

Placentia-Yorba Linda Unified School District

Local Control Accountability Plan

Executive Summary

Introduction

As part of California's Local Control Accountability Funding Formula (LCFF), districts are required to complete a Local Control Accountability Plan (LCAP). The LCAP is designed to communicate actions and expenditures to support student outcomes and overall performance for a three-year period. Placentia-Yorba Linda Unified School District (PYLUSD) staff has met with a range of representative stakeholder groups to evaluate the previous year's LCAP and to provide input regarding services and actions designed to create a dynamic learning environment for all students now and into the future.

Document Organization

Following the Executive Summary, the next section (white tabs) includes the District's story, plan summary, and review of performance. New this year, is also a section that identifies schools that are eligible for "Comprehensive Support and Improvement." PYLUSD currently has no schools requiring such attention.

The second section (yellow tabs) is the Annual Update. Here, readers will find the planned goals, outcomes, and estimated annual expenditures from the previous year's approved LCAP. Additionally, there is a summary analysis after each goal that includes a description of the overall implementation and a review of the effectiveness of related actions and services. to achieve the articulated goal.

Following the Annual Updates, readers can examine a summary of stakeholder engagement (white tab). This section tells the story of how meaningful engagement was sought from representatives across the educational community and describes how the consultation process impacted the development of the LCAP.

The primary component of the plan, the 2017-20 Goals, Actions, and Services, (blue tabs) is organized by district goals. This section includes a description of Placentia-Yorba Linda Unified School District's five unique annual goals, alignment with the State's priority areas, and the expected measurable outcomes associated with each. Readers will find the planned actions and services to meet each identified goal, along with a description of the expenditures required to implement the specific actions.

In the last sections, (white tabs) there is an outline on how services for Unduplicated Pupils (English learners, low-income, and/or foster youth) will be increased or improved - either qualitatively or quantitatively, as compared to services provided for all students. This is also where readers will find the data PYLUSD Data Profile, which includes all of the detail derived in the LCAP.

Summary of Findings and Planned Actions for 2019-20

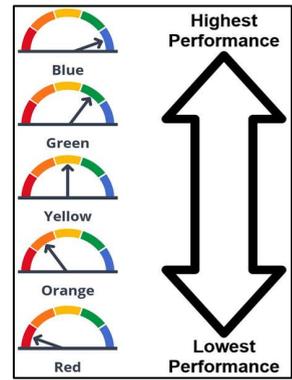
The following pages include a summary of findings and actions and do not represent a comprehensive list of the components of the Placentia-Yorba Linda Unified School District's Local Control and Accountability Plan (LCAP). The summary of findings and planned actions outline 1) A Review of Progress, 2) The Greatest Needs, and 3) Performance Gaps.

The Review of Progress outlines PYLUSD's performance on the state and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information. This section of the Executive Summary outlines accomplishments that PYLUSD plans to maintain or build upon.

The district's Greatest Needs, is derived from an analysis of the California School Dashboard and identifies any state indicator or local performance indicator for which the overall performance was in the "Red" or "Orange" performance category for all students or where the district received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, planned actions to address the areas with the greatest need for improvement are listed in this section.

Finally, the district is required to describe any state indicator for which the performance of a student group is two or more performance levels below the "all student" performance. This section outlines the Performance Gaps for specific student groups and also details the actions PYLUSD will take to address the identified gaps in performance to improve student outcomes.

Dashboard Colors: Some of the metrics used to evaluate the effectiveness of PYLUSD are based on the seven Dashboard Indicators. These include Graduation, College/Career, Suspension, Chronic Absenteeism, English Learner Progress, and Academic Achievement for English Language Arts and Math. A color-coding system is used to rate each of these seven indicators. Blue is the highest, followed by Green, Yellow, Orange, and Red. These colors are based on a matrix which measures both status and change from year to year. Green is considered proficient.



Review of Progress: This is a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information. This section of the Executive Summary outlines accomplishments that PYLUSD plans to maintain or build upon.

Focus Area 1.0 - Academic Achievement

1. **English Language Arts, All Students:** Green on Dashboard. 
2. **Mathematics, All Students:** Green on Dashboard. 
3. **AP Pass Rates:** PYLUSD has an 83% pass rate which is 19% higher than the state and 25% higher than the nation.
4. **African American, Hispanic, Low-Income:** AP average scores increased: African Americans grew from 2.8 to 3.03, Hispanics increased from 3.7 to 3.81, and Low- Income student AP average scores rose from 3.31 to 3.44.
5. **Career Technical Education (CTE):** Enrollment increased by 105 students, and students completing a CTE pathway rose from 100 to 130.
6. **Long-Term English Learners (LTELs):** PYLUSD has 8.4% of English learners that are classified LTELs. This is less than the county (12%) and state (10.5%).
7. **Special Education:** Continue to meet or exceed targets for the State’s Annual Performance Report (APR).
8. **Low Income:** SBAC scores outpaced all students by 4% for ELA and 2% for Math.
9. **Graduation:** Blue on the Dashboard. 
10. **College/Career Indicator:** Green on Dashboard. 

Focus Area 2.0 - Effective Instruction and Leadership

1. **Technology:** Added 7,702 technology devices for student use.
2. **State Content Standards:** PYLUSD “Met” the State Local Indicator.
3. **Technology:** 97% of students state teachers and 94% of students report they use technology regularly.
4. **Instruction:** 95% of parents state classroom instruction prepares their student appropriately and 97% of teachers believe they set high expectations for students.
5. **Credentials:** 100% of teachers are properly credentialed.
6. **Instructional Materials:** 100% of students have standards-based materials.
7. **Professional Development:** 99% of teachers report they have increased knowledge from professional development provided.

Review of Progress (continued)

Focus Area 3.0 - Engaged Community

1. **Parent Involvement:** PYLUSD “Met” the State Local Indicator.
2. **Parent Engagement:** Families have multiple opportunities to participate at the District and site levels in the following groups: Parent Teacher Associations, School Site Councils, Booster Clubs, Superintendent’s Advisory Council, District English Language Advisory Council, LCAP Town Hall Meetings, Gifted and Talented Advisory Council, Special Education Community Advisory Council, and English Language Advisory Councils.
3. **Feedback/Input:** Additionally, parents complete an annual survey to provide input.
4. **Parent Education:** 93% of parents are aware of parent education opportunities and multiple opportunities/courses are offered through the PYLUSD Parent University.
5. **Communication:** 93% of parents report the school communicates regularly.

Focus Area 4.0 - Safe and Respectful Environments

1. **Attendance:** District average attendance rates continue to be high at 96%.
2. **Wellness:** Registered Behavior Technicians serve all elementary school sites.
3. **Mental Health:** All elementary schools are supported through Outreach Concern counselors, Wellness Counselors support all middle schools two to five days per week, and high schools are provided with full-time Wellness Counselors.
4. **Automated External Defibrillators (AED):** 100% of schools and the district office have AED devices.
5. **School Resource Officers (SROs):** A full-time SRO was added to support the comprehensive high schools.
6. **School Climate/Environment:** PYLUSD “Met” the State Local Indicator.
7. **Safety:** 85% of 3rd, 5th, 8th, and 11th-grade students report feeling safe at school.
8. **Hydration Stations:** Added five stations at school sites and district office buildings.
9. **Nutrition Services:** Increased meals served by 3% over the prior year.

Focus Area 5.0 - Optimized Resources

1. **Budget:** “Positive” certifications for both first and second interims.
2. **Use of Facilities:** Continue to generate funding for recovering maintenance costs and sustainability.
3. **Saturday School:** 151 Saturday School sessions to recoup lost revenues.
4. **Facilities:** 100% of schools have a “Good” (highest rating) using the annual Facilities Inspection Toolkit (FIT).
5. **Financial Reporting:** PYLUSD has successfully transitioned to a more efficient system.
6. **Energy Management:** Demonstrated \$1.3 million in cost avoidance savings.

Greatest Needs: Is an analysis of the California School Dashboard and identifies any state indicator for which the overall performance was in the “Red” or “Orange” performance category or where the district received a “Not Met” on the State’s Local Indicator. Additionally, planned actions to address the areas with the greatest need for improvement are listed.

PYUSD Chronic Absenteeism  **increased by 0.6%, for a total of 6.7%.**

This Indicator uses data for all students in grades K-8.



- Foster Youth (20 of 77)
- Pacific Islanders (10 of 32)



- American Indian (4 of 41)
- Students with Disabilities (277 of 2,134)
- African American (27 of 210)
- English Learners (340 of 3,514)
- Hispanic (708 of 7,874)
- Homeless (254 of 1,830)
- Low-Income (818 of 7,181)

Planned Actions to Address District and Student Group Challenges for Chronic Absenteeism include:

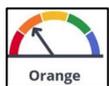
- Promote additional outreach to foster families and group home agencies.
- Utilize School Attendance and Review Team (SART) process when early patterns of absenteeism emerge.
- Train school administrators in the use of AERIES Analytics to identify chronically absent students so that school staff can provide prevention and early intervention.
- Update attendance intervention flowchart to improve parent communication.
- Provide hybrid courses for blended learning opportunities at comprehensive high schools.
- Establish standardized procedures for withdrawing students to include a faster process for determining next school placement.
- Revise parent attendance letters to include language on chronic absenteeism.
- Promote and rebrand the Every Day Counts attendance initiative.
- Send out absentee data every six weeks to all school sites for student groups identified as Red or Orange.

Greatest Needs (continued)

PYLUSD Suspension  **increased by 0.4%, for a total of 3.1%.** This Indicator uses data for all students in grades K-12.



- Foster Youth (14 of 118)



- American Indian (2 of 54)

- Students with Disabilities (200* of 3,031)

* Below the Special Education targets on the State's Annual Performance Report (APR).

- English Learners (204 of 4,259)

- Hispanic (499 of 11,343)

- Homeless (156 of 2,477)

- Low-Income (531 of 10,426)

- Pacific Islander (2 of 50)

Planned Actions to Address District and Student Group Challenges for Suspension include:

- Further develop on-site and off-site Alternative to Suspension (ATS) programs at the secondary level.
- Implement a social-emotional curriculum and provide mental health specialists/counselors for both on and off-site ATS programs.
- Continue expansion and implementation of Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS) to promote positive behavior.
- Monitor suspensions and behavior infractions monthly for student groups in the Red or Orange and send the list to school sites regularly.
- Ensure proper coding of suspensions and alternatives to suspensions in AERIES database.
- Train new administrators in progressive discipline strategies.

Performance Gaps: Describes any state indicator for which the performance of a student group is two or more performance levels below the “all student” performance. This section outlines the Performance Gaps for specific student groups and also details the actions PYLUSD will take to address the identified gaps in performance.

Graduation Indicator: This Indicator uses data for students in grade 12 only.		
2017 and 2018	2017	2018
All Students	Student groups 2 colors below All Students	Student groups 2 colors below All Students
 Blue	<ul style="list-style-type: none"> Students w/ Disabilities (37 of 197)  Orange	<ul style="list-style-type: none"> Filipino (4 of 47)  Yellow

Actions to Address Performance Gaps for the Graduation Indicator:

- Increase focus on ensuring Filipinos are included in interventions in all grade spans, as appropriate.
- Monitor Filipino students two times per year to ensure they are on track for graduation.
- Support Filipino English learners who are new to the country with a newcomer academy.
- Increase the proficiency of all teachers in English Language Development (ELD).
- Continue to maintain Advancement Via Individual Determination (AVID) and AVID Excel classes.

Performance Gaps (continued)

College/Career Indicator (CCI): This Indicator uses data for students in grades 9-12.		
2017 and 2018	2017	2018
All Students	Student groups 2 colors below All Students	Student groups 2 colors below All Students
	The College/Career Indicator was not available until 2018	<ul style="list-style-type: none"> ● African American (25 of 38) * ● Students w/ Disabilities (163 of 191) * ● English Learners (143 of 166) * ● Filipino (20 of 47) * ● Homeless (219 of 325) * 

* 55% of each student group is considered proficient in meeting the College/Career Indicator

Actions to Address Performance Gaps for the College/Career Indicator:

- Increase concurrent college enrollment opportunities on high school campuses.
- Pilot hybrid courses for blended learning at all comprehensive high schools.
- Explore new learning environment options for personalized learning pathways.
- Continue to partner with North Orange County Regional Occupational Program to provide UC/CSU a-g approved Regional Occupational Program courses for high school students.
- Continue to provide Air Force Junior Reserve Officer Training Corps (JROTC) program.
- Increase enrollment in Science, Technology, Engineering, and Math (STEM).
- Sustain purchases of industry standard equipment for Career Technical Education (CTE).
- Maintain increased access to high school library/media centers.
- Provide options during the summer months for students with impacted schedules.
- Ensure extra supports are provided to special education students for college and career readiness to provide more access.
- Work with Special Education transition teams to ensure students are on an appropriate track for graduation.
- Strengthen agendas and conversations for the elementary to middle and middle to high school transition meetings for Students with Disabilities to include CTE options.
- Create learning profiles for Special Education students.
- Continue to provide college and career guidance support at the high school level.
- Provide Saturday School to assist students with writing college applications and essays.
- Research support mechanisms so more students can access Algebra II by eleventh grade.
- Continue to maintain Advancement Via Individual Determination (AVID) and AVID Excel classes.
- Provide AVID Summer Bridge Algebra Readiness Program for incoming freshmen district-wide to improve mathematical skills for Algebra 1 preparedness.
- Provide transportation and access to additional enrichment opportunities including Summer Enrichment and after-school activities for homeless students.
- Maintain lower class size at El Camino Real High School.
- Provide curriculum and support for guidance classes for secondary school at-risk students.

Performance Gaps (continued)

English Language Arts Indicator: This Indicