of success in both language acquisition and content learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Academic Achievement of Long-term English Learners in English Language Arts	Standard Nearly Met, Met, or Exceeded on CAASPP ELA = 32.5%			37.5%	
4.2	Academic Achievement of Long-term English Learners in Math	Standard Nearly Met, Met, or Exceeded on CAASPP Math = 9.92%			14.92%	
4.3	Reclassification Rate of Long-term English Learners	May 2024: 20%			May 2027: 25%	
4.4	Spring District Writing Prompts - percentage of Long-term English Learners scoring met or exceeded	Spring 2022-2023, 1st-5th: N/A Spring 2022-2023, 6th-12th: 61%			Spring 2025-2026, 1st-5th: N/A Spring 2025-2026, 6th-12th: 71%	
4.5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of Long-term English Learners	1st Semester 2023-2024, Grades 6th-12th: ELA = 77% Math = 72% Science = 80% Social Science = 80%			1st Semester 2026-2027, Grades 6th-12th: ELA = 82% Math = 77% Science = 85% Social Science = 85%	
4.6	Percentage of Long Term English Learners scoring Level 4 on ELPAC Reading	2022-2023 14%			2025-2026 19%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Percentage of Long Term English Learners scoring Level 4 on ELPAC Writing	2022-2023 18%			2025-2026 23%	
4.8	Percentage of Long Term English Learners scoring Level 4 on ELPAC Listening	2022-2023 18%			2025-2026 23%	
4.9	Percentage of Long Term English Learners scoring Level 4 on ELPAC Speaking	2022-2023 84%			2025-2026 89%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	AVID Excel Summer Bridge program for LTELs	Continue to provide AVID Excel Summer Bridge program to support students in language development and furthering their academic achievement.	\$142,521.66	Yes
4.2	English Learner 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.	\$489,222.97	Yes
4.3	English Language Development Curriculum	Continue to provide and utilize supplemental educational curriculum, English 3D, to support the acquisition of English for LTELs.	\$57,000.00	No
4.4	EL Progress Monitoring	Ensure systematic progress monitoring and intervention for LTELs with a D or F in core subject areas.	\$0.00	No
4.5	OCDE LTEL Network	Join the Orange County Department of Education LTEL network to explore strategies to increase parent engagement and close the achievement gap for LTELs.	\$0.00	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.	\$0.00	No
4.8				

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A persistent achievement gap persists between Socio-Economically Disadvantaged (SED) students and the overall student body across various performance indicators within the district, excluding graduation rates and suspension metrics. This goal aims to bridge this performance disparity by enhancing and expanding services specifically tailored to SED students.

Furthermore, in accordance with Section 52064(e)(6) of the Education Code, the establishment of a Focus Goal and corresponding actions are mandated for student groups exhibiting the lowest performance levels on the California Schools Dashboard. Notably, Socio-Economically Disadvantaged (SED) students districtwide have been identified as falling into this category, particularly in terms of Chronic Absenteeism.

Addressing chronic absenteeism, alongside other performance metrics, necessitates a multifaceted approach. Key actions include the provision of equitable services for SED students, such as personalized tutoring initiatives, the maintenance of family resource centers, the delivery of counseling services, and the bolstering of the Advancement Via Individual Determination (AVID) program.

Given the disproportionate challenges faced by SED students and their heightened susceptibility to chronic absenteeism, it is imperative to establish a focused goal and implement targeted interventions to address their unique needs. By prioritizing these actions, the district aims to mitigate disparities, foster equitable educational opportunities, and ultimately promote the academic success and well-being of SED students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Language Arts CA Dashboard Indicator and Percentage of Students Meeting or Exceeding Standards	Districtwide SED Subgroup 2023 (48.9%) = Orange			Districtwide SED (59%) = Green	
5.2	Mathematics CA Dashboard Indicator and Percentage of Students Meeting or Exceeding Standards	Districtwide SED Subgroup 2023 (33.6%) = Yellow			Districtwide SED (44%) = Blue	
5.3	Suspension CA Dashboard Indicator and Suspension Rate	Districtwide SED Subgroup 2023 (1.9%) = Green			Districtwide SED (<1.5%) = Blue	
5.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	Districtwide SED Subgroup 2023 (43.3%) = Medium			Districtwide SED (53%) = High	
5.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide SED Subgroup 2023 (26.6%) = Red			Districtwide SED (19.9%) = Yellow	
5.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	Districtwide SED Subgroup 2023 (91.8%) = Green			Districtwide SED (94.8%) = Blue	
5.7	Percentage of SED students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2022-23, K-5: 42%			Winter Diagnostic 2025-26, K-5: 52%	
5.8	Percentage of SED students early on grade level or above as	Winter Diagnostic 2022-23, K-5: 27%			Winter Diagnostic 2025-26, K-5: 37%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	indicated on the iReady Math Diagnostic (K-5)					
5.9	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of SED students	<p>2nd Trimester 2023-2024, Grades 3rd-6th: Reading = 86% Writing = 88% Math = 85% Science = 94% Social Science = 91%</p> <p>1st Semester 2023-2024, Grades 6th-12th: ELA = 83% Math = 78% Science = 80% Social Science = 81%</p>			<p>2nd Trimester 2026-2027, Grades 3rd-6th: Reading = 91% Writing = 93% Math = 90% Science = 99% Social Science = 96%</p> <p>1st Semester 2026-2027, Grades 6th-12th: ELA = 88% Math = 83% Science = 85% Social Science = 86%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$492,464.36	Yes
5.2	McKinney Vento Tutoring	Continue to bolster the academic achievement of homeless students through after school tutoring.	\$20,000.00	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.	\$10,520.00	No
5.4	McKinney Vento Program Support	Provide dedicated support for students experiencing homelessness with social, emotional, and wellness needs.	\$169,433.06	Yes
5.5	Family Literacy and Math Nights	Facilitate family literacy and math nights to provide phonics training, reading strategy training, and foundational math and conceptual skills training for families focused on school sites with higher populations of SED students.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.6	Elementary School Counselors at High Impact Sites	Provide full-time elementary school counselors at Title I elementary sites with higher populations of SED students in order to support attendance, academic success and emotional well-being as well as reduce the chronic absenteeism rate.	\$1,082,592.02	No
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.	\$292,500.00	Yes
5.8	Additional Administrative Support at High Impact Sites	Continue to provide assistant principals to high impact Title I school sites in order to support student achievement, reduce chronic absenteeism, and improve student safety.	\$966,971.11	Yes
5.9	Advancement Via Individual Determination (AVID) Program	Continue to provide Advancement Via Individual Determination (AVID) program focused on increasing academic achievement and college/career readiness for first generation college-bound students across the district.	\$769,101.05	No
5.10	Community Engagement Initiative	Take part in the Community Engagement Initiative Cohort V in order to increase our ability and capacity to implement effective, equitable and culturally responsive community engagement practices.	\$0.00	No
5.11	Title I Parent Advisory	Create a Title I Parent Advisory Committee in order to ensure the voices of SED families are heard and families are engaged in the process of increasing student achievement.	\$0.00	No
5.12	Project GLAD - Title I Instructional Coaches	Title I Instructional Coaches participation in Project GLAD Leadership Ensemble to support English Learners at sites.	\$22,750.00	No

Action #	Title	Description	Total Funds	Contributing
5.13	Melrose Family Resource Center / Health Clinics	Provide a Family Resource Center at Melrose Elementary School in collaboration with our community health partners to improve the lifelong health, well being, and overall educational performance outcomes of our students by providing student and family wellness support through a variety of methods to increase our families access to health care including, but not limited to, pop-up health clinics, mobile clinics, etc.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

An evident achievement gap underscores the performance disparities between Foster Youth (FY) students and their peers districtwide, particularly in the realms of English Language Arts (ELA) and Mathematics, as well as Suspension Rates. This goal aims to narrow these performance gaps and enhance the quality of services provided to FY students.

Moreover, in accordance with Section 52064(e)(6) of the Education Code, a Focus Goal and corresponding actions are mandated for student groups exhibiting the lowest performance levels on the California Schools Dashboard. Notably, Foster Youth (FY) students districtwide have been identified as falling into this category, particularly in terms of ELA proficiency.

Given the stark discrepancy in academic achievement between FY students and their counterparts, it is imperative to prioritize targeted interventions to address their specific needs. Key actions include the provision of equitable services for FY students, such as tailored tutoring initiatives, the maintenance of family resource centers, the provision of mentoring services, and close collaboration with child welfare agencies.

By acknowledging the lower performance scores of FY students compared to their peers and implementing focused strategies to support their academic growth, the district endeavors to foster an environment of equity, inclusivity, and academic success for all students, irrespective of their backgrounds or circumstances.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	English Language Arts CA Dashboard Indicator and Percentage of Students Meeting or Exceeding Standards	Districtwide FY Subgroup 2023 (20%) = Red			Districtwide FY (30%) = Yellow	
6.2	Mathematics CA Dashboard Indicator and Percentage of Students Meeting or Exceeding Standards	Districtwide FY Subgroup 2023 (14.3%) = Orange			Districtwide FY (24%) = Green	
6.3	Suspension CA Dashboard Indicator and Suspension Rate	Districtwide FY Subgroup 2023 (7%) = Yellow			Districtwide FY (<5%) = Blue	
6.4	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Districtwide FY Subgroup 2023 (31.5%) = Orange			25% Reduction in Chronic Absenteeism Rate Districtwide FY (23.6%) = Green	
6.5	Percentage of FY students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2023-24, K-2: 60%			Winter Diagnostic 2026-27, K-5: 70%	
6.6	Percentage of FY students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	Winter Diagnostic 2023-24, K-2: 49%			Winter Diagnostic 2026-27, K-5: 59%	
6.7	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of FY students	2nd Trimester 2023-2024, Grades 3rd-6th: Reading = 82% Writing = 73% Math = 82% Science = 100% Social Science = 82%			2nd Trimester 2026-2027, Grades 3rd-6th: Reading = 87% Writing = 78% Math = 87% Science = 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st Semester 2023-2024, Grades 6th-12th: ELA = 70% Math = 69% Science = 73% Social Science = 70%			Social Science = 87% 1st Semester 2026-2027, Grades 6th-12th: ELA = 75% Math = 74% Science = 78% Social Science = 75%	
6.8	Suspension Rate for FY Students	2022-2023 6.9%			2025-2026 < 2%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$54,988.64	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.	\$167,800.00	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.	\$0.00	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.	\$0.00	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.	\$0.00	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.	\$21,282.56	Yes

Action #	Title	Description	Total Funds	Contributing
6.7	Foster Youth Enrollment	Continue to streamline enrollment processes for FY living in group homes to ensure accurate and timely placement in schools.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Upon reviewing student performance data across state mandated assessments, local achievement metrics, and the CA Dashboard Indicators, it has become apparent that an achievement gap exists between the district's unduplicated student population and their non-unduplicated counterparts. This goal is dedicated to bridging this performance gap and enhancing services for all unduplicated students.

Moreover, in accordance with Section 52064(e)(6) of the Education Code, a Focus Goal and corresponding actions are mandated for student groups exhibiting the lowest performance levels on the California Schools Dashboard. Districtwide, African American students, Hispanic students, and Homeless students have demonstrated the lowest levels of proficiency in areas such as English Language Arts, Mathematics, Suspension Rates, Chronic Absenteeism, and College and Career Readiness.

Given the disparities in performance among unduplicated student groups, it is imperative to implement interventions on both a districtwide and schoolwide basis to address their specific needs. Key actions under this goal include leveraging professional learning communities (PLCs) to narrow achievement gaps, providing ongoing professional development for educators and administrators, reducing class sizes, offering intervention support, delivering wellness services for students, deploying instructional coaches and district leadership to support staff and students, utilizing data analysis systems, and enhancing parent and family engagement.

