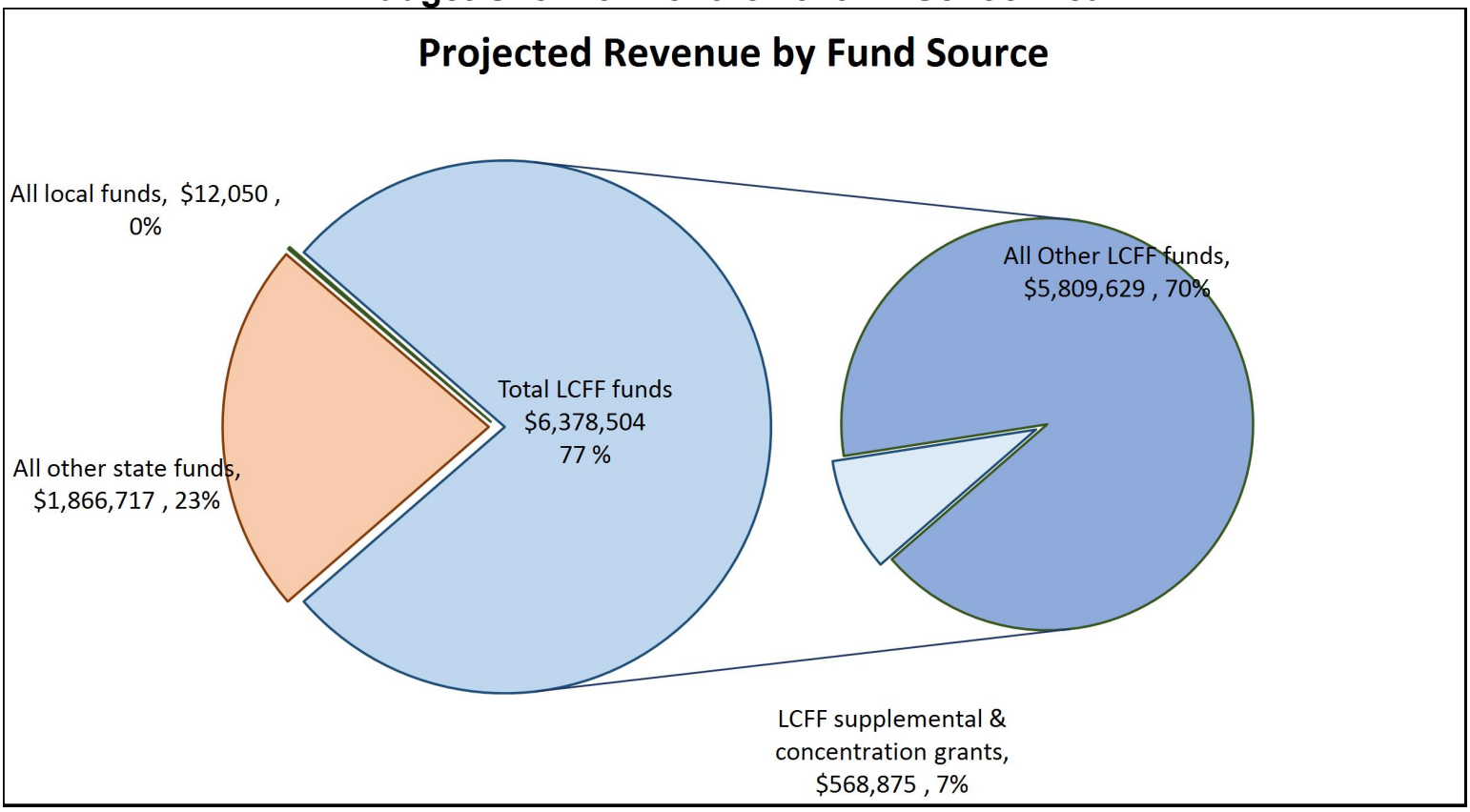
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County School of Computer Science
CDS Code: 30-66647-6068621
School Year: 2026-27
LEA contact information:
Dr. Kym LeBlanc-Esparza
Superintendent
kleblancesparza@pylusd.org
(714) 986-7000

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 2026-27 School Year

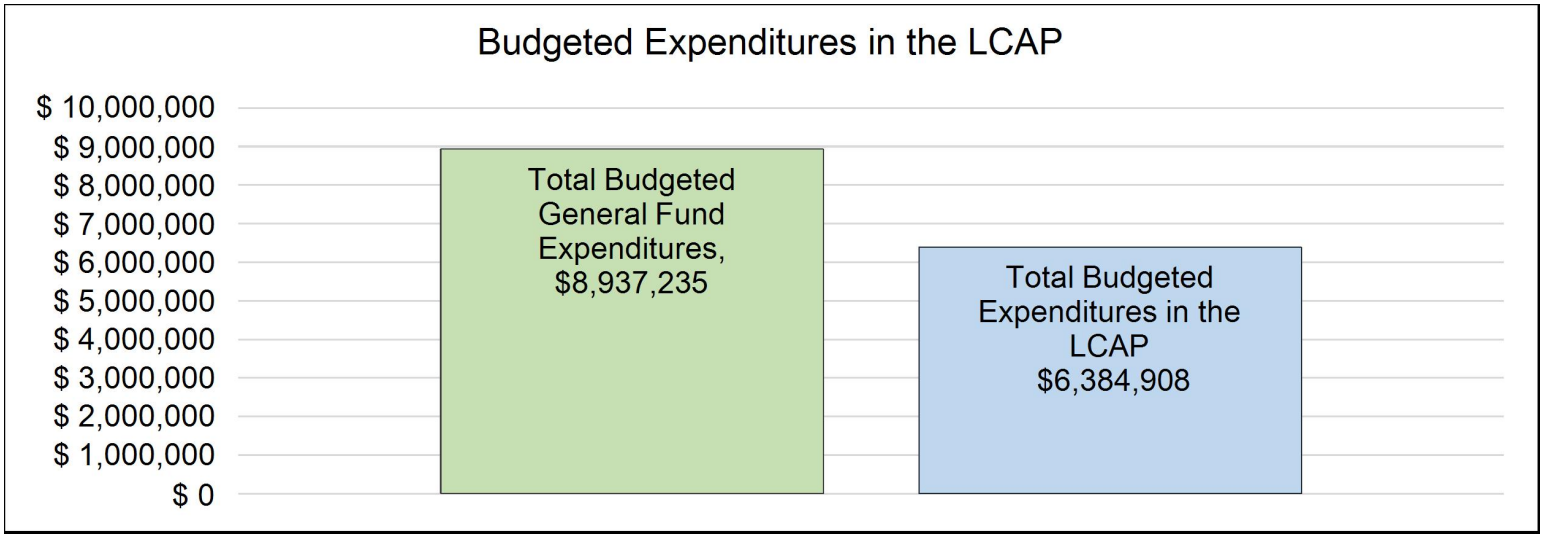


This chart shows the total general purpose revenue Orange County School of Computer Science expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County School of Computer Science is $8,257,271, of which $6,378,504 is Local Control Funding Formula (LCFF), $1,866,717 is other state funds, $12,050 is local funds, and $0 is federal funds. Of the $6,378,504 in LCFF Funds, $568,875 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orange County School of Computer Science plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orange County School of Computer Science plans to spend $8,937,235 for the 2026-27 school year. Of that amount, $6,384,907.83 is tied to actions/services in the LCAP and $2,552,327.17 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

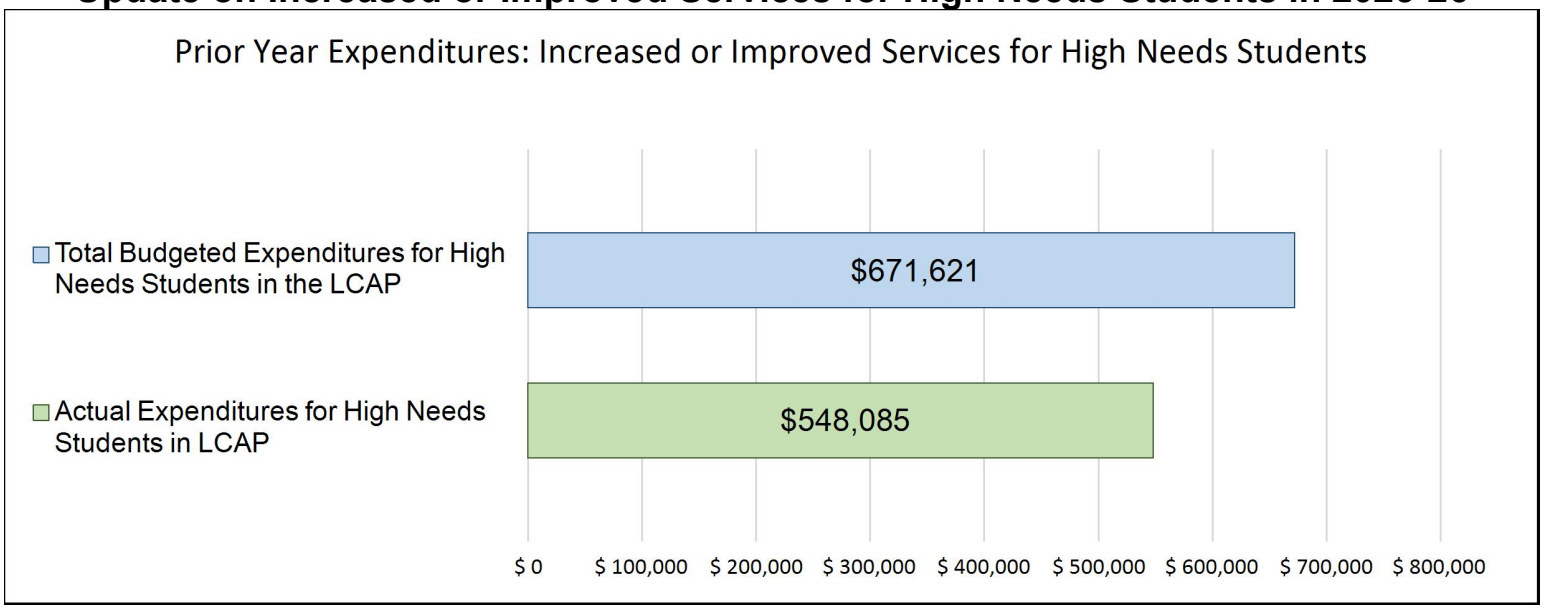
Expenses excluded from the LCAP encompass instructional materials, district facility maintenance, transportation operations, utilities and overhead, professional service costs, equipment and lease expenses, various categorical programs, and costs related to county operated programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orange County School of Computer Science is projecting it will receive $568,875 based on the enrollment of foster youth, English learner, and low-income students. Orange County School of Computer Science must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County School of Computer Science plans to spend $967,494.74 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 2025-26



This chart compares what Orange County School of Computer Science budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County School of Computer Science estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Orange County School of Computer Science's LCAP budgeted $671,621.00 for planned actions to increase or improve services for high needs students. Orange County School of Computer Science actually spent $548,085.00 for actions to increase or improve services for high needs students in 2025-26.

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
Orange County School of Computer Science	Dr. Kym LeBlanc-Esparza Superintendent	kleblancesparza@pylusd.org (714) 986-7000

Plan Summary [2026-27]

General Information

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

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

As a dependent charter school, OCSCS is still very much part of the PYLUSD family of schools and receives coordinated services from the District. 2024-25 was the first year of operation for OCSCS, and as such, the actions contained in this plan are largely the same as those in the PYLUSD LCAP, with a couple separate actions that are specific to the school. During the year, we have met with our educational partners and community members in order to develop actions which are unique to the conversion charter school. OCSCS' LCAP maintains the district's actions and numbering conventions to ease cross-referencing and accountability.

The district's demographic profile underscores both the strengths and opportunities present within the community. PYLUSD's Local Control and Accountability Plan and California School Dashboard data identify English Learners, Socioeconomically Disadvantaged students, and Foster Youth as key student groups for focused support due to persistent achievement and engagement gaps. At the same time, the district benefits from a highly diverse student body and strong overall academic performance compared with county and state averages. This diversity contributes to a rich educational environment while reinforcing the district's commitment to equitable access, culturally responsive practices, multilingual family engagement, and targeted interventions designed to ensure success for all student groups.

To close achievement gaps and ensure access to quality education for all students, PYLUSD strategically allocates resources, including Equity Multiplier funding for El Camino Real Continuation High School, which supports targeted interventions and academic improvements for unduplicated pupils. In response to district-wide data and input from educational partners, the district has identified key areas for improvement: foundational literacy and math skills, English language development, student wellness, and community engagement. To address these needs, PYLUSD has implemented a comprehensive plan with targeted interventions and instructional strategies. PYLUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds which will support the following actions: 1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, 3.21, 4.4, 4.9-4.13, 5.6, 5.9, 6.2, 6.3, 7.2, 7.3, 7.6, 7.8, 7.9, 7.21, 7.22, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30, 8.1, 8.9, 8.17 and 9.7-9.10. The remaining funds will be spent during the 2027-28 school year current projections indicate that this amount will be approximately $2,511,934.80. PYLUSD will ensure that LREBG funds are spent according to the allowable uses identified in EC Section 32526 (c)(2) and based on the findings of a needs assessment as required by EC Section 32526(d).

Recognizing persistent achievement gaps, PYLUSD prioritizes English Learner support through designated and integrated instruction, bilingual resources, and family engagement programs. College and career readiness remains a focus, with robust Career Technical Education (CTE) pathways, dual enrollment programs, and dedicated post-secondary guidance. Student wellness is prioritized through mental health specialists, intervention programs, and suicide prevention initiatives. The district also ensures equitable resource distribution by directing support to high-need schools and strengthening attendance monitoring systems to assist at-risk students. These strategic actions foster academic excellence, career readiness, and student well-being across the district.

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

Reflections: Annual Performance

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

Lowest Performance Levels Identified on the 2023 California School Dashboard

Academic Achievement in English Language Arts

SWD (Red)
Students with Disabilities (19.15%); DFS = 102.4 below

English Language Arts data from the 2023 California School Dashboard identified Students with Disabilities as a student group performing at the Red level. With 19.15% of students meeting or exceeding standards and a Distance from Standard of 102.4 points below standard, the data indicates a significant achievement gap in ELA for this student group. The results highlight the importance of strengthening literacy instruction and providing targeted support for Students with Disabilities. The data reinforces the value of professional learning in Writer's Workshop, Step Up to Writing, Expository Reading and Writing, and DBQ strategies to support writing and literacy development across content areas. The results also underscore the importance of curriculum alignment efforts, literacy-focused professional development, and

family engagement opportunities, such as Family Literacy Nights, to support student achievement and strengthen home-school partnerships.

2025 Dashboard Data Reflection:

Academic Achievement in English Language Arts: Progress and Ongoing Efforts:
OCSCS demonstrated positive growth in English Language Arts when compared to the baseline year of 2022-23. The percentage of students meeting or exceeding standards increased from 55.90% to 60.85%, representing a 4.95 percentage point increase. Additionally, the school's Distance from Standard improved from 11.2 points above standard to 15.2 points above standard while maintaining a Green performance level on the California School Dashboard.

Writing assessment scores:
Writing assessment results also demonstrated improvement when compared to the baseline year. In spring 2022-23, 66% of students in grades 7-8 met or exceeded expectations on the OCSCS writing assessment. By spring 2024-25, this percentage increased to 72%, representing a six percentage point increase.

To support writing across all content areas, professional development was provided in Writer's Workshop, Step Up to Writing, Expository Reading and Writing, and DBQ strategies. Additional training in literacy and social-emotional learning was also offered. Task forces were established for a 6-8 ELA curriculum pilot. Family Literacy Nights with parent training and support have been implemented to strengthen community engagement.

Performance Gaps:
The following student groups scored at the lowest levels on the California Dashboard in English Language Arts:

Student Groups:
EL(2.7%) = Yellow
DFS = 53 below
SED (46.11%) = Yellow
DFS=23.1 below
SWD (15.66%) = Orange
DFS= 95.3 below
Homeless (27.27%) = Yellow
DFS = 57.5 below

Despite these challenges, OCSCS initiatives remain on track, with a continued focus on targeted interventions, GLAD training for teachers, and continued emphasis on small group instruction to ensure students meet or exceed grade-level expectations.

Academic Achievement in Math: Progress and Ongoing Efforts:
Mathematics achievement remains an area of focus for OCSCS. Compared to the baseline year of 2022-23, the percentage of students meeting or exceeding standards decreased from 48.19% to 43.56%. The school's Distance from Standard also declined from 4.8 points below standard to 21 points below standard, and the Dashboard performance level changed from Green to Yellow. To address areas of need

in mathematics, OCSCS implemented targeted intervention programs, professional development focused on the updated math framework, Cognitively Guided Instruction (CGI), and targeted strategies such as:

6-8 Trainings: Building Thinking Classrooms, MS Math Lab training (IXL)
New Teacher Support: Overview of textbook resources, PYL Signature Practices, ELD Strategies
Leadership & Research: Secondary instructional coach participation in the California Mathematics Council Conference and OCDE's Vision Driven Math series, Leadership Team meetings for middle and high school math, and the launch of a Math Fellows program (6-12) to support instructional strategies

Performance Gaps:

The following schools and student groups scored at the lowest levels on the California Dashboard in math:

OCSCS 2024-2025 = (43.56%) Yellow
DFS = 21 below

Student Groups:
EL(9.76%) = Orange
DFS = 71.1 below
SED (27.55%) = Orange
DFS=65.7 below
SWD (10.84%) = Red
DFS= 129 below
Homeless (20.69%) = Red
DFS = 98.1 below

OCSCS remains committed to enhancing instructional support, refining intervention strategies, and expanding professional learning to ensure all students meet or exceed grade-level expectations in mathematics.

Chronic Absenteeism: Progress and Ongoing Efforts:

Chronic absenteeism improved when compared to the baseline year, decreasing from 19.2% in 2022-23 to 15.1% in 2024-25. While this represents a reduction of 4.1 percentage points, chronic absenteeism remains an area of focus for OCSCS, particularly among English Learners and Students with Disabilities.

Key initiatives implemented to support behavioral and social-emotional well-being include:

- Providing social-emotional support through outside providers for elementary students, with a focus on unduplicated pupils (UPs).
- Equitably distributing resources to schools where needs are greatest to close achievement gaps for all UPs.
- Maintaining additional support staff, nurses, and health clerks at high-impact sites to support students and families.

- Implementing a comprehensive Multi-Tiered System of Support (MTSS) to provide tiered interventions and enrichment aimed at improving academic achievement and student behavior.
- Enhancing data monitoring and analysis systems to identify, track, and support at-risk students, while providing training for teachers and site leaders to use this system effectively.
- Expanding behavioral intervention services by placing full-time Registered Behavior Technicians (RBTs) at each elementary site, with a focus on reducing chronic absenteeism, minimizing disruptive behaviors, and improving academic outcomes.
- Providing additional psychologists at sites to support students at risk, particularly homeless and student with disability students.
- Maintaining ABA supervisors to oversee behavioral interventions, support Applied Behavior Analysis (ABA) strategies, and continue implementing Positive Behavioral Interventions and Supports (PBIS) districtwide.

Chronic Absenteeism Performance Gap:
OCSCS 2024-2025 = 15.1% (Orange)

Student Groups:
English Learners = 22.4% (Red)
SED = 18.7% (Orange)
SWD = 24.8% (Red)
Homeless = 23.6% (Orange)

OCSCS remains committed to reducing chronic absenteeism further by enhancing early identification systems, increasing outreach efforts, and expanding mental health and attendance support services to ensure every student has the resources needed to attend school consistently.

Suspension Rates: Progress and Ongoing Support
Suspension rates decreased significantly when compared to the baseline year. The suspension rate declined from 5.5% in 2022-23 to 1.5% in 2024-25, representing a reduction of four percentage points. This reduction reflects the OCSCS' commitment to proactive behavioral support, targeted interventions, and equitable resource distribution to ensure students remain engaged in a positive learning environment.

Key initiatives implemented to support behavioral and social-emotional well-being include:
- Equitably distributing resources to schools where needs are greatest to close achievement gaps for all UPs.
- Maintaining additional support staff, nurses, and health clerks at high-impact sites to support students and families.
- Implementing a comprehensive Multi-Tiered System of Support (MTSS) to provide tiered interventions and enrichment aimed at improving academic achievement and student behavior.
- Enhancing data monitoring and analysis systems to identify, track, and support at-risk students, while providing training for teachers and site leaders to use this system effectively.
- Providing additional psychologists at sites to support students at risk, particularly socioeconomically disadvantaged (SED).
- Maintaining ABA supervisors to oversee behavioral interventions, support Applied Behavior Analysis (ABA) strategies, and continue implementing Positive Behavioral Interventions and Supports (PBIS) districtwide.

Suspension Rates by Subgroup

OCSCS 2024-2025 = 1.5% (Orange)

Student Groups:
EL= 0% (Blue)
SWD = 0.9% (Green)

OCSCS remains committed to reducing suspension rates further by maintaining behavioral interventions and proactive support systems. By strengthening PBIS implementation and refining intervention strategies, the district continues to foster a positive, inclusive, and supportive learning environment for all students.

English Learner Progress: Performance and Ongoing Efforts
English Learner Progress remains an area of focus for OCSCS. Compared to the baseline year of 2022-23, the percentage of English Learners making progress toward English language proficiency decreased from 60% to 47.2% in 2024-25, resulting in an Orange performance level on the California Dashboard.

Key Initiatives to Improve English Learner Progress

- Provided professional development in Designated and Integrated English Language Development (ELD) instruction for all educators.
- Provided additional ELD sections at secondary schools to ensure all English Learners receive structured language support.
- Provided bilingual instructional aides to accelerate academic language acquisition.
- Held special education training to ensure accurate identification and support for EL students with special needs.
- Enhanced ELPAC testing facilitation for improved assessment conditions and reclassification processes.
- Increased instructional materials to support Guided Language Acquisition Design (GLAD) strategies.
- Provided translation services and bilingual liaisons to strengthen family engagement and access to resources.
- Provided EL Summer Camp.

Performance
English Language Arts Proficiency for ELs
English Learner Performance

English Language Arts Proficiency for English Learners
2023: 0% (Yellow)
2024: 2.7% (Red)
2025: 2.7% (Yellow)

Mathematics Proficiency for ELs

2023: 15.15% (Yellow)
2024: 16.21% (Orange)
2025: 9.76% (Orange)

Suspension Rate for ELs

2023: 10.6% (Orange)
2024: 0% (Blue)
2025: 0% (Blue)

Chronic Absenteeism for ELs

2023: 19.6% (Yellow)
2024: 20.5% (Red)
2025: 22.4% (Red)

Percentage of English Learners Scoring Level 4 on ELPAC

Reading:
Fall 2023: 9%
Fall 2024: 13.89%
Fall 2025: 2.38%

Writing:
Fall 2023: 6%
Fall 2024: 2.78%
Fall 2025: 2.38%

Listening:
Fall 2023: 12%
Fall 2024: 8.33%
Fall 2025: 16.67%

Speaking:
Fall 2023: 52%
Fall 2024: 61.11%
Fall 2025: 54.76%

Next Steps and Continued Efforts

To address performance gaps and accelerate English Learner achievement, the district will:

- Strengthen progress monitoring systems and intervention strategies using data-driven insights.
- Expand EL summer camp programs to three sites to prevent learning loss.

- Continue professional development in GLAD strategies for teachers.
- Enhance family and community engagement efforts to support English Learner success.
- Increase ELD instructional support.

OCSCS remains committed to ensuring that all English Learners receive equitable access to high-quality instruction, targeted language development, and the necessary resources to succeed academically.

The district remains committed to ensuring that every student is equipped with the necessary skills, resources, and opportunities to successfully graduate and pursue postsecondary education or career pathways. 1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, 3.21, 4.4, 4.9-4.13, 5.6, 5.9, 6.2, 6.3, 7.2, 7.3, 7.6, 7.8, 7.9, 7.21, 7.22, 7.25, 7.26, 7.27, 7.28, 7.29, and 7.30. The remaining funds will be spent during the 2027-28 school year current projections indicate that this amount will be approximately $2,511,934.80. PYLUSD will ensure that LREBG funds are spent according to the allowable uses identified in EC Section 32526 (c)(2) and based on the findings of a needs assessment as required by EC Section 32526(d).

Based on the LREBG needs assessment, Actions 2.2 & 2.3 focus on staff development and instructional materials. Actions 3.1, 3.3, 3.5, 3.6, 3.10, 3.11, 3.15, 3.20, and 3.21 are focused on the administration of the ELPAC, the Language Assessment Center and English Learner Instruction. Actions 4.4 and 4.9-4.13 support our Long Term English learners. Actions 5.6 and 5.9 focus on providing elementary school counselors at Title 1 schools and our AVID programs. Action 6.2 & 6.3 will focus on Foster Youth Mentors and Trauma-Informed Practices. Actions 7.2, 7.3, 7.6, 7.8, 7.9, 7.21, 7.22, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30 focus on PLC professional development, MTSS and collaborative task forces, SST and 504 coordination, Credit Recovery, Suicide Prevention, and Learning Recovery Programs.

Reflections: Technical Assistance

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

As a district, PYLUSD has been identified for technical assistance to address CA Dashboard Indicators for dashboard indicators for our Long-Term English Learners in the areas of Chronic Absenteeism and Suspension Rate. We have conducted a root cause analysis and a series of group & individual empathy interviews and received valuable feedback that will inform the lens through which we support these students. The need to address these metrics has been folded into our Community Engagement Initiative ("CEI") team's work that is focused on building authentic connections with families of English Learners and Long Term English Learners to addressed these underlying causes. Our Differentiated Assistance-related actions can be found in Goals 3 & 4. While Goal 4, and its 13 actions, is expressly designed to support Long Term English Learners, Goal 3 is also a contributing goal for this work in that the 21 actions it contains aims to support earlier reclassification and therefore reduce the number of students identified as LTELs.

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
Mid-Year LCAP Presentation to the Board of Education	At the February 10, 2026, Board of Education meeting, a mid-year progress update on LCAP goals and actions was presented. The update included a brief budget overview and a summary of the progress made on various actions throughout the school year. Board members were also given the opportunity to provide feedback on the goals and actions discussed.
PYLUSD Principals	Site principals convened for a meeting on February 12, 2026 during which district staff briefed them on the background of the LCAP, the available budgetary resources, and reviewed performance data of our various student groups. Principals actively participated in a table activity where they were tasked with reviewing proposed actions and sharing actions that are implemented at their respective sites aimed at enhancing services for unduplicated students.
California School Employee Association (CSEA) Chapter 293	On February 24, 2026, the CSEA executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. District leaders outlined available budgetary resources, academic performance gaps, and suggested measures to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. CSEA members offered student-centered feedback on the proposed measures and provided the LCAP revision team with valuable input.
Association of Placentia-Yorba Linda Educators (APLE)	On February 25, 2026 the APLE executive board and district leadership convened to assess district performance regarding state priorities and Dashboard indicators. A presentation covered available

Educational Partner(s)	Process for Engagement
	budgetary resources, academic performance disparities, and proposed strategies to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. APLE members offered feedback on the proposed goals and actions.
PYLUC PTA	On March 4, 2026, 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.
Community Town Hall, DELAC, Title 1 Parent Advisory, and Special Education Community Advisory Committee	The Community Town Hall, District English Learners Advisory Committee (DELAC), and Title I Parent Advisory convened on March 16, 2026, at the district office with Spanish translation available. District leadership presented an overview of LCFF, discussed the purpose of the LCAP, and shared performance data on state priorities and Dashboard indicators. The meeting addressed achievement gaps and proposed actions to enhance services for Foster Youth, English Learners, Long-Term English Learners, and Socio-economically Disadvantaged students. After the presentation, attendees were randomly assigned to small groups by goal to encourage engagement in the feedback collection process. Community members actively participated by asking questions and providing input during the live session.
Student Advisory Committee	During the Student Advisory Committee meetings on March 25, 2025 via zoom, students from elementary, middle, and high school provided valuable insights on ways to enhance engagement, support, and academic success across all grade levels.
Orange County School of Computer Science	The Orange County School of Computer Science Advisory Council met to review Dashboard performance and suggested staff actions to continue the work of the school on March 25, 2026. OCSCS staff input was gathered at a meeting on February 25, 2026. Student input was gathered at two sessions on April 1 & 3, 2026. As was done last year, the OCSCS LCAP will emulate the PYLUSD LCAP.

Educational Partner(s)	Process for Engagement
Board Study Session	The Board Study Session will took place on April 28, 2026. During the session, district leadership provided an overview of the LCFF, shared performance data across state priorities, and reviewed the Dashboard indicators, with a focus on addressing achievement gaps and enhancing services for Foster Youth, English Learners, and Socio-economically Disadvantaged students. The annual evaluation of the current year LCAP was discussed, leading to the discontinuation of some actions, amendments to others, and proposals for new actions. Following the presentation, the board engaged in discussions, asked questions about goals, and provided feedback on proposed actions.
Special Education Local Plan Area (SELPA) - Northeast Orange County SELPA	Regular meetings with Assistant Superintendent, Student Support Services, SELPA administrator, Special Education Director, Special Education Administrator and Special Education Community Advisory Committee informed the development of the LCAP. PYLUSD collaborated and reviewed the progress towards the LCAP goals and the action steps that were being adjusted and modified. In collaboration with the SELPA director, PYLUSD ensured that all actions and goals were in line with the needs of students with disabilities. The SELPA director attended multiple input sessions and is a part of the district team that develops the LCAP and represented the needs of this student group and the SELPA throughout the process.

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

The Orange County School of Computer Science (OCSCS) is a dependent charter. Throughout the 2025-26 academic year, OCSCS has been part of PYLUSD and has been included in all PYLUSD educational partner feedback sessions. Additional separate feedback sessions were held with OCSCS stakeholders throughout the year as well.

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

- OCSCS Advisory Council: The Advisory Council is composed of staff, parents, and community members to provide input on the operations of the school.

- OCSCS Staff: Staff were invited to attend the various other input sessions across the district. Staff input was also gathered via the PYLUSD Stakeholder Survey.
- OCSCS Students: Student input was gathered via the PYLUSD Stakeholder Survey.
- OCSCS Parents: Parent input was gathered via the PYLUSD Stakeholder Survey.
- PYLUSD District Leaders: Superintendent, Assistant Superintendents, Directors, and School Site Administrators
- 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
- Special Education Local Plan Area (SELPA): Regular meetings with Assistant Superintendent, Student Support Services, SELPA

administrator, Special Education Director, Special Education Administrator and Special Education Community Advisory Committee informed the development of the LCAP. PYLUSD collaborated and reviewed the progress towards the LCAP goals and the action steps that were being adjusted and modified. In collaboration with the SELPA director, PYLUSD ensured that all actions and goals were in line with the needs of students with disabilities. The SELPA director attended multiple input sessions and is a part of the district team that develops the LCAP and represented the needs of this student group and the SELPA throughout the process.

Separate meetings were held for each advisory group, conducted either virtually or in person to ensure accessibility. At the start of each session a slideshow was presented that outlined the budget overview, LCAP goals, and proposed actions. Student representation was prioritized through the Student Advisory Committee, which included a diverse selection of students from multiple school sites. Efforts were made to ensure that Foster Care, English Learner, Long-Term English Learner and Socio-economically Disadvantaged student populations were represented, in alignment with LCAP requirements.

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

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

February 12, 2026 - Board of Education Mid-year LCAP Feedback Presentation and Input Session
February 12, 2026 - Principals’ Feedback Session
February 24, 2026 - CSEA (Classified Employee Association) Study Session
February 25, 2026 - APLE (Association of Placentia-Yorba Linda Educators) Study Session
March 4, 2026 - PYLUC (Placentia-Yorba Linda Unified PTA Council) Feedback Session

March 16, 2026 - Community Town Hall, DELAC (District English Language Advisory Committee), and Title I Parent Study Session
March 25, 2026 - Student Advisory Committees (5th, 8th, and 12th grade student representatives)
April 28, 2026 - PYLUSD School Board Study Session
May 2026 - Share draft LCAP with OCDE
June 2026 - Share draft LCAP on district website for public review
June 2026 - Provide written responses to any LCAP concerns from PYLUC and DELAC
June 2026 - Local Indicators School Board Presentation
June 2026 - LCAP and Budget Public Hearing
June 2026 - Board approval of LCAP and Local Indicators
June 2026 - Submit approved LCAP to OCDE and post on district website in English and Spanish

The involvement of these educational partners supported improved outcomes for students, including Unduplicated Pupils. Identified needs became the driving force behind all actions in the LCAP. Feedback and ideas for the development of the Local Control Accountability Plan (LCAP) were gathered at these sessions and taken under advisement by district leadership.

As a result of the various input sessions, feedback and ideas for the development of the Local Control Accountability Plan (LCAP) were gathered. Listed below is a summary of the feedback and ideas gathered from educational partners for each goal.
Goal 1: PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.
Goal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.

Attendance & Intervention
Participants noted that while school attendance rates are improving, chronic absenteeism remains above pre-COVID levels and continues to be an area of focus. Recommendations included encouraging partial-day attendance when possible to maintain student connection to school and increasing the use of text notifications to improve family engagement and communication. Participants also suggested providing attendance incentives for families in addition to students and improving staff awareness of available student supports and intervention resources. Additional recommendations included implementing student attendance incentives that promote consistent attendance while avoiding recognition systems that encourage sick students to attend school. Participants further emphasized the importance of increasing student engagement through expanded extracurricular opportunities at the elementary level.

Academic Interventions & Instructional Support
Participants suggested expanding targeted academic supports in mathematics and English language arts to strengthen student achievement and address opportunity gaps for all learners. Recommendations included incentivizing the recruitment and retention of multilingual educators, maintaining ELD staffing, and continuing targeted supports for English learners. Additional suggestions focused on expanding elementary and middle school math intervention opportunities, providing before-school reading classes at elementary sites, and increasing access to online tutoring and academic interaction supports. Participants also recommended offering summer reading and mathematics programs for all students and improving communication with families regarding elementary math progress and student performance.
Participants suggested expanding curriculum, enrichment, and engagement opportunities to better support student access and family involvement across the district. Recommendations included expanding tutorial periods to provide additional intervention and enrichment

opportunities, increasing access to VAPA programming for all students, and strengthening parent engagement through partnerships with PTA organizations, businesses, and community groups. Participants also recommended offering additional Booster training to promote greater access, equity, oversight, and parent involvement. In the area of professional development and staff support, participants emphasized the need for more practical, classroom-ready training opportunities based on feedback from summer institute sessions. Additional recommendations included providing more comprehensive training for new curriculum adoptions and ensuring classified staff receive emergency procedure training with appropriate compensation for participation.

School Engagement & Student Motivation
Participants suggested expanding extracurricular and student engagement opportunities to strengthen school connectedness and increase participation across grade levels. Recommendations included expanding middle school athletics and integrating additional VAPA opportunities to provide students with a broader range of enrichment experiences. Participants also emphasized the value of structured extracurricular activities, such as student council, English-learning games, and academic competitions, to support student engagement and leadership development. Additional suggestions focused on increasing opportunities for hands-on, interactive lessons designed to improve classroom participation and student interest. Participants further recommended strengthening partnerships with local businesses to expose students to a wider range of career pathways and real-world learning experiences.

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.
Goal 4: PYLUSD will close the academic achievement gap for Long-term English Learner (LTEL) students.
Participants emphasized the importance of strengthening supports for English learners through expanded staffing, targeted instruction, and increased family engagement. Recommendations included incentivizing the recruitment and retention of multilingual educators, maintaining ELD teachers, and increasing access to bilingual aides and targeted English learner support services. Participants also suggested expanding English classes for adults at high school sites, improving multilingual communication and outreach efforts, and providing more user-friendly parent resources and workshops. Additional recommendations focused on increasing awareness of translation services, strengthening family engagement opportunities in parents' native languages, and improving communication regarding programs, assessments, and available supports for English learner families.

Participants also highlighted the need to enhance instructional practices, intervention systems, and professional development related to English learner achievement. Suggestions included increasing teacher training on ELD instructional strategies, expanding GLAD training, integrating language development supports into core instruction, and utilizing technology tools such as Lexia, Nearpod, and digital translation resources to support language acquisition. Participants recommended expanding after-school tutoring, small-group interventions, bilingual tutoring, and targeted writing support, while also exploring additional literacy resources and curriculum options to address learning gaps. Additional recommendations included improving progress monitoring systems for LTEL students, strengthening reclassification processes, integrating ELPAC preparation into instruction, and using assessment and attendance data to guide intervention strategies and early support efforts.

Participants further emphasized the importance of increasing student engagement, motivation, and community partnerships to support long-term English learner success. Recommendations included expanding peer mentoring, classroom buddy systems, leadership opportunities, and milestone celebrations to recognize student progress and build school connectedness. Participants also suggested strengthening career awareness and goal-setting initiatives to reinforce the importance of English language development and academic achievement. Additional recommendations included expanding summer and after-school ELD programs, increasing mentorship opportunities, improving access to

bilingual mental health and community supports, and exploring partnerships and grant opportunities through programs such as AVID Excel, PIQE, and Community Schools initiatives to enhance districtwide services for English learners.

Goal 5: PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.
Participants emphasized the importance of expanding college and career readiness opportunities through increased access to Career Technical Education (CTE), academic intervention, and real-world learning experiences. Recommendations included expanding CTE pathways at Valencia High School with a focus on hands-on technical and trade-related programs such as robotics, autobody, manufacturing, and mechanical systems. Participants also suggested strengthening partnerships with community colleges to provide students with career-focused coursework and experiential learning opportunities, while advocating for districtwide Trade Fairs, College Fairs, and Career Days. Additional recommendations focused on expanding AVID and career-readiness programs at the elementary and middle school levels, increasing access to tutoring and structured intervention during the school day, improving student confidence with testing formats, and strengthening access to internships, mentorships, financial literacy education, and college and career exploration opportunities. Participants also highlighted the need to strengthen student engagement, family support systems, and access to social-emotional and wellness resources. Recommendations included increasing staff outreach to families to improve attendance and address chronic absenteeism through conferences, home visits, and enhanced communication efforts. Participants suggested expanding after-school athletics and enrichment opportunities, improving transportation access to support participation in programs, and continuing to expand bus routes and awareness of available transportation services. Additional recommendations included ensuring access to counseling, behavioral, and wellness supports across all schools, expanding SEL and intervention services, and strengthening school-family partnerships through community resource fairs, childcare and food supports for family events, financial literacy resources, and increased collaboration with PTAs, local businesses, colleges, and community organizations to support whole-family engagement and student success.

Goal 6: PYLUSD will close the academic achievement gap for Foster Youth (FY) students.
Participants emphasized the importance of strengthening stability, connection, and access to supports for foster youth students and families across the district. Recommendations included researching best practices from existing support models, establishing policies that promote school stability despite placement changes, and maintaining transportation services that allow foster youth to remain at their school of origin whenever possible. Participants also suggested strengthening partnerships with county agencies and community organizations to improve access to available resources and services for foster youth and families. Additional recommendations focused on expanding counselor and mentor availability across all schools, utilizing foster youth liaisons to coordinate districtwide supports, improving access to mental health services, and creating welcoming campus processes that connect students to support staff immediately upon enrollment. Participants further recommended organizing resource fairs, increasing professional development for classified staff, and ensuring each foster youth student has a designated point person or mentor for ongoing support.

Participants also highlighted the need to expand academic interventions, student engagement opportunities, and trauma-informed supports to improve outcomes for foster youth students. Recommendations included enhancing tutoring services through earlier intervention referrals, improving family awareness of available academic supports, and providing staff training focused on trauma-informed practices and the unique needs of foster youth students. Participants emphasized the importance of fostering school belonging through peer buddy programs, mentorship opportunities, extracurricular activities, middle school athletics, clubs, celebrations, and schoolwide SEL initiatives that help students build meaningful connections. Additional recommendations included creating inclusive campus environments through staff awareness training, providing vouchers for school-sponsored activities, supporting students' ability to practice their faith on campus, and strengthening absenteeism interventions through monitoring, communication, and family meetings. Participants also suggested expanding

welcoming resources such as Care Closets, student service groups, and ASB or activities cards to further support student engagement and connectedness.

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through district-wide and school-wide actions. Participants emphasized the importance of expanding staffing, intervention systems, and mentorship opportunities to better support unduplicated pupil groups and struggling students across the district. Recommendations included increasing human resources available to support teachers and students through preventive interventions focused on literacy, reading, and mathematics, particularly for students who may lack academic support outside of school. Participants suggested expanding mentorship opportunities through peer helper programs, classified staff mentorship training, and initiatives such as Support One Student (S.O.S.) to provide targeted support for specific student groups. Additional recommendations included increasing staffing dedicated to pre-intervention services, strengthening counselor availability and mental health supports, improving outreach and registration supports for foster youth students, and ensuring additional school and district staff are available to monitor student needs and provide ongoing assistance. Participants also emphasized the importance of targeted resource allocation for schools serving high concentrations of English learners and socioeconomically disadvantaged students, while maintaining transparency regarding funding and support services for unduplicated pupils.

Participants highlighted the need to strengthen family engagement, attendance supports, and school climate initiatives to improve student connectedness and academic outcomes. Participants noted that parent involvement has decreased following the COVID-19 pandemic and recommended expanding district-led parent engagement opportunities, parenting classes, and feeder-pattern family events to better support student success. Additional recommendations included strengthening communication regarding academic programs and support services, increasing multilingual outreach and language supports for families, and continuing to utilize advisory groups and PTA partnerships to strengthen connections between families and the district. Participants also emphasized the importance of strengthening attendance interventions through incentive-based attendance campaigns, more frequent attendance reporting, home visits, and expanded SART/SARB follow-through, while exploring options such as elementary attendance recovery opportunities. Recommendations further focused on improving school climate through restorative practices, PBIS, SEL, peer mentoring, buddy systems, clubs, and culturally inclusive activities designed to increase student belonging, engagement, and positive relationships across school communities.

Participants further emphasized the importance of expanding academic interventions, literacy supports, pathway opportunities, and professional development for both certificated and classified staff. Recommendations included replicating successful intervention models such as the tutoring block at Valencia High School, maintaining tutorial periods at the secondary level, and expanding after-school tutoring, small-group instruction, math labs, and structured intervention programs such as Reflex and ST Math. Participants stressed the importance of maintaining a districtwide focus on literacy, supporting struggling readers, and providing accommodations and interventions for students not responding to instruction. Additional recommendations included strengthening college and career readiness efforts through expanded pathway programs, earlier career exploration opportunities, increased promotion of dual enrollment and scholarship opportunities, and broader access to high-demand programs such as manufacturing. Participants also emphasized the need for ongoing professional development related to intervention strategies, behavioral supports, reading difficulties, AVID strategies, trauma-informed practices, and student engagement, while ensuring teachers have structured time and resources to identify and support struggling students effectively.

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

allocate resources effectively. The following actions within each goal were either created or revised based on feedback from our educational partners and a review of our outcome data:

Goal 1: PYLUSD will provide innovative, rigorous, and relevant educational experiences that empower students to become responsible, ethical, and contributing citizens.
1.1 - Intervention Program
1.7 - ADVANCE Program
1.8 - Preschool programs
1.9 - Community Engagement

Goal 2: PYLUSD will continue to provide the necessary resources, skills, and opportunities for all students to meet or exceed grade level expectations.
Actions influenced include:
2.2 - Professional development for certificated staff
2.4 - Effective CAASPP administration

Goal 3: PYLUSD will close the academic achievement gap for English Learner (EL) students.
Actions influenced include:
3.4 - Professional development to assist English Learners with IEPs
3.21 - Implementation of an English Learner Snapshot

Goal 4: PYLUSD will close the academic achievement gap for Long-term English Learner (LTEL) students.
Actions influenced include:
4.1 - AVID Excel program
4.7 - Engaging with LTELs
4.9 - Teacher and staff awareness of LTELs
4.10 - Structured check-ins with LTELs
4.11 - Effective language teaching strategies
4.13 - Student-driven goal setting and progress monitoring
4.14 - LTEL progress monitoring

Goal 5: PYLUSD will close the academic achievement gap for Socio-Economically Disadvantaged (SED) students.
Actions influenced include:
5.1 - McKinney Vento Liaison
5.12 - Title 1 Instructional Coaches
5.15 - Mentoring program

Goal 7: PYLUSD will close the academic achievement gap for all Unduplicated Pupils through district-wide and school-wide actions.
Actions influenced include:
7.29 - Suicide Prevention Program

7.32 - Secondary school intervention programs
7.33 - Maintenance of CTE pathways
7.34 - Title I Parent Advisory Committee
7.35 - Expansion and support of Dual Language Academy
7.39 - Site level awareness of unduplicated pupils

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	OCSCS 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.

This goal was established to sustain and enhance the district's strong academic performance while addressing key areas of growth. With high student achievement in Mathematics and English Language Arts, a 95.6% graduation rate, and a College/Career indicator exceeding state performance levels, the district remains committed to providing rigorous and relevant educational experiences. Targeted intervention programs in ELA and Math, expanded early learning opportunities, and increased pathways for students with disabilities to earn diplomas and transition to work demonstrate PYLUSD's dedication to equitable student success. Additionally, the expansion of middle school athletics, implementation of CAASPP Interim Assessment Blocks, and ongoing professional development for staff ensure that students receive comprehensive support in their academic journey.

Despite these successes, the district recognizes areas for continued growth, including the need to improve English learner progress, reduce chronic absenteeism—especially among certain student subgroups—and close persistent achievement gaps for English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students. To address these challenges, PYLUSD is implementing targeted interventions such as expanded foundational math and writing programs, increased access to computer science education, and a transition-to-work program for graduates. Additionally, efforts to enhance community engagement, reduce class sizes, and provide innovative academic pathways will further support student success. By prioritizing these initiatives, PYLUSD aims to empower all students to thrive academically and become responsible, ethical, and contributing citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts CA Dashboard Indicator,	Bernardo Yorba Middle 2022-2023	Bernardo Yorba Middle 2023-2024	OCSCS 2024-2025	OCSCS 2025-2026	(Increase of 4.95%)

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, and Distance from Standard (DFS)	(55.90%) = Green DFS = 11.2 above	(58.51%) = Green DFS = 14.1 above	(60.85%) = Green DFS = 15.2 above	(60.93%) = Blue DFS = 26.2 above	No change in color DFS = + 4 points
1.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Bernardo Yorba Middle 2022-2023 (48.19%) = Green DFS = 4.8 below	Bernardo Yorba Middle 2023-2024 (49.62%) = Yellow DFS = 4.9 below	OCSCS 2024-2025 (43.56%) = Yellow DFS = 21 below	OCSCS 2025-2026 (53.49%) = Blue DFS = 19.8 above	(Increase of 2.59%) Moved down 1 color DFS = - 16.2 points
1.3	Suspension Rate and CA Dashboard Indicator	Bernardo Yorba Middle 2022-2023 (5.5%) = Orange	Bernardo Yorba Middle 2023-2024 (2%) = Blue	OCSCS 2024-2025 (1.5%) = Green	OCSCS 2025-2026 (<1%) = Blue	Reduction of 4%
1.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	
1.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Bernardo Yorba Middle 2022-2023 (19.2%) = Yellow	Bernardo Yorba Middle 2023-2024 (13.7%) = Yellow	OCSCS 2024-2025 (15.1%) = Orange	OCSCS 2025-2026 25% reduction in Chronic Absenteeism Rate (14.4%) and Schoolwide = Blue	Reduction of 4.1%
1.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	N/A	N/A	N/A	N/A	
1.7	Percentage of students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	
1.8	Percentage of students early on grade level or	N/A	N/A	N/A	N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above as indicated on the iReady Math Diagnostic (K-5)					
1.9	Passing Grades indicated on the Transcript (A,B,C) in Core Content Classes	First Semester 2023-2024, 7th-8th: ELA = 91% Math = 84% Science = 92% Social Science = 91%	First Semester 2024-2025, 6th-8th: ELA = 95% Math = 94% Science = 95% Social Science = 95%	First Semester 2025-2026, 6th-8th: ELA = 96% Math =86% Science = 98% Social Science = 96%	First Semester 2026-2027, 6th-8th: ELA = 96% Math = 89% Science = 97% Social Science = 96%	6th–8th (First Semester): ELA: (+5%) Math: (+2%) Science: (+6%) Social Science: (+5%)
1.10	OCSCS Writing Prompt - Met or Exceeded	Spring 2022-2023, 7th-8th (score of 3, 4, or 5 out of 5): 66%	Spring 2023-2024, 7th-8th (score of 3, 4, or 5 out of 5): 65%	Spring 2024-2025, 6th-8th (score of 3, 4, or 5 out of 5): 72%	Spring 2025-2026, 6th-8th: 71%	6th-8th: Increase of 6%
1.11	AP Program Participation, Exams Administered, and Pass Rate	N/A	N/A	N/A	N/A	
1.12	Cambridge Program Exams Administered and Pass Rate	N/A	N/A	N/A	N/A	
1.13	IB Program Diplomas Earned, Exams Administered, and Pass Rate	N/A	N/A	N/A	N/A	

Goal Analysis [2025-26]

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

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

There were no substantive differences between the intended implementation and actual execution for the actions in Goal 1 with the exception of Action 1.1 that was discontinued in winter of 2026 because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made. Aside from this adjustment, all other actions were implemented as planned, including foundational math and writing initiatives, computer science programming, middle school athletics, transition-to-work opportunities for students

with disabilities, preschool expansion, community engagement efforts, innovative programs, and the elimination of 5th/6th grade combination classes. Several actions demonstrated notable success, including five cycles of before- and after-school intervention programs for students in grades 1–6, participation by 6,185 students in the Reflex math program, 2,955 students using the Frax math application, and administration of district writing prompts to 7,284 elementary students. The district also continued the Orange County School of Computer Science and Universal Sports Institute programs, and increased community engagement through strategic planning listening sessions.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for any actions, aside from Action 1.1 because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

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

Implementation of Goal 1 contributed to strong student outcomes across multiple measures. Districtwide English Language Arts performance improved from 64.75% to 67.39% meeting or exceeding standards, while Mathematics increased from 53.48% to 56.07%, with both indicators improving their Distance from Standard by more than eight points. Graduation rates increased from 94.3% to 95.6%, College and Career Readiness improved from 55.8% to 61.8%, chronic absenteeism declined from 17.8% to 11.4%, and suspension rates decreased from 1.4% to 0.6%. Local measures also reflected positive growth, including increases in K–5 i-Ready Reading performance from 58% to 63% and Mathematics from 47% to 53%. Writing outcomes improved substantially, with the percentage of students meeting or exceeding expectations on district writing prompts increasing from 81% to 86% in grades 1–5 and from 76% to 81% in grades 6–12. Advanced academic opportunities also expanded, with AP course participation increasing from 27% to 30%, AP pass rates rising from 85% to 91.2%, Cambridge exam pass rates increasing from 80% to 93%, and IB pass rates improving from 91% to 98%. Overall, the district concluded that the coordinated implementation of Goal 1 actions effectively supported student achievement, engagement, college and career readiness, and access to innovative educational opportunities. Comments related to specific actions are below:

Action 1.1: Targeted Intervention
PYLUSD elementary schools implemented five cycles of before-school and after-school intervention groups for math and English in grades 1-6. Survey feedback from teachers and anecdotal feedback from parents has been positive, indicating effectiveness in supporting student learning.

Action 1.2: Foundational Math
A total of 6,185 students in grades 1-6 engaged with the Reflex math app, resulting in an increase in group fluency averages from 40.1% to 66.2%, with an average of 68 facts gained per student. Additionally, 2,955 students in grades 2-6 used the Frax math app, completing an average of 9.7 missions. Improvements in fact fluency and conceptual understanding of fractions contributed to student success in other math assessments, such as i-Ready and SBAC.

Action 1.3: Foundational Writing
In late-October, the first elementary writing prompt was administered to 7,284 students in grades 1-5. At that point in the assessment calendar, 50% of students scored a 3, 3.5, or 4 on the district's four-point writing rubric, while an additional 37% scored a 2 or 2.5, indicating

they were nearing proficiency. Two more district writing prompts will be used to continue monitoring student progress, demonstrating the district's commitment to strengthening writing skills.

Action 1.4: Computer Science
The Computer Science Continuum continued to progress, with Computer Instructional Specialists being offered professional development to support elementary students.

Action 1.5: Middle School Athletics
The Middle School Athletics program maintained high participation levels during the 2026-27 school year with hundreds of students participating across 5 different sports: Volleyball, Cross Country, Flag Football, Wrestling, and Track.

Action 1.6: PLUS Program
High School and adult students at sites across the district are participating in subsidized employment opportunities for students in special education programs.

Action 1.7: ADVANCE Program
Due to the availability and structured support that the applied studies diploma pathway provides, more students are graduating from their comprehensive site(s) with a high school diploma in four years. Therefore, the Advance program is not needed at this time.

Action 1.8: Preschool Program
We completed the district's goal of increasing our fee-based preschools from one to five and our state preschools from four to seven. Therefore, our new focus is to increase access to early childhood education and development through our inclusion model, as well as to offer our families additional access to a high-quality preschool education.

Action 1.9: Special Education Resources and Program
The current hiring efforts have been effective in meeting the goal of strengthening support for students with special needs.

Action 1.10: Engaged Community
Messages to our community and invitations to collaborate have grown with the listening tour sessions that will be used to create PYLUSD's new Strategic Plan.

Action 1.11: 5th/6th Grade Combination Class Elimination
Through the use of Learning Recovery Emergency Block Grant funds, the district successfully eliminated nine 5th/6th grade combination classes, reducing class sizes at the elementary level.

Action 1.12: Innovative Programs
The Orange County School of Computer Science and Universal Sports Institute continue to operate.

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.

The following actions have revisions for the 2026-27 school year:

Action 1.1 was discontinued because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

Action 1.7 was revised because the availability and structured support that the applied studies diploma pathway provides, more students are graduating from their comprehensive site(s) with a high school diploma in four years. Therefore, the Advance program is not needed at this time.

Action 1.8 was revised because in 24 months, we completed the district's goal of increasing our fee-based preschools from one to five and our state preschools from four to seven. Therefore, our new focus is to increase access to early childhood education and development through our inclusion model, as well as to offer our families additional access to a high-quality preschool education.

An action related to eliminating 5th/6th combination classes was removed. Prior to the elimination of 5th- and 6th-grade combination classes, our teachers have supported student learning through differentiated instruction and/or collaboration with colleagues to share students and minimize combos during ELA and/or math periods. In addition, in adherence to the teacher contract, the district will work with principals to provide on-going year-long classroom support for 5/6 combo classes. Moreover, we are looking to align math curriculum K-8 to optimize continuity of learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Targeted Intervention	Action Discontinued Effective 26-27		
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.	$6,950.00	No
1.3	Foundational Writing	Provide a comprehensive program to support the writing process for students through the use of supplemental programs.	$250.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Computer Science	Provide a districtwide K-12 computer science opportunities for students to increase their college and career readiness through the use of computer science curriculum and support staff. Provide training on the use of artificial intelligence tools to support the achievement of all unduplicated pupils.	$5,534.00	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.	$27,732.55	No
1.6	PLUS Program	Action 1.6 does not apply to OCSCS		
1.7	Applied Studies Pathway	Action 1.7 does not apply to OCSCS		
1.8	Preschool Program	Action 1.8 does not apply to OCSCS		
1.9	Engaged Community	Increase community engagement by providing access to internet and technology as well as through a variety of communication tools and platforms including, but not limited to, Superintendent’s Friday Message, Superintendent’s Community Advisory Committees, and a new Digital Flier Distribution Platform.	$1,200.00	No
1.10	5th/6th Grade Combination Class Elimination	Action 1.10 does not apply to OCSCS		
1.11	Innovative Programs	Provide innovative programs and pathways at our schools in order to increase enrollment and student engagement in our award winning district.	$5,013.00	No
1.12	Mastery Based Learning	Provide an instructional program whose assessment and feedback practices are grounded in mastery based learning.	$3,981.78	

Action #	Title	Description	Total Funds	Contributing
1.13	School Climate	Continue to use the Learner Mindframes to promote positive behavior and create a supportive school climate which can include acknowledging and rewarding good attendance behaviors.	$2,550.00	
1.14	SPED Inclusion	Maintain efforts to provide a full inclusion model of Special Education	$85,347.00	
1.15	Enrichment	Continue to offer classroom experiences that meet the diverse needs of students at OCSCS by offering Honors contracts in Science, History, and ELA courses.	$15,130.66	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	OCSCS 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.

PYLUSD remains committed to ensuring that all students have access to the resources, skills, and opportunities necessary to meet or exceed grade-level expectations. With a diverse student population of over 22,700, including 44% identified as socioeconomically disadvantaged, 13.5% as English learners, and 0.4% as foster youth, it is essential to provide equitable support systems that address the unique needs of every learner. While districtwide performance in key areas such as English Language Arts, Mathematics, Graduation Rate, and College/Career readiness remains strong, areas like English Learner Progress and Chronic Absenteeism require continued attention and targeted intervention. By investing in high-quality instruction, professional development, and instructional resources, PYLUSD ensures that all students receive the support necessary to achieve academic success.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Bernardo Yorba Middle 2022-2023 (55.90%) = Green DFS = 11.2 above	Bernardo Yorba Middle 2023-2024 (58.51%) = Green DFS = 14.1 above	OCSCS 2024-2025 (60.85%) = Green DFS = 15.2 above	OCSCS 2025-2026 (60.93%) = Blue DFS = 26.2 above	(Increase of 4.95%) No change in color DFS = + 4 points
2.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standard, and Distance from Standard (DFS)	Bernardo Yorba Middle 2022-2023 (48.19%) = Green DFS = 4.8 below	Bernardo Yorba Middle 2023-2024 (49.62%) = Yellow DFS = 4.9 below	OCSCS 2024-2025 (43.56%) = Yellow DFS = 21 below	OCSCS 2025-2026 (53.49%) = Blue DFS = 19.8 above	(Decrease of 4.63%) Moved down a color DFS = - 16.2 points
2.3	Suspension Rate and CA Dashboard Indicator	Bernardo Yorba Middle 2022-2023 (5.5%) = Orange	Bernardo Yorba Middle 2023-2024 (2%) = Blue	OCSCS 2024-2025 (1.5%) = Green	Districtwide 2025-2026 (<1%) = Blue	Reduction of 4%
2.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	N/A
2.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Bernardo Yorba Middle 2022-2023 (19.2%) = Yellow	Bernardo Yorba Middle 2023-2024 (13.7%) = Yellow	OCSCS 2024-2025 (15.1%) = Orange	OCSCS 2025-2026 25% reduction in Chronic Absenteeism Rate (14.4%) and Schoolwide = Blue	Reduction of 4.1%
2.6	Graduation Rate CA Dashboard Indicator and Graduation Rate	N/A	N/A	N/A	N/A	N/A
2.7	Percentage of students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	N/A	N/A	N/A	N/A	N/A
2.9	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	First Semester 2023-2024, 7th-8th: ELA = 91% Math = 84% Science = 92% Social Science = 91%	First Semester 2024-2025, 6th-8th: ELA = 95% Math = 94% Science = 95% Social Science = 95%	First Semester 2025-2026, 6th-8th: ELA = 96% Math =86% Science = 98% Social Science = 96% Social Science = 89%	First Semester 2026-2027, 6th-8th: ELA = 96% Math = 89% Science = 97% Social Science = 96%	6th–8th (First Semester): ELA: (+5%) Math: (+2%) Science: (+6%) Social Science: (+5%)
2.10	OCSCS Writing Prompt - Met or Exceeded	Spring 2022-2023, 7th-8th (score of 3, 4, or 5 out of 5): 66%	Spring 2023-2024, 7th-8th (score of 3, 4, or 5 out of 5): 65%	Spring 2024-2025, 6th-8th (score of 3, 4, or 5 out of 5): 72%	Spring 2025-2026, 6th-8th: 71%	6th-8th: Increase of 6%
2.11	Total # Teacher Miss-assignments	2023-24 = 3	2024-25 = 5	To be Completed in May 2026 prior to the June Public Hearing	2026-27 = 0	
2.12	Percentage of students with sufficient access to standards-aligned instructional materials	2023-24 = 100%	2024-25 = 100%	To be Completed in May 2026 prior to the June Public Hearing	2026-27 = 100%	
2.13	Overall Rating for All School Facilities Using the Facilities Inspection Tool (FIT)	2023-24 = Good	2024-25 = Good	To be Completed in May 2026 prior to the June Public Hearing	2026-27 = Good	
2.14	Local Indicator for Implementation of State Standards	2023-24 ELA/ELD - 4 (Full Implementation)	2024-25 ELA/ELD - 4 (Full Implementation)	To be Completed in May 2026 prior to the June Public Hearing	2026-27 ELA/ELD - 5 (Full Implementation & Sustainability)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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)		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 [2025-26]

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

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

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 2 with no substantive differences between planned and actual implementation. Key actions included maintaining highly qualified staffing, providing professional development and collaborative learning opportunities for certificated and classified staff, ensuring equitable access to instructional materials and resources, administering state assessments, and monitoring resource allocation across schools. These efforts contributed to positive outcomes across multiple district indicators. Districtwide English Language Arts performance improved from 64.75% to 67.39% meeting or exceeding standards, with the Distance from Standard increasing from 35.6 to 43.9 points above standard. Mathematics performance increased from 53.48% to 56.07%, with Distance from Standard improving from 6.1 to 14.3 points above standard. Graduation rates increased from 94.3% to 95.6%, College and Career Readiness improved from 55.8% to 61.8%, and chronic absenteeism declined from 17.8% to 11.4%, representing a 6.4 percentage-point reduction. Suspension rates also decreased from 1.4% to 0.6%.

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

The following actions experienced material differences between budgeted and estimated actual expenditures:

2.1: Districtwide Staffing: Fewer funds were used than initially budgeted to due strategic decision making regarding backfilling open positions, reducing staffing where feasible and similar decisions.

2.2: Mathematics: Expanded teacher support to support multilingual learners in alignment with the 2023 math framework by launching a GLAD in math after school cohort and the launch of the secondary Math Fellows program, including funding for BTC materials and professional development.

2.3: English Language Arts: Pear Assessment expanded to grades 3-5 to support CAASPP interim assessments. Additional IXL licenses purchased for 6th-grade teachers to facilitate diagnostics and individualized learning pathways. Funding planned for 2025-2026 to renew subscriptions for Step Up to Writing (K-12) and Studysync (9-12).

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

The district found the actions associated with Goal 2 to be effective in maintaining and strengthening the district's core instructional program. Professional development investments supported implementation of the California Mathematics Framework, literacy initiatives, writing instruction, multilingual learner supports, and science instruction, while expanded instructional resources enhanced access to standards-aligned learning opportunities. Local measures also reflected positive outcomes, including increases in the percentage of K–5 students performing at or above grade level on i-Ready Reading from 58% to 63% and Mathematics from 47% to 53%. Secondary academic performance improved as well, with passing rates increasing in English Language Arts from 89% to 91%, Mathematics from 86% to 87%, Science from 88% to 90%, and Social Science from 88% to 89%. The district maintained 100% access to standards-aligned instructional materials, continued to receive a rating of "Good" on the Facilities Inspection Tool, and sustained full implementation of state standards across all content areas. Overall, the actions within Goal 2 successfully supported student achievement, instructional quality, and equitable access to educational opportunities while positioning the district to continue improving outcomes for all students. Comments related to specific actions are below:

Action 2.2: Professional Development, Training, and Task Forces
English Language Arts: A significant expenditure occurred in Spring 2025 due to a state directive requiring the selection of a Reading Difficulties Screener. Additional funds allocated for K-2 teacher training on screening procedures. An ELA pilot task force was funded to evaluate curricula that support intervention for students flagged by the screener. Additional hours provided for DLA teachers transitioning from i-Station to i-Ready Spanish diagnostic. District TOSAs trained as Step Up to Writing trainers for K-5 instruction. Momentum in Teaching expanded training to further support narrative, informational, and opinion writing across all grades.

Mathematics: Expanded teacher support to support multilingual learners in alignment with the 2023 math framework by launching a GLAD in math after school cohort. Launch of the secondary Math Fellows program, including funding for BTC materials and professional development.

Science: Increased support for Science Fellows professional development. Elementary Science Fellows completed NGSS certification to reinforce early-grade science instruction.

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.

No actions for this goal have been revised for the 2026-27 school year.

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

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.	$4,137,249.10	No
2.2	Professional Development, Training, and Task Forces	The district will continue to provide training, professional development, and collaborative task force opportunities for teaching staff across all content areas and district initiatives—including Math/ELA Fellows, Writer's Workshop, Step Up to Writing, Love and Logic, ProAct, emergency procedures, Learning Walks, etc—supported in part through LREBG funds ($545,200). While the 2024 CA Dashboard shows overall stability in English Language Arts and Math, along with positive trends in graduation rates, chronic absenteeism, and suspension rates, student groups such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Foster Youth continue to perform below district averages. Research consistently shows that high-quality professional learning builds staff capacity to meet the needs of unduplicated pupils and leads to improved student outcomes (Hattie, 2009; Kanold, 2017; Erkens & Twadell, 2012), making this a strategic investment to close achievement gaps and support educational equity. The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, M2.14)	$172,285.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Instructional Materials, Supplies, and Services	Provide instructional materials, supplies, and services for staff in all content areas to support learning for unduplicated students (English Learners, Socio-Economically Disadvantaged, and Foster Youth).	$3,300.00	Yes
2.4	State Testing	Ensure timely and compliant administration of all CAASPP assessments in accordance with CDE expectations (ELPAC, ELA, Math & Science).	$92,447.70	No
2.5	Resource Distribution	Examine district programs and services to ensure equitable distribution of resources	$15,130.66	No
2.6	Training for Classified Staff	Ensure all classified staff are provided training and professional development on job related responsibilities.	$83,202.93	No
2.7	Math Curriculum and Instruction	Continue to provide mathematics instruction focused on conceptual mastery through the use of Singapore Math as the curriculum for math instruction.	$15,130.67	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	OCSCS will close the academic achievement gap for English Learner (EL) students.	Broad 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. Across the district, English Learner (EL) students have demonstrated the lowest performance level in Chronic Absenteeism. The actions outlined within this broad goal align with the objectives outlined in the PYLUSD EL Master Plan. Key components include staff professional development, additional support for Emerging ELs, provision of bilingual support staff, and fostering increased student and family engagement.

The key actions proposed to support ELs, such as the ELD Summer Program, progress monitoring, and English Language Proficiency Assessments for California (ELPAC) support, are essential to address the unique needs of this student group. 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 Percentage of English Learners Making	Bernardo Yorba Middle 2022-2023 (60%) = No Color	Bernardo Yorba Middle 2023-2024 (50%) = No Color	OCSCS 2024-2025 (47.2%) = Orange	OCSCS 2025-2026 (65%) = Green	Decrease of 12.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress Towards English Language Proficiency					
3.2	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	Bernardo Yorba Middle EL Subgroup 2022-2023 (0%) = Yellow DFS = 61.8 below	Bernardo Yorba Middle EL Subgroup 2023-2024 (2.7%) = Red DFS = 85.2 below	OCSCS EL Subgroup 2024-2025 (2.7%) = Yellow DFS = 53 below	OCSCS EL Subgroup 2025-2026 (5%) = Green DFS = 5 below	(Increase of 2.7%) Color: No change in color DFS = + 8.8 points
3.3	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standard (DFS)	Bernardo Yorba Middle EL Subgroup 2022-2023 (15.15%) = Yellow DFS = 62.2 below	Bernardo Yorba Middle EL Subgroup 2023-2024 (16.21%) = Orange DFS = 65.9 below	OCSCS EL Subgroup 2024-2025 (9.76%) = Orange DFS = 71.1 below	OCSCS EL Subgroup 2025-2026 (21%) = Green DFS = 25 below	(Decrease of 5.39%) Color: moved down 1 color DFS = -8.9 points
3.4	Suspension CA Dashboard Indicator and Suspension Rate	Bernardo Yorba Middle EL Subgroup 2022-2023 (10.6%) = Orange	Bernardo Yorba Middle EL Subgroup 2023-2024 (0%) = Blue	OCSCS EL Subgroup 2024-2025 (0%) = Blue	OCSCS EL Subgroup 2025-2026 (<1.0%) = Blue	Reduction of 10.6%
3.5	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	
3.6	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	Bernardo Yorba Middle EL Subgroup 2022-2023 (19.6%) = Yellow	Bernardo Yorba Middle EL Subgroup 2023-2024 (20.5%) = Red	OCSCS EL Subgroup 2024-2025 (22.4%) = Red	50% Reduction in Chronic Absenteeism Rate Schoolwide EL Subgroup 2025-2026 (9.8%) = Blue	Increase of 2.8%
3.7	Graduation Rate CA Dashboard Indicator and Graduation Rate	N/A	N/A	N/A	N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Percentage of English Learners early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	
3.9	Percentage of English Learners early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	N/A	N/A	N/A	N/A	
3.10	OCSCS Writing Prompt - Met or Exceeded	Spring 2022-2023, 7th-8th (score of 3, 4, or 5 out of 5) 8%	Spring 2023-2024, 7th-8th (score of 3, 4, or 5 out of 5): 17%	Spring 2024-2025, 6th-8th (score of 3, 4, or 5 out of 5): 26%	Spring 2025-2026, 6th-8th 18%	6th-8th: Increase of 18%
3.11	Passing Grades indicated on the Transcript (A, B, or C) in Core Content Classes	First Semester 2023-2024, 7th-8th: ELA = 71% Math = 55% Science = 79% Social Science = 73%	First Semester 2024-2025, 6th-8th: ELA = 88% Math = 85% Science =84% Social Science = 85%	First Semester 2025-2026, 6th-8th: ELA = 91% Math =66% Science = 94% Social Science = 91%	First Semester 2026-2027, 6th-8th: ELA = 76% Math = 60% Science = 84% Social Science = 78%	6th–8th (First Semester): ELA: (+20%) Math: (+11%) Science: (+15%) Social Science: (+18%)
3.12	Reclassification Rate	Fall 2023: 22%	Fall 2024: 21%	Fall 2025 9%	Fall 2026: 27%	Decreased 13%
3.13	Percentage of English Learners scoring Level 4 on ELPAC Reading	Fall 2023: 9%	Fall 2024: 13.89%	Fall 2025: 2.38%	Fall 2026: 14%	Decreased 6.62%
3.14	Percentage of English Learners scoring Level 4 on ELPAC Writing	Fall 2023: 6%	Fall 2024: 2.78%	Fall 2025: 2.38%	Fall 2026: 11%	Decreased 3.62%
3.15	Percentage of English Learners scoring Level 4 on ELPAC Listening	Fall 2023: 12%	Fall 2024: 8.33%	Fall 2025: 16.67%	Fall 2026: 17%	Increased 4.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Percentage of English Learners scoring Level 4 on ELPAC Speaking	Fall 2023: 52%	Fall 2024: 61.11%	Fall 2025: 54.76%	Fall 2026: 57%	Increased 2.76%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 3 to improve outcomes for English Learners (ELs), with no substantive differences between planned and actual implementation. Key actions included ELD professional development, additional designated and integrated ELD sections at secondary schools, bilingual instructional aides, ELPAC administration and training, translation services, EL progress monitoring through Ellevation, bilingual community liaisons, the English Language Assessment Center, ELD Academic Support Teachers, ELD Teacher on Special Assignment (TOSA) support, the ELD Summer Program, GLAD training, and implementation of the EL Master Plan. These efforts contributed to positive outcomes across multiple indicators. The English Learner Progress Indicator improved from 50.3% (Orange) in 2023–24 to 51.0% (Yellow) in 2024–25, while EL graduation rates increased from 79.9% to 89.9%. College and Career Readiness improved from 11.4% to 20.8%, chronic absenteeism declined from 25.9% to 16.5%, and suspension rates decreased from 2.1% to 1.5%. English Learners also improved their Distance from Standard in English Language Arts from 41 points below standard to 33.4 points below standard and in Mathematics from 68.7 points below standard to 55 points below standard, with both indicators improving one Dashboard performance level.

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

The following actions experienced material differences between budgeted and estimated actual expenditures:

3.5: English Language Proficiency Assessments for California (ELPAC): Fewer funds were needed than initially estimated due to new ELPAC administration procedures. The district will refine coordination structures and adjust budget assumptions to reflect actual costs.

3.17: Expenditures for the ELD Summer Program exceeded initial projections due to expanded implementation, including increased student participation, additional program sites, and staffing needs to support small group instruction and differentiated learning. These increases reflect the district’s responsiveness to student need and commitment to expanding access to language development opportunities.

3.18: Increased demand from sites, and additional costs associated with substitute coverage, demonstration classrooms, and coaching support were distributed across multiple funding sources to sustain expanded implementation.

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

The district found many actions to be effective in improving English Learner achievement and engagement. ELD professional development contributed to 74.6% of English Learners improving their ELA scores and 71.8% improving their mathematics scores, while bilingual aides, translation services, family engagement structures, and EL progress monitoring strengthened support systems for students and families. GLAD implementation, ELD Summer Programming, and the English Learner Assessment Center further enhanced language acquisition and access to grade-level content. Local measures reflected additional progress, including increases in secondary passing rates for English Learners in English Language Arts from 73% to 75%, Mathematics from 62% to 67%, Science from 64% to 74%, and Social Science from 64% to 68%. Challenges remain, however, as only 11.66% of English Learners met or exceeded standards in English Language Arts and 13.97% met or exceeded standards in Mathematics, and elementary ELD Academic Support Teachers were less effective at some sites because staffing was divided across multiple schools and significant time was devoted to Kindergarten class-size reduction efforts. Additionally, the district identified inconsistencies in the implementation of the English Learner Snapshot tool and will revise the action in 2026–27 to incorporate the English Learner Progress Indicator (ELPI) as a primary monitoring metric. Overall, the coordinated implementation of Goal 3 actions resulted in meaningful progress toward closing achievement gaps and improving academic, language development, attendance, and postsecondary outcomes for English Learners. Comments related to specific actions are below:

Action 3.1: English Language Development (ELD) Professional Development
Implementation contributed to measurable gains, including 74.6% of English learners improving their ELA scores and 71.8% improving in Math. Increased teacher capacity supported access to grade-level content and language development aligned to EL Roadmap Principles 1 and 2.

Action 3.2: Additional EL Sections at Secondary Schools
We continue to ensure all ELs receive both designated and integrated ELD instruction in order to support academic success. We continue to provide middle schools and high schools with staffing/classes to support Emerging ELs. Students continued to receive ELD instruction; however, data indicates ongoing gaps, with only 11.66% of ELs meeting or exceeding ELA standards and 13.97% in Math.

Action 3.3: Bilingual Aides
We continue to provide bilingual instructional aides at high impact schools to accelerate academic language acquisition of ELs. This action is effective in providing the necessary support for academic growth for our English Learners.

Action 3.4: Special Education Training
The training was well received by staff and noted interest with additional training for the upcoming school year. This training is an effective action as we are building capacity, connecting, and facilitating multidisciplinary team decisions through a tiered approach.

Action 3.5: English Language Proficiency Assessments for California (ELPAC)
We continue to facilitate ELPAC testing of ELs through the use of employee testers and testing materials in order to support reclassification of EL students district-wide and transition from a centralized district testing model to site-based administration of the EPLAC exam. This action is effective in administering this assessment. The effectiveness is measured by the impact our team makes to facilitate and create optimal testing conditions

Action 3.6: Additional Instructional Materials for EL Support

This year, with the implementation of GLAD, we have focused this action on supporting the necessary materials for a successful implementation of GLAD. Each school site has been supported with the necessary materials to support the implementation.

Action 3.7: ELD Instruction and Support
Due to the change in our hourly part time teachers, we provided ELD Academic Support Teachers at the elementary school level to provide ELD support and direct services throughout the year. This action was effective at the Title 1 sites but less effective at the non-Title I sites. The ineffectiveness of this action is due to 7 FTEs being split between 14 schools. Additionally, the ELD ASTs spent a majority of the time supporting Kindergarten class size reduction. This Kindergarten support has reduced the time they can support ELD.

Action 3.8: ELD Teacher Support
We continue to provide a District ELD Teacher on Special Assignment (TOSA) support to assist with ELD instruction and services at all sites. This action has been effective in the implementation of GLAD, ELD support for all grade spans, DWI training, and ELPAC training.

Action 3.9: Translation Services
We continue to provide District translation services to support English learners 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. This action is effective to provide support to our families in making progress toward the goal during the three-year LCAP cycle.

3.10: English Language Assessment Center
This initiative is effective in meeting our three-year goal because it ensures a centralized and streamlined approach to identifying and assessing English Learners (ELs). By housing language assessment services within the Family Resource Center, we enhance accessibility for families, improve coordination of support services, and ensure consistency in evaluating student needs. This structure allows for more efficient resource allocation, timely interventions, and better alignment with district-wide language development goals.

3.11: DELAC & ELAC Groups
This initiative effectively advances our three-year goal by strengthening family engagement and fostering meaningful collaboration between parents of English Learners (ELs) and school staff. By continuing to coordinate advisory groups, we provide parents with valuable opportunities to learn about educational programs, contribute to program goals and procedures, and advocate for their children’s academic success.

3.12: Bilingual Community Liaisons
This initiative directly supports our three-year goal by ensuring that students and families in high-ELL-population schools receive timely responsive support. Bilingual School/Community Student Advisors play a crucial role in bridging communication between families and schools, fostering stronger relationships, and increasing engagement in the educational process.

3.13: Administrative Support
This action is essential to achieving our three-year goal by ensuring strong administrative leadership and compliance with state and federal guidelines for the EL program. By maintaining dedicated administrative support at the district office, we can effectively oversee program implementation, provide communication to school sites, and ensure alignment and coherence of services.

3.14: Melrose Literacy Coach
This initiative supports our three-year goal by enhancing literacy instruction and providing targeted interventions for students who need additional support at Melrose Elementary. The Literacy coach and specialist plays a critical role in strengthening instructional practices, supporting teachers, and improving student outcomes. This investment ensures that students, particularly those struggling with literacy, receive the necessary resources and support to develop strong reading skills, ultimately leading to greater academic success and long-term educational equity.

3.15: EL Progress Monitoring
This initiative directly advances our three-year goal by leveraging technology to ensure real-time monitoring and support for English Learners (ELs). By utilizing and providing ongoing training for the online data system, we can effectively track EL progress, identify students with D or F grades in core classes, and implement timely interventions. Ellevation training and support enhance our ability to target instruction using consolidated data, streamline EL and RFEP monitoring, and manage the reclassification process efficiently.

3.16: ELD Coordination
This action aligns with the California English Learner Roadmap (Principles 1 and 2) by promoting asset-based instruction and ensuring meaningful access to rigorous content supported by appropriate scaffolds. As a result, sites are better positioned to respond to student needs and provide targeted supports within a Comprehensive ELD and MTSS framework.

3.17: ELD Summer Program
This initiative supports our three-year goal by offering a structured ELD summer program designed to enhance language acquisition and academic enrichment for elementary English Learners. By incorporating GLAD (Guided Language Acquisition Design) strategies, the program provides research-based, interactive instruction that strengthens language development in an engaging and supportive environment. This targeted summer intervention helped prevent learning loss, accelerated English proficiency, and built students' confidence in using academic language.

3.18: Guided Language Acquisition Design (GLAD)
This initiative supports our three-year goal by strengthening instructional practices through professional development in cultural proficiency and language acquisition strategies. Partnering with OC GLAD ensures that educators receive high-quality training on lesson design for both integrated and designated English Language Development (ELD), using language development standards to guide instruction effectively.

3.19: English Learner Master Plan
By adhering to the plan with fidelity, we are able to provide structured, research-based instruction, equitable access to rigorous grade-level content, and targeted language development support. This approach strengthens teacher capacity, enhances intervention strategies, and ensures compliance with state and federal requirements.

3.20: Needs-Responsive Schools
Trainings were offered that site & district staff attended to offer programs that are more responsive to student needs.

3.21: English Learner Snapshot

Based on reflection on prior implementation, the district identified variability in how the EL Snapshot Tool was used across sites and a need to strengthen alignment to state accountability measures. As a result, the district will revise Action 3.21 to incorporate the use of the English Learner Progress Indicator (ELPI) as a primary metric for monitoring student progress, in place of relying solely on growth by proficiency level.

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.

The following actions have been revised:

Action 3.4 was updated because PYLUSD completed the training with the 11 targeted schools in the Spring 2025, we are recommending to provide additional targeted training for all of our Speech Language Therapists to ensure assessment processes are aligned.

Action 3.17 was discontinued because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$74,882.64	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.	$19,395.00	Yes
3.3	Bilingual Aides	Action 3.3 does not apply to OCSCS		

Action #	Title	Description	Total Funds	Contributing
3.4	Special Education Staff Training	Conduct training for special education staff on bilingual language assessments to appropriately identify language differences versus language disorders, ensuring that resources for student supports are appropriately allocated and effectively serve students.	$27,732.55	No
3.5	English Language Proficiency Assessments for California (ELPAC)	To support the accurate identification and timely reclassification of English Learners (ELs), the district will continue to facilitate ELPAC testing through trained employee testers and the provision of necessary testing materials. Additionally, professional development will be provided to educators on the administration of the ELPAC exam to ensure consistent and valid assessment practices across all school sites. Recent ELPAC results indicate a decline in the percentage of ELs achieving Level 4 in key literacy domains. Research from the Institute of Education Sciences (IES) highlights that standardized testing practices and targeted training for educators are essential in supporting fair and accurate reclassification decisions, which directly impact ELs' access to rigorous academic instruction and long-term success (IES, 2019). M3.13-M3.16 will be used to determine the effectiveness of this action.	$24,555.25	No
3.6	Additional Instructional Materials for EL Support	Continue to accelerate the academic language acquisition of ELs by providing equitable access to common core standards through the use of core English Language Arts curriculum as well as supplemental ELD curriculum. On the 2024 CA Dashboard, English Learners (ELs) in the district performed at the Orange level in English Language Arts (ELA) and Yellow in Math, in contrast to the districtwide Green performance in both areas. Additionally, the English Learner Progress Indicator declined to Orange. Research from the What Works Clearinghouse emphasizes that integrating both content and language instruction, along with the use of high-quality, scaffolded curriculum, is essential to improving ELs' academic achievement (Baker et al., 2014). M3.1-M3.3 will be used to determine the effectiveness of this action.	$1,051.00	No
3.7	ELD Instruction and Support	Action 3.7 does not apply to OCSCS		

Action #	Title	Description	Total Funds	Contributing
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.	$24,555.25	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.	$24,555.25	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. Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in key literacy domains. Centralized assessment services have been shown to improve the validity and effectiveness of language assessments, helping ensure that English Learners receive timely, accurate identification and appropriately tailored supports to meet their academic and linguistic needs (Centre for Canadian Language Benchmarks, 2015). M3.12-M3.16 will be used to determine the effectiveness of this action.	$24,555.25	Yes
3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	The district will continue to coordinate advisory groups for parents of English Learners (ELs) to increase awareness of educational programs and provide meaningful opportunities to advise staff on program goals and procedures. This includes organizing meetings with translation services, instructional materials, supplies, parenting classes, child care, and food. The district will also explore hosting District English Learner Advisory Committee (DELAC) meetings at high-impact school sites, in addition to the district office, to increase accessibility and engagement. According to the 2024 CA Dashboard, English Learners performed at the Orange level in English Language Arts (ELA) and the Yellow level in Math—both below the districtwide performance level of Green in each subject. Research shows that family involvement significantly improves academic achievement, socioemotional development, and school behavior for ELs, particularly when parents maintain high educational expectations and encourage their children's aspirations (Garcia, Slate, & Delgado, 2022). M3.1-M3.3 will be used to determine the effectiveness of this action.	$3,981.78	No

Action #	Title	Description	Total Funds	Contributing
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.	$27,732.55	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.	$27,732.55	Yes
3.14	Melrose Literacy Coach	Action 3.14 does not apply to OCSCS		
3.15	EL Progress Monitoring and Intervention	Continue to utilize and train on an online data system in order to monitor the progress of all English Learners and provide intervention for any EL with a D or F at each grading period in their core classes.	$3,981.78	No
3.16	ELD Coordination	Continue to provide support at the site level for coordination of the EL program to ensure fidelity to the EL program and that the needs of students are being met.	$24,555.25	Yes
3.17	ELD Summer Program	Action 3.17 does not apply to OCSCS		
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.	$24,555.25	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.	$24,555.25	No

Action #	Title	Description	Total Funds	Contributing
3.20	Needs-Responsive Schools	Foster more assets-oriented and needs-responsive schools through staff training as well as intentional school-wide programs and activities	$27,732.55	No
3.21	English Learner Snapshot	Utilize the English Learner Snapshot to increase the understanding in students and parents of where they stand in their English development and what they need to do to get reclassified. This tool provides space for students, families and educators to set academic goals and plan next steps	$27,732.55	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	OCSCS will close the academic achievement gap for Long-Term English Learner (LTEL) students.	Broad 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 development of this goal is driven by the need to improve academic achievement and language proficiency for Long-Term English Learners (LTELs), as indicated by multiple data points. CAASPP scores reveal that fewer than 40% of LTELs meet or exceed standards in English Language Arts (ELA), and less than 15% meet standards in Math, highlighting a persistent achievement gap.

Further analysis of district writing prompt performance shows a decline from 61% to 51% in students meeting expectations, reinforcing the necessity for stronger writing interventions. Similarly, passing grades in core subjects have dropped, particularly in Math and Science, where math passing rates declined 4% and 8% respectively from 2022-2023 and 2024-2025.

In terms of language proficiency, ELPAC Level 4 scores in Reading, Writing, and Listening have declined, with only 10.15% of LTELs scoring Level 4 in Reading and Writing in 2024-2025, compared to 14% and 18% in 2022-2023. While Speaking scores remain stronger (82.34%), the overall trend suggests that LTELs require more structured language development to improve reclassification outcomes and academic success.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Academic Achievement of Long-term English Learners in English Language Arts (Standard Nearly Met, Met, or Exceeded) and Distance from Standard (DFS)	2022-2023 N/A	2023-2024 (21.43%) = No Color DFS = 144.1 below	2024-2025 (0%) = No Color DFS = 138.8 below	2025-2026 Green DFS = 25 below	Color = N/A DFS = N/A
4.2	Academic Achievement of Long-term English Learners in Math (Standard Nearly Met, Met, or Exceeded) and Distance from Standard (DFS)	2022-2023 N/A	2023-2024 (14.29%) = No Color DFS = 145.9 below	2024-2025 (20%) = No Color DFS = 175.1 below	2025-2026 Green DFS = 5 below	Color = N/A DFS = N/A
4.3	Reclassification Rate of Long-term English Learners	May 2024: 23%	May 2025: 6%	May 2026 15%	May 2027: 28%	Decrease of 8%
4.4	Spring OCSCS Writing Prompts - percentage of Long-term English Learners scoring met or exceeded	2022-2023 7th-8th (3,4, or 5 out of 5): 0%	2023-2024 7th-8th (3, 4, or 5 out of 5): 30%	2024-2025 6th-8th (3, 4, or 5 out of 5): 39%	2025-2026 6th-8th 10%	Increase of 39%
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 7th-8th: ELA = 91% Math = 55% Science = 77% Social Science = 84%	1st Semester 2024-2025, Grades 6th-8th: ELA =94% Math =70% Science =82% Social Science =95%	1st Semester 2025-2026, Grades 6th-8th: ELA =89% Math =53% Science =87% Social Science =93%	1st Semester 2026-2027, Grades 6th-8th: ELA = 96% Math = 60% Science = 82% Social Science = 89%	1st Semester, 6th-8th: ELA = Decrease of 2% Math = Decrease of 2% Science = Increase of 10% Social Science = Increase of 9%
4.6	Percentage of Long Term English Learners	2022-2023 14%	2023-2024 7.3%	2024-2025 10.15%	2025-2026 19%	Decrease of 3.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	scoring Level 4 on ELPAC Reading					
4.7	Percentage of Long Term English Learners scoring Level 4 on ELPAC Writing	2022-2023 18%	2023-2024 7.3%	2024-2025 8.61%	2025-2026 23%	Decrease of 9.39%
4.8	Percentage of Long Term English Learners scoring Level 4 on ELPAC Listening	2022-2023 18%	2023-2024 9.7%	2024-2025 13.69%	2025-2026 23%	Decrease of 4.31%
4.9	Percentage of Long Term English Learners scoring Level 4 on ELPAC Speaking	2022-2023 84%	2023-2024 75%	2024-2025 82.34%	2025-2026 89%	Decrease of 1.66%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, PYLUSD successfully implemented the actions associated with Goal 4 to support Long-Term English Learners (LTELs), with no substantive differences between planned and actual implementation. Key actions included AVID Excel, designated and integrated ELD sections at secondary schools, implementation of English 3D and other ELD curricula, systematic progress monitoring, participation in the OCDE LTEL Network, ELAC and DELAC engagement, student focus groups, teacher awareness initiatives, professional development, student goal setting, and enhanced monitoring through Ellevation.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for any actions, aside from action 4.11: Professional Development: Expenditures were lower than initially projected due to the use of existing district professional development structures, internal expertise, and integration of training within ongoing initiatives (e.g., DWI, GLAD cohorts). Services were fully implemented as planned without the need for additional external costs.

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

The district found several actions to be particularly effective in accelerating LTEL achievement and language development. These actions contributed to measurable gains in student outcomes. LTEL English Language Arts performance improved from 27.2% meeting or exceeding standards in 2024–25 to 37.5% in 2025–26, resulting in movement from Red to Yellow on the California Dashboard and an improvement in Distance from Standard from 113.9 points below standard to 70 points below standard. Mathematics performance also improved from 14.68% to 14.9%, while Distance from Standard improved substantially from 157.3 points below standard to 95 points below standard. Writing performance increased from 46% to 51% of students meeting or exceeding expectations on district writing prompts, and passing rates improved in English Language Arts (66% to 74%), Mathematics (63% to 68%), and Science (59% to 72%).
AVID Excel improved student engagement and academic behaviors, while Bridging and Expanding ELD sections provided equitable access to designated and integrated language instruction. English 3D and related curriculum resources supported language acquisition and access to grade-level content, and systematic progress monitoring enabled educators to identify students in need of intervention and provide timely support. Language proficiency outcomes also improved from the prior year, with Level 4 ELPAC Reading increasing from 7.3% to 10.15%, Writing from 7.3% to 8.61%, Listening from 9.7% to 13.69%, and Speaking from 75% to 82.34%. ELAC and DELAC meetings increased stakeholder engagement and awareness of LTEL needs, while focus groups and empathy interviews provided valuable insight into student experiences. One challenge identified during implementation was the inconsistent execution of academic progress check-ins, which limited the impact of that action. Additionally, LTEL reclassification rates declined from 33% in 2024 to 8% in 2025, indicating an area requiring continued focus. Overall, the district concluded that the coordinated implementation of Goal 4 actions contributed to meaningful progress in closing achievement gaps and improving academic and language outcomes for Long-Term English Learners. Comments related to specific actions are below:

The actions listed below has played a critical role in closing the academic achievement gap for Long-Term English Learners (LTELs) over the three-year LCAP cycle.

4.1: AVID Excel Summer Bridge Program for LTELs
AVID Excel contributed to improved student engagement and academic behaviors. LTEL students progress will focus on the English Learner Progress Indicator (ELPI).

4.2: EL Sections at Secondary Schools
The equitable distribution of Bridging and Expanding ELD sections across secondary schools has effectively provided LTELs with both designated and integrated ELD instruction. This targeted support has improved language proficiency and reclassification rates while helping students access core academic content. Future focus areas include continued progress monitoring, professional development for educators, and ensuring consistent access to ELD sections at all school sites.

4.3: ELD Curriculum
The implementation of multiple research-based curricula—English 3D, INSIDE Fundamentals, and INSIDE the USA—has significantly enhanced language acquisition and academic success for LTELs. This comprehensive instructional approach has improved student engagement and accessibility to grade-level content. Ongoing data analysis and teacher feedback will be crucial in determining which curriculum resources are most effective in supporting EL students, particularly as new materials are adopted.

4.4: EL Progress Monitoring

The establishment of a systematic progress monitoring process has been a crucial factor in identifying students in need of additional academic support. The twice-yearly tracking of LTEL and RFEP students has enabled educators to implement timely interventions, improving both language development and content mastery. The addition of SMART Goals and parent notification strengthen the progress monitoring system of support.

4.5: OCDE LTEL Network
Participation in the OCDE LTEL Network has been highly effective in facilitating collaboration with other districts, sharing best practices, and implementing research-based strategies for supporting LTEL students. This ongoing engagement has improved parent involvement strategies and helped refine instructional approaches. Moving forward, increasing principal participation in LTEL initiatives and further integrating parent engagement strategies will strengthen the impact of these efforts.

4.6: ELAC and DELAC
The inclusion of LTEL performance data as a recurring agenda item in ELAC and DELAC meetings has enhanced accountability, stakeholder engagement, and decision-making related to LTEL support services. Parents and educators have had greater opportunities to analyze data, identify challenges, and propose targeted interventions. Future improvements will focus on making LTEL data more accessible, increasing discussions at school sites, and using insights from these meetings to inform instructional and programmatic decisions.

4.7 LTEL Engagement
We improved student engagement and family awareness by conducting focus groups and empathy interviews to gain deeper insights into their needs in order to provide targeted support.

4.8 At-risk for LTEL
Elementary students at risk of becoming LTELs received support through early intervention and increased parental awareness of available resources.

4.9 LTEL Identification
We enhanced teacher awareness of LTEL students by utilizing Aeries and Ellevation software platforms.

4.10: Regular Check-Ins
2025-26 saw inconsistent implementation of academic check-ins to monitor LTEL student progress.

4.11: Professional Development
Professional development improved teacher capacity to implement language-focused instruction tailored to LTEL students, particularly through the use of E3D resources and structured language routines. Teachers demonstrated increased use of:

4.12: Goal Setting
This action supported student ownership of learning and progress.

4.13: Progress Monitoring

Improved monitoring supported targeted intervention and LTEL progress. The addition of SMART Goals and parent notification strengthen the progress monitoring system of support.

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.

Action 4.9 has been revised to not limit the awareness of LTELs coming solely from Aeries rostering.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	AVID Excel program for LTELs	Action 4.1does not apply to OCSCS		
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.	$24,555.25	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.	$27,732.55	No
4.4	EL Progress Monitoring	Ensure systematic progress monitoring and intervention for LTELs with a D or F in core subject areas	$3,981.78	No
4.5	OCDE LTEL Network	Continue to participate in the Orange County Department of Education LTEL network to explore strategies to increase parent engagement and close the achievement gap for LTELs	$27,732.55	No Yes
4.6	ELAC and DELAC	Examine the needs and performance data of LTELs as a stand-alone item at each ELAC and DELAC meeting	$3,981.78	No

Action #	Title	Description	Total Funds	Contributing
4.7	LTEL Engagement	Engage more effectively with LTEL students by conducting focus groups and empathy interviews to gain deeper insights into their needs in order to provide targeted support.	$24,555.25	No
4.8	At-risk for LTEL	Identify and support elementary students at risk of becoming LTELs through early intervention and increased parental awareness of available resources	$27,732.55	No
4.9	LTEL Identification	Enhance teacher awareness of LTEL students for improved identification and support	$27,732.55	No
4.10	Academic Progress Check-ins	Implement structured one-on-one or small-group check-ins with LTEL students to assess their academic progress, language development, and personal challenges	$27,732.55	No Yes
4.11	Professional Development	Train educators in effective language teaching strategies that validate and integrate LTELs' linguistic and cultural backgrounds into the curriculum	$27,732.55	No
4.12	Goal-Setting	Implement student-driven goal setting that allows LTELs to take ownership of their academic goals and progress	$27,732.55	No
4.13	Progress Monitoring	Implement the new forms tool for LTEL monitoring within Ellevation to efficiently capture trends in student progress and interventions. Utilize the tool to analyze data at the district, school, and classroom levels, enabling the development of timely professional development, targeted instructional strategies, and ongoing student progress monitoring	$27,732.55	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

This goal is developed to address achievement gaps and improve outcomes for socioeconomically disadvantaged (SED) students based on multiple indicators. While English Language Arts (ELA) and Mathematics performance have improved, with ELA increasing from 48.9% (Orange) in 2023 to 52.18% (Green) in 2025 and Math rising from 33.6% (Yellow) to 38.12% (Yellow), these scores still indicate a need for targeted academic support to move these students to the Blue performance level. Similarly, early literacy and math proficiency on iReady diagnostics (K-5) remain low, with only 46% of SED students on grade level in ELA and 35% in Math, underscoring the need for stronger foundational instruction.

While the graduation rate (94.8%) and college/career readiness (49.6%) are improving, there is a need to increase preparedness for post-secondary success by expanding academic and career-related opportunities. Additionally, chronic absenteeism, though improving from 26.6% (Red) to 18.1% (Yellow), remains a concern, requiring sustained efforts to improve attendance and engagement.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS SED Subgroup 2022-2023 (40%) = Orange DFS = 25 below	OCSCS SED Subgroup 2023-2024 (39.62%) = Orange DFS = 36.8 below	OCSCS SED Subgroup 2024-2025 (46.11%) = Yellow DFS = 23.1 below	OCSCS SED Subgroup 2025-2026 (45%) = Green DFS = 5 below	(Increase of 6.11%) Color: moved up 1 color DFS = +1.9 points
5.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS SED Subgroup 2022-2023 (34.88%) = Orange DFS = 40.5 below	OCSCS SED Subgroup 2023-2024 (33.17%) = Orange DFS= 48.2 below	OCSCS SED Subgroup 2024-2025 (27.55%) = Orange DFS= 65.7 below	OCSCS SED Subgroup 2025-2026 (40%) = Green DFS = 25 below	(Decrease of 7.33%) No change in color DFS = -25.2 points
5.3	Suspension CA Dashboard Indicator and Suspension Rate	OCSCS SED Subgroup 2022-2023 (5%) = Green	OCSCS SED Subgroup 2023-2024 (3.4%) = Green	OCSCS SED Subgroup 2024-2025 (1.1%) = Green	OCSCS SED Subgroup 2025-2026 (<1.0%) = Blue	Reduction of 3.9%
5.4	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	
5.5	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	OCSCS SED Subgroup 2022-2023 (26%) = Yellow	OCSCS SED Subgroup 2023-2024 (18.7%) = Yellow	OCSCS SED Subgroup 2024-2025 (18.7%) = Orange	OCSCS SED Subgroup 2025-2026 (5.1%) = Blue	Reduction of 7.3%
5.6	College/Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	
5.7	Percentage of SED students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	
5.8	Percentage of SED students early on grade level or above as	N/A	N/A	N/A	N/A	

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	1st Semester 2023-2024, Grades 7th-8th: ELA = 84% Math = 82% Science = 83% Social Science = 85%	1st Semester 2024-2025, Grades 6th-8th: ELA = 93% Math = 92% Science = 91% Social Science = 92%	1st Semester 2025-2026, Grades 6th-8th: ELA = 94% Math = 80% Science = 97% Social Science = 94%	1st Semester 2026-2027, Grades 6th-8th: ELA = 89% Math = 87% Science = 88% Social Science = 90%	6th–8th (First Semester): ELA: (+10%) Math: (-2%) Science: (+14%) Social Science: (+7%)
5.10	Homeless Student Population	Spring 2022-2023 31	Spring 2023-2024 33	Spring 2024-2025 36	Spring 2025-2026 N/A	N/A
5.11	Homeless English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A% -65 DFS	2023-2024 Red (25%) -92.3 DFS	2024-2025 Yellow (27.27%) -57.5 DFS	2025-2026 Green -5 DFS	(N/A%) No Change in Color DFS = +7.5 points
5.12	Homeless Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	2022-2023 Yellow N/A % -65.1 DFS	2023-2024 Red (12.5%) -98.3 DFS	2024-2025 Red (20.69%) -98.1 DFS	2025-2026 Green -5 DFS	(N/A%) Color: moved down 1 color DFS = -33 points
5.13	Homeless Suspension CA Dashboard Indicator and Suspension Rate	2022-2023 Green 6.5% suspended at least one day	2023-2024 Green 4.4% suspended at least one day	2024-2025 Green 1.1 % suspended at least one day	2025-2026 Blue <1%	Reduction of 5.4%
5.14	Homeless College/ Career CA Dashboard Indicator and Percentage of Students Indicated as Prepared	N/A	N/A	N/A	N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.15	Homeless Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	2022-2023 Orange 30.4% Chronically Absent	2023-2024 Red 31.8% Chronically Absent	2024-2025 Orange 23.6% Chronically Absent	2025-2026 Green 5.1%	Reduction of 6..8%
5.16	Homeless Graduation Rate CA Dashboard Indicator and Graduation Rate	N/A	N/A	N/A	N/A	

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 5 with a high degree of fidelity. The only notable implementation challenge involved the districtwide Mentoring Program (Action 5.15), which experienced low student participation and therefore had limited impact. Otherwise, planned actions were implemented as intended, including McKinney-Vento support services, tutoring, family literacy and math nights, elementary counselors at high-impact Title I schools, transportation assistance, additional administrative support, AVID programming, community engagement initiatives, Title I parent involvement activities, instructional coaching, and Family Resource Center supports.

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

There were no substantial material differences between budgeted expenditures and estimated actual expenditures for the planned actions, aside from actions:

5.1: McKinney Vento Support Staff: The staffing model was consolidated and the liaison responsibility was folded into existing staff members.

5.9: Advancement Via Individual Determination (AVID) Program: PYLUSD pre-purchased AVID site licenses for its schools for the next two years at a discounted rate. Budgeted amounts for 2026-27 and 2027-28 will be reflect this.

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

These actions contributed to positive outcomes for Socioeconomically Disadvantaged (SED) students. English Language Arts performance increased from 48.9% meeting or exceeding standards to 52.18%, moving from Orange to Green status and improving the Distance from Standard by 7.9 points. Mathematics performance improved from 33.6% to 38.12%, with the Distance from Standard improving by 11.9

points. Chronic absenteeism declined significantly from 26.6% to 18.1%, suspension rates decreased from 1.9% to 0.9%, graduation rates increased from 91.8% to 94.8%, and College and Career Readiness improved from 43.3% to 49.6%. Local measures also showed growth, with K–5 students performing at or above grade level on i-Ready increasing from 42% to 46% in Reading and from 27% to 35% in Mathematics.

The actions were effective in improving academic achievement, engagement, attendance, and postsecondary readiness for SED students. Elementary counselors, AVID implementation, tutoring services, transportation support, family engagement activities, and targeted McKinney-Vento services helped address both academic and non-academic barriers to student success. Secondary academic outcomes improved, including increases in passing rates for grades 6–12 English Language Arts (83% to 86%), Mathematics (78% to 79%), Science (80% to 85%), and Social Science (81% to 83%). The district also demonstrated notable progress among homeless students, including improvements in English Language Arts performance, Mathematics achievement, graduation rates, college and career readiness, and reductions in chronic absenteeism and suspension rates. While continued growth is needed to further accelerate mathematics achievement and increase college and career readiness outcomes, the overall implementation of Goal 5 actions contributed to measurable progress toward closing achievement gaps and improving outcomes for Socioeconomically Disadvantaged students and other highly impacted student populations. Several actions have demonstrated varying degrees of effectiveness in making progress toward the goal of closing the academic achievement gap for socioeconomically disadvantaged (SED) students. Comments related to specific actions are below:

5.1: McKinney Vento Support Staff
The support staff assigned to Family Resource Centers have effectively linked families to both district and community resources. Their continued efforts have ensured that socioeconomically disadvantaged and foster youth receive the necessary services to support their academic and personal well-being.

5.2: McKinney Vento Tutoring
Regular tutoring was provided through Certificated teachers within the District along with an outside service provider. to support academic needs.

5.3: McKinney Vento Classified Support
Staff dedicated to supporting McKinney Vento families have successfully facilitated school enrollment and connections to essential resources. This has contributed to improved access to educational stability for students facing housing insecurity.

5.4: McKinney Vento Program Support
The program has been effective in assessing family needs and providing referrals to school-based and community-based counseling services. These efforts have enhanced the emotional and social support available to students experiencing homelessness.

5.5: Family Literacy and Math Nights
The implementation of these events across school sites resulted in strong family participation. These initiatives have successfully fostered family engagement and contributed to students' academic success through collaborative learning experiences.

5.6: Elementary School Counselors at High Impact Sites

Full-time counselors at Title I elementary schools have provided a comprehensive multi-tiered system of support. Their work in attendance monitoring, academic achievement, and social-emotional development has positively impacted student success.

5.7: Additional Transportation Support
The availability of transportation routes throughout the year ensured that students could reliably attend school. This action has been effective in reducing transportation barriers and supporting consistent school attendance.

5.8: Additional Administrative Support at High Impact Sites
The presence of additional administrative staff at high-impact sites has strengthened parent engagement and support systems within the school community. Increased administrative resources have contributed to improved communication and school-family collaboration.

5.9: Advancement Via Individual Determination (AVID) Program
The AVID program continues to demonstrate its effectiveness in preparing students for postsecondary success. Participation in AVID strategies and professional development opportunities has supported student achievement and college readiness. The success of the program can be measured by its expansion across our district as well as the AVID senior data.

5.10: Community Engagement Initiative
The district actively participated in all scheduled Peer Leading and Learning Network sessions, both virtually and in-person. This ongoing engagement has strengthened the district's ability to implement equitable and culturally responsive community engagement practices.

5.11: Title I Parent Advisory
The formation of the Title I Parent Advisory group has successfully provided a platform for parent involvement and input. Participation from all Title I sites has ensured that the voices of socioeconomically disadvantaged families are represented in decision-making, including feedback for the LCAP.

5.12: Project GLAD CLEAR - Title I Instructional Coaches
Title I instructional coaches completed Project GLAD training, equipping them with strategies to support English Learners.

5.13: Melrose Family Resource Center/Health Clinics
This year, the Melrose Family Resource Center (FRC) has primarily supported families through referrals, coordinated outreach by McKinney-Vento liaisons, home visits, and scheduled follow-ups, as data showed limited walk-in utilization despite dedicated onsite staffing last year.

5.14: Elementary Math Fellows & Title I Teaching Collaboration
Math Fellows facilitated peer coaching across three sites over three sessions, focusing on framework-aligned instructional strategies. In addition, they developed the rubric used to evaluate publishers during the math adoption process.

5.15: Mentoring Program
Low participation in this program limited its impact.

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.

The following actions have revisions:

Action 5.1 was updated to accurately reflect that the McKinney-Vento Liaison is not a TOSA due to our current staffing structure.

Actions 5.10 & 5.11 related to the Community Engagement Initiative were discontinued for the 2026-27 school year because they were connected to a 2 year grant which concludes this year. We will continue to engage the community and apply our learning from our participation.

Action 5.12 related to training Title 1 instructional coaches was deleted for the 2026-27 school year because the training it referred to was completed.

Action 5.15 related to a districtwide mentoring program was not renewed last year due to a lack of participation. Funding from the EHCY Grant was dispersed to other areas of support. At Title I sites, TOSAs serve as Title I Instructional Coaches and monitor and check on students' attendance and grades.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 Liaison and support staff to coordinate community linkage services and support parents.	$27,732.55	Yes
5.2	McKinney Vento Tutoring	Continue to bolster the academic achievement of homeless students through after school tutoring.	$27,732.55	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	$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
5.4	McKinney Vento Program Support	Provide dedicated support for students experiencing homelessness with social, emotional, and wellness needs.	$27,732.55	Yes
5.5	Family Literacy and Math Nights	Action 5.5 does not apply to OCSCS		
5.6	Elementary School Counselors at High Impact Sites	Action 5.6 does not apply to OCSCS		
5.7	Additional Transportation Support	Provide additional transportation routes at high impact sites to ensure SED students are able to access school in order to reduce their chronic absenteeism rate.	$152,100.00	Yes
5.8	Additional Administrative Support at High Impact Sites	Action 5.8 does not apply to OCSCS		
5.9	Advancement Via Individual Determination (AVID) Program	Action 5.9 does not apply to OCSCS		
5.10	Community Engagement Initiative	Action 5.10 does not apply to OCSCS		
5.11	Create a Title I Parent Advisory	Action 5.11 does not apply to OCSCS		
5.12	Project GLAD - train Title I Instructional Coaches	Action 5.12 does not apply to OCSCS		
5.13	Melrose Family Resource Center / Health Clinics	Action 5.13 does not apply to OCSCS		

Action #	Title	Description	Total Funds	Contributing
5.14	Elementary Math Fellows & Title I Teaching Collaboration	Action 5.14 does not apply to OCSCS		
5.15	Mentoring Program	Action Discontinued Effective 26-27		

Goals and Actions

Goal

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

This goal is developed to address the academic disparities and barriers faced by Foster Youth (FY), as evidenced by district performance data. While there has been notable improvement in English Language Arts (ELA), rising from 20% meeting/exceeding standards (Red) in 2023 to 33.33% (Yellow) in 2025, there is still a significant gap compared to districtwide performance, necessitating continued support in literacy development. In contrast, Mathematics achievement remains critically low, with an increase from 14.3% (Orange) to 18.18% (Orange), highlighting an urgent need for targeted math interventions.

A longitudinal comparison of iReady diagnostic data shows a significant decline in the percentage of foster youth (FY) students performing early on grade level or above. In ELA, performance changed from 18% (K-2) in Winter 2022-2023 to 25% (K-5) in Winter 2024–25, while Math scores changed from 2.9% to 17% over the same period. This highlights a need for continued targeted academic support and intervention to address the learning gaps and ensure foster youth have equitable opportunities to succeed.

An increase in the chronic absenteeism rate for FY from 31.5% to 32.4% (Red) shows that absenteeism remains a significant barrier to achievement, requiring expanded mentorship, attendance incentives, and family engagement strategies. Similarly, suspension rates have remained stagnant at 6.6% (Orange), reinforcing the need for continued implementation of restorative practices and behavioral supports to ensure a stable and supportive learning environment.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	English Language Arts CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS FY Subgroup 2022-2023 N/A	OCSCS FY Subgroup 2023-2024 N/A	OCSCS FY Subgroup 2024-2025 N/A	OCSCS FY Subgroup 2025-2026 N/A	
6.2	Mathematics CA Dashboard Indicator, Percentage of Students Meeting or Exceeding Standards, and Distance from Standards (DFS)	OCSCS FY Subgroup 2022-2023 N/A	OCSCS FY Subgroup 2023-2024 N/A	OCSCS FY Subgroup 2024-2025 N/A	OCSCS FY Subgroup 2025-2026 N/A	
6.3	Suspension CA Dashboard Indicator and Suspension Rate	OCSCS FY Subgroup 2022-2023 No Color	OCSCS FY Subgroup 2023-2024 No Color	OCSCS FY Subgroup 2024-2025 No Color	OCSCS FY Subgroup 2025-2026 N/A	
6.4	Chronic Absenteeism CA Dashboard Indicator and Chronic Absenteeism Rate	OCSCS FY Subgroup 2022-2023 No Color	OCSCS FY Subgroup 2023-2024 No Color	OCSCS FY Subgroup 2024-2025 No Color	25% Reduction in Chronic Absenteeism Rate OCSCS FY Subgroup 2025-2026 N/A	
6.5	Percentage of FY students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	
6.6	Percentage of FY students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	N/A	N/A	N/A	N/A	
6.7	Passing Grades Indicated on Transcript in Core Content Classes	1st Semester 2023-2024, Grades 7th-8th: ELA = 0%	1st Semester 2024-2025, Grades 6th-8th:	1st Semester 2025-2026, Grades 6th-8th:	1st Semester 2026-2027, Grades 6th-8th:	6th–8th (First Semester): ELA: (+5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A, B, or C) of FY students	Math = 100% Science = 0% Social Science = 0%	ELA = 100% Math = 100% Science = 100% Social Science =100%	ELA = 50% Math = 50% Science = 100% Social Science =100%	ELA = 100% Math = 100% Science = 100% Social Science = 100%	Math: (+5%) Science: (+10%) Social Science: (0%)
6.8	Suspension Rate for FY Students	2022-2023 N/A	2023-2024 N/A	2024-2025 N/A	2025-2026 N/A	

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the district successfully implemented all actions associated with Goal 6 to support Foster Youth students, with no substantive differences between planned and actual implementation. Key actions included providing individualized tutoring services, mentoring and educational case management, trauma-informed practices, collaboration with child welfare agencies, family and caregiver engagement, professional development for staff, and streamlined enrollment processes for foster youth entering the district.

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

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

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

These actions contributed to positive outcomes in several areas. Foster Youth English Language Arts performance increased from 20.0% meeting or exceeding standards in 2022–23 to 33.3% in 2024–25, improving two Dashboard performance levels from Red to Yellow and reducing the Distance from Standard by 9.3 points. Mathematics performance also improved from 14.3% to 18.2%, while chronic absenteeism declined from 31.5% to 27.8% before increasing to 32.4% in 2024–25. Staff reported that mentoring services, tutoring support, trauma-informed practices, and coordination with caregivers and county agencies were particularly effective in helping foster youth remain connected to school and receive targeted academic and social-emotional support.

The actions were effective in strengthening the district’s system of support for Foster Youth and contributed to measurable gains in academic achievement and student engagement. Personalized tutoring, consistent mentoring relationships, coordinated enrollment support, and collaboration with caregivers and child welfare agencies helped ensure students received timely interventions and remained connected to school. Foster Youth also demonstrated improvement in several secondary academic indicators, including increases in passing rates in

grades 6–12 English Language Arts (70% to 75%), Mathematics (69% to 74%), and Science (73% to 83%). However, challenges remain. Foster Youth continue to perform below district averages in both English Language Arts and Mathematics, chronic absenteeism remains elevated at 32.4%, and suspension rates remained relatively stable at 6.6% in 2024–25. As a result, the district will continue to prioritize individualized academic interventions, attendance supports, mentoring, trauma-informed practices, and cross-agency collaboration to further reduce barriers and improve outcomes for Foster Youth students. Comments related to specific actions are below:

6.1: Tutoring Services for FY
The flexibility in offering tutoring services—either at school or in the foster youth group home—has been highly effective in providing academic support tailored to the unique needs of foster youth. Regular monitoring by the foster youth liaison ensured that students, particularly seniors, received timely support with their academic progress and post-graduation plans, such as completing the FAFSA. This level of personalized support has had a positive impact on fostering academic success and preparing foster youth for life after high school.

6.2: Mentoring Services for FY
Mentoring services have been a crucial component in supporting foster youth by providing them with consistent, adult guidance. The positive relationships built between mentors and foster youth have been an important factor in ensuring that students feel supported and understood. Regular communication between the foster youth liaison, mentors, and students has been instrumental in maintaining effective mentoring relationships. This program has been successful in helping foster youth build confidence and stay engaged in their academic and personal development.

6.3: Trauma-Informed Practices
The district's focus on trauma-informed practices through staff presentations has proven effective in creating a safe and supportive learning environment for foster youth. By emphasizing the importance of understanding and addressing students' past experiences, educators were better equipped to foster positive relationships and respond to the unique needs of foster youth.

6.4: Collaboration with Child Welfare Agencies
The coordination between the foster youth liaison, county agencies, and the county office of education has significantly improved the transition process for foster youth into the school community. This collaboration has allowed school teams to better understand the individual needs of each foster youth, ensuring they receive the appropriate support and resources.

6.5: Family and Caregiver Engagement
The efforts made by the foster youth liaison to engage with caregivers, school administrators, and mental health professionals have strengthened the support system for foster youth. By maintaining regular communication, school teams are better equipped to identify the unique needs of each foster youth and provide tailored interventions.

6.6: Professional Development for Staff
Professional development efforts, including attending the Foster Youth Education Summit and coordinating legal updates, have equipped staff with the knowledge and skills necessary to effectively support foster youth. This continuous professional growth has helped create a more informed and empathetic school environment, where administrators, counselors, and teachers are better prepared to meet the unique needs of foster youth. Administrators and staff have benefited from training, with several attending the 2026 California Foster Youth Summit.

6.7: Foster Youth Enrollment
The coordination of enrollment services by the foster youth liaison, in partnership with group homes, caregivers, and child welfare agencies, has been highly effective in ensuring that foster youth experience no delays in enrollment. By adhering to legal rights and ensuring timely access to necessary resources, foster youth were able to seamlessly transition into school, ensuring that their academic journey was not disrupted.

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.

Of note is that metrics 6.5 and 6.6 related to the iReady ELA and iReady Math diagnostic exams have baseline data from the 2022-23 SY when the exam was only given to K-2 students in PYLUSD. The administration of these assessments was expanded to include grades 3-5, so the data from the 2023-24 and following years reflects K-5 data.

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

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.	$5,946.00	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. Foster Youth (FY) in PYLUSD continue to demonstrate persistent academic and engagement challenges, as evidenced by their 2023–2024 CA Dashboard results. Although there was a slight improvement in English Language Arts (ELA), with scores increasing from 20% to 28% meeting or exceeding standards, FY students remain 65.8 points below standard. In Mathematics, the percentage of FY students meeting standards remains critically low at 15.6%, with an increasing Distance from Standard (DFS) of 114.4 points below, indicating deep academic needs. Additionally, while chronic absenteeism declined from 31.5% to 27.8%, it remains significantly higher than district averages, and suspension rates are persistently elevated at 6.5%. Research supports that stable, supportive adult relationships significantly improve school engagement and academic outcomes for foster youth (National Working	$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
		Group on Foster Care and Education, 2018). M6.1-M6.8 will be used to monitor the effectiveness of this action.		
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.	$27,732.55	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	$27,732.55	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	$27,732.55	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.	$3,851.00	Yes
6.7	Foster Youth Enrollment	Continue to streamline enrollment processes for FY living in group homes to ensure accurate and timely placement in schools.	$27,732.55	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	OCSCS will close the academic achievement gap for all Unduplicated Pupils (UPs) through districtwide and schoolwide actions.	Broad 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 data highlights persistent achievement gaps among English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY) despite overall district progress. While districtwide English Language Arts (ELA) and Mathematics scores remain in the Green performance level, significant disparities exist. English Learners continue to struggle, with ELA proficiency at only 11.66% (Yellow) and math proficiency showing a slight improvement from 10.62% (Orange) to 13.97% (Yellow). Socioeconomically Disadvantaged students have made some gains, with ELA proficiency increasing from 48.87% to 52.18% (Green) and math improving from 33.57% to 38.12% (Yellow), yet they still lag behind district averages. Foster Youth, while making progress in ELA from 20% (Red) to 33.33% (Yellow), still face significant challenges in math, where proficiency remains low at 18.18% (Orange).

In addition to academic performance, chronic absenteeism remains a major barrier to success for these student groups. EL students have a chronic absenteeism rate of 16.5% (Yellow), SED students 18.1% (Yellow), and Foster Youth 32.4% (Red), all of which impact their academic growth and access to necessary resources. College and career readiness indicators further reveal disparities, with only 20.8% of EL students categorized as prepared (Yellow) and 49.6% of SED students meeting the threshold (Yellow), highlighting the need for stronger support systems to ensure long-term success.

Despite these challenges, early literacy and math data for K-5 students indicate positive trends. The percentage of SED and EL students performing at early or grade-level proficiency in ELA has risen from 42% to 46%, and math proficiency has improved from 27% to 35% on the iReady diagnostic. These gains demonstrate the effectiveness of targeted interventions and support the need for expanding such programs districtwide.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	English Language Arts CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	OCSCS 2022-2023 = (55.9%) Green DFS = 11.2 above Student Groups: EL(0%) = Yellow DFS = 61.8 below SED (40%) = Orange DFS=25 below SWD (19.15%) = Red DFS= 102.4 below Homeless (N/A %) = Yellow DFS = 65 below	OCSCS 2023-2024 = (58.51%) Green DFS = 14.1 above Student Groups: EL(2.7%) = Red DFS = 85.2 below SED (39.62%) = Orange DFS=36.8 below SWD (7.84%) = Red DFS= 109.5 below Homeless (25%) = Red DFS = 92.3 below	OCSCS 2024-2025 = (60.85%) Green DFS = 15.2 above Student Groups: EL(2.7%) = Yellow DFS = 53 below SED (46.11%) = Yellow DFS=23.1 below SWD (15.66%) = Orange DFS= 95.3 below Homeless (27.27%) = Yellow DFS = 57.5 below	OCSCS 2025-2026 (60.93%) = Blue DFS = 26.2 above Student Groups: English Learners (5%) = Green DFS= 5 below SED (45%) =Green DFS=5 below SWD (25%) = Yellow DFS = 70 below Homeless = Green DFS = 5 below	Schoolwide: (+4.95%) No change in color DFS = +4.0 points Student Groups: EL: (+2.70%) No change in color DFS = +8.8 points SED: (+6.11%) Moved up 1 color DFS = +1.9 points SWD: (-3.49%) No change in color DFS = +7.1 points Homeless: No change in color DFS = +7.5 points
7.2	Mathematics CA Dashboard Indicator - Met or Exceeded Standard and Distance from Standard (DFS)	OCSCS 2022-2023 = (48.19%) Green DFS = 4.8 below Student Groups: EL(15.15%) = Yellow DFS = 62.2 below SED (34.88%) = Orange DFS=40.5 below SWD (17.02%) = Orange	OCSCS 2023-2024 = (49.62%) Green DFS = 4.9 below Student Groups: EL(16.21%) = Orange DFS = 65.9 below SED (33.17%) = Orange DFS=48.2 below	OCSCS 2024-2025 = (43.56%) Yellow DFS = 21 below Student Groups: EL(9.76%) = Orange DFS = 71.1 below SED (27.55%) = Orange DFS=65.7 below	OCSCS 2025-2026 = (53.49%) Blue DFS= 19.8 above Student Groups: English Learners (21%) = Green DFS = 25 below SED (40%) = Green DFS = 25 below	Schoolwide: (-4.63%) Moved down 1 color DFS = -16.2 points Student Groups: EL: (-5.39%) Moved down 1 color DFS = -8.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DFS= 104.2 below Homeless (N/A%) = Yellow DFS = 65.1 below	SWD (19.23%) = Orange DFS= 96.8 below Homeless (12.50%) = Red DFS = 98.3 below	SWD (10.84%) = Red DFS= 129 below Homeless (20.69%) = Red DFS = 98.1 below	SWD (22%) = Green DFS = 25 below Homeless = Green DFS = 25 below	SED: (-7.33%) No change in color DFS = -25.2 points SWD: (-6.18%) Moved down 1 color DFS = -24.8 points Homeless: Moved down 1 color DFS = -33.0 points
7.3	Suspension CA Dashboard Indicator	OCSCS 2022-2023 = 5.5% (Orange) Student Groups: EL= 10.6% (Orange) SWD = 9.8% (Yellow)	OCSCS 2023-2024 = 2% (Orange) Student Groups: EL= 0% (Blue) SWD = 3.4% (Green)	OCSCS 2024-2025 = 1.5% (Orange) Student Groups: EL= 0% (Blue) SWD = 0.9% (Green)	OCSCS __2025-2026 = <1% Student Groups: EL = Green SWD = Blue	Schoolwide: (-4%) Moved up 1 color Student Groups: EL: (-10.6%) Moved up 3 colors SWD: (-8.9%) Moved up 1 color
7.4	Chronic Absenteeism CA Dashboard Indicator	OCSCS 2022-2023 = 19.2% (Yellow) Student Groups: English Learners = 19.6% (Yellow) SED = 26% (Yellow) SWD = 33.3% (Orange) Homeless = 30.4 (Orange)	OCSCS 2023-2024 = 13.7% (Yellow) Student Groups: English Learners = 20.5% (Red) SED = 18.7% (Yellow) SWD = 24.6% (Orange) Homeless = 31.8% (Red) Homeless = 30.4 (Orange)	OCSCS 2024-2025 = 15.1% (Orange) Student Groups: English Learners = 22.4% (Red) SED = 18.7% (Orange) SWD = 24.8% (Red) Homeless = 23.6% (Orange)	OCSCS 2025-2026 = 14.4% (Green) Student Groups: English Learners = 5.1% (Green) SED = 5.1% (Green) SWD = 5.1% (Green) Homeless = 5.1% (Green)	Schoolwide: (-4.10%) Moved down 1 color Student Groups: English Learners: (+2.80%) Moved down 1 color SED: (-7.3%) No change in color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: (-8.50%) Moved down 1 color Homeless: (-6.80%) No change in color
7.5	College/Career CA Dashboard Indicator	N/A	N/A	N/A	N/A	
7.6	English Learner Progress CA Dashboard Indicator	OCSCS 2022-2023 = 60% making progress (No Color)	OCSCS 2023-2024 = 50% (No Color)	OCSCS 2024-2025 = 47.2% (Orange)	OCSCS 2025-2026= 65% making progress (Green)	-12.8% No change in color
7.7	Percentage of SED and EL students early on grade level or above as indicated on the iReady ELA Diagnostic (K-5)	N/A	N/A	N/A	N/A	
7.8	Percentage of SED and EL students early on grade level or above as indicated on the iReady Math Diagnostic (K-5)	N/A	N/A	N/A	N/A	
7.9	Passing Grades Indicated on Transcript in Core Content Classes (A, B, or C) of all Unduplicated Students	1st Semester 2023-2024, Grades 7th-8th: ELA = 85% Math = 73% Science = 84% Social Science = 84%	1st Semester 2024-2025, Grades 6th-8th: ELA = 94% Math = 92% Science =91% Social Science = 91%	1st Semester 2025-2026, Grades 6th-8th: ELA = 94% Math =80% Science = 97% Social Science = 94%	1st Semester 2026-2027, Grades 6th-8th: ELA = 90% Math = 78% Science = 89% Social Science = 89%	6th–8th (First Semester): ELA: (+9%) Math: (+7%) Science: (+13%) Social Science: (+10%)

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, PYLUSD substantially implemented the actions associated with Goal 7 with a high degree of fidelity. Key implementation efforts included maintaining Professional Learning Communities (PLCs), reducing class sizes in TK and Kindergarten, providing targeted academic intervention and mental health supports, expanding attendance monitoring and early intervention systems, strengthening MTSS implementation, increasing access to college and career readiness opportunities, and supporting students through dual enrollment, dual language, and credit recovery programs. The only substantive difference between planned and actual implementation was the postponement of the Financial Literacy Task Force (Action 7.22) until the 2026–27 school year due to staff capacity.

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

There were material differences between budgeted expenditures and estimated actual expenditures for the following actions:

7.3 Maintain class size ratios in TK/K : The initial allocation plan was for supplemental funds to pay for a portion of TK/K class size staffing; this changed to supplemental funding paying for 100% of the salaries for all additional staff referenced in this action.

7.8 PYLUSD Induction Program: Fewer teachers were hired that needed to enroll in an induction program than initially budgeted so the expenses were less.

7.9 Mental Health Support and Resources for Students and Families at Secondary Sites: This action used fewer funds than budgeted due to staffing turnover and resultant vacancies that were difficult to fill.

7.16 District Teachers on Special Assignment (TOSA): A component of the initial plan was for grant funding to cover the salary of one of our TOSAs; this did not come to fruition so supplemental funds were used to pay 100% of that salary.

7.17 District Leadership: This action used fewer funds than budgeted due to staffing turnover and resultant vacancies.

7.30 Learning Recovery Programs: PYLUSD was able to pre-purchase discounted fees to learning recovery softwares and reduced the number of software subscriptions to expend fewer resources on this action.

7.32 Secondary Intervention Classrooms: The plan was for long term substitutes to be made available at each secondary site to supervise intervention classrooms; strategic master schedule creation allowed for existing FTE to take on this responsibility.

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

These actions contributed to positive outcomes across multiple indicators. Districtwide English Language Arts performance improved from 64.75% to 67.39%, while Mathematics increased from 53.48% to 56.07%. Chronic absenteeism declined from 17.8% to 11.4%, suspension rates decreased from 1.4% to 0.6%, and the percentage of students meeting College and Career Readiness indicators increased from 55.8% to 61.8%. Significant gains were also observed among targeted student groups, including Foster Youth increasing from 20.0% to 33.3% meeting or exceeding standards in ELA and English Learners improving from 10.6% to 14.0% meeting or exceeding standards in Mathematics.

The actions were effective in improving academic outcomes, student engagement, attendance, and college and career readiness for Unduplicated Pupils. English Learners, Socioeconomically Disadvantaged students, and Foster Youth demonstrated improvement across several Dashboard indicators, including movement to higher performance levels in English Language Arts, Mathematics, Chronic Absenteeism, and College and Career Readiness. Local measures also reflected positive progress, with the percentage of Socioeconomically Disadvantaged students meeting grade-level expectations on the i-Ready Reading Diagnostic increasing from 42% to 46% and Mathematics increasing from 27% to 35%. Additionally, passing rates in core academic subjects increased across both elementary and secondary grade spans, including mathematics passing rates rising from 74% to 79% in grades 6–12. While achievement gaps remain for some student groups, particularly English Learners and Foster Youth, the district's comprehensive system of academic interventions, attendance supports, mental health services, professional learning, and college and career readiness initiatives contributed to measurable progress toward closing achievement gaps and improving outcomes for the district's highest-need students. Comments related to specific actions are below:

7.1: Teacher Collaboration and Intervention Design
PLC time has been effective in fostering a continuous cycle of teaching, learning, and assessment, where teachers are analyzing student data to generate positive outcomes. The collaboration supports the identification of academic gaps, which is essential for closing achievement gaps.

7.2: Professional Learning Communities PD
The 2025-26 series of professional development (PD) sessions were well received, with positive feedback from principals and lead teachers. These PDs help build teacher capacity, ensuring they are better equipped to meet the needs of SED students.

7.3: Maintain class size ratios in TK/K
Though the action is ongoing, the reduction of class sizes has created a more focused learning environment, providing more individualized attention for SED students.

7.4: Academic Support Teachers (ASTs)
The academic interventions provided by ASTs have been effective, especially in foundational skills for ELA and Math. The use of diagnostic tools like i-Ready allows for continuous monitoring and targeted intervention, helping close learning gaps for our students. The support provided also helps maintain optimal class sizes in some TK classrooms.

7.5: Additional Intervention Support at Valencia High School

The additional intervention support at Valencia High School has been instrumental in supporting unduplicated pupils, especially English Language Learners (ELL) and at-risk students. This additional support helps to provide targeted academic and emotional assistance.

7.6: Math Intervention Support for UPs
The math intervention support through the Math Lab sections at middle schools has received positive feedback from teachers, students, and parents. The use of structured tools like IXL Math supports the academic progress of identified students, improving foundational skills.

7.7: Professional Development focused on needs of EL, SED, and FY
PD focusing on literacy and math has been effective in enhancing teacher practices. Teachers are implementing first-best instructional strategies, benefiting students who are EL, SED, and FY by providing targeted support.

7.8: PYLUSD Induction Program
New Hire Institute participants rated their onboarding experience positively (4 out of 5), which indicates that the induction program is successfully preparing new teachers. Continued professional development focused on differentiation and supporting diverse learners has contributed to improving instructional practices.

7.9 & 7.10: Mental Health Support and Resources for Students and Families at Secondary and Elementary Sites
The mental health resources at both secondary and elementary sites have provided essential support to students and families, creating a foundation for academic success by addressing emotional and psychological well-being.

7.11: Site Discretionary Funding for UPs
The allocation of discretionary funding to site principals aligned with student needs, allowing for flexible use of resources to support SED students effectively.

7.12: Additional Support Staff at High Impact Sites
The addition of clerical and health support at high-impact sites has ensured smooth school operations and enabled staff to focus on student needs, directly benefiting SED students.

7.13: Additional Health Support at High Impact Sites
Providing additional health support at high-impact sites has helped ensure that students' physical health is prioritized, enabling better engagement in learning activities.

7.14: Instructional Aides for Physical Education
Instructional aides in physical education have been effective in maintaining safety standards and supporting PE curriculum, ensuring that students have equitable access to physical activity.

7.15: Library Support at High Schools
Library support for high schools has been beneficial in managing resources like newly adopted textbooks, contributing to an environment conducive to learning.

7.16: District Teachers on Special Assignment (TOSA)
District TOSAs have been effective at delivering high quality professional development for teachers, assisting with curriculum development, and providing instructional leadership.

7.17: District Leadership
District leadership has provided effective oversight and support, ensuring the successful implementation of initiatives that target unduplicated pupils and at-risk students. Strategic guidance has been instrumental in sustaining the impact of LCAP goals.

7.18: Administrative Support
Administrative support has played a key role in ensuring the success of MTSS and AVID programs, which are critical in supporting the academic success of SED students.

7.19: College and Career Technicians
College and Career Technicians have been effective in facilitating post-secondary opportunities for students, including dual enrollment. Their efforts in organizing career fairs and supporting students' career exploration have helped to broaden opportunities for SED students.

7.20: Multi-Tiered Systems of Support (MTSS)
The training for MTSS at the district level is laying the groundwork for supporting students at all levels. While more training is planned for the coming year, it sets the foundation for the future success of all students.

7.21: Data Dashboard and Analysis System
The Aeries analytics system has been successful in identifying students in need of academic, behavioral, or social-emotional support. By focusing on attendance, behavior, and course performance, it helps in early intervention, which is crucial for closing achievement gaps.

7.22: Collaborative Task Forces
Task forces have been effective in involving teachers in important decisions, such as the selection of reading assessment tools and the adoption of new English Language Arts materials. Their input ensures that selected interventions and materials are aligned with the needs of students.

7.23: Attendance Tracking and Early Intervention
Attendance tracking systems have been effective in identifying students with attendance issues early, leading to timely intervention to address barriers to learning.

7.24: School and District Attendance Review Teams
SART and SARB meetings have supported efforts to reduce chronic absenteeism, which is critical to academic success. These meetings have allowed for timely interventions with families to address attendance concerns.

7.25: Professional Development for Core Content Curriculum and Instruction
Ongoing PD in core content areas has equipped teachers to implement effective instructional strategies, improving student outcomes and addressing the learning needs of SED students.

7.26: Student Study Team and 504 Plan Coordination
The streamlined SST process has been effective in identifying the needs of students early, allowing for tailored interventions and supports for students at-risk of falling behind.

7.27: GEAR UP Program
The GEAR UP program has positively impacted middle and high school students by supporting academic, behavioral, and social-emotional development, and is leading to improved student outcomes.

7.28: High School Credit Recovery Programs
Credit recovery programs have helped students stay on track for graduation, mitigating the academic risks associated with credit deficiencies, which is crucial for at-risk students.

7.29: With Hope Program
The With Hope Program has been effective in raising awareness and providing tools for suicide prevention.

7.30: Learning Recovery Programs
Learning recovery programs have supported differentiated instruction, helping students who need additional support in foundational skills. These programs are essential for bridging gaps in students' academic progress.

7.31: Counselors at High Impact High Schools
Additional counselors at high schools have helped improve students' academic, social, and emotional well-being, supporting their overall success.

7.32: Secondary Intervention Classrooms
Secondary intervention classrooms have helped provide restorative interventions, keeping students in school and preventing disruptions in their academic progress.

7.33: Career Technical Education (CTE)
The district saw positive results in the area of Career Technical Education, with more than 27% of the class of 2025 graduating having completed a CTE pathway. Additionally, 38.8% of high school students were enrolled in a CTE course in the 2025*26 school year, reflecting continued growth in student enrollment and success in CTE programs.

7.34: Parent Engagement
The increase in parent engagement through workshops and trainings has been effective in fostering school-home partnerships. It has led to more families supporting their children's academic success.

7.35: Dual Language Academy
The expansion of the Dual Language Academy (DLA) program has been effective, with positive community feedback. The 90/10 model will provide students with strong language foundations, promoting bilingualism and academic achievement.

7.36: Dual Enrollment
The dual enrollment program has been successful in providing students with opportunities for college credit, and the growing partnership with Fullerton College has expanded offerings, benefiting all students.

7.37: SPSA Development
The training and support for School Site Plans (SPSAs) has been effective in aligning school site goals with district objectives, helping ensure that actions and resources are directed toward the needs of SED students.

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.

The following action had revisions

Action 7.35 was updated to not include the summer program because changes in statewide funding formulas impacted PYLUSD's revenues that funded this action so reductions needed to be made.

Of note is that metrics 7.7 and 7.8 related to the iReady ELA and iReady Math diagnostic exams have baseline data from the 2022-23 SY when the exam was only given to K-2 students in PYLUSD. The administration of these assessments was expanded to include grades 3-5, so the data from the 2023-24 and following years reflects K-5 data.

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

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.	$27,732.55	Yes
7.2	Professional Learning Communities PD	Continue to provide professional development to site leadership teams in the PLC process to support student achievement through data analysis and targeted interventions. While the district has made gains in English Language Arts and Mathematics overall, substantial achievement gaps remain for English Learners, Socioeconomically Disadvantaged students, and Foster Youth, who continue to perform below standard in both	$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
		subjects. Research by Vescio, Ross, and Adams (2008) demonstrates that well-implemented PLCs lead to improved teaching practices and increased student learning, highlighting the importance of ongoing collaborative professional development. M7.1 & M7.2 will be used to monitor the effectiveness of this action.		
7.3	Reduction of Class Sizes in TK/K	Action 7.3 does not apply to OCSCS		
7.4	Tier I Intervention	Provide training on Tier I intervention strategies that help students meet academic and behavioral goals.	$3,981.78	No
7.5	Additional Intervention Support at Valencia High School	Action 7.5 does not apply to OCSCS		
7.6	Math Intervention Support for UPs	Action 7.6 does not apply to OCSCS		
7.7	Professional Development focused on needs of EL, SED, and FY	Action 7.7 does not apply to OCSCS		
7.8	PYLUSD Induction Program	Ensure that all newly hired teachers are prepared through mentorship and culturally responsive professional development on the use of PYLUSD tools, coaching, and strategies in order to address the needs of all UPs.	$3,981.78	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.	$4,481.78	Yes

Action #	Title	Description	Total Funds	Contributing
7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Action 7.10 does not apply to OCSCS		
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.	$15,652.00	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.	$24,555.25	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.	$24,555.25	Yes
7.14	Instructional Aides for Physical Education	Action 7.14 does not apply to OCSCS		
7.15	Library Support at High Schools	Action 7.15 does not apply to OCSCS		
7.16	District Teachers on Special Assignment (TOSA)	Maintain district TOSAs to provide relevant professional development for teachers at all sites to support achievement of UPs and other underperforming student groups.	$27,732.55	Yes
7.17	District Leadership	Maintain district leadership to meet the needs of UPs and students who are at-risk.	$24,555.25	Yes
7.18	Administrative Support	Maintain administrative support at the district office to support MTSS and AVID programs.	$27,732.55	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$27,732.55	Yes
7.20	Multi-Tiered Systems of Support	The district will provide a comprehensive Multi-Tiered System of Support (MTSS) to deliver tiered academic interventions and enrichment opportunities designed to improve student achievement. While recent data shows an increase in the percentage of unduplicated students earning passing grades in core subjects from the 2023–2024 to the 2024–2025 school year, persistent academic gaps remain—particularly in secondary mathematics. Research from the Institute of Education Sciences (IES) supports the effectiveness of fully implemented MTSS frameworks, finding that they significantly reduce disruptive behaviors and improve academic outcomes among at-risk students (IES, 2019). M7.9 will be used to monitor the effectiveness of this action.	$27,732.55	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.	$27,732.55	No
7.22	Collaborative Task Forces	Convene collaborative task forces to address the curricular, instructional, and other emergent student needs in order to support the academic success of students (e.g., report card and grading practices task force, multicultural studies task force). The 2024 CA Dashboard data indicates that unduplicated pupil groups—such as English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth—perform lower than the overall student population across several key indicators. Establishing collaborative task forces to address curricular, instructional, and emergent student needs is supported by evidence from the What Works Clearinghouse (WWC). The WWC's practice guide on using student achievement data to support instructional decision-making emphasizes the importance of collaborative data analysis among	$27,732.55	No

Action #	Title	Description	Total Funds	Contributing
		educators. M7.1-M7.6 will be used to monitor the effectiveness of this action.		
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	$27,732.55	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.	$27,732.55	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.	$27,732.55	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 . There were 183 SST meetings documented for the 23-24 school year and 212 SST meetings documented for the 24-25 school year through the end of May. According to CAHELP, SSTs are essential for creating collaborative intervention plans, while the California Teachers Association underscores the importance of 504 Plans in ensuring equal educational access for students with disabilities (CAHELP, CTA). M7.9 will be used to monitor the effectiveness of this action.	$27,732.55	No
7.27	GEAR UP Program	Action 7.27 does not apply to OCSCS		

Action #	Title	Description	Total Funds	Contributing
7.28	High School Credit Recovery Programs	Action 7.28 does not apply to OCSCS		
7.29	Suicide Prevention	The district will provide a suicide prevention program at middle and high schools to support student wellness and social-emotional health. This action aligns with California Education Code Section 215, which requires local educational agencies serving students in grades 7–12 to adopt and implement evidence-based suicide prevention policies and procedures. According to the Centers for Disease Control and Prevention (CDC), suicide is the second leading cause of death among individuals aged 10–24 in the United States, and research shows that school-based prevention programs significantly reduce suicide attempts and ideation among adolescents (CDC, 2023). M7.1-M7.9 will be used to monitor the effectiveness of this action.	$27,732.55	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 . While 64.75% of students districtwide met or exceeded standards in English Language Arts, only 11.74% of English Learners, 48.87% of SED students, and 20% of Foster Youth did so—placing these groups in the Orange and Red performance levels. Similarly, in Mathematics, 53.48% of students met or exceeded standards overall, compared to just 10.62% of English Learners, 33.57% of SED students, and 14.29% of Foster Youth. According to a study by the RAND Corporation (2021), personalized and adaptive learning platforms—such as i-Ready, iXL, and Nearpod—have demonstrated positive effects on student engagement and academic achievement, particularly when used as part of a comprehensive instructional support strategy. M7.1 & M7.2 will be used to monitor the effectiveness of this action.	$27,732.55	No
7.31	Counselors at High Impact High Schools	Action 7.31 does not apply to OCSCS		

Action #	Title	Description	Total Funds	Contributing
7.32	Secondary Intervention Classrooms	Continue to maintain school-based intervention programs at the secondary schools to assist in closing achievement gaps and suspension rates of all UPs by providing academic, behavioral, and social emotional support in the intervention classrooms.	$27,732.55	Yes
7.33	Career Technical Education (CTE)	Maintain robust and relevant Career Technical Education (CTE) pathways and course offerings at the secondary level, establish pre-apprenticeship partnerships, and increase marketing efforts towards UPs beginning at the elementary level and in multiple languages.	$27,732.55	No
7.34	Parent Engagement	Action 7.34 does not apply to OCSCS		
7.35	Dual Language Academy	Expand and support a Dual Language Academy (DLA) to promote bilingualism, biliteracy, grade level academic achievement, and cross cultural competence in students by converting to a 90/10 model beginning in TK and K, providing Spanish intervention after school and providing a high school DLA program at Esperanza High School.	$1,000.00	Yes
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.	$27,732.55	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.	$2,275.90	No
7.38	Interpretation Services	Offer interpretation assistance for materials and support families attending conferences, meetings, trainings, or committee sessions.	$3,981.78	Yes

Action #	Title	Description	Total Funds	Contributing
7.39	Site-level Awareness	Enhance teacher awareness of Unduplicated Services by utilizing Aeries rostering for improved identification and support.	$27,732.55	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$568,875	$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
9.644%	0.000%	$0.00	9.644%

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	**Action:** Professional Development, Training, and Task Forces **Need:** The CA Dashboard performance indicators show stable results in English Language Arts and Math, along with a slight increase in graduation rates, a decrease in chronic absenteeism, and a reduction in suspension	This action will support the needs of all Unduplicated Pupils (UPs), with a specific focus on English Learners and Long-Term English Learners, by providing ongoing professional development and training for teachers to close achievement gaps. Since all PYLUSD sites serve unduplicated pupils, implementing this action districtwide ensures a more effective and consistent approach. Research indicates that professional learning significantly enhances staff	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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
	rates for the ALL student metrics. However, English Learners, Socioeconomically Disadvantaged Students, and Foster Youth performed at lower levels compared to the ALL student group in multiple CA Dashboard metrics. For example, English Learners achieved only 11.66% proficiency in ELA and 13.97% proficiency in Mathematics, while Foster Youth remained at 33.33% proficiency in ELA and 18.18% in Mathematics. Closing these gaps requires consistent access to highly effective instruction from the first day a teacher enters the profession. **Scope:** LEA-wide	capacity to support unduplicated pupils, making this the most strategic use of funds to address their needs (Kanold, 2017; Hattie, 2009; Erkens & Twadall, 2012).	
2.3	**Action:** Instructional Materials, Supplies, and Services **Need:** Unduplicated student groups, specifically English learners (ELs), low-income students, and foster youth, demonstrated performance gaps on the California School Dashboard. English learners showed a decrease in progress toward English language proficiency and elevated chronic absenteeism rates. Socioeconomically disadvantaged students also demonstrated elevated chronic absenteeism and achievement gaps in core academic areas. **Scope:**	This action aims to support all Unduplicated Pupils (UPs) by providing appropriate instructional materials, supplies, and services to enhance student engagement. According to John Hattie's Visible Learning research, providing supplemental instructional materials can significantly enhance student achievement, particularly when aligned with clear learning goals and feedback (Hattie, 2009).	The effectiveness of this action will be assessed using each of the CA Dashboard Indicators. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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		
4.5	**Action:** OCDE LTEL Network **Need:** 2024 CA Dashboard data indicates that a performance gap exists between Long-Term English Learners (LTELs) and their peers, with only 5.2% of LTELs meeting or exceeding standards in ELA, compared to 65.3% of all PYLUSD students. In Math, just 3.6% of LTELs meet or exceed standards, compared to 55.9% of all PYLUSD students. This indicates a need for a wholistic, systemic analysis of ELD supports. **Scope:** LEA-wide	Research shows that targeted ELD instruction, which combines explicit language development with content-area learning, significantly supports LTELs in acquiring academic language and achieving success across subjects (Echevarria, Vogt, & Short, 2017). Implementing such interventions and supports requires a wholistic, systemic approach and inter-LEA collaboration opportunities will ensure that PYLUSD leaders are providing such guidance to our schools.	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math. This will be measured by M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.
4.10	**Action:** Academic Progress Check-ins **Need:** Data from the 2024-25 school year indicates that Long-Term English Learners continue to experience substantial academic and language proficiency challenges. During 2024-25, only 27.2% of LTELs met or exceeded standards in English Language Arts and only 14.68% met or exceeded standards in Mathematics. District writing data showed a decline from 61% meeting expectations in	Long term English learners show a greater trend towards disengagement compared to the non-LTEL-identified peers (Hill & Deng, 2015). This action seeks to build direct connections to students to mitigate this factor and increase student achievement and engagement metrics.	The effectiveness of this action will be measured by the percentage of LTELs meeting or exceeding standards on the CAASPP for ELA and Math. This will be measured by M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.

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
	2022-23 to 51% meeting expectations in 2024-25, while only 10.15% of LTELs achieved ELPAC Level 4 in Reading and Writing during 2024-25. Regular academic progress check-ins are needed to monitor achievement, identify barriers to reclassification, strengthen student-adult connections, and provide timely interventions that improve academic performance and language proficiency. **Scope:** LEA-wide		
7.1	**Action:** Teacher Collaboration and Intervention Design **Need:** Analysis of the 2024-25 California School Dashboard and local assessment data indicates that significant achievement gaps persist for Unduplicated Pupils. During the 2024-25 school year, English Learners met or exceeded standards in English Language Arts at a rate of 11.66% and Mathematics at 13.97%, while Foster Youth met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. Socioeconomically Disadvantaged students achieved 52.18% proficiency in ELA and 38.12% proficiency in Mathematics during the same year. These outcomes demonstrate a need for structured teacher collaboration focused on data analysis, intervention planning, progress monitoring, and the implementation of effective instructional practices for Unduplicated Pupils.	Continuing to provide all teachers with dedicated weekly release time for Professional Learning Communities (PLCs) is essential for improving individual student achievement and closing achievement gaps for all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Research shows that PLCs enhance teacher collaboration, data-driven decision-making, and the implementation of effective instructional strategies tailored to student needs (DuFour et al., 2016).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1 & M7.2 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
7.8	**Action:** PYLUSD Induction Program **Need:** Achievement data from the 2024-25 school year demonstrates that Unduplicated Pupils continue to experience significant academic disparities. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while Foster Youth met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. To close these gaps, newly credentialed teachers require mentoring, coaching, and professional learning that strengthens instructional effectiveness and equips them to meet the diverse needs of English Learners, Socioeconomically Disadvantaged students, and Foster Youth. **Scope:** LEA-wide	Ensuring that all newly hired teachers are prepared through mentorship and culturally responsive professional development is crucial for effectively addressing the needs of all Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Topics for induction training include differentiated instruction, early reading phonics, literacy, and math to support UPs. Research consistently shows that mentorship and targeted professional development, particularly in culturally responsive teaching practices, significantly improve teacher effectiveness and student outcomes (Villegas & Lucas, 2007). Culturally responsive teaching helps educators understand and respect the cultural backgrounds of their students, allowing them to tailor instruction in ways that are meaningful and engaging for diverse learners (Gay, 2010).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.6, & M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.9	**Action:** Mental Health Support and Resources for Students and Families at Secondary Sites **Need:** In PYLUSD, the 2024 California Dashboard shows chronic absenteeism rates for Foster Youth in the Orange performance level, while English Learners, Long-Term English	Maintaining Wellness Specialists at Title I middle schools and all high school sites is critical to addressing the mental health needs of students and improve school attendance, particularly English Learners (EL), socio-economically disadvantaged (SED) students, and Foster Youth (FY), who often face additional stressors and barriers to academic success. Research indicates that mental health support plays a key role in	The effectiveness of this action will be assessed using CA Dashboard Indicators to track the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students,

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
	Learners, and Socioeconomically Disadvantaged students are in the Yellow. These elevated rates indicate a continued need for targeted counseling and support services to address the underlying barriers to consistent school attendance for these student groups. **Scope:** LEA-wide	improving student well-being, engagement, and academic outcomes (Zins et al., 2004). For UPs, who are at greater risk for experiencing trauma, family instability, and other socio-economic challenges, access to mental health resources is essential for ensuring they can fully participate in their education (Cohen & Sandy, 2007).	and Foster Youth. (M7.1-M7.6 & M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.11	**Action:** Site Discretionary Funding for UPs **Need:** Data from the 2024-25 school year indicates that Unduplicated Pupils continue to face challenges in attendance, academic achievement, and college and career readiness. Chronic absenteeism rates were 16.5% for English Learners, 18.1% for Socioeconomically Disadvantaged students, and 32.4% for Foster Youth. Additionally, during 2024-25, only 20.8% of English Learners and 49.6% of Socioeconomically Disadvantaged students met the College and Career Indicator preparedness threshold. Flexible site-based funding is needed to address locally identified barriers and provide targeted supports aligned to the needs of Unduplicated Pupils. **Scope:** LEA-wide	Distributing and targeting resources equitably to schools where needs are greatest is a critical strategy for closing achievement gaps among Unduplicated Pupils (UPs), including socio-economically disadvantaged students, English learners, and Foster Youth. Site leaders are expected to use their allocations based on a needs assessment of student achievement data for UPs. Research has shown that equitable resource allocation, which takes into account the specific needs of schools and students, significantly contributes to improved academic outcomes and helps level the playing field for underserved groups (Gordon et al., 2006). By directing resources such as funding, instructional materials, and support services to schools with the greatest challenges, districts can provide targeted interventions that address the specific academic, behavioral, and social-emotional needs of UPs (Darling-Hammond, 2010).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth at all sites across the district. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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
7.12	**Action:** Additional Support Staff at High Impact Sites **Need:** After analyzing CA Dashboard and other performance data across sites, it is clear that some schools require additional support to effectively monitor attendance, bolster student achievement, and maintain consistent communication with families. More than 10% of students in PYLUSD are chronically absent, highlighting the urgent need for targeted interventions and enhanced family engagement strategies. **Scope:** LEA-wide	Maintaining additional support staff at high-impact sites is essential for addressing the needs of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These student groups often face unique challenges, including limited access to educational resources, language barriers, and family instability, which can hinder their academic success and overall well-being (Losen & Orfield, 2002). Research shows that providing additional support staff, such as counselors, intervention specialists, and family liaisons, helps bridge these gaps by offering targeted assistance and resources to both students and families (Baker et al., 2006).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.13	**Action:** Additional Health Support at High Impact Sites **Need:** Attendance data from the 2024-25 school year indicates that chronic absenteeism continues to impede academic success for Unduplicated Pupils. English Learners experienced a chronic absenteeism rate of 16.5%, Socioeconomically Disadvantaged students 18.1%, and Foster Youth 32.4%, with Foster Youth remaining in the Red performance level. Additional health support services are needed to address health-related barriers to attendance, increase access to care, and improve student engagement and learning outcomes.	Maintaining nurses and health clerks at high-impact sites is crucial for supporting the well-being and academic success of socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. These students often face significant health-related challenges, such as inadequate access to healthcare, higher rates of chronic illness, and mental health issues, which can negatively affect their ability to focus on learning and achieve academically (Baker et al., 2001). Having dedicated healthcare staff at school sites ensures that students receive timely medical attention, health screenings, and support for managing chronic conditions, which is essential for reducing absenteeism and promoting consistent academic engagement (Brener et al., 2004).	The effectiveness of this action will be assessed using CA Dashboard Indicators, specifically tracking the Chronic Absenteeism indicator. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
7.16	**Action:** District Teachers on Special Assignment (TOSA) **Need:** Performance data from the 2024-25 school year demonstrates persistent academic achievement gaps among Unduplicated Pupils. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while Foster Youth met or exceeded standards at 33.33% in ELA and 18.18% in Mathematics. Teachers require ongoing coaching, curriculum support, and professional learning to implement evidence-based instructional practices that improve outcomes for these student groups. District Teachers on Special Assignment provide the specialized support necessary to build instructional capacity and accelerate student achievement. **Scope:** LEA-wide	Maintaining district Teacher on Special Assignment (TOSAs) is essential for providing relevant professional development to teachers at all sites, particularly to support the achievement of Unduplicated Pupils (UPs) and other underperforming student groups. Research consistently shows that targeted professional development for educators is one of the most effective ways to improve student outcomes, especially for students who face academic challenges such as socio-economic disadvantage, language barriers, or foster care status (Guskey, 2002; Darling-Hammond et al., 2017).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.17	**Action:** District Leadership **Need:** Districtwide data from the 2024-25 school year indicates that significant achievement and	Maintaining district leadership to meet the needs of Unduplicated Pupils (UPs) and students who are at-risk is critical for ensuring that these students receive the support and resources necessary to succeed academically. District leadership positions such as the Director of	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically

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	attendance gaps remain among Unduplicated Pupils. English Learners met or exceeded standards at rates of 11.66% in ELA and 13.97% in Mathematics, while chronic absenteeism rates were 16.5% for English Learners, 18.1% for Socioeconomically Disadvantaged students, and 32.4% for Foster Youth. Coordinated district leadership is necessary to monitor implementation of LCAP actions, align resources, support site leaders, and ensure continuous improvement efforts result in measurable gains for Unduplicated Pupils. **Scope:** LEA-wide	Secondary Education and the Executive Director of Elementary Education set the direction for educational equity, creating policies, and ensuring that resources are allocated to address the specific challenges faced by UPs, including socio-economic disadvantage, language barriers, and foster care status (Lyon et al., 2001). Effective leadership is essential in coordinating support systems, overseeing targeted interventions, and providing professional development for staff to implement strategies that meet the diverse needs of at-risk students (Leithwood et al., 2004).	tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.18	**Action:** Administrative Support **Need:** The 2022–2023 CA Dashboard data reveals significant disparities in academic performance and attendance among unduplicated student groups in PYLUSD. While the districtwide scores in English Language Arts (64.75%, Green) and Math (53.48%, Green) reflect overall success, English Learners, Socioeconomically Disadvantaged students, and Foster Youth consistently underperform. In ELA, English Learners scored 41 points below standard (Orange), SED students 5.4 points below (Orange), and Foster Youth 71.1 points below (Red). Similarly, in Math, English Learners were 68.7 points below standard (Orange), SED students 44.3 points below	Maintaining administrative support at the district office to support Multi-Tiered System of Supports (MTSS) and Advancement Via Individual Determination (AVID) programs is essential for ensuring the effective implementation and sustainability of these programs, which are critical for supporting student success, especially for Unduplicated Pupils (UPs) and underperforming students. MTSS provides a framework for addressing the academic, behavioral, and social-emotional needs of all students through tiered interventions, and administrative support is crucial in overseeing the coordination, fidelity, and continuous improvement of these interventions (Sugai & Simonsen, 2012). Similarly, the AVID program is designed to prepare students for college readiness and success, focusing on students who are underrepresented in higher education. Administrative oversight ensures that	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Goal 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
	(Yellow), and Foster Youth 108.8 points below (Orange). **Scope:** LEA-wide	AVID strategies, such as rigorous academic support and college preparation, are implemented consistently across schools (Dougherty, 2016).	
7.19	**Action:** College and Career Technicians **Need:** The College/Career Indicator data from the 2022–2023 and 2023–2024 school years shows improvement districtwide, rising from 55.8% to 59.8% of students prepared, moving the district into the Green performance level. However, significant disparities remain for key student groups. English Learners increased from 11.4% prepared (Low) to 16.8% (Yellow), and Socioeconomically Disadvantaged students rose from 43.3% (Medium) to 47.8% (Green). **Scope:** LEA-wide	Maintaining College and Career Technicians at each high school is essential for ensuring that students have the necessary guidance and resources to successfully navigate post-secondary options, which are crucial for their future academic and career success. College and Career Technicians provide vital support in areas such as college admissions, financial aid applications, career exploration, internships, and job readiness programs, particularly for students who may lack the resources or support at home to navigate these complex processes (Gandara & Bial, 2001). Research shows that students with access to college and career guidance are more likely to apply to post-secondary institutions, persist in their education, and achieve successful outcomes (Bettinger et al., 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics and College and Career. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.24	**Action:** School and District Attendance Review Teams **Need:** Chronic absenteeism remains a significant concern in the district, particularly for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. While the districtwide rate improved from 17.8% in 2022–2023 to 12.2% in 2023–2024, student	Providing district support to oversee systematic School Attendance Review Team (SART) and District Attendance Review Team (DART) meetings is critical for addressing chronic absenteeism and ensuring that all students, particularly those from socio-economically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) backgrounds, receive the support they need to attend school regularly. Chronic absenteeism is a significant barrier to	The effectiveness of this action will be assessed using the CA Dashboard, specifically the Indicator for Chronic Absenteeism. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3,

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
	groups most in need continue to experience higher rates of absenteeism. Although EL and SED students improved from Red to Yellow, and Foster Youth remained in the Orange, these rates indicate the ongoing need for targeted interventions and support to improve attendance and engagement among these student groups. **Scope:** LEA-wide	academic success, as research shows that students who miss school frequently are more likely to struggle academically, fall behind in coursework, and eventually disengage from education altogether (Balfanz & Byrnes, 2012). The SART and DART meetings provide a structured approach to identifying the underlying causes of absenteeism and implementing targeted interventions to address them, such as providing support for families facing transportation or health challenges, connecting students with mental health resources, and ensuring that families are aware of the academic consequences of poor attendance (Chang & Romero, 2008).	M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.32	**Action:** Secondary Intervention Classrooms **Need:** Despite overall improvements in suspension and chronic absenteeism rates districtwide, middle and high school student groups—particularly Foster Youth, English Learners (ELs), and Socioeconomically Disadvantaged (SED) students—continue to exhibit elevated levels of need, signaling the necessity for additional behavioral intervention supports. In 2023–2024, the district's suspension rate declined to 0.6% (Blue), yet Foster Youth remained in the Yellow performance band with 6.5% suspended at least once. Chronic absenteeism also decreased districtwide from 17.8% to 12.2% (Yellow); however, rates for Foster Youth (27.8%), ELs (19.4%), and SED students (18.6%) remain significantly higher than average.	Continuing to maintain school-based intervention programs at secondary schools is essential for addressing the academic, behavioral, and social-emotional needs of Unduplicated Pupils (UPs), including socio-economically disadvantaged (SED), English Learners (ELs), and Foster Youth (FY). These programs play a critical role in closing achievement gaps and reducing suspension rates, which are often disproportionately high for UPPs. Research has consistently shown that targeted intervention programs, which provide personalized support in academic, behavioral, and social-emotional areas, significantly improve student outcomes by addressing the specific challenges these students face (Baker et al., 2006; Sugai & Simonsen, 2012).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics, Chronic Absenteeism, and Suspensions. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
7.35	**Action:** Dual Language Academy **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** LEA-wide	Expanding and supporting a Dual Language Academy (DLA) through a 90/10 model starting in Transitional Kindergarten (TK) and Kindergarten, providing Spanish intervention after school and establishing a high school DLA program at Esperanza High School is a strategic approach to promoting bilingualism, biliteracy, grade-level academic achievement, and cross-cultural competence. Research has consistently shown that dual language immersion programs not only support the development of proficiency in two languages but also enhance academic outcomes for students, particularly English Learners (ELs) and socio-economically disadvantaged (SED) students (Thomas & Collier, 2002). The 90/10 model, where the majority of instruction is delivered in the target language (Spanish in this case) in the early grades, has been shown to accelerate language acquisition while maintaining high academic standards in both languages (Genesse, 2008).	The effectiveness of this action will be assessed using CA Dashboard Indicators for English Language Arts and Mathematics as well as student course performance. (M7.1-M7.9 and M9.1, M9.2, M9.4, M9.10 and M8.1, M8.2, and M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)
7.38	**Action:** Interpretation Services **Need:**	Offering interpretation assistance for materials and support for families attending conferences, meetings, trainings, or committee sessions is crucial for ensuring equitable access to	The effectiveness of this action will be assessed using CA Dashboard Indicators for English

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
	Achievement data from the 2023–2024 CA Dashboard reveals persistent academic performance gaps for English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY) in both English Language Arts and Mathematics. While districtwide performance remains strong—Green in ELA with 65.32% meeting or exceeding standards and 35.6 points above standard, and Green in Math at 55.95% and 11 points above standard—ELs scored 44.4 points below standard in ELA and 64.9 points below in Math, placing them in the Orange and Yellow performance bands, respectively. These gaps highlight the critical need for increased family engagement, particularly among linguistically diverse families. **Scope:** LEA-wide	educational opportunities and fostering meaningful family engagement, especially for families of English Learners (ELs). Research shows that effective communication between schools and families is essential for student success, particularly for EL families who may face language barriers that hinder their ability to fully participate in school-related activities (Garcia & deCorte, 2012). Providing interpretation services enables parents to engage in conversations about their child's education, understand academic expectations, and actively participate in decision-making processes, such as IEP meetings or parent-teacher conferences (Lopez et al., 2016).	Language Arts and Mathematics, specifically tracking the performance of English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth. (M7.1-M7.9)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Additional EL Sections at Secondary Schools **Need:**	This action strengthens the district's English Language Development (ELD) program by ensuring that all English Learners receive both designated and integrated English instruction, fostering language acquisition and improving	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** Limited to Unduplicated Student Group(s)	academic achievement across all subject areas. Research supports the effectiveness of integrated and designated ELD in promoting language development and content mastery (Goldenberg, 2008; Saunders, Goldenberg, & Marcelletti, 2013).	Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress, and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
3.8	**Action:** ELD Teacher Support **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:**	Providing increased District English Language Development (ELD) Teacher on Special Assignment (TOSA) support at all school sites is vital for enhancing the quality and consistency of ELD instruction and services across the district. Research shows that effective ELD instruction, when delivered by experienced teachers with specialized knowledge, significantly improves English learners' language proficiency and academic outcomes (Goldenberg, 2008).	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress and Graduation Rate. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

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)		
3.9	**Action:** Translation Services **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to provide district translation services is crucial for supporting English learners (ELs) and their families, ensuring effective communication and fostering greater parental engagement and participation. Research shows that when parents of ELs have access to translated materials and support, they are more likely to be actively involved in their child's education, which positively impacts academic outcomes (Mapp & Kuttner, 2013).	The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for English Learners. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
3.10	**Action:** English Language Assessment Center **Need:** Recent ELPAC results indicate a decline in the percentage of English Learners (ELs) achieving Level 4 in key literacy domains. From Fall 2023 to Fall 2025, the percentage of ELs scoring Level 4 in Reading dropped from 12% to 10.3%, and in Writing from 19% to 13.27%. While Listening scores remained relatively flat with a change from 23% to	Continuing to provide centralized language assessment services within the Family Resource Center is essential for the accurate identification and assessment of English learners (ELs), as well as for the coordination of appropriate services. Research highlights that early and accurate identification of ELs is critical for ensuring they receive the right support to succeed academically (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). Centralized services streamline the assessment process, reduce delays, and ensure consistency in identifying language needs across the district.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, and Graduation Rate.(M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	22.67%, and Speaking saw a slight decline from 52% to 51.48%. **Scope:** Limited to Unduplicated Student Group(s)		
3.12	**Action:** Bilingual Community Liaisons **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2024-2025 CA Dashboard, EL student achievement in English Language Arts (ELA) placed them in the Yellow performance band and their Math performance placed them in the Yellow performance band. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to provide Bilingual School/Community Student Advisors at sites with high populations of English learners (ELs) is critical for supporting both students and their families in navigating educational systems and resources. Research highlights that bilingual advisors can bridge cultural and linguistic gaps, helping ELs and their families better access academic support, services, and community resources (Garcia & Kleifgen, 2010). By having advisors who speak the home language of the families, schools can foster stronger relationships and ensure families feel more included in the educational process, leading to increased student engagement and academic success.	The effectiveness of this action will be measured through the CA Dashboard indicators for English Learners in English Language Arts, Math, Chronic Absenteeism, College/Career, English Learner Progress and Graduation Rate.(M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
3.13	**Action:** Administrative Support **Need:** Despite improvements in reclassification rates and notable progress in graduation and college/career readiness indicators for English Learners (ELs), PYLUSD continues to face significant challenges in accelerating English	Continuing to provide administrative support and leadership at the district office is essential for effectively implementing the English learner (EL) program in accordance with state and federal guidelines. Research demonstrates that strong administrative leadership is crucial for ensuring compliance with regulations and the successful implementation of EL programs (Menken & Korth, 2008). By overseeing program development,	The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for English Learners. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learner achievement and language proficiency. The percentage of ELs making progress toward English proficiency declined from 54.2% to 51% in 2025. Additionally, ELs continue to underperform in ELA and math on both iReady and CAASPP, with DFS scores widening in ELA and only modest gains in math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened leadership, systemic alignment, and targeted supports to ensure equitable outcomes for English Learners across the district. **Scope:** Limited to Unduplicated Student Group(s)	monitoring progress, and ensuring adherence to legal requirements, district leadership can help ensure that ELs receive appropriate services, resources, and support.	M4.1-4.2, M5.1-5.2, M6.1-6.2)
3.16	**Action:** ELD Coordination **Need:** Despite improvements in reclassification rates and notable progress in graduation and college/career readiness indicators for English Learners (ELs), PYLUSD continues to face significant challenges in accelerating English Learner achievement and language proficiency. The percentage of ELs making progress toward English proficiency declined from 54.2% to 51% in 2025. Additionally, ELs continue to underperform in ELA and math on both iReady and CAASPP, with DFS scores widening in ELA and only modest gains in math. Writing performance across grade spans has also declined sharply. These indicators signal an urgent need for strengthened	Continuing to provide support at the site level for the coordination of the English learner (EL) program is essential for ensuring fidelity to the program's goals and effectively meeting the needs of EL students. Research underscores that site-level coordination plays a critical role in maintaining program consistency and aligning instructional practices with the specific needs of ELs (August & Shanahan, 2006). By having dedicated support at the school site, districts can monitor the implementation of EL strategies, provide targeted professional development, and ensure that teachers have the resources necessary to deliver high-quality instruction.	The effectiveness of this action will be measured through the CA Dashboard indicators and local indicators for English Learners. (M3.1-M3.3, M3.5, & M3.7, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	leadership, systemic alignment, and targeted supports to ensure equitable outcomes for English Learners across the district. **Scope:** Limited to Unduplicated Student Group(s)		
3.18	**Action:** Guided Language Acquisition and Design (GLAD) **Need:** English Learners (ELs) in the Placentia-Yorba Linda Unified School District continue to demonstrate significant academic needs across multiple indicators, underscoring the need for additional targeted support. On the 2023–2024 CA Dashboard, only 11.4% of EL students met or exceeded standards in English Language Arts (ELA), with a Distance from Standard (DFS) of 44.4 points below, placing them in the Orange performance band—far below the overall district rate of 65.32% and DFS of 35.6 above. Similarly, only 11.5% of EL students met or exceeded standards in Math, with a DFS of 64.9 points below standard, compared to the district's 55.95% proficiency rate and DFS of 11 above. While the district maintained Green performance overall in both content areas, EL students remain among the lowest-performing subgroups. **Scope:** Limited to Unduplicated Student Group(s)	Providing OCDE Guided Language Acquisition Design (GLAD) training is crucial for building academic language and literacy for all students, particularly English learners (ELs) and emergent bilingual students. Research indicates that GLAD strategies are effective in enhancing language acquisition by integrating academic content with language development in a systematic and engaging way (Echevarria, Vogt, & Short, 2017). GLAD's focus on visual, interactive, and collaborative learning helps ELs develop both academic language and critical thinking skills, leading to improved comprehension and performance in core subjects (Genesee, Lindholm-Leary, Saunders, & Christian, 2006).	The effectiveness of this action will be measured through the percentage of English Learners scoring Level 4 on the ELPAC in reading, writing, listening, and speaking. (M3.12-M3.16, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.2	**Action:** English Learner Sections at Secondary Schools **Need:** 2024 CA Dashboard data indicates that a performance gap exists between Long-Term English Learners (LTELs) and their peers, with only 5.2% of LTELs meeting or exceeding standards in ELA, compared to 65.3% of all PYLUSD students. In Math, just 3.6% of LTELs meet or exceed standards, compared to 55.9% of all PYLUSD students. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to provide Bridging and Expanding ELD sections across middle and high schools is critical for ensuring that Long-Term English Learners (LTELs) receive both designated and integrated ELD instruction, which is essential for their academic success. Research shows that targeted ELD instruction, which combines explicit language development with content-area learning, significantly supports LTELs in acquiring academic language and achieving success across subjects (Echevarria, Vogt, & Short, 2017).	The effectiveness of this action will be measured by the percentage of LTELs scoring a Level 4 on ELPAC in reading, writing, listening, and speaking. (M4.6-M4.9)
5.1	**Action:** McKinney Vento Support Staff **Need:** The number of identified homeless students in PYLUSD has risen to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the chronic absenteeism rate for homeless students improved, it remains significantly higher than the district average, and the academic outcomes for this group remain well below standards in both ELA and Math. Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.1% in 2024-2025 (Yellow). However, nearly 1 in 5 SED students are still chronically absent—	Continuing to provide equitable services for socio-economically disadvantaged students through Family Resource Centers (FRCs), along with a McKinney-Vento Liaison and support staff, is essential for addressing the systemic barriers these students face. The 2024 CA Dashboard data highlights persistent achievement gaps. Research confirms that wraparound support services, including community linkages and parental engagement, significantly improve student outcomes by addressing non-academic barriers such as housing instability, food insecurity, and lack of access to educational resources (Moore et al., 2014). Additionally, the McKinney-Vento Act mandates support for homeless and highly mobile students, ensuring they receive consistent educational opportunities (NCHE, 2020).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students, specifically Homeless students. (M5.10-M5.15, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	often due to transportation challenges. These attendance issues contribute directly to lower academic performance and diminished long-term outcomes, especially for students already facing systemic inequities. **Scope:** Limited to Unduplicated Student Group(s)		
5.4	**Action:** McKinney Vento Program Support **Need:** The number of identified homeless students in PYLUSD rose to 3,475 in 2023-2024, reflecting the continued and growing need for comprehensive support services. While the district has seen encouraging gains in graduation rates (from 88.8% to 92.5%) and reductions in chronic absenteeism (from 31.6% to 22.6%), significant academic achievement gaps persist. Homeless students remain substantially below grade level in both English Language Arts (DFS -44.5) and Mathematics (DFS -79.2), with both indicators dropping from Yellow to Orange on the CA Dashboard. Moreover, only 29.9% of homeless students are considered college/career prepared, a figure that has remained stagnant over two years. **Scope:** Limited to Unduplicated Student Group(s)	Continuing to bolster the academic achievement of homeless students through after-school tutoring is essential in addressing the educational challenges faced by this vulnerable population. Research indicates that students experiencing homelessness are at a significantly higher risk of academic struggles due to frequent school disruptions, lack of access to resources, and increased stress (Masten et al., 2015). Targeted tutoring programs provide consistent academic support, helping to mitigate learning loss and improve student performance, particularly in core subjects such as reading and math (Hernandez, 2011).	The effectiveness of this action will be measured through the CA Dashboard indicators for Socio-economically Disadvantaged Students, specifically Homeless students. (M5.10-M5.15, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)
5.7	**Action:** Additional Transportation Support	Providing additional transportation routes at high-impact sites is essential for ensuring that socio-	The effectiveness of this action will be measured

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: In 2023-2024, the district identified 3,475 homeless students—an increase from the prior year—many of whom lack consistent means to access school. Data and needs analyses conducted at these sites demonstrated a need for consistent transportation due to geographical constraints and the lack of available timely, public transportation. While the chronic absenteeism rate for homeless students improved, it remains significantly higher than the district average, and the academic outcomes for this group remain well below standards in both ELA and Math. Similarly, students identified as socioeconomically disadvantaged (SED) have seen improvement in chronic absenteeism, from 26.6% in 2022-2023 (Red) to 18.1% in 2024-2025 (Yellow). However, nearly 1 in 5 SED students are still chronically absent—often due to transportation challenges. These attendance issues contribute directly to lower academic performance and diminished long-term outcomes, especially for students already facing systemic inequities. **Scope:** Limited to Unduplicated Student Group(s)	economically disadvantaged (SED) students can access school consistently, thereby reducing chronic absenteeism. Research highlights transportation barriers as a significant contributor to absenteeism among low-income students, directly impacting their academic achievement and long-term success (Gottfried, 2017). Studies show that students who face transportation challenges are more likely to miss school, leading to lower test scores, decreased engagement, and higher dropout rates (Balfanz & Byrnes, 2012). By expanding transportation services, districts can remove a critical barrier to attendance, ensuring that SED students have equitable access to education and the support needed for academic success.	through the CA Dashboard indicators for Socio-economically Disadvantaged Students in Chronic Absenteeism. (M5.10-M5.15, M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, and M6.1-6.2.)
6.1	**Action:** Tutoring Services for FY **Need:** In 2025, the academic performance of Foster Youth (FY) on the CA Dashboard maintained	Continuing to provide both in-district and out-of-district tutoring services for Foster Youth (FY) is essential to addressing their unique academic challenges and closing achievement gaps. The 2024 CA Dashboard highlights persistent disparities. Research shows that Foster Youth	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts and Math.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the Yellow performance level in English Language Arts (ELA) and improved to Orange in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Orange level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with a Red performance level. **Scope:** Limited to Unduplicated Student Group(s)	face frequent school disruptions, leading to gaps in learning, lower academic performance, and higher dropout rates (Pecora et al., 2012). Targeted tutoring interventions have been shown to improve educational outcomes for at-risk students by providing individualized academic support, strengthening foundational skills, and increasing engagement (Zetlin et al., 2010).	(M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.2)
6.6	**Action:** Professional Development for Staff **Need:** In 2025, the academic performance of Foster Youth (FY) on the CA Dashboard maintained the Yellow performance level in English Language Arts (ELA) and improved to Orange in Math, while the districtwide performance remained Green for both subjects. The Suspension Indicator for Foster Youth was at the Orange level, compared to the districtwide Blue level. Additionally, chronic absenteeism for Foster Youth remained higher than the districtwide average, with a Red performance level. **Scope:** Limited to Unduplicated Student Group(s)	Providing professional development for staff to increase awareness and understanding of the unique needs of Foster Youth (FY) is essential for creating a supportive and inclusive school environment that fosters academic success and emotional well-being. Research indicates that FY students face significant educational barriers, including frequent school changes, trauma, and lack of stable academic support, which contribute to lower achievement levels and higher dropout rates (Pecora et al., 2012). Educator training on trauma-informed practices, social-emotional learning, and the specific challenges FY students encounter has been shown to improve student-teacher relationships, enhance classroom engagement, and increase academic resilience (Clemens et al., 2017).	The effectiveness of this action will be measured through the CA Dashboard indicators for Foster Youth Students in English Language Arts, Math, Suspension, and Chronic Absenteeism. (M2.1 - M2.10, M2.14, M3.2-3.3, M4.1-4.2, M5.1-5.2, M6.1-6.4)

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.

N/A: PYLUSD does not receive concentration grant funding.

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

2026-27 Total Planned 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	$5,898,738	$568,875	9.644%	0.000%	9.644%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,254,168.84	$130,738.99	$0.00	$0.00	$6,384,907.83	$4,727,895.00	$1,657,012.83

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						Action Discontinued Effective 26-27								
1	1.2	Foundational Math	All	No			All Schools	25-26 School Year	$6,950.00	$0.00	$6,950.00	$0.00	$0.00	$0.00	$6,950.00	
1	1.3	Foundational Writing	All	No			All Schools	25-26 School Year	$250.00	$0.00	$250.00	$0.00	$0.00	$0.00	$250.00	
1	1.4	Computer Science	All	No			All Schools	Ongoing	$1,034.00	$4,500.00	$5,534.00	$0.00	$0.00	$0.00	$5,534.00	
1	1.5	Middle School Athletics	All	No			All Schools Middle School	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
1	1.6	PLUS Program														
1	1.7	Applied Studies Pathway														
1	1.8	Preschool Program														
1	1.9	Engaged Community	All	No			All Schools	Ongoing	$0.00	$1,200.00	$1,200.00	$0.00	$0.00	$0.00	$1,200.00	
1	1.10	5th/6th Grade Combination Class Elimination														
1	1.11	Innovative Programs	All	No			All Schools	Ongoing	$0.00	$5,013.00	$5,013.00	$0.00	$0.00	$0.00	$5,013.00	
1	1.12	Mastery Based Learning							$0.00	$3,981.78	$3,981.78				$3,981.78	
1	1.13	School Climate							$0.00	$2,550.00	$2,550.00				$2,550.00	
1	1.14	SPED Inclusion							$85,347.00	$0.00		$85,347.00			$85,347.00	
1	1.15	Enrichment							$0.00	$15,130.66		$15,130.66			$15,130.66	

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
2	2.1	Districtwide Staffing	All	No			All Schools	Ongoing	$4,137,249.10	$0.00	$4,137,249.10	$0.00	$0.00	$0.00	$4,137,249.10	
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	Ongoing	$172,285.00	$0.00	$172,285.00	$0.00	$0.00	$0.00	$172,285.00	
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	Ongoing	$0.00	$3,300.00	$3,300.00	$0.00	$0.00	$0.00	$3,300.00	
2	2.4	State Testing	All	No			All Schools	Ongoing	$0.00	$92,447.70	$92,447.70	$0.00	$0.00	$0.00	$92,447.70	
2	2.5	Resource Distribution	All	No			All Schools	Ongoing	$0.00	$15,130.66	$0.00	$15,130.66	$0.00	$0.00	$15,130.66	
2	2.6	Training for Classified Staff	All	No			All Schools	Ongoing	$0.00	$83,202.93	$83,202.93	$0.00	$0.00	$0.00	$83,202.93	
2	2.7	Math Curriculum and Instruction							$0.00	$15,130.67		$15,130.67			$15,130.67	
3	3.1	English Language Development (ELD) Professional Development	English Learners	No			All Schools	Ongoing	$0.00	$74,882.64	$74,882.64	$0.00	$0.00	$0.00	$74,882.64	
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	Ongoing	$19,395.00	$0.00	$19,395.00	$0.00	$0.00	$0.00	$19,395.00	
3	3.3	Bilingual Aides														
3	3.4	Special Education Staff Training	Students with Disabilities	No			Specific Schools: Melrose Ruby Topaz Rio Vista Glenview Valadez Kraemer Tuffree Valencia El Dorado Esperanza	25-26 School Year	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	

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
3	3.5	English Language Proficiency Assessments for California (ELPAC)	English Learners	No			All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
3	3.6	Additional Instructional Materials for EL Support	English Learners	No			All Schools	Ongoing	$0.00	$1,051.00	$1,051.00	$0.00	$0.00	$0.00	$1,051.00	
3	3.7	ELD Instruction and Support														
3	3.8	ELD Teacher Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
3	3.9	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
3	3.10	English Language Assessment Center	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	All English Learners	No			All Schools	Ongoing	$0.00	$3,981.78	$3,981.78	$0.00	$0.00	$0.00	$3,981.78	
3	3.12	Bilingual Community Liaisons	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Melrose, Glenview, Valadez, Bernardo Yorba (OCSCS), Kraemer	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
3	3.13	Administrative Support	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	

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
					Student Group(s)											
3	3.14	Melrose Literacy Coach														
3	3.15	EL Progress Monitoring and Intervention	English Learners	No			All Schools	Ongoing	$0.00	$3,981.78	$3,981.78	$0.00	$0.00	$0.00	$3,981.78	
3	3.16	ELD Coordination	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
3	3.17	ELD Summer Program														
3	3.18	Guided Language Acquisition and Design (GLAD)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
3	3.19	English Learner Master Plan	English Learners	No			All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
3	3.20	Needs-Responsive Schools	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
3	3.21	English Learner Snapshot	English Learners	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
4	4.1	AVID Excel program for LTELs														
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	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
4	4.3	English Language Development Curriculum	Long-Term English Learners	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
4	4.4	EL Progress Monitoring	Long-Term English Learners	No			All Schools	Ongoing	$0.00	$3,981.78	$3,981.78	$0.00	$0.00	$0.00	$3,981.78	

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
4	4.5	OCDE LTEL Network	English Learners Long-Term English Learners	No Yes	LEA-wide	English Learners		Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
4	4.6	ELAC and DELAC	Long-Term English Learners	No			All Schools	Ongoing	$0.00	$3,981.78	$3,981.78	$0.00	$0.00	$0.00	$3,981.78	
4	4.7	LTEL Engagement	Long-Term English Learners	No			All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
4	4.8	At-risk for LTEL	Long-Term English Learners	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
4	4.9	LTEL Identification	Long-Term English Learners	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
4	4.10	Academic Progress Check-ins	English Learners Long-Term English Learners	No Yes	LEA-wide	English Learners		Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
4	4.11	Professional Development	Long-Term English Learners	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
4	4.12	Goal-Setting	Long-Term English Learners	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
4	4.13	Progress Monitoring	Long-Term English Learners	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
5	5.1	McKinney Vento Support Staff	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	

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
					Student Group(s)	Low Income										
5	**5.2**	McKinney Vento Tutoring	Homeless Students	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
5	**5.3**	McKinney Vento Classified Support	Homeless Students	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
5	**5.4**	McKinney Vento Program Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
5	**5.5**	Family Literacy and Math Nights	Low Income			Low Income										
5	**5.6**	Elementary School Counselors at High Impact Sites														
5	**5.7**	Additional Transportation Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree	Ongoing	$0.00	$152,100.00	$152,100.00	$0.00	$0.00	$0.00	$152,100.00	
5	**5.8**	Additional Administrative Support at High Impact Sites														
5	**5.9**	Advancement Via Individual Determination (AVID) Program														
5	**5.10**	Community Engagement Initiative														
5	**5.11**	Create a Title I Parent Advisory														
5	**5.12**	Project GLAD - train Title I Instructional Coaches														
5	**5.13**	Melrose Family Resource Center / Health Clinics														
5	**5.14**	Elementary Math Fellows & Title I Teaching Collaboration														
5	**5.15**	Mentoring Program														

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	6.1	Tutoring Services for FY	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$5,946.00	$0.00	$5,946.00	$0.00	$0.00	$0.00	$5,946.00	
6	6.2	Mentoring Services for FY	Foster Youth	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
6	6.3	Trauma-Informed Practices	Foster Youth	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
6	6.4	Collaboration with Child Welfare Agencies	Foster Youth	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
6	6.5	Family and Caregiver Engagement	Foster Youth	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
6	6.6	Professional Development for Staff	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$2,500.00	$1,351.00	$3,851.00	$0.00	$0.00	$0.00	$3,851.00	
6	6.7	Foster Youth Enrollment	Foster Youth Foster Youth	No		Foster Youth		Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
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	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.2	Professional Learning Communities PD	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.3	Reduction of Class Sizes in TK/K														
7	7.4	Tier I Intervention	All	No			All Schools Elementary	Ongoing	$0.00	$3,981.78	$3,981.78	$0.00	$0.00	$0.00	$3,981.78	
7	7.5	Additional Intervention Support at Valencia High School					Specific Schools: Valencia High School									
7	7.6	Math Intervention Support for UPs														

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
7	7.7	Professional Development focused on needs of EL, SED, and FY														
7	7.8	PYLUSD Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,981.78	$3,981.78	$0.00	$0.00	$0.00	$3,981.78	
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	Ongoing	$0.00	$4,481.78	$4,481.78	$0.00	$0.00	$0.00	$4,481.78	
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites														
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	Ongoing	$0.00	$15,652.00	$15,652.00	$0.00	$0.00	$0.00	$15,652.00	
7	7.12	Additional Support Staff at High Impact Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Valencia, Van Buren, Brookhaven, Topaz, Woodsboro, Bryant Ranch, Mabel Paine, Melrose, Lakeview	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
7	7.13	Additional Health Support at High Impact Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
7	7.14	Instructional Aides for Physical Education														
7	7.15	Library Support at High Schools														
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	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	

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
7	7.17	District Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$24,555.25	$0.00	$24,555.25	$0.00	$0.00	$0.00	$24,555.25	
7	7.18	Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
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	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.20	Multi-Tiered Systems of Support	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.21	Data Dashboard and Analysis System	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.22	Collaborative Task Forces	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.23	Attendance Tracking and Early Intervention	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
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	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.25	Professional Development for Core Content Curriculum and Instruction	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.26	Student Study Team and 504 Plan Coordination	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.27	GEAR UP Program														
7	7.28	High School Credit Recovery Programs														
7	7.29	Suicide Prevention	All	No			All Schools Middle and High School	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.30	Learning Recovery Programs	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.31	Counselors at High Impact High Schools														

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
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	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.33	Career Technical Education (CTE)	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.34	Parent Engagement														
7	7.35	Dual Language Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glenview, Bernardo Yorba (OCSCS), and Esperanza HS	Ongoing	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
7	7.36	Dual Enrollment	All	No			All Schools High School	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
7	7.37	SPSA Development	All	No			All Schools	Ongoing	$2,275.90	$0.00	$2,275.90	$0.00	$0.00	$0.00	$2,275.90	
7	7.38	Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,981.78	$3,981.78	$0.00	$0.00	$0.00	$3,981.78	
7	7.39	Site-level Awareness	All	No			All Schools	Ongoing	$0.00	$27,732.55	$27,732.55	$0.00	$0.00	$0.00	$27,732.55	
8	8.1		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools Elementary	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.2		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.3		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.4	Attendance and Student Services Support	All	No			All Schools	Ongoing	$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
8	8.5	Attendance Monitoring and Analysis	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.6	Attendance Recovery Program	All	No			All Schools	Ongoing	$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	Ongoing	$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	Ongoing	$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	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.10	Community Engagement via Parent Education	All	No			All Schools	Ongoing	$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	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.12	Professional Development for Educators	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.13	High School Co-taught Algebra 1A and 1B Courses	All	No			All Schools High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.14	ATSI Collaboration	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.15	College and Career Readiness	All	No			All Schools High School	Ongoing	$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	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
8	8.17	Additional Academic Support for Melrose Elementary	All	No			Specific Schools: Melrose Elementary School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	9.1		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High	Ongoing	$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
							School									
9	**9.2**	AVID Program	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.3**	Student Discipline Systems and Practices	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$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	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.5**	College and Career	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.6**	College Link	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$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	Ongoing	$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
9	**9.8**	ELA Achievement	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.9**	Targeted Intervention	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.10**	Training to Support English Learners	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.11**	Attendance Monitoring	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
9	**9.12**	Flexible Scheduling	All	No			Specific Schools: El Camino Real Continuation High School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 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
$5,898,738	$568,875	9.644%	0.000%	9.644%	$939,762.19	0.000%	15.932 %	**Total:**	$939,762.19
								LEA-wide Total:	$500,208.49
								Limited Total:	$439,553.70
								Schoolwide Total:	$0.00

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 (%)
2	**2.2**	Professional Development, Training, and Task Forces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,285.00	
2	**2.3**	Instructional Materials, Supplies, and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,300.00	
3	**3.2**	Additional EL Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	Middle School and High School	$19,395.00	
3	**3.8**	ELD Teacher Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$24,555.25	
3	**3.9**	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$24,555.25	
3	**3.10**	English Language Assessment Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$24,555.25	
3	**3.12**	Bilingual Community Liaisons	Yes	Limited to Unduplicated	English Learners	Specific Schools: Melrose,	$27,732.55	

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 (%)
				Student Group(s)		Glenview, Valadez, Bernardo Yorba (OCSCS), Kraemer		
3	3.13	Administrative Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$27,732.55	
3	3.16	ELD Coordination	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	$24,555.25	
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$24,555.25	
4	4.2	English Learner Sections at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Middle and High School	$24,555.25	
4	4.5	OCDE LTEL Network	Yes	LEA-wide	English Learners		$27,732.55	
4	4.10	Academic Progress Check-ins	Yes	LEA-wide	English Learners		$27,732.55	
5	5.1	McKinney Vento Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$27,732.55	
5	5.4	McKinney Vento Program Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$27,732.55	
5	5.5	Family Literacy and Math Nights			Low Income			
5	5.7	Additional Transportation Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Valadez, Valencia, Tuffree	$152,100.00	
6	6.1	Tutoring Services for FY	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$5,946.00	
6	6.6	Professional Development for Staff	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$3,851.00	
6	6.7	Foster Youth Enrollment			Foster Youth		$27,732.55	

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	7.1	Teacher Collaboration and Intervention Design	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,732.55	
7	7.5	Additional Intervention Support at Valencia High School				Specific Schools: Valencia High School		
7	7.8	PYLUSD Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,981.78	
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	$4,481.78	
7	7.11	Site Discretionary Funding for UPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,652.00	
7	7.12	Additional Support Staff at High Impact Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Valencia, Van Buren, Brookhaven, Topaz, Woodsboro, Bryant Ranch, Mabel Paine, Melrose, Lakeview	$24,555.25	
7	7.13	Additional Health Support at High Impact Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,555.25	
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,732.55	
7	7.17	District Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,555.25	
7	7.18	Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,732.55	
7	7.19	College and Career Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	$27,732.55	

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	7.24	School and District Attendance Review Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,732.55	
7	7.32	Secondary Intervention Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	$27,732.55	
7	7.35	Dual Language Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glenview, Bernardo Yorba (OCSCS), and Esperanza HS	$1,000.00	
7	7.38	Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,981.78	
8	8.1				English Learners Foster Youth Low Income	All Schools Elementary	$0.00	
8	8.2				English Learners Foster Youth Low Income	All Schools	$0.00	
8	8.3				English Learners Foster Youth Low Income	All Schools	$0.00	
9	9.1				English Learners Foster Youth Low Income	Specific Schools: El Camino Real Continuation High School	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$657,621.00	$548,085.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Targeted Intervention	No	0.00	0.00
1	**1.2**	Foundational Math	No	$0.00	0.00
1	**1.3**	Foundational Writing	No	$0.00	$0.00
1	**1.4**	Computer Science	No	0.00	0.00
1	**1.5**	Middle School Athletics	No	0.00	0.00
1	**1.6**	PLUS Program	No	0.00	0.00
1	**1.7**	ADVANCE Program	No	0.00	$0.00
1	**1.8**	Preschool Program	No	$0.00	$0.00
1	**1.9**	Engaged Community	No	0.00	0.00
1	**1.10**	5th/6th Grade Combination Class Elimination	No	$0.00	$0.00
1	**1.11**	Innovative Programs	No	0.00	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)
2	2.1	Districtwide Staffing	No	0.00	0.00
2	2.2	Professional Development, Training, and Task Forces	Yes	0.00	0.00
2	2.3	Instructional Materials, Supplies, and Services	Yes	0.00	0.00
2	2.4	State Testing	No	0.00	0.00
2	2.5	Resource Distribution	No	$0.00	$0.00
2	2.6	Training for Classified Staff	No	0.00	0.00
3	3.1	English Language Development (ELD) Professional Development	No	0.00	0.00
3	3.2	Additional EL Sections at Secondary Schools	Yes	0.00	0.00
3	3.3	Bilingual Aides	Yes	0.00	0.00
3	3.4	Special Education Staff Training	No	0.00	0.00
3	3.5	English Language Proficiency Assessments for California (ELPAC)	No	0.00	0.00
3	3.6	Additional Instructional Materials for EL Support	No	0.00	0.00
3	3.7	ELD Instruction and Support	Yes	0.00	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	3.8	ELD Teacher Support	Yes	0.00	0.00
3	3.9	Translation Services	Yes	0.00	0.00
3	3.10	English Language Assessment Center	Yes	0.00	0.00
3	3.11	District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) Groups	No	0.00	0.00
3	3.12	Bilingual Community Liaisons	Yes	0.00	0.00
3	3.13	Administrative Support	Yes	0.00	0.00
3	3.14	Melrose Literacy Coach	No	0.00	0.00
3	3.15	EL Progress Monitoring and Intervention	No	0.00	$0.00
3	3.16	ELD Coordination	Yes	0.00	0.00
3	3.17	ELD Summer Program	No	0.00	0.00
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	0.00	0.00
3	3.19	English Learner Master Plan	No	0.00	0.00
3	3.20	Needs-Responsive Schools	No	$0.00	$0.00
3	3.21	English Learner Snapshot	No	$0.00	$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)
4	4.1	AVID Excel program for LTELs	Yes	0.00	0.00
4	4.2	English Learner Sections at Secondary Schools	Yes	0.00	0.00
4	4.3	English Language Development Curriculum	No	0.00	0.00
4	4.4	EL Progress Monitoring	No	$0.00	$0.00
4	4.5	OCDE LTEL Network	No	$0.00	$0.00
4	4.6	ELAC and DELAC	No	$0.00	$0.00
4	4.7	LTEL Engagement	No	0.00	0.00
4	4.8	At-risk for LTEL	No	$0.00	$0.00
4	4.9	LTEL Identification	No	$0.00	$0.00
4	4.10	Academic Progress Check-ins	No	$0.00	$0.00
4	4.11	Professional Development	No	$0.00	$0.00
4	4.12	Goal-Setting	No	$0.00	$0.00
4	4.13	Progress Monitoring	No	$0.00	$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)
5	5.1	McKinney Vento Support Staff	Yes	0.00	0.00
5	5.2	McKinney Vento Tutoring	No	0.00	0.00
5	5.3	McKinney Vento Classified Support	No	$0.00	$0.00
5	5.4	McKinney Vento Program Support	Yes	0.00	0.00
5	5.5	Family Literacy and Math Nights	Yes	0.00	0.00
5	5.6	Elementary School Counselors at High Impact Sites	Yes	0.00	0.00
5	5.7	Additional Transportation Support	Yes	0.00	0.00
5	5.8	Additional Administrative Support at High Impact Sites	Yes	0.00	0.00
5	5.9	Advancement Via Individual Determination (AVID) Program	Yes	0.00	0.00
5	5.10	Community Engagement Initiative	No	$0.00	$0.00
5	5.11	Title I Parent Advisory	No	0.00	$0.00
5	5.12	Project GLAD - Title I Instructional Coaches	No	$0.00	$0.00
5	5.13	Melrose Family Resource Center / Health Clinics	No	$0.00	$0.00
5	5.14	Elementary Math Fellows & Title I Teaching Collaboration	No	0.00	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)
5	5.15	Mentoring Program	No	$0.00	$0.00
6	6.1	Tutoring Services for FY	Yes	0.00	0.00
6	6.2	Mentoring Services for FY	No	0.00	0.00
6	6.3	Trauma-Informed Practices	No	$0.00	$0.00
6	6.4	Collaboration with Child Welfare Agencies	No	$0.00	$0.00
6	6.5	Family and Caregiver Engagement	No	$0.00	$0.00
6	6.6	Professional Development for Staff	Yes	0.00	0.00
6	6.7	Foster Youth Enrollment	No	$0.00	$0.00
7	7.1	Teacher Collaboration and Intervention Design	Yes	0.00	0.00
7	7.2	Professional Learning Communities PD	No	0.00	0.00
7	7.3	Reduction of Class Sizes in TK/K	Yes	0.00	0.00
7	7.4	Tier I Intervention	No	$0.00	$0.00
7	7.5	Additional Intervention Support at Valencia High School	Yes	0.00	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)
7	7.6	Math Intervention Support for UPs	Yes	0.00	0.00
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	0.00	0.00
7	7.8	PYLUSD Induction Program	Yes	0.00	0.00
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	0.00	0.00
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Yes	0.00	0.00
7	7.11	Site Discretionary Funding for UPs	Yes	657,621	548,085
7	7.12	Additional Support Staff at High Impact Sites	Yes	0.00	0.00
7	7.13	Additional Health Support at High Impact Sites	Yes	0.00	0.00
7	7.14	Instructional Aides for Physical Education	Yes	0.00	0.00
7	7.15	Library Support at High Schools	Yes	0.00	0.00
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	0.00	0.00
7	7.17	District Leadership	Yes	0.00	0.00
7	7.18	Administrative Support	Yes	0.00	0.00
7	7.19	College and Career Technicians	Yes	0.00	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)
7	7.20	Multi-Tiered Systems of Support	No	0.00	$0.00
7	7.21	Data Dashboard and Analysis System	No	$0.00	$0.00
7	7.22	Collaborative Task Forces	No	0.00	0.00
7	7.23	Attendance Tracking and Early Intervention	No	$0.00	$0.00
7	7.24	School and District Attendance Review Teams	Yes	0.00	$0.00
7	7.25	Professional Development for Core Content Curriculum and Instruction	No	0.00	0.00
7	7.26	Student Study Team and 504 Plan Coordination	No	0.00	0.00
7	7.27	GEAR UP Program	Yes	0.00	0.00
7	7.28	High School Credit Recovery Programs	No	0.00	0.00
7	7.29	Suicide Prevention	No	0.00	$0.00
7	7.30	Learning Recovery Programs	No	0.00	0.00
7	7.31	Counselors at High Impact High Schools	Yes	0.00	0.00
7	7.32	Secondary Intervention Classrooms	Yes	0.00	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)
7	7.33	Career Technical Education (CTE)	No	0.00	0.00
7	7.34	Parent Engagement	No	0.00	0.00
7	7.35	Dual Language Academy	Yes	0.00	0.00
7	7.36	Dual Enrollment	No	0.00	0.00
7	7.37	SPSA Development	No	0.00	0.00
7	7.38	Interpretation Services	Yes	0.00	0.00
7	7.39	Site-level Awareness	No	$0.00	$0.00
8	8.1	Behavioral Intervention and Support	Yes	0.00	0.00
8	8.2	Mental Health Support	Yes	0.00	0.00
8	8.3	Behavioral Support and Supervision	Yes	0.00	0.00
8	8.4	Attendance and Student Services Support	No	$0.00	$0.00
8	8.5	Attendance Monitoring and Analysis	No	$0.00	$0.00
8	8.6	Attendance Recovery Program	No	$0.00	$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)
8	8.7	School Attendance Review Teams (SART) and District Attendance Review Teams (DART)	No	$0.00	$0.00
8	8.8	Districtwide Positive Behavior Interventions and Supports	No	0.00	$0.00
8	8.9	Implement Attendance Strategies in IEPs	No	$0.00	$0.00
8	8.10	Community Engagement via Parent Education	No	$0.00	$0.00
8	8.11	Flexible Scheduling and Accommodations	No	0.00	0.00
8	8.12	Professional Development for Educators	No	0.00	0.00
8	8.13	High School Co-taught Algebra 1A and 1B Courses	No	0.00	0.00
8	8.14	ATSI Collaboration	No	$0.00	$0.00
8	8.15	College and Career Readiness	No	$0.00	$0.00
8	8.16	Engagement of Parents of Students with Disabilities	No	$0.00	$0.00
8	8.17	Additional Academic Support for Melrose Elementary	No	0.00	0.00
9	9.1	Class Size Reduction	Yes	0.00	0.00
9	9.2	AVID Program	No	0.00	0.00
9	9.3	Student Discipline Systems and Practices	No	$0.00	$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)
9	**9.4**	Counseling Support and Academic Guidance	No	0.00	0.00
9	**9.5**	College and Career	No	$0.00	$0.00
9	**9.6**	College Link	No	$0.00	$0.00
9	**9.7**	Math Achievement	No	$0.00	$0.00
9	**9.8**	ELA Achievement	No	$0.00	$0.00
9	**9.9**	Targeted Intervention	No	$0.00	$0.00
9	**9.10**	Training to Support English Learners	No	$0.00	$0.00
9	**9.11**	Attendance Monitoring	No	$0.00	$0.00
9	**9.12**	Flexible Scheduling	No	$0.00	$0.00

2025-26 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)
$548,085.00	$671,621.00	$548,085.00	$123,536.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Professional Development, Training, and Task Forces	Yes	0.00	0.00		
2	2.3	Instructional Materials, Supplies, and Services	Yes	0.00	0.00		
3	3.2	Additional EL Sections at Secondary Schools	Yes	0.00	0.00		
3	3.3	Bilingual Aides	Yes	0.00	0.00		
3	3.7	ELD Instruction and Support	Yes	0.00	0.00		
3	3.8	ELD Teacher Support	Yes	0.00	0.00		
3	3.9	Translation Services	Yes	0.00	0.00		
3	3.10	English Language Assessment Center	Yes	0.00	0.00		
3	3.12	Bilingual Community Liaisons	Yes	0.00	0.00		
3	3.13	Administrative Support	Yes	0.00	0.00		
3	3.16	ELD Coordination	Yes	0.00	0.00		
3	3.18	Guided Language Acquisition and Design (GLAD)	Yes	0.00	0.00		
4	4.1	AVID Excel program for LTELs	Yes	0.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	English Learner Sections at Secondary Schools	Yes	0.00	0.00		
5	5.1	McKinney Vento Support Staff	Yes	0.00	0.00		
5	5.4	McKinney Vento Program Support	Yes	0.00	0.00		
5	5.5	Family Literacy and Math Nights	Yes	0.00	0.00		
5	5.6	Elementary School Counselors at High Impact Sites	Yes	0.00	0.00		
5	5.7	Additional Transportation Support	Yes	0.00	0.00		
5	5.8	Additional Administrative Support at High Impact Sites	Yes	0.00	0.00		
5	5.9	Advancement Via Individual Determination (AVID) Program	Yes	0.00	0.00		
6	6.1	Tutoring Services for FY	Yes	0.00	0.00		
6	6.6	Professional Development for Staff	Yes	0.00	0.00		
7	7.1	Teacher Collaboration and Intervention Design	Yes	0.00	0.00		
7	7.3	Reduction of Class Sizes in TK/K	Yes	0.00	0.00		
7	7.5	Additional Intervention Support at Valencia High School	Yes	0.00	0.00		
7	7.6	Math Intervention Support for UPs	Yes	0.00	0.00		
7	7.7	Professional Development focused on needs of EL, SED, and FY	Yes	0.00	0.00		
7	7.8	PYLUSD Induction Program	Yes	0.00	0.00		
7	7.9	Mental Health Support and Resources for Students and Families at Secondary Sites	Yes	0.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
7	7.10	Mental Health Support and Resources for Students and Families at Elementary Sites	Yes	0.00	0.00		
7	7.11	Site Discretionary Funding for UPs	Yes	671,621	548,085		
7	7.12	Additional Support Staff at High Impact Sites	Yes	0.00	0.00		
7	7.13	Additional Health Support at High Impact Sites	Yes	0.00	0.00		
7	7.14	Instructional Aides for Physical Education	Yes	0.00	0.00		
7	7.15	Library Support at High Schools	Yes	0.00	0.00		
7	7.16	District Teachers on Special Assignment (TOSA)	Yes	0.00	0.00		
7	7.17	District Leadership	Yes	0.00	0.00		
7	7.18	Administrative Support	Yes	0.00	0.00		
7	7.19	College and Career Technicians	Yes	0.00	0.00		
7	7.24	School and District Attendance Review Teams	Yes	0.00	0.00		
7	7.27	GEAR UP Program	Yes	0.00	0.00		
7	7.31	Counselors at High Impact High Schools	Yes	0.00	0.00		
7	7.32	Secondary Intervention Classrooms	Yes	0.00	0.00		
7	7.35	Dual Language Academy	Yes	0.00	0.00		
7	7.38	Interpretation Services	Yes	0.00	0.00		
8	8.1	Behavioral Intervention and Support	Yes	0.00	0.00		
8	8.2	Mental Health Support	Yes	0.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
8	**8.3**	Behavioral Support and Supervision	Yes	0.00	0.00		
9	**9.1**	Class Size Reduction	Yes	0.00	0.00		

2025-26 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)
5,819,550	$548,085.00	0	9.418%	$548,085.00	0.000%	9.418%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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