By acknowledging the performance discrepancies among unduplicated student populations and implementing comprehensive interventions, the district aims to create a more equitable educational landscape where all students have the opportunity to thrive academically and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	English Language Arts CA Dashboard Indicator	Districtwide Results = 64.75% Met or Exceeded Standard Student Groups: English Learners = 11.74% Met or Exceeded (Orange) SED = 48.87% Met or Exceeded (Orange) Foster Youth = 20% Met or Exceeded (Red)			Districtwide Results = 75% Met or Exceeded Standard Student Groups: English Learners = 22% Met or Exceeded (Green) SED = 59% Met or Exceeded (Green) Foster Youth = 30% Met or Exceeded (Yellow)	
7.2	Mathematics CA Dashboard Indicator	Districtwide = 53.48% Met or Exceeded Standard Student Groups: English Learners = 10.62% Met or Exceeded (Orange) SED = 33.57% Met or Exceeded (Yellow) Foster Youth = 14.29% Met or Exceeded (Orange)			Districtwide = 63% Met or Exceeded Standard Student Groups: English Learners = 21% Met or Exceeded (Green) SED = 44% Met or Exceeded (Blue) Foster Youth = 24% Met or Exceeded (Green)	
7.3	Suspension CA Dashboard Indicator	Districtwide = 1.4% Student Groups: English Learners = Green			Districtwide = <1.4% Student Groups:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED = Green Foster Youth = 7% suspended at least one day, or Yellow			English Learners = Blue SED = Blue Foster Youth = <5% , or Blue	
7.4	Chronic Absenteeism CA Dashboard Indicator	Districtwide = 17.8% Student Groups: English Learners = 25.9%, or Red SED = 26.6%, or Red Foster Youth = 31.5%, or Orange			Districtwide = 13.3% Student Groups: English Learners = 19.4%, or Yellow SED = 20%, or Yellow Foster Youth = 23.6%, or Green	
7.5	College/Career CA Dashboard Indicator	Districtwide Student Groups: Homeless = Red African American = Red Hispanic = Red			Districtwide Student Groups: Homeless = Yellow African American = Yellow Hispanic = Yellow	
7.6	English Learner Progress CA Dashboard Indicator	Districtwide = 54.2% making progress, or Yellow			Districtwide = 59% making progress, or Blue	
7.7	Percentage of SED and EL students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	Winter Diagnostic 2023-24, K-2: 60%			Winter Diagnostic 2026-27, K-5: 70%	
7.8	Percentage of SED and EL students early on	Winter Diagnostic 2023-24, K-2:			Winter Diagnostic 2026-27, K-5:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	grade level or above as indicated on the iReady Math Diagnostic (K-5)	49%			59%	
7.9	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of all Unduplicated Students	2nd Trimester 2023-2024, Grades 3rd-6th: Reading = 82% Writing = 85% Math = 82% Science = 93% Social Science = 90% 1st Semester 2023-2024, Grades 6th-12th: ELA = 80% Math = 74% Science = 77% Social Science = 78%			2nd Trimester 2026-2027, Grades 3rd-6th: Reading = 87% Writing = 90% Math = 87% Science = 98% Social Science = 95% 1st Semester 2026-2027, Grades 6th-12th: ELA = 85% Math = 79% Science = 82% Social Science = 83%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$3,010,186.41	Yes
7.2	Professional Learning Communities PD	Continue to provide professional development to site leadership teams in the PLC process in order to support student achievement through the analysis of data and interventions.	\$20,000.00	No
7.3	Reduction of Class Sizes at High Impact Sites	Continue to provide class size reduction and combination class elimination at elementary sites with higher concentrations of UPs.	\$2,000,000.00	Yes
7.4	Academic Support Teachers (ASTs)	Continue to provide ASTs for elementary schools to provide targeted support and intervention in english language arts and mathematics, focused on addressing academic achievement gaps for all UPs.	\$2,384,697.57	Yes
7.5	Additional Intervention Support at Valencia High School	Continue to provide intervention support teachers at Valencia High School to ensure the needs of all UPs are monitored and supported.	\$446,031.49	Yes
7.6	Math Intervention Support for UPs	Provide math intervention teachers at each middle school in order to close the achievement gap for all UPs in mathematics.	\$720,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.7	Professional Development focused on needs of EL, SED, and FY	Provide professional development activities at elementary sites throughout the year to support interventions focused on UPs in order to narrow the achievement gaps, to include differentiated instruction, early reading phonics, literacy, and math.	\$195,316.08	Yes
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.	\$285,830.40	Yes
7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Maintain Wellness Specialists at Title I middle schools sites and all high school sites in order to provide for mental health support and resources for students, and specifically providing additional support to EL, SED, and FY students.	\$2,479,089.21	Yes
7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Provide social/emotional support through external providers for elementary schools to support EL, SED, and FY students.	\$144,000.00	Yes
7.11	Site Discretionary Funding for UPs	Distribute and target resources equitably to schools where needs are greatest in order to close achievement gaps of all UPs.	\$659,628.00	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.	\$372,504.59	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.	\$730,729.33	Yes

Action #	Title	Description	Total Funds	Contributing
7.14	Instructional Aides for Physical Education	Maintain physical education instructional aides at high impact sites to support the physical education, health, and wellness of students.	\$180,885.77	Yes
7.15	Library Support at High Schools	Maintain Library Media Assistants at high schools to support academic achievement of students through critical thinking, communication, collaboration, and creativity.	\$147,983.68	Yes
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.	\$1,771,457.22	Yes
7.17	District Leadership	Maintain district leadership to meet the needs of UPs and students who are at-risk.	\$2,105,145.80	Yes
7.18	Administrative Support	Maintain administrative support at the district office to support MTSS and AVID programs.	\$118,280.12	Yes
7.19	College and Career Technicians	Maintain College and Career Technicians at each high school to support student access to information, guidance, and resources regarding post-secondary options.	\$438,423.42	Yes
7.20	Multi-Tiered Systems of Support	Provide a comprehensive Multi-Tiered Systems of Support (MTSS) to support students with tiered interventions and enrichment to improve academic achievement.	\$25,560.00	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.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
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).	\$80,544.00	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.	\$0.00	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.	\$183,000.00	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.	\$70,163.85	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.	\$174,176.40	No
7.27	GEAR UP Program	Maintain social-emotional and academic intervention (GEAR UP) classes at the secondary level for at-risk students.	\$476,800.80	No
7.28	High School Credit Recovery Programs	Continue to provide a high school credit recovery summer school and night school program at El Camino Real High School.	\$143,908.90	No

Action #	Title	Description	Total Funds	Contributing
7.29	With Hope Program	Provide a suicide prevention program at middle and high schools to improve student wellness and social-emotional health.	\$16,000.00	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.	\$984,115.20	No
7.31	Counselors at High Impact High Schools	Continue to provide an ELD Counselor at Valencia High School and Counselor at El Camino High School to ensure the needs of all UPs are monitored and supported.	\$270,131.96	Yes
7.32	Secondary Intervention Classrooms	Maintain school-based intervention programs at the secondary schools to assist in closing achievement gaps and suspension rates of all UPs.	\$337,910.00	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 and enrollment efforts towards UPs beginning at the elementary level and in the Spanish language.	\$3,513,377.26	No
7.34	Parent Engagement	Increase parent engagement efforts by creating a Title I Parent Advisory Committee and hosting workshops, training, and culturally relevant events at Title I school sites as well as the district office, including Love and Logic, Disciplina Positiva, and the Parent Institute for Quality Education. Additionally, make intentional efforts to promote participation in workshops and advisory committees for parents of students with disabilities.	\$129,000.00	No
7.35	Dual Language Academy	Expand and support the 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 Transitional Kindergarten and Kindergarten, and providing Spanish intervention both after school and in the summer.	\$11,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
7.36	Dual Enrollment	Continue partnership 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.	\$5,000.00	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.	\$77,365.27	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	PYLUSD will provide focused actions to address academic achievement, engagement, and school climate for specific student groups and sites.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As per Section 52064(e)(6) of the Education Code, a Focus Goal is mandated to target student groups or sites with the lowest performance levels on the California Schools Dashboard. This goal, along with its corresponding actions, is specifically tailored to address districtwide, schoolwide, and specific student groups at sites with the lowest Dashboard performance that were not previously addressed.

Districtwide, Chronic Absenteeism emerged as the lowest performance indicator for several student groups, including Homeless, African American, Hispanic, ELs, SED students, and English Language Arts (ELA) for Foster Youth. Among schools with the lowest performance indicators schoolwide, notable instances include Buena Vista Virtual Academy for Mathematics; Chronic Absenteeism at various schools such as Brookhaven, Lakeview, Linda Vista, Rio Vista, Sierra Vista, Topaz, Tynes, Tuffree Middle School, and Buena Vista; and EL Progress at Glenview and Rio Vista.

Moreover, specific student groups at various school sites demonstrated low performance levels across multiple indicators. For instance, Students with Disabilities (SWD) showcased deficits in ELA and Mathematics proficiency, as well as elevated rates of Suspension and Chronic Absenteeism across several schools. Similar patterns were observed among ELs, SED students, Hispanic Students, Homeless Students, Asian Students, and White Students, each exhibiting distinct areas of concern such as Chronic Absenteeism, Suspension, or academic proficiency.

To mitigate these performance gaps and enhance services for these student groups, numerous actions have been outlined under this goal. Key initiatives include the provision of mental health and behavioral support to reduce chronic absenteeism rates, the establishment of attendance monitoring and intervention systems, and the implementation of flexible scheduling options and accommodations for students with disabilities to address their diverse needs effectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Arts CA Dashboard Indicator and Smarter Balanced Assessment Scores (percentage meeting or exceeding)	<p>Districtwide FY = Red (20%) Schoolwide El Camino = Red (15.8%) Students with Disabilities at Bernardo (19.2%), Esperanza (18.8%), Tynes (18.2%), Melrose (6.9%), Rio Vista (9.6%), Ruby Drive (6.8%), Van Buren (22.5%) = Red</p> <p>English Learners at Tuffree (3.4%), Valadez (6.6%) = Red</p> <p>Hispanic Students at El Camino (14.8%) = Red</p> <p>Socioeconomically Disadvantaged Students at El Camino (13.7%) = Red</p>			<p>Districtwide FY = Yellow (30% meeting or exceeding standards) Schoolwide El Camino = Yellow (26% meeting or exceeding standards) Students with Disabilities at Bernardo (29%), Esperanza (29%), Tynes (28%), Melrose (17%), Rio Vista (20%), Ruby Drive (17%), Van Buren (32%) = Yellow</p> <p>English Learners at Tuffree (13%), Valadez (17%) = Yellow</p> <p>Hispanic Students at El Camino (25%) = Yellow</p> <p>Socioeconomically Disadvantaged Students at El Camino (24%) = Yellow</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.2	Mathematics CA Dashboard Indicator and Smarter Balanced Assessment Scores (percentage meeting or exceeding)	<p>Schoolwide at Buena Vista (24.2%), El Camino (1.6%), Valadez (11%) = Red</p> <p>Students with Disabilities at Tuffree (23.7%), El Dorado (10.3%), Esperanza (6.26%), Valencia (0%) = Red</p> <p>Socioeconomically Disadvantaged Students at Buena Vista (24.5%), El Camino (0%), Valadez (10.8%) = Red</p> <p>Hispanic Students at Buena Vista (15.6%), El Camino (0%), Valadez (9.9%) = Red</p> <p>English Learners at Tuffree (8.3%), Valadez (0.5%) = Red</p> <p>Homeless Students at Valadez (% not reported) = Red</p>			<p>Schoolwide at Buena Vista (34%), El Camino (11%), Valadez (21%)= Yellow</p> <p>Students with Disabilities at Tuffree (34%), El Dorado (20%), Esperanza (16%), Valencia (10%) = Yellow</p> <p>Socioeconomically Disadvantaged Students at Buena Vista (35%), El Camino (10%), Valadez (21%) = Yellow</p> <p>Hispanic Students at Buena Vista (26%), El Camino (10%), Valadez (20%) = Yellow</p> <p>English Learners at Tuffree (18%), Valadez (11%) = Yellow</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless Students at Valadez = Yellow	
8.3	Suspension Rate and CA Dashboard Indicator	<p>Students with Disabilities at Brookhaven (6.1%), Linda Vista (7.1%), Travis Ranch (5.1%) = Red</p> <p>Asian Students at Travis Ranch (3.2%) = Red</p> <p>White Students at El Camino (12.2%) = Red</p>			<p>Students with Disabilities at Brookhaven, Linda Vista, Travis Ranch = Yellow, or (<2%)</p> <p>Asian Students at Travis Ranch = Yellow, or (<2%)</p> <p>White Students at El Camino = Yellow, or (<2%)</p>	
8.4	College/Career CA Dashboard Indicator and Percentage Indicated as Prepared	<p>English Learners at El Camino (2%), Valencia (7.8%) = Red</p> <p>Hispanic Students at El Camino (3.5%) = Red</p> <p>Homeless Students at El Camino (6.5%) = Red</p> <p>Socioeconomically Disadvantaged Students at El Camino (2.8%) = Red</p>			<p>English Learners at El Camino (12%), Valencia (18%) = Yellow</p> <p>Hispanic Students at El Camino (14%) = Yellow</p> <p>Homeless Students at El Camino (17%) = Yellow</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Socioeconomically Disadvantaged Students at El Camino (13%) = Yellow	
8.5	English Learner Progress CA Dashboard Indicator and Percentage Making Progress Towards Proficiency	Schoolwide at Glenview (42.9%), Rio Vista (43.7%) = Red			Schoolwide at Glenview (53%), Rio Vista (54%) = Yellow	
8.6	Chronic Absenteeism Rate and CA Dashboard Indicator	<p>Districtwide African American = 27.3% English Learners = 25.9% Hispanic = 25.4% Homeless = 31.6% SED = 26.6%</p> <p>Schoolwide at Brookhaven (12.5%), Buena Vista (45.2%), Lakeview (11.4%), Linda Vista (13.7%), Rio Vista (38.5%), Sierra Vista (16.6%), Topaz (29%), Tynes (25.6%), Tuffree (14%), Valadez (29.7%) = Red</p> <p>Socioeconomically Disadvantaged Students at</p>			<p>25% reduction from baseline year:</p> <p>Districtwide African American = 27.3% English Learners = 25.9% Hispanic = 25.4% Homeless = 31.6% SED = 26.6%</p> <p>Schoolwide at Brookhaven (9.4%), Buena Vista (34%), Lakeview (8.5%), Linda Vista (10.3%), Rio Vista (29%), Sierra Vista (12.5%), Topaz (21.8%), Tynes (19.2%), Tuffree</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Brookhaven (25.7%), Buena Vista (55.1%), Tuffree (23.9%), Glenknoll (23.4%), Tynes (31.8%), Lakeview (22.5%), Rio Vista (38.7%), Rose Drive (24.8%), Sierra Vista (28.5%), Topaz (29.4%), Valadez (30.2%) = Red</p> <p>Students with Disabilities at Tuffree (24.2%), Fairmont (28.3%), Golden (23.3%), Lakeview (23.3%), Linda Vista (28.6%), Rio Vista (41.8%), Sierra Vista (28.6%), Topaz (35.8%), Valadez (33.3%) = Red</p> <p>White Students at Brookhaven (17.9%), Golden (14.1%), Linda Vista (11.4%), Rio Vista (36.4%) = Red</p> <p>Hispanic Students Red at Buena Vista (50.7%), Tuffree (18.4%), Fairmont (20.3%), Tynes (32.8%), Linda Vista (22.3%), Mabel Paine (28.9%), Rio</p>			<p>(10.5%), Valadez (22.3%) = Yellow</p> <p>Socioeconomically Disadvantaged Students at Brookhaven (19.3%), Buena Vista (41.3%), Tuffree (17.9%), Glenknoll (17.5%), Tynes (23.8%), Lakeview (16.9%), Rio Vista (29%), Rose Drive (18.6%), Sierra Vista (21.4%), Topaz (22%), Valadez (22.7%) = Yellow</p> <p>Students with Disabilities at Tuffree (18%), Fairmont (21.3%), Golden (17.5%), Lakeview (17.5%), Linda Vista (21.4%), Rio Vista (31.3%), Sierra Vista (21.4%), Topaz (26.8%), Valadez (25%) = Yellow</p> <p>White Students at</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Vista (38%), Rose Drive (27%), Ruby Drive (29.2%), Sierra Vista (26.9%), Topaz (29.6%), Valadez (29.3%) = Red</p> <p>English Learners at Wagner (25.6%), Tuffree (32.5%), Tynes (28.8%), Rio Vista (34.1%), Ruby Drive (30.6%), Sierra Vista (22.4%), Topaz (26.3%), Valadez (30.3%), Van Buren (34.1%) = Red</p> <p>Homeless Students at Tuffree (24.8%), Tynes (35.1%), Kraemer (34.9%), Rio Vista (41.4%), Ruby Drive (34.8%), Topaz (24.4%), Valadez (29.2%) = Red</p>			<p>Brookhaven (13.4%), Golden (10.6%), Linda Vista (8.5%), Rio Vista (27.4%) = Yellow</p> <p>Hispanic Students at Buena Vista (38%), Tuffree (13.8%), Fairmont (15.3%), Tynes (24.6%), Linda Vista (16.7%), Mabel Paine (21.7%), Rio Vista (28.5%), Rose Drive (20.2%), Ruby Drive (21.0%), Sierra Vista (20.2%), Topaz (22.2%), Valadez (22%) = Yellow</p> <p>English Learners at Wagner (19.2%), Tuffree (24.4%), Tynes (21.6%), Rio Vista (25.6%), Ruby Drive (22.9%), Sierra Vista (16.8%), Topaz (19.7%), Valadez (22.7%), Van</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Buren (25.6%) = Yellow</p> <p>Homeless Students at Tuffree (18.6%), Tynes (26.3%), Kraemer (26.2%), Rio Vista (31%), Ruby Drive (26.1%), Topaz (18.3%), Valadez (21.9%) = Yellow</p>	
8.7	Attendance Rate	<p>22-23 District wide Grade Span Attendance Rate:</p> <p>Elementary School = 93.8% Middle School = 94.1% High School = 90.1%</p> <p>22-23 School wide Attendance Rates:</p> <p>Brookhaven = 95% Buena Vista = 88% Lakeview = 95% Linda Vista = 94% Rio Vista = 91% Sierra Vista = 94% Topaz = 92% Tynes = 92% Tuffree = 95% Valadez = 92%</p>			<p>25-26 District wide Grade Span Attendance Rate:</p> <p>Elementary School = 96.8% Middle School = 97.1% High School = 93.1%</p> <p>25-26 School wide Attendance Rates:</p> <p>Brookhaven = 98% Buena Vista = 91% Lakeview = 98% Linda Vista = 97% Rio Vista = 94% Sierra Vista = 97% Topaz = 95%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Tynes = 95% Tuffree = 98% Valadez = 95%	
8.8	Suspension Rate for Asian Students	22-23 Suspension Rate for Asian Students at Travis Ranch School = 3.2%			25-26 Suspension Rate of Asian Students at Travis Ranch School = <2%	
8.9	Suspension Rate for Students with Disabilities	22-23 Suspension Rate for Students with Disabilities at Travis Ranch School = 5.1%			25-26 Suspension Rate for Students with Disabilities at Travis Ranch School = <2%	
8.10	District Least Restrictive Environment (LRE) Rate	22-23 Districtwide Rate = 53.96%			25-26 Districtwide Rate = 73%	
8.11	Graduation Rate for Students with Disabilities	22-23 74.9%			25-26 84.9%	
8.12	A-G Completion Rate	2022-23 All Students = 59.5% Socioeconomically Disadvantaged = 42.9% English Learners = 24.3% Foster Youth = 44.4%			2025-26 All Students = 69.5% SED = 52.9% English Learners = 34.3% Foster Youth = 54.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.13	Career Technical Education (CTE) Pathway Completion	2022-23 All Students =20.2% Socioeconomically Disadvantaged= 17.8% English Learners = 7.1% Foster Youth = N/A			2025-26 All Students = 30.2% Socioeconomically Disadvantaged= 27.8% English Learners = 17.1% Foster Youth = N/A	
8.14	Early Assessment Program (EAP)	2022-23 ELA All Students = 74.4% Socioeconomically Disadvantaged= 64.7% English Learners = 10.7% Foster Youth = N/A MATH All Students = 48.4% Socioeconomically Disadvantaged= 31.2% English Learners = 6.5%			2025-26 ELA All Students = 77.4% Socioeconomically Disadvantaged= 70.4% English Learners = 16.7% Foster Youth = N/A MATH All Students = 51.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth = N/A			Socioeconomically Disadvantaged= 37.2% English Learners = 12.5% Foster Youth = N/A	
8.15	High School Dropout Rate	2022-23 All Students = 2.3% Socioeconomically Disadvantaged= 3.4% English Learners = 10.9% Foster Youth = N/A			2025-26 All Students = <1.3% Socioeconomically Disadvantaged= <1.4% English Learners = <8.9% Foster Youth = N/A	
8.16	Middle School Dropout Rate	2022-23 All Students = 0.08% Socioeconomically Disadvantaged = 0.17% English Learners = 0.22% Foster Youth = N/A			2025-26 All Students <0.03% Socioeconomically Disadvantaged = < 0.07% English Learners= < 0.12%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Foster Youth = N/A	
8.17	Expulsion Rate and Count	2022-23 = 11 students expelled, 0%			2025-26 = <5 students expelled, 0%	
8.18	District Climate Survey Results	2023-24 74% of students completely or somewhat agree to the prompt, "I feel like I belong at this school". 75% of students completely or somewhat agree to the prompt, "I feel safe at my school".			2026-27 84% of students will completely or somewhat agree to the prompt, "I feel like I belong at this school". 85% of students will completely or somewhat agree to the prompt, "I feel safe at my school".	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Behavioral Intervention and Support at Elementary Sites	Provide full time Registered Behavior Technicians (RBTs) at each elementary in order to provide behavioral intervention focused on creating a supportive and nurturing environment for UPs, with the goal of reducing chronic absenteeism, minimizing disruptive behaviors, reducing suspensions, and improving academic outcomes.	\$1,996,224.19	Yes
8.2	Mental Health Support	Provide additional psychologists at sites for support to meet the unique needs of students who are at risk, focused on the needs of SED and FY students.	\$748,911.00	Yes
8.3	Behavioral Support and Supervision	Maintain two ABA supervisors to provide consultation, collaboration, interventions, and transitional support to address students' behavioral and social-emotional needs as well as supervision of RBTs.	\$278,152.70	Yes
8.4	Attendance and Student Services Support	Provide consultation, collaboration, interventions, and transitional support to address students' attendance concerns.	\$0.00	No
8.5	Attendance Monitoring and Analysis	Systematically monitor the attendance of chronically absent students and work collaboratively with school sites and families to support increased attendance. Identify patterns and implement targeted interventions based on the data.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
8.6	Saturday School Program	Expand and diversify the Saturday School Program across the district to include a range of courses and activities that cater to a broader spectrum of student interests and learning styles. Include partnerships with local community organizations, businesses, and /or universities to provide additional resources and expertise to support the breadth of our Saturday School offerings district-wide.	\$0.00	No
8.7	School Attendance Review Teams (SART) and District Attendance Review Teams (DART)	Systematically hold School Attendance Review Team Meetings and District Attendance Review Team Meetings to provide attendance support to chronically absent students and families.	\$0.00	No
8.8	Districtwide Positive Behavior Interventions and Supports	Ensure all school sites implement a schoolwide PBIS framework to promote positive behavior and create a supportive school climate which can include acknowledging and rewarding good attendance behaviors.	\$0.00	No
8.9	Implement Attendance Strategies in IEPs	Ensure that each student with a disability has a well-developed IEP that addresses their strengths and unique needs, including any accommodations or modifications necessary to improve attendance, participation in the school environment, and post school planning and outcomes.	\$0.00	No
8.10	Attendance Parent Education	Involve families and community resources in the development and implementation of strategies to address barriers to attendance in order to decrease chronic absenteeism. Offer parent education in the area of attendance.	\$0.00	No
8.11	Flexible Scheduling and Accommodations	Provide flexible scheduling options and accommodations to meet the diverse needs of students with disabilities e.g. adjusting class schedules, offering online learning options, or providing assistive technology.	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
8.12	Professional Development for Educators	Offer ongoing professional development for staff to enhance their understanding of disabilities and effective strategies for supporting students with diverse needs, including attendance and behavior challenges.	\$30,000.00	No
8.13	High School Co-taught Algebra 1A and 1B Courses	Continue to offer co-taught Algebra 1A and Algebra 1B courses at the high schools to increase the least restrictive environment and math student achievement for students with disabilities.	\$207,000.00	No
8.14	ATSI Collaboration	Provide support and collaboration time for sites identified as ATSI in order to address critical areas of concern.	\$8,782.56	No
8.15	College and Career Readiness	High school counselors will monitor college and career indicators for each student group to ensure all students are prepared for College and Career and work to address any disproportionality that may exist in program enrollment and completion.	\$0.00	No
8.16	Engagement of Parents of Students with Disabilities	Provide a special education community advisory committee in collaboration with Brea Olinda Unified School District as a part of the Northeast Orange County SELPA as well as the Superintendent's Special Education Advisory Committee.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Focused actions to improve academic achievement and staffing at El Camino Real Continuation High School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The creation of a Focus Goal for El Camino Real Continuation High School is necessitated by multiple factors outlined in the Education Code. Firstly, pursuant to Section 52064(e)(7), any school site that receives LCFF Equity Multiplier Funds is required to have a Focus Goal. This indicates a specific mandate to address equity and resource allocation at El Camino, emphasizing the need for targeted efforts to support student success and close achievement gaps.

Additionally, El Camino Real Continuation High School has been identified as receiving the lowest performance levels on the California Schools Dashboard. This designation underscores the urgency and importance of implementing interventions and improvements to enhance student outcomes and overall school performance. By addressing areas of concern highlighted in the Dashboard indicators, such as academic proficiency, graduation rates, or chronic absenteeism, the Focus Goal aims to uplift El Camino and ensure all students receive the support they need to succeed academically and beyond. The actions within this goal were developed in collaboration with the district leadership and the site leadership team as well as the site’s School Site Council.

Furthermore, the actions outlined in this goal are designed to meet the requirements of Section 52064(e)(6), which mandates Focus Goals and actions for any student group or site with the lowest performance levels on the California Schools Dashboard. This dual alignment underscores the comprehensive approach taken to address the challenges faced by El Camino Real Continuation High School, encompassing both equity considerations and performance improvement initiatives. Through targeted strategies and dedicated resources, the goal seeks to foster a supportive and enriching environment conducive to the academic and personal growth of El Camino’s student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	English Language Arts CA Dashboard Indicator and Percentage Meeting or Exceeding Standards	Schoolwide (15.8%) = Red Hispanic Students (14.8%) = Red Socioeconomically Disadvantaged Students (13.7%) = Red			Schoolwide (26%) = Yellow Hispanic Students (25%) = Yellow Socioeconomically Disadvantaged Students (24%) = Yellow	
9.2	Mathematics CA Dashboard Indicator and Percentage Meeting or Exceeding Standards	Schoolwide (1.64%) = Red Hispanic Students (0%) = Red Socioeconomically Disadvantaged Students (0%) = Red			School (12%) = Yellow Hispanic (10%) = Yellow Socioeconomically Disadvantaged Students (10%) = Yellow	
9.3	Suspension Rate and CA Dashboard Indicator	White Students (12.2%) = Red			White Students (<6.2%) = Yellow	
9.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	All Students (5.1%) = Very Low English Learners (2%) = Very Low/ Red Hispanic Students (3.5%) = Very Low/ Red Homeless Students (6.5%) = Very Low/ Red Socioeconomically Disadvantaged Students (2.8%) = Very Low/ Red			All Students (10.1%) English Learners (12%) = Yellow Hispanic Students (13.5%) = Yellow Homeless Students (16.5%) = Yellow Socioeconomically Disadvantaged Students (12.8%) = Yellow	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.5	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) for EI Camino Students	First Semester 2023-2024: ELA = 42% Math = 42% Science = 49% Social Science= 42%			First Semester 2026-2027: ELA = 52% Math = 52% Science = 59% Social Science= 52%	
9.6	EI Camino Attendance Rate	2022-2023: 70.05%			2025-2026: 80.05%	
9.7	Graduation Rate for EI Camino Students	2022-2023: 73.8%			2025-2026: 83.8%	
9.8	Suspension Rate for EI Camino Students	2022-2023: 6.5%			2025-2026: < 2%	
9.9	Expulsion Rate for EI Camino Students	2022-2023: 0.4%			2025-2026: < 0.4%	
9.10	Enrollment by Demographics in Career Technical Education Courses	EL = CTE enrollment is 10% less than student enrollment (23% as compared to 33%)			EL = CTE enrollment will be within 2% of student enrollment	
9.11	College and Career CA Dashboard Indicator Percentages	2022-2023 5% - Prepared 11% - Approaching 84% - Not prepared			2025-2026: 10% - Prepared 16% - Approaching 74% - Not prepared	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Class Size Reduction	Provide additional teaching staff to maintain lower class sizes in order to better serve the academic needs of students.	\$875,626.59	Yes
9.2	AVID Program	Establish an AVID program to improve instructional practices, close achievement gaps, create a college and career readiness culture, and increase student engagement.	\$7,960.00	No
9.3	Student Discipline Systems and Practices	Examine student discipline systems and provide additional means of correction and support to students as an alternative to suspension and reduce suspension rates of students.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
9.4	Counseling Support and Academic Guidance	Provide additional counseling support to foster the social, emotional, and academic needs of students and utilize Find Your Grind curriculum to support career exploration of students.	\$183,134.05	No
9.5	College and Career	Monitor college and career indicators for each student group to ensure all students are prepared for College and Career and work to address any disproportionality that may exist in program enrollment and completion through targeted recruitment and enrollment of UPs in CTE classes.	\$0.00	No
9.6	College Link	Provide College Link courses and quarterly College and Career Fairs in order to increase College and Career Readiness.	\$0.00	No
9.7	Math Achievement	Provide Building Thinking Classrooms training to math teachers to improve instructional math practices and align with the new math framework. Utilize formative assessments to inform and adjust instruction. Ensure that math teachers participate in district wide trainings and collaboration opportunities.		No
9.8	ELA Achievement	Provide GLAD training, Step Up to Writing training, and College Readiness Writing training to all ELA teachers to support the literacy and writing skills in students. Ensure that ELA teachers participate in district wide trainings and collaboration opportunities.		No
9.9	Targeted Intervention	Provide targeted intervention program during and outside of school hours to support student English Language Arts and Mathematics achievement in courses and on standardized assessments. Utilize formative assessments to inform and adjust instruction. Provide training to teachers to incorporate AVID strategies to improve instructional practices.		No

Action #	Title	Description	Total Funds	Contributing
9.10	Training to Support English Learners	Provide training on the EL Roadmap and ELD framework to principal and teachers and regular participation of the principal in Title I/Title III Principal meetings to learn best practices to support ELL achievement.		No
9.11	Attendance Monitoring	Create and regularly convene a Site Attendance Team comprised of the Principal, Dean, and support staff to monitor & address chronic absenteeism and provide target intervention to specific students through regular home visits, phone calls, SART meetings, and linkage to outside resources to improve the attendance rate of students.		No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$24,277,442.00	\$0.00

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
9.558%	0.000%	\$0.00	9.558%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Professional Development, Training, and Task Forces</p> <p>Need: The performance level indicators on the CA Dashboard indicate consistent performance in English Language Arts and a slight increase in Math performance for 2023. The performance of English Learners, Socioeconomically</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by continuing to provide professional development and training for all teachers in order to close achievement gaps for these groups. All PYLUSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. Based on research related to the impact that professional</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged Students, and Foster Youth was lower than for all students.</p> <p>Scope: LEA-wide</p>	<p>learning has in building capacity of staff members to serve unduplicated pupils, we believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Heart: Fully Forming Your Professional Life as a Teacher and Leader, Kanold, 2017; Visible Learning, A Synthesis of over 800 Meta-Analyses Related to Achievement, Hattie, 2009; Leading by Design: An Action Framework for PCL at Work Leaders, Erkens & Twadall, 2012).</p>	
<p>2.3</p>	<p>Action: Instructional Materials, Supplies, and Services</p> <p>Need: The performance level indicators on the CA Dashboard indicate consistent performance in English Language Arts and a slight increase in Math performance for 2023. The performance of English Learners, Socioeconomically Disadvantaged Students, and Foster Youth was lower than for all students.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by continuing to provide professional development and training for all teachers in order to close achievement gaps for these groups. All PYLUSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. Based on research related to the effectiveness of student engagement on learning, we believe this is the most effective use of the funds to address the needs of our unduplicated pupils. Ensuring appropriate instructional materials, supplies, and services increases student engagement. Student engagement has been linked to improved achievement, persistence and retention (Finn, 2006; Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth.</p>
<p>6.1</p>	<p>Action: Tutoring Services for FY</p> <p>Need:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
7.1	<p>Action: Teacher Collaboration and Intervention Design</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by continuing to provide teachers with dedicated weekly release time to participate in Professional Learning Communities which focus on individual student achievement to close achievement gaps for these groups. All PYLUSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. Based on research related to the impact that professional learning has in building capacity of staff members to serve unduplicated pupils, we believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Heart: Fully Forming Your Professional Life as a Teacher and Leader, Kanold, 2017; Visible Learning, A Synthesis of over 800 Meta-Analyses Related to Achievement, Hattie, 2009; Leading by Design: An Action Framework for PCL at Work Leaders, Erkens & Twadall, 2012).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
7.3	<p>Action: Reduction of Class Sizes at High Impact Sites</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by reducing the class sizes and eliminating combination classes at elementary sites with higher concentrations of UPs to close achievement gaps for these groups.</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will be provided at multiple sites on a class-by-class basis. Due to fluctuating numbers of unduplicated pupils at sites and with the goal of addressing the needs of these students, it is more effective to provide these services at the sites that are more impacted. Based on research related to the efficacy of lower class sizes, we believe this is the most effective use of funds to address the needs of our unduplicated students at these sites. (Class-Size Reduction, Key Insights from Secondary School Classrooms, Harfitt, 2015; The Effectiveness of Class-Size Reduction, Mathis, 2016; Class-Size Reduction; A Proven Reform Strategy, NEA, 2015).</p>	<p>Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
7.4	<p>Action: Academic Support Teachers (ASTs)</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by providing Academic Support Teachers to provide targeted support and intervention in order to close achievement gaps for these groups.</p> <p>All elementary sites serve unduplicated pupils, creating a need for this action districtwide. This action is focused on elementary schools in order to build foundational education skills to ensure future success for these students. Based on research indicating that investments in targeted supports helps at-promise students increase academic achievement, we believe that this is the most effective use of funds to meet the needs of these students. (Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>7.5</p>	<p>Action: Additional Intervention Support at Valencia High School</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: Schoolwide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups at Valencia High School by providing Intervention Support Teachers to provide targeted support and intervention in order to monitor and support the achievement of UPs. This action will be provided schoolwide at Valencia High School due to the site being more impacted than others. As such, providing these services school-wide is the most effective way to meet the needs of students. Research related to equity-driven tutoring and support, we believe that this is the most effective use of funds to meet the needs of these students. (Tutoring, when driven by equity, can help students catch up post-pandemic, UCLA, 2021; Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
<p>7.7</p>	<p>Action: Professional Development focused on needs of EL, SED, and FY</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope:</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by providing professional development for elementary staff focused on differentiated instruction, early reading phonics, literacy, and math in order to close achievement gaps of UPs. All PYLUSD sites serve unduplicated pupils, creating a need for this action at all sites, which is why it is more effective to provide it on a districtwide basis. Based on research related to the impact that professional learning has on building capacity of staff members to serve unduplicated pupils, we believe this is the most</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	effective use of funds to address the needs of our unduplicated pupils. (Heart: Fully Forming Your Professional Life as a Teacher and Leader, Kanold, 2017; Visible Learning, A Synthesis of over 800 Meta-Analyses Relating to Achievement, Hattie, 2009)	
7.8	<p>Action: PYLUSD Induction Program</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by providing professional development for all newly hired teachers to address the needs of UPs.</p> <p>All PYLUSD sites serve unduplicated pupils, creating a need for qualified teachers at all sites who are equipped to serve unduplicated pupils districtwide. Based on research related to the impact that professional coaching has on the outcomes of students, we believe this is the most effective use of funds to address the needs of our unduplicated pupils. (How Coaching Can Impact Teachers, Principals, and Students, Edutopia, 2013).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
7.9	<p>Action: Mental Health Support and Resources for Students and Families at Secondary Sites</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining wellness specialists at Title I middle schools and all high schools in order to provide mental health support and resources for students to reduce chronic absenteeism rates and increase the academic achievement of UPs.</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will be provided schoolwide at impacted middle and all high schools. All school sites serve unduplicated pupils, making school-wide delivery of these services the most effective way to meet their needs. Research indicates that targeted support and services for at-promise students leads to increased academic achievement. We believe this is the most effective use of funds to meet the needs of these students. (Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
<p>7.10</p>	<p>Action: Mental Health Support and Resources for Students and Families at Elementary Sites</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining additional social/emotional support through external providers in order to provide mental health support and resources for students to reduce chronic absenteeism rates and increase the academic achievement of UPs.</p> <p>This action will be provided schoolwide at elementary sites. All school sites serve unduplicated pupils, making school-wide delivery of these services the most effective way to meet their needs. Research indicates that targeted support and services for at-promise students leads to increased academic achievement. We believe this is the most effective use of funds to meet the needs of these students. (Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
<p>7.11</p>	<p>Action: Site Discretionary Funding for UPs</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the</p>	<p>The effectiveness of this action will be measured</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>district’s Homeless, African American, and Hispanic student groups by distributing and targeting resources equitably to schools where needs are greatest in order to reduce chronic absenteeism rates and increase the academic achievement of UPs.</p> <p>All school sites serve unduplicated pupils, however, the needs of unduplicated students at each site are different. This action provides funding for each school site based on the number of unduplicated students at that site. Local administrators work with School Site Councils to create actions/services to meet the needs of unduplicated pupils. These actions are included in local plans and each expenditure is submitted to Educational Services for review to ensure it is principally directed toward and effective in addressing the needs of unduplicated pupils. Research indicates that targeted support and services for at-risk students leads to increased academic achievement. We believe this is the most effective use of funds to meet the needs of these students. (Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
7.12	<p>Action: Additional Support Staff at High Impact Sites</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by providing additional support staff at high impact sites to support students and families in order to reduce chronic absenteeism rates and increase the academic achievement of UPs.</p> <p>This action will be provided at high-impact (Title I) sites in order to ensure students and their families</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: Schoolwide</p>	<p>have additional access to support and services. Due to fluctuating numbers of unduplicated pupils at sites and with the goal of addressing the needs of these students, it is more effective to provide these services at the sites that have higher concentrations of unduplicated pupils. Based on research related to the importance of parental engagement and support, we believe that this is the most effective use of funds to meet the needs of students at these sites. (School, Family, and Community Partnerships: Your Handbook for Action, Epstein et. al, 2008; Family Engagement Framework: A Tool For California Schools, CDE, 2014).</p>	<p>Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
<p>7.13</p>	<p>Action: Additional Health Support at High Impact Sites</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: Schoolwide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining nurses and health clerks at high impact sites to support students and families in order to reduce chronic absenteeism rates and increase the academic achievement of UPs.</p> <p>This action will be provided at high-impact (Title I) sites in order to ensure students have access to health and wellness support at their school. Due to fluctuating numbers of unduplicated pupils at sites and with the goal of addressing the needs of these students, it is more effective to provide these services at the sites that have higher concentrations of unduplicated pupils. Research indicates that targeted support and services for at-risk students leads to increased academic achievement. We believe this is the most effective use of funds to meet the</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>

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		needs of these students. (Empowering At-Risk Students to Succeed, ACSD, 1994).	
7.14	<p>Action: Instructional Aides for Physical Education</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining physical education aides at high impact sites to support physical education, health, and wellness of UPs. This action will be provided at high-impact (Title I) sites in order to ensure students have access to adequate physical education. Due to fluctuating numbers of unduplicated pupils at sites and with the goal of addressing the needs of these students, it is more effective to provide these services at the sites that have higher concentrations of unduplicated pupils. Research indicates that targeted support and services for at-risk students leads to increased academic achievement. Additionally, research shows that instructional assistants help classes operate more smoothly, aiding students in the learning process. We believe this is the most effective use of funds to meet the needs of these students. (Empowering At-Risk Students to Succeed, ACSD, 1994; Evaluating the Effectiveness of Teaching Assistance in Active Learning Classrooms, JLS, 2020).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
7.15	<p>Action: Library Support at High Schools</p> <p>Need:</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining Library Media Assistants at high schools to support the</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English</p>

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	<p>The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>academic achievement of UPs through critical thinking, communication, collaboration, and creativity.</p> <p>This action will be provided schoolwide at all high schools. All high school sites serve unduplicated pupils, making school-wide delivery of these services the most effective way to meet their needs. Research indicates that library services are critical to helping students overcome barriers to learning. We believe that this is the most effective use of funds to meet the needs of these students. (School Libraries - More Important Than Ever, TCEA, 2017).</p>	<p>Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
7.16	<p>Action: District Teachers on Special Assignment (TOSA)</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining district Teachers on Special Assignment to provide relevant professional development for teachers to support the achievement of UPs and other underperforming student groups.</p> <p>All PYLUSD sites serve unduplicated pupils, creating a need for instructional coaching aimed at enhancing services to unduplicated pupils districtwide. Research indicates that instructional coaching, a significant component of TOSA responsibilities, improves outcomes for students. We believe this is the most effective use of funds to address the needs of our unduplicated pupils. (How Coaching Can Impact Teachers, Principals, and Students, Edutopia, 2013).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>

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<p>7.17</p>	<p>Action: District Leadership</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining district leadership to meet the needs of UPs and other underperforming student groups. All PYLUSD sites serve unduplicated pupils, creating a need for coordinated services and support on a districtwide basis. Research supports the need to ensure targeted, coordinated supports and services enable at-promise students to increase academic achievement. We believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Empowering At-Risk Students to Succeed, ACSD, 1994)</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
<p>7.18</p>	<p>Action: Administrative Support</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining administrative support for Multi-tiered Systems of Support and Advancement Via Individual Determination in order to meet the needs of UPs and other underperforming student groups. All PYLUSD sites serve unduplicated pupils, creating a need for coordinated services and support to deliver AVID and MTSS on a districtwide basis. The District’s approach to AVID and MTSS are designed to serve our unduplicated students and through local test scores have been shown to be effective in addressing the needs of these students. Research supports the need to ensure targeted, coordinated supports and services enable at-promise students to increase academic achievement. We believe this is the</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>

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		<p>most effective use of funds to address the needs of our unduplicated pupils. (Empowering At-Risk Students to Succeed, ACSD, 1994; What College Visits Do For Middle Schoolers?: New Research Hints, Chalkbeat, 2019)</p>	
<p>7.19</p>	<p>Action: College and Career Technicians</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining College and Career Technicians at each high school to provide resources regarding post-secondary options and ensure UPs and other underperforming student groups are college and career ready.</p> <p>This action will be provided schoolwide at all high schools. All high school sites serve unduplicated pupils, making school-wide delivery of these services the most effective way to meet the needs of students. Research supports the need to ensure targeted, coordinated supports and services enable at-risk students to increase academic achievement. We believe this is the most effective use of funds to address the needs of our unduplicated pupils. (Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
<p>7.24</p>	<p>Action: School and District Attendance Review Teams</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by providing district support to oversee systematic attendance review processes (SART and DART) in order to reduce chronic absenteeism rates and increase academic achievement.</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students,</p>

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	<p>Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>All PYLUSD sites serve unduplicated pupils, creating a need for coordinated services and support on a districtwide basis. Research indicates that attendance is a driving factor in student achievement, particularly for unduplicated pupils. As such, we believe that the investment in attendance supports is the most effective use of funds to address student needs in this area. (Closing the mathematics achievement gap in high poverty middle schools: Enablers and constraints, Balfanz & Byrnes, 2006; From first grade forward: Early foundations of high school dropout, Alexander et. al, 1997; Effect of student attendance on performance: Comment on Lamdin, Borland & Howsen, 1998).</p>	<p>and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
7.31	<p>Action: Counselors at High Impact High Schools</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: Schoolwide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining an English Language Development Counselor at Valencia High School and a Counselor at El Camino High School in order to monitor and support the needs of UPs and increase their academic achievement. This action will be provided schoolwide at Valencia and El Camino Real High Schools due to these sites having higher populations of unduplicated students than others. As such, having an ELD Counselor at Valencia and a Counselor at El Camino Real is the most effective way to provide support and meet the needs of students at these campuses. Research indicates that equity-focused support for students has a positive impact on academic success of at-promise students. We believe that this is the most effective use of funds</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>

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		to meet the needs of these students. (Empowering At-Risk Students to Succeed, ACSD, 1994).	
7.32	<p>Action: Secondary Intervention Classrooms</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: LEA-wide</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by maintaining intervention classrooms at secondary schools in order to monitor and support UPs and reduce the suspension rates of these student groups. This action will be provided schoolwide at all high schools. All high school sites serve unduplicated pupils, making school-wide delivery of these services the most effective way to meet the needs of students. Research suggests that equity-driven tutoring, support, and services which offer alternatives to suspension and encourage attendance indicate that improved attendance has a positive impact on student achievement and engagement. We believe that this is the most effective use of funds to meet the needs of these students. (Tutoring, when driven by equity, can help students catch up post-pandemic, UCLA, 2021; Empowering At-Risk Students to Succeed, ACSD, 1994; From first grade forward: Early foundations of high school dropout, Alexander et. al, 1997).</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
7.35	<p>Action: Dual Language Academy</p> <p>Need: The performance level indicators for Unduplicated Pupils are lower than for all</p>	<p>This action will support the needs of all Unduplicated Pupils (UPs), specifically the district’s Homeless, African American, and Hispanic student groups by expanding and supporting a Dual Language Academy to promote bilingualism, biliteracy, grade level academic</p>	<p>The effectiveness of this action will be measured through the English and Math CA Dashboard indicators for English Learners,</p>

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	<p>students districtwide. Homeless, African American, and Hispanic student groups scored in the Red performance level on the CA Dashboard Indicators for English Language Arts, Math, Suspension Rate, Chronic Absenteeism, and College/Career.</p> <p>Scope: Schoolwide</p>	<p>achievement, and cross-cultural competence in students.</p> <p>While this program is offered to all students at select campuses, research indicates that DLA programs have a significant positive impact on English Learner achievement, which this program is principally directed toward. Due to the nature of DLA programs, it is necessary to provide them on a schoolwide basis. Based on research, we believe that this is the most effective use of funds to support the needs of these students. (Benefits of Dual Language Immersion on the Academic Achievement of English Language Learners, Nascimento, 2016; The Astounding Effectiveness of Dual Language Education for All, Collier & Thomas, 2004).</p>	<p>Socioeconomically Disadvantaged Students, and Foster Youth, as well as English, Math, Suspension Rate, Chronic Absenteeism, and College/Career indicators for Homeless, African American, and Hispanic student groups.</p>
<p>8.1</p>	<p>Action: Behavioral Intervention and Support at Elementary Sites</p> <p>Need: Specific student groups and school sites had performance indicators at the lowest dashboard level, or red. The suspension indicator for Students with Disabilities at multiple sites was in the red and chronic absenteeism for multiple student groups and sites was also in the red.</p> <p>Scope: LEA-wide</p>	<p>This action supports the need to provide behavioral intervention and support in the form of Registered Behavior Technicians (RBTs) at all elementary sites in order to create supportive and nurturing environments with the goal of reducing chronic absenteeism, minimizing disruptive behavior, and reducing suspensions.</p> <p>This is a required action in response to Dashboard results. It is being provided schoolwide at elementary sites whose suspension indicator was red for Students with Disabilities and whose chronic absenteeism indicator was red for one or more student groups. This action is supported by research indicating that targeted, coordinated supports and services enable at-risk students to increase academic achievement. (Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>The effectiveness of this action will be measured through the CA Dashboard Indicators for suspension for Students with Disabilities and Chronic Absenteeism for student groups currently in Red at sites.</p>

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<p>8.2</p>	<p>Action: Mental Health Support</p> <p>Need: Specific student groups and school sites had performance indicators at the lowest dashboard level, or red. Districtwide academic performance in English Language Arts for Foster Youth was in the red along with the chronic absenteeism indicator for multiple student groups and sites.</p> <p>Scope: LEA-wide</p>	<p>This action of providing additional school psychologists at sites is designed to assist with creating supportive and nurturing environments for students with the goal of reducing chronic absenteeism, minimizing disruptive behavior, reducing suspensions, and improving academic achievement.</p> <p>This is a required action in response to Dashboard results. It is being provided districtwide for Foster Youth students, as well as supporting sites where one or more students had a chronic absenteeism indicator of red. This action is supported by research indicating that targeted, coordinated supports and services enable at-promise students to increase academic achievement. (Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>The effectiveness of this action will be measured through the CA Dashboard Indicators for English Language Arts for Foster Youth and Chronic Absenteeism for groups that are currently Red at sites.</p>
<p>8.3</p>	<p>Action: Behavioral Support and Supervision</p> <p>Need: Specific student groups and school sites had performance indicators at the lowest dashboard level, or red. The suspension indicator for Students with Disabilities at multiple sites was in the red along with suspension indicators for other student groups. Chronic absenteeism for multiple student groups and sites was also in the red.</p> <p>Scope: LEA-wide</p>	<p>This action supports the need to provide behavioral support and supervision by maintaining two Applied Behavior Analysis (ABA) supervisors to provide interventions and staff collaboration in order to address students' behavioral and social-emotional needs to reduce chronic absenteeism, minimize disruptive behavior, and reduce suspensions.</p> <p>This is a required action in response to Dashboard results. It is being provided schoolwide at sites with increased absences and suspensions. The action is supported by research indicating that targeted, coordinated supports and services enable at-promise students to increase academic achievement. (Empowering At-Risk Students to Succeed, ACSD, 1994).</p>	<p>The effectiveness of this action will be measured through the CA Dashboard Indicators for suspension for Students with Disabilities and Chronic Absenteeism for groups that are currently Red at sites.</p>

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9.1	<p>Action: Class Size Reduction</p> <p>Need: El Camino Real Continuation High School was identified as receiving the lowest performance levels on the CA Dashboard. Schoolwide indicators in the red include: English Language Arts, Math, and College/Career.</p> <p>Scope: Schoolwide</p>	This action supports the unique needs of students at El Camino Real Continuation High School by lowering class sizes in order to better serve their academic needs. This action utilizes LCFF Equity Multiplier Funds. It was developed in collaboration with educational partners of ECRHS and responds to needs identified during engagement sessions.	The effectiveness of this action will be measured through the CA Dashboard Indicators for English Language Arts, Math, and College/Career at this site.

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
3.2	<p>Action: Additional EL Sections at Secondary Schools</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide</p>	This action will enhance the district's English Language Development (ELD) program. The direct services will increase the language acquisition skills and academic achievement of English Learners across all curricular areas by ensuring all English Learners receive both designated and integrated ELD instruction including additional support for Emerging English Learners and Newcomers.	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 and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.3	<p>Action: Bilingual Aides</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p>	<p>This action will enhance the district’s English Language Development (ELD) program. The direct services will increase the language acquisition skills and academic achievement of English Learners across all curricular areas by providing bilingual instructional aides at high impact schools to accelerate academic language acquisition.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.4	<p>Action: Special Education Training</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will enhance the district’s English Language Development (ELD) program. By training all special education staff on appropriate assessments for English Learners, writing linguistically appropriate language goals in Individualized Education Plans, and strengthening multi-disciplinary reports, English Learners will receive more comprehensive support.</p>	<p>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.</p>
3.7	<p>Action: ELD Instruction and Support</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math</p>	<p>This action will enhance the district’s English Language Development (ELD) program. The direct services will increase the language acquisition skills and academic achievement of English Learners across all curricular areas by continuing to provide an hourly ELD Teacher or ELD Academic Support Teachers at each elementary</p>	<p>The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>school to provide ELD support and direct services throughout the year.</p>	<p>College/Career, and Graduation Rate.</p>
<p>3.8</p>	<p>Action: ELD Teacher Support</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange</p>	<p>This action will enhance the district’s English Language Development (ELD) program. The instructional support provided by the district TOSAs will increase the language acquisition skills and academic achievement of English Learners. The TOSAs work directly with teachers, site leaders, and district leaders to enhance ELD instruction and to ensure effective progress monitoring and intervention.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.9	<p>Action: Translation Services</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will enhance the district’s English Language Development (ELD) program by continuing to provide District translation services to support English Learners and their families. With translation services, parent engagement will increase and attendance at family workshops will be higher leading to an improved academic achievement for English Learners.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>3.10</p>	<p>Action: English Language Assessment Center</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will enhance the district’s English Language Development (ELD) program by ensuring all English Learners have access to language assessment services to support identification and coordination of direct services.</p>	<p>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.</p>
<p>3.11</p>	<p>Action: District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for</p>	<p>This action will enhance the district’s English Language Development (ELD) program by continuing to coordinate advisory groups and increasing communication with the families of English Learners. Feedback received from advisory groups helps PYLUSD better support the specific needs of this group of students.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.12	<p>Action: Bilingual Community Liaisons</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation</p>	<p>This action will enhance the district’s English Language Development (ELD) program by continuing to provide Bilingual School/Community Student Advisors for sites with high populations of ELs to provide support for students and families. The outreach provided by the Community Advisors assists with school attendance and student achievement.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>3.13</p>	<p>Action: Administrative Support</p> <p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will enhance the district’s English Language Development (ELD) program by continuing to provide administrative support and leadership at the district office to implement the EL program in accordance with state and federal guidelines. Research supports the need to ensure targeted supports and coordinated services enable at-promise students to increase academic achievement. (Empowering At-Risk Students to Succeed; ACSD, 1994)</p>	<p>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.</p>
<p>3.16</p>	<p>Action: ELD Coordination</p>	<p>This action will enhance the district’s English Language Development (ELD) program. The</p>	<p>The effectiveness of this action will be measured</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: English Learners were in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Math compared to the districtwide level of Green for both ELA and Math. The districtwide English Learner Progress Indicator was also in the Yellow with opportunity for future growth. The College/Career Indicator for English Learners was Low compared to the districtwide performance level of high. Chronic Absenteeism levels for English Learners were at the lowest, or Red, performance level compared to the districtwide Orange performance level. Finally, the Graduation Rate Indicator for English Learners was in the Orange level while the districtwide performance was Green indicating a performance gap for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>direct services will increase the language acquisition skills and academic achievement of English Learners across all curricular areas by continuing 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. Research supports the need to ensure targeted supports and coordinated enable at-promise students to increase academic achievement. (Empowering At-Risk Students to Succeed; ACSD, 1994)</p>	<p>through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.</p>
<p>3.18</p>	<p>Action: Guided Language Acquisition and Design (GLAD)</p> <p>Need: A performance gap exists between Long-Term English Learners and their peers with 32.5% of LTELs nearly meeting, meeting, or exceeding standards in ELA compared to 82.6% for all PYLUSD students and 9.92% nearly meeting, meeting, or exceeding standards in Math compared to 75% for all PYLUSD students.</p>	<p>This action will support the specific needs of LTELs by ensuring staff are trained in Guided Language Acquisition Design (GLAD) through OCDE in order to increase the language acquisition skills and academic achievement of the district's LTELs. The Orange County Department of Education is the official National Training Center for the Project GLAD model.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
4.1	<p>Action: AVID Excel Summer Bridge program for LTELs</p> <p>Need: A performance gap exists between Long-Term English Learners and their peers with 32.5% of LTELs nearly meeting, meeting, or exceeding standards in ELA compared to 82.6% for all PYLUSD students and 9.92% nearly meeting, meeting, or exceeding standards in Math compared to 75% for all PYLUSD students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will support the specific needs of Long-Term English Learners (LTELs) in middle school by ensuring LTELs receive an extended school year program through the AVID Excel Summer Bridge offerings at the middle school level. Research supports the need to help prepare low-income and other underserved students prepare for college through programs such as AVID. AVID has a track record of increasing college going rates for students from underserved communities.</p>	<p>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.</p>
4.2	<p>Action: English Learner Sections at Secondary Schools</p> <p>Need: A performance gap exists between Long-Term English Learners and their peers with 32.5% of LTELs nearly meeting, meeting, or exceeding standards in ELA compared to 82.6% for all PYLUSD students and 9.92% nearly meeting, meeting, or exceeding standards in Math compared to 75% for all PYLUSD students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will support the specific needs of LTELs by providing direct services to English Learners to increase language acquisition skills and academic achievement through Bridging and Expanding Designated English Learner courses.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.1	<p>Action: McKinney Vento Support Staff</p> <p>Need: The academic performance of Socio-economically Disadvantaged Students (SED) was in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Yellow for Math compared to the districtwide level of Green for both ELA and Math. The College/Career Indicator for SED students was medium compared to the districtwide performance level of high. Chronic Absenteeism levels for SED students were at the lowest, or Red, performance level compared to the districtwide Orange performance level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will support the specific needs of the district’s SED students by providing equitable services through a Family Resource Center (FRC). The FRC staff coordinate direct services, provide school supplies and other necessary items, and facilitate additional academic support for SED students to increase the academic achievement of this student group.</p>	<p>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.</p>
5.4	<p>Action: McKinney Vento Program Support</p> <p>Need: The academic performance of Socio-economically Disadvantaged Students (SED) was in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Yellow for Math compared to the districtwide level of Green for both ELA and Math. The College/Career Indicator for SED students was medium compared to the districtwide performance level of high. Chronic Absenteeism levels for SED students were at the lowest, or Red, performance level</p>	<p>This action will support the specific needs of the district’s SED students by providing equitable services through a Family Resource Center (FRC); specifically the district’s homeless student population. The FRC staff provide social, emotional and wellness support in order to reduce the chronic absenteeism rate and increase academic achievement of this student group.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>compared to the districtwide Orange performance level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.5	<p>Action: Family Literacy and Math Nights</p> <p>Need: The academic performance of Socio-economically Disadvantaged Students (SED) was in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Yellow for Math compared to the districtwide level of Green for both ELA and Math. The College/Career Indicator for SED students was medium compared to the districtwide performance level of high. Chronic Absenteeism levels for SED students were at the lowest, or Red, performance level compared to the districtwide Orange performance level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will support the specific needs of the district’s SED students by providing family literacy and math nights. These events provide training for families in phonics, reading strategies, and foundational and conceptual math skills in order to increase the academic achievement of this student group.</p>	<p>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.</p>
5.7	<p>Action: Additional Transportation Support</p> <p>Need: The academic performance of Socio-economically Disadvantaged Students (SED) was in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Yellow for Math compared to</p>	<p>This action will support the specific needs of the district’s SED students by providing additional transportation routes at high impact sites in order to reduce the chronic absenteeism rate and increase their academic achievement.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the districtwide level of Green for both ELA and Math. The College/Career Indicator for SED students was medium compared to the districtwide performance level of high. Chronic Absenteeism levels for SED students were at the lowest, or Red, performance level compared to the districtwide Orange performance level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>5.8</p>	<p>Action: Additional Administrative Support at High Impact Sites</p> <p>Need: The academic performance of Socio-economically Disadvantaged Students (SED) was in the Orange Performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Yellow for Math compared to the districtwide level of Green for both ELA and Math. The College/Career Indicator for SED students was medium compared to the districtwide performance level of high. Chronic Absenteeism levels for SED students were at the lowest, or Red, performance level compared to the districtwide Orange performance level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will support the specific needs of the district’s SED students by providing additional administrative support at high impact sites in order to reduce the chronic absenteeism rate and increase their academic achievement. Leadership is essential to improve student learning and ranks second only to teaching among in school factors that influence student achievement. (How Leadership Influences Student Learning; Leithwood, Louis, Anderson, & Wahlstrom, 2004)</p>	<p>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.</p>
<p>6.1</p>	<p>Action: Tutoring Services for FY</p>	<p>This action will support the specific needs of FY by providing in district and out of district tutoring</p>	<p>The effectiveness of this action will be measured</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: The academic performance of Foster Youth (FY) was in the Red performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Orange for Math compared to the districtwide level of Green for both ELA and Math. The Suspension Indicator for Foster Youth was yellow compared to the districtwide performance level of green. Chronic Absenteeism levels for Foster Youth students were at the Orange performance level which was the same as the districtwide performance level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>services for FY students in order to increase their academic achievement. High dosage tutoring has been shown to increase student achievement. (Nickow, A. J., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence [EdWorkingPaper: 20–267]. Annenberg Institute at Brown University.</p>	<p>through the CA Dashboard indicators for Foster Youth Students in English Language Arts, Math, Suspension, and Chronic Absenteeism.</p>
<p>6.6</p>	<p>Action: Professional Development for Staff</p> <p>Need: The academic performance of Foster Youth (FY) was in the Red performance level on the 2023 CA Dashboard for English Language Arts (ELA) and Orange for Math compared to the districtwide level of Green for both ELA and Math. The Suspension Indicator for Foster Youth was yellow compared to the districtwide performance level of green. Chronic Absenteeism levels for Foster Youth students were at the Orange performance level which was the same as the districtwide performance level.</p> <p>Scope:</p>	<p>This action will support the specific needs of FY by providing professional development for staff on trauma informed practices in order to provide a more inclusive and supportive school environment. This action will support a reduction in the chronic absenteeism rates of FY and increase academic achievement. Research indicates the impact that continued professional development of teachers has on student performance. (Heart: Fully Forming Your Professional Life as a Teacher and Leader., Kanold, 2017; Visible Learning, A Synthesis of over 800 Meta-Analyses Relating to Achievement., Hattie, 2009)</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Not Applicable

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.

PYLUSD does not receive concentration grant funding. N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	254,009,015	24,277,442.00	9.558%	0.000%	9.558%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$225,457,079.73	\$13,149,131.27	\$6,593,906.50	\$2,169,785.76	\$247,369,903.26	\$232,399,063.87	\$14,970,839.39

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Targeted Intervention	All	No			All Schools	24-25 School Year	\$250,000.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$0.00	\$250,000.00	
1	1.2	Foundational Math	All	No			All Schools	24-25 School Year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.3	Foundational Writing	All	No			All Schools	24-25 School Year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.4	Computer Science	All	No			All Schools		\$136,718.40	\$15,000.00	\$15,000.00	\$136,718.40	\$0.00	\$0.00	\$151,718.40	
1	1.5	Middle School Athletics	All	No			All Schools Middle School		\$113,436.00	\$151,000.00	\$0.00	\$264,436.00	\$0.00	\$0.00	\$264,436.00	
1	1.6	PLUS Program	Students with Disabilities	No			Specific Schools: Venture Academy		\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	
1	1.7	ADVANCE Program	Students with Disabilities	No			Specific Schools: El Camino Real Continuation High School and Venture Academy		\$67,492.63	\$0.00	\$0.00	\$67,492.63	\$0.00	\$0.00	\$67,492.63	
1	1.8	Preschool Program	All	No			All Schools Preschool students		\$0.00	\$6,500,000.00	\$0.00	\$0.00	\$6,500,000.00	\$0.00	\$6,500,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Special Education Resources and Program	Students with Disabilities	No			All Schools		\$1,550,000.00	\$0.00	\$0.00	\$1,550,000.00	\$0.00	\$0.00	\$1,550,000.00	
1	1.10	Engaged Community	All	No			All Schools		\$0.00	\$12,000.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	
1	1.11	5th/6th Grade Combination Class Elimination	All	No			All Schools 5th and 6th Grade		\$360,000.00	\$0.00	\$0.00	\$360,000.00	\$0.00	\$0.00	\$360,000.00	
1	1.12	Innovative Programs	All	No			All Schools		\$0.00	\$1,188,800.00	\$0.00	\$1,188,800.00	\$0.00	\$0.00	\$1,188,800.00	
2	2.1	Districtwide Staffing	All	No			All Schools		\$197,039,738.44	\$0.00	\$197,039,738.44	\$0.00	\$0.00	\$0.00	\$197,039,738.44	
2	2.2	Professional Development, Training, and Task Forces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,012,201.05	\$298,231.03	\$582,198.89	\$496,447.76	\$0.00	\$231,785.43	\$1,310,432.08	
2	2.3	Instructional Materials, Supplies, and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,700.00	\$821,172.80	\$22,700.00	\$800,172.80	\$0.00	\$0.00	\$822,872.80	
3	3.1	English Language Development (ELD) Professional Development	All English Learners	No			All Schools		\$504,339.68	\$104,500.00	\$0.00	\$608,839.68	\$0.00	\$0.00	\$608,839.68	
3	3.2	Additional EL Sections at Secondary Schools	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Middle School and High School		\$160,000.00	\$0.00	\$160,000.00	\$0.00	\$0.00	\$0.00	\$160,000.00	
3	3.3	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Morse, Melrose, Topaz, Glenview		\$382,409.00	\$0.00	\$382,409.00	\$0.00	\$0.00	\$0.00	\$382,409.00	
3	3.4	Special Education Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$7,500.00	\$0.00	\$7,500.00	\$0.00	\$0.00	\$0.00	\$7,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.5	English Language Proficiency Assessments for California (ELPAC)	English Learners	No			All Schools		\$285,096.16	\$0.00	\$0.00	\$285,096.16	\$0.00	\$0.00	\$285,096.16	
3	3.6	Additional Instructional Materials for EL Support	English Learners	No			All Schools Elementary and Middle School		\$0.00	\$88,000.00	\$0.00	\$88,000.00	\$0.00	\$0.00	\$88,000.00	
3	3.7	ELD Instruction and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary		\$504,000.00	\$0.00	\$504,000.00	\$0.00	\$0.00	\$0.00	\$504,000.00	
3	3.8	ELD Teacher Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$461,410.94	\$0.00	\$273,892.47	\$0.00	\$0.00	\$187,518.47	\$461,410.94	
3	3.9	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$83,861.27	\$0.00	\$83,861.27	\$0.00	\$0.00	\$0.00	\$83,861.27	
3	3.10	English Language Assessment Center	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$315,824.23	\$13,280.00	\$250,818.73	\$78,285.50	\$0.00	\$0.00	\$329,104.23	
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,342.40	\$9,300.00	\$10,642.40	\$0.00	\$0.00	\$0.00	\$10,642.40	
3	3.12	Bilingual Community Liaisons	English Learners	Yes	Limited to Undupli	English Learners	Specific Schools: Melrose,		\$311,760.39	\$0.00	\$311,760.39	\$0.00	\$0.00	\$0.00	\$311,760.39	

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							Glenview, Valadez, Bernardo Yorba, Kraemer									
3	3.13	Administrative Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$190,522.85	\$0.00	\$190,522.85	\$0.00	\$0.00	\$0.00	\$190,522.85	
3	3.14	Melrose Literacy Coach	All	No			Specific Schools: Melrose Elementary		\$139,749.66	\$0.00	\$0.00	\$139,749.66	\$0.00	\$0.00	\$139,749.66	
3	3.15	EL Progress Monitoring and Intervention	English Learners	No			All Schools		\$0.00	\$36,000.00	\$0.00	\$36,000.00	\$0.00	\$0.00	\$36,000.00	
3	3.16	ELD Coordination	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School		\$46,000.00	\$0.00	\$46,000.00	\$0.00	\$0.00	\$0.00	\$46,000.00	
3	3.17	ELD Summer Program	All English Learners	No			All Schools Elementary		\$95,610.08	\$12,925.00	\$0.00	\$108,535.08	\$0.00	\$0.00	\$108,535.08	
3	3.18	Guided Language Acquisition and Design (GLAD)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$125,000.00	\$0.00	\$125,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00	
3	3.19	English Learner Master Plan	All English Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	AVID Excel Summer Bridge program for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle School		\$118,661.66	\$23,860.00	\$39,297.60	\$0.00	\$0.00	\$103,224.06	\$142,521.66	

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					s)											
4	4.2	English Learner Sections at Secondary Schools	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle and High School		\$489,222.97	\$0.00	\$489,222.97	\$0.00	\$0.00	\$0.00	\$489,222.97	
4	4.3	English Language Development Curriculum	Long-Term English Learners	No			All Schools		\$0.00	\$57,000.00	\$0.00	\$57,000.00	\$0.00	\$0.00	\$57,000.00	
4	4.4	EL Progress Monitoring	English Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.5	OCDE LTEL Network	Long-Term English Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.6	ELAC and DELAC	Long-Term English Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.1	McKinney Vento Support Staff	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$492,464.36	\$0.00	\$414,855.38	\$0.00	\$0.00	\$77,608.98	\$492,464.36	
5	5.2	McKinney Vento Tutoring	Homeless Students	No			All Schools		\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$20,000.00	
5	5.3	McKinney Vento Classified Support	Homeless Students	No			All Schools		\$10,520.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,520.00	\$10,520.00	
5	5.4	McKinney Vento Program Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$169,433.06	\$0.00	\$169,433.06	\$0.00	\$0.00	\$0.00	\$169,433.06	
5	5.5	Family Literacy and Math Nights	Low Income	Yes	Limited to	Low Income	Specific Schools:		\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Unduplicated Student Group(s)		Brookhaven, Fairmont, Glenknoll, Golden, Mabel Paine, Morse, Sierra Vista, Topaz, Wagner, Woodsboro Elementary									
5	5.6	Elementary School Counselors at High Impact Sites	All	No			Specific Schools: Title I Schools Elementary		\$1,082,592.02	\$0.00	\$0.00	\$541,296.01	\$0.00	\$541,296.01	\$1,082,592.02	
5	5.7	Additional Transportation Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree		\$0.00	\$292,500.00	\$292,500.00	\$0.00	\$0.00	\$0.00	\$292,500.00	
5	5.8	Additional Administrative Support at High Impact Sites	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Glenview, Rio Vista, Tynes, Kraemer, and Valadez		\$966,971.11	\$0.00	\$966,971.11	\$0.00	\$0.00	\$0.00	\$966,971.11	
5	5.9	Advancement Via Individual Determination (AVID) Program	SED Students	No			Specific Schools: Fairmont, Glenview, Golden, Lakeview, Mabel Paine, Melrose, Morse, Rio Vista, Ruby Drive, Topaz, Tynes,		\$662,289.05	\$106,812.00	\$0.00	\$769,101.05	\$0.00	\$0.00	\$769,101.05	

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							Van Buren, Wagner, Woodsboro, Bernardo Yorba, Kraemer, Travis Ranch, Tuffree, Valadez, Yorba Linda MS, El Camino, El Dorado, Esperanza, Valencia, and Yorba Linda High School.										
5	5.10	Community Engagement Initiative	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.11	Title I Parent Advisory	SED Students	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.12	Project GLAD - Title I Instructional Coaches	SED Students	No			Specific Schools: Title I Schools		\$0.00	\$22,750.00	\$0.00	\$0.00	\$0.00	\$22,750.00	\$22,750.00		
5	5.13	Melrose Family Resource Center / Health Clinics	All	No			Specific Schools: Melrose Elementary		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.1	Tutoring Services for FY	Foster Youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$8,188.64	\$46,800.00	\$54,988.64	\$0.00	\$0.00	\$0.00	\$54,988.64		

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.2	Mentoring Services for FY	Foster Youth	No			All Schools		\$167,800.00	\$0.00	\$0.00	\$167,800.00	\$0.00	\$0.00	\$167,800.00	
6	6.3	Trauma-Informed Practices	Foster Youth	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.4	Collaboration with Child Welfare Agencies	Foster Youth	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.5	Family and Caregiver Engagement	Foster Youth	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.6	Professional Development for Staff	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$8,782.56	\$12,500.00	\$21,282.56	\$0.00	\$0.00	\$0.00	\$21,282.56	
6	6.7	Foster Youth Enrollment	Foster Youth	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.1	Teacher Collaboration and Intervention Design	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,010,186.41	\$0.00	\$3,010,186.41	\$0.00	\$0.00	\$0.00	\$3,010,186.41	
7	7.2	Professional Learning Communities PD	All	No			All Schools		\$0.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00	
7	7.3	Reduction of Class Sizes at High Impact Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary		\$2,000,000.00	\$0.00	\$2,000,000.00	\$0.00	\$0.00	\$0.00	\$2,000,000.00	
7	7.4	Academic Support Teachers (ASTs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary		\$2,384,697.57	\$0.00	\$2,384,697.57	\$0.00	\$0.00	\$0.00	\$2,384,697.57	
7	7.5	Additional Intervention Support at Valencia High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School		\$446,031.49	\$0.00	\$446,031.49	\$0.00	\$0.00	\$0.00	\$446,031.49	
7	7.6	Math Intervention Support for UPs	All	No			All Schools Middle School		\$720,000.00	\$0.00	\$0.00	\$720,000.00	\$0.00	\$0.00	\$720,000.00	
7	7.7	Professional Development focused on	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools Elementary		\$103,968.88	\$91,347.20	\$195,316.08	\$0.00	\$0.00	\$0.00	\$195,316.08	

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		needs of EL, SED, and FY	Low Income			Low Income	ry Schools									
7	7.8	PYLUSD Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$228,530.40	\$57,300.00	\$3,750.00	\$282,080.40	\$0.00	\$0.00	\$285,830.40	
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School		\$2,479,089.21	\$0.00	\$2,237,785.50	\$0.00	\$0.00	\$241,303.71	\$2,479,089.21	
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary		\$0.00	\$144,000.00	\$144,000.00	\$0.00	\$0.00	\$0.00	\$144,000.00	
7	7.11	Site Discretionary Funding for UPs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$659,628.00	\$659,628.00	\$0.00	\$0.00	\$0.00	\$659,628.00	
7	7.12	Additional Support Staff at High Impact Sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valencia, Van Buren, Brookhaven, Topaz, Woodsboro, Bryant Ranch, Mabel Paine, Melrose, Lakeview , BVVA/Parkview		\$372,504.59	\$0.00	\$372,504.59	\$0.00	\$0.00	\$0.00	\$372,504.59	
7	7.13	Additional Health Support at High Impact Sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$730,729.33	\$0.00	\$730,729.33	\$0.00	\$0.00	\$0.00	\$730,729.33	
7	7.14	Instructional Aides for Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary Schools		\$180,885.77	\$0.00	\$180,885.77	\$0.00	\$0.00	\$0.00	\$180,885.77	

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7	7.15	Library Support at High Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools		\$147,983.68	\$0.00	\$147,983.68	\$0.00	\$0.00	\$0.00	\$147,983.68	
7	7.16	District Teachers on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,771,457.22	\$0.00	\$1,398,930.22	\$95,531.82	\$93,906.50	\$183,088.68	\$1,771,457.22	
7	7.17	District Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,105,145.80	\$0.00	\$1,644,789.04	\$334,439.00	\$0.00	\$125,917.76	\$2,105,145.80	
7	7.18	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$118,280.12	\$0.00	\$59,140.06	\$59,140.06	\$0.00	\$0.00	\$118,280.12	
7	7.19	College and Career Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools		\$438,423.42	\$0.00	\$410,802.78	\$27,620.64	\$0.00	\$0.00	\$438,423.42	
7	7.20	Multi-Tiered Systems of Support	All	No			All Schools		\$25,560.00	\$0.00	\$0.00	\$25,560.00	\$0.00	\$0.00	\$25,560.00	
7	7.21	Data Dashboard and Analysis System	All	No			All Schools		\$100,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	
7	7.22	Collaborative Task Forces	All	No			All Schools		\$80,544.00	\$0.00	\$0.00	\$80,544.00	\$0.00	\$0.00	\$80,544.00	
7	7.23	Attendance Tracking and Early Intervention	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.24	School and District Attendance Review Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$183,000.00	\$0.00	\$183,000.00	\$0.00	\$0.00	\$0.00	\$183,000.00	
7	7.25	Professional Development for Core Content Curriculum and Instruction	All	No			All Schools		\$63,813.85	\$6,350.00	\$0.00	\$70,163.85	\$0.00	\$0.00	\$70,163.85	
7	7.26	Student Study Team and 504 Plan Coordination	All	No			All Schools		\$174,176.40	\$0.00	\$0.00	\$174,176.40	\$0.00	\$0.00	\$174,176.40	
7	7.27	GEAR UP Program	All	No			All Schools Middle and High School		\$476,800.80	\$0.00	\$0.00	\$476,800.80	\$0.00	\$0.00	\$476,800.80	

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7	7.28	High School Credit Recovery Programs	All	No			Specific Schools: El Camino Real Continuation High School		\$143,408.90	\$500.00	\$0.00	\$143,908.90	\$0.00	\$0.00	\$143,908.90	
7	7.29	With Hope Program	All	No			All Schools Middle and High School		\$0.00	\$16,000.00	\$0.00	\$16,000.00	\$0.00	\$0.00	\$16,000.00	
7	7.30	Learning Recovery Programs	All	No			All Schools		\$0.00	\$984,115.20	\$0.00	\$984,115.20	\$0.00	\$0.00	\$984,115.20	
7	7.31	Counselors at High Impact High Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School and El Camino Real Continuation High School		\$270,131.96	\$0.00	\$270,131.96	\$0.00	\$0.00	\$0.00	\$270,131.96	
7	7.32	Secondary Intervention Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School		\$337,910.00	\$0.00	\$337,910.00	\$0.00	\$0.00	\$0.00	\$337,910.00	
7	7.33	Career Technical Education (CTE)	All	No			All Schools High School		\$587,969.10	\$2,925,408.16	\$2,295,497.40	\$1,043,402.86	\$0.00	\$174,477.00	\$3,513,377.26	
7	7.34	Parent Engagement	All	No			All Schools		\$0.00	\$129,000.00	\$0.00	\$0.00	\$0.00	\$129,000.00	\$129,000.00	
7	7.35	Dual Language Academy	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Glenview, Bernardo		\$0.00	\$11,800.00	\$11,800.00	\$0.00	\$0.00	\$0.00	\$11,800.00	
7	7.36	Dual Enrollment	All	No			All Schools High School		\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	

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7	7.37	SPSA Development	All	No			All Schools		\$77,365.27	\$0.00	\$77,365.27	\$0.00	\$0.00	\$0.00	\$77,365.27	
8	8.1	Behavioral Intervention and Support at Elementary Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary		\$1,996,224.19	\$0.00	\$1,996,224.19	\$0.00	\$0.00	\$0.00	\$1,996,224.19	
8	8.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$748,911.00	\$0.00	\$748,911.00	\$0.00	\$0.00	\$0.00	\$748,911.00	
8	8.3	Behavioral Support and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$278,152.70	\$0.00	\$156,857.04	\$0.00	\$0.00	\$121,295.66	\$278,152.70	
8	8.4	Attendance and Student Services Support	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.5	Attendance Monitoring and Analysis	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.6	Saturday School Program	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.7	School Attendance Review Teams (SART) and District Attendance Review Teams (DART)	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.8	Districtwide Positive Behavior Interventions and Supports	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.9	Implement Attendance Strategies in IEPs	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.10	Attendance Parent Education	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.11	Flexible Scheduling and Accommodations	Students with Disabilities	No			All Schools		\$0.00	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$35,000.00	
8	8.12	Professional Development for Educators	Students with Disabilities	No			All Schools		\$0.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$30,000.00	
8	8.13	High School Co-taught Algebra 1A and 1B Courses	All	No			All Schools High School		\$207,000.00	\$0.00	\$0.00	\$207,000.00	\$0.00	\$0.00	\$207,000.00	
8	8.14	ATSI Collaboration	All	No			Specific Schools: Lakeview		\$8,782.56	\$0.00	\$0.00	\$8,782.56	\$0.00	\$0.00	\$8,782.56	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							, Rio Vista, Sierra Vista, and Tuffree									
8	8.15	College and Career Readiness	All	No			All Schools High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	8.16	Engagement of Parents of Students with Disabilities	Students with Disabilities	No			All Schools									
9	9.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High School		\$875,626.59	\$0.00	\$875,626.59	\$0.00	\$0.00	\$0.00	\$875,626.59	
9	9.2	AVID Program	All	No			Specific Schools: El Camino Real Continuation High School		\$0.00	\$7,960.00	\$0.00	\$7,960.00	\$0.00	\$0.00	\$7,960.00	
9	9.3	Student Discipline Systems and Practices	All	No			Specific Schools: El Camino Real Continuation High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.4	Counseling Support and Academic Guidance	All	No			Specific Schools: El Camino Real Continuation High School		\$183,134.05	\$0.00	\$0.00	\$183,134.05	\$0.00	\$0.00	\$183,134.05	
9	9.5	College and Career	All	No			Specific Schools: El Camino Real		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Continuation High School									
9	9.6	College Link	All	No			Specific Schools: El Camino Real Continuation High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.7	Math Achievement	All	No			Specific Schools: El Camino Real Continuation High School									
9	9.8	ELA Achievement	All	No			Specific Schools: El Camino Real Continuation High School									
9	9.9	Targeted Intervention	All	No			Specific Schools: El Camino Real Continuation High School									
9	9.10	Training to Support English Learners	All	No			Specific Schools: El Camino Real Continuation High School									
9	9.11	Attendance Monitoring	All	No			Specific Schools: El Camino Real Continuation High									

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

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
254,009,015	24,277,442.00	9.558%	0.000%	9.558%	\$26,017,478.62	0.000%	10.243 %	Total:	\$26,017,478.62
								LEA-wide Total:	\$18,560,684.87
								Limited Total:	\$4,804,958.43
								Schoolwide Total:	\$2,706,823.96

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional Development, Training, and Task Forces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$582,198.89	
2	2.3	Instructional Materials, Supplies, and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,700.00	
3	3.2	Additional EL Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	Middle School and High School	\$160,000.00	
3	3.3	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Morse, Melrose, Topaz, Glenview	\$382,409.00	
3	3.4	Special Education Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,500.00	
3	3.7	ELD Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary	\$504,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	ELD Teacher Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$273,892.47	
3	3.9	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$83,861.27	
3	3.10	English Language Assessment Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$250,818.73	
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,642.40	
3	3.12	Bilingual Community Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Melrose, Glenview, Valadez, Bernardo Yorba, Kraemer	\$311,760.39	
3	3.13	Administrative Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$190,522.85	
3	3.16	ELD Coordination	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	\$46,000.00	
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$125,000.00	
4	4.1	AVID Excel Summer Bridge program for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle School	\$39,297.60	
4	4.2	English Learner Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle and High School	\$489,222.97	
5	5.1	McKinney Vento Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$414,855.38	
5	5.4	McKinney Vento Program Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$169,433.06	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.5	Family Literacy and Math Nights	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Brookhaven, Fairmont, Glenknoll, Golden, Mabel Paine, Morse, Sierra Vista, Topaz, Wagner, Woodsboro Elementary	\$10,000.00	
5	5.7	Additional Transportation Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree	\$292,500.00	
5	5.8	Additional Administrative Support at High Impact Sites	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Glenview, Rio Vista, Tynes, Kraemer, and Valadez	\$966,971.11	
6	6.1	Tutoring Services for FY	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$54,988.64	
6	6.6	Professional Development for Staff	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$21,282.56	
7	7.1	Teacher Collaboration and Intervention Design	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,010,186.41	
7	7.3	Reduction of Class Sizes at High Impact Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$2,000,000.00	
7	7.4	Academic Support Teachers (ASTs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$2,384,697.57	
7	7.5	Additional Intervention Support at Valencia High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School	\$446,031.49	
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary Schools	\$195,316.08	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
7	7.8	PYLUSD Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,750.00	
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	\$2,237,785.50	
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$144,000.00	
7	7.11	Site Discretionary Funding for UPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$659,628.00	
7	7.12	Additional Support Staff at High Impact Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia, Van Buren, Brookhaven, Topaz, Woodsboro, Bryant Ranch, Mabel Paine, Melrose, Lakeview, BVVA/Parkview	\$372,504.59	
7	7.13	Additional Health Support at High Impact Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$730,729.33	
7	7.14	Instructional Aides for Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary Schools	\$180,885.77	
7	7.15	Library Support at High Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	\$147,983.68	
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,398,930.22	
7	7.17	District Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,644,789.04	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
7	7.18	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,140.06	
7	7.19	College and Career Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	\$410,802.78	
7	7.24	School and District Attendance Review Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$183,000.00	
7	7.31	Counselors at High Impact High Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valencia High School and El Camino Real Continuation High School	\$270,131.96	
7	7.32	Secondary Intervention Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	\$337,910.00	
7	7.35	Dual Language Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glenview, Bernardo	\$11,800.00	
8	8.1	Behavioral Intervention and Support at Elementary Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	\$1,996,224.19	
8	8.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$748,911.00	
8	8.3	Behavioral Support and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,857.04	
9	9.1	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High School	\$875,626.59	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$282,179,767.37	\$232,573,544.37

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Specialized Programs	No	\$2,751,435.33	\$3,018,731.49
1	1.2	Music	Yes	\$556,960.00	\$499,395.43
1	1.3	Assessment	No	\$377,727.00	\$292,777.92
1	1.4	Academic Interventions	Yes	\$13,911,942.09	\$15,224,328.55
1	1.5	Access and Inclusion	Yes	\$117,308.00	\$27,120.00
1	1.6	Foster Youth	Yes	\$190,000.00	\$190,000.00
1	1.7	Homeless	No	\$281,505.16	\$280,752.02
1	1.8	Title I Program	Yes	\$1,404,059.26	\$1,313,948.11
1	1.9	English Learners	Yes	\$5,427,268.76	\$4,699,700.45
1	1.10	SPED	No	\$324,000.00	\$135,368.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	CTE	Yes	\$2,325,359.99	\$2,037,093.23
1	1.12	Graduation and College/Career Readiness	Yes	\$878,824.40	\$1,640,012.99
2	2.1	AVID	Yes	\$934,859.32	\$806,830.39
2	2.2	AVID Excel	No	\$142,789.21	\$154,797.25
2	2.3	Curriculum and Instruction - Math	Yes	\$417,291.09	\$383,068.93
2	2.4	Curriculum and Instruction - ELA, Science, History-Social Science	Yes	\$1,137,305.02	\$1,190,128.90
2	2.5	Program Improvement	Yes	\$204,125.27	\$46,663.32
2	2.6	Professional Development	Yes	\$6,362,149.74	\$4,924,412.16
2	2.7	Employee Performance Goals and Evaluations	No	\$231,467,074.00	\$184,611,364.11
3	3.1	Advisory Groups	No	\$4,710.00	\$3,310.00
3	3.2	Parent Education	No	\$207,700.00	\$107,546.06
3	3.3	Family Resource Center	Yes	\$425,752.61	\$411,378.93
3	3.4	Communication	No	\$300.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Partnerships	No	\$4,575.00	\$4,575.00
3	3.6	Surveys	No	\$17,000.00	\$17,050.00
4	4.1	Health and Safety	No	\$397,647.84	\$339,631.56
4	4.2	Additional Safety Measures	Yes	\$1,098,803.65	\$1,142,389.74
4	4.3	Discipline and Alternatives to Suspension	Yes	\$453,706.37	\$689,604.12
4	4.4	Attendance and Chronic Absenteeism	No	\$90,000.00	\$20,000.00
4	4.5	Wellness	Yes	\$10,010,828.98	\$8,172,080.36
4	4.6	Learning Environment	No	\$224,759.28	\$177,305.35
4	4.7	Nutrition	No	\$32,000.00	\$12,180.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$24,856,456	\$29,718,807.03	\$29,718,807.27	(\$0.24)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Music	Yes	\$556,960.00	\$499,395.43	0%	
1	1.4	Academic Interventions	Yes	\$11,004,945.46	\$12,665,368.09	0%	
1	1.5	Access and Inclusion	Yes	\$12,750.00	\$0.00	0%	
1	1.6	Foster Youth	Yes	\$20,000.00	\$20,000.00	0%	
1	1.8	Title I Program	Yes	\$515,655.59	\$456,898.63	0%	
1	1.9	English Learners	Yes	\$4,856,471.49	\$4,444,276.72	0%	
1	1.11	CTE	Yes	\$580,436.61	\$567,290.56	0%	
1	1.12	Graduation and College/Career Readiness	Yes	\$656,726.40	\$566,593.68	0%	
2	2.1	AVID	Yes	\$784,859.32	\$656,830.39	0%	
2	2.3	Curriculum and Instruction - Math	Yes	\$371,851.09	\$346,128.93	0%	
2	2.4	Curriculum and Instruction - ELA, Science, History-Social Science	Yes	\$366,692.02	\$440,797.68	0%	
2	2.5	Program Improvement	Yes	\$130,765.27	\$46,663.32	0%	
2	2.6	Professional Development	Yes	\$2,830,497.64	\$2,319,319.57	0%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Family Resource Center	Yes	\$420,919.97	\$406,012.13	0%	
4	4.2	Additional Safety Measures	Yes	\$1,098,803.65	\$1,142,389.74	0%	
4	4.3	Discipline and Alternatives to Suspension	Yes	\$453,706.37	\$689,604.12	0%	
4	4.5	Wellness	Yes	\$5,056,766.15	\$4,451,238.28	0%	

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$260,232,899	\$24,856,456	1.39%	10.942%	\$29,718,807.27	0.000%	11.420%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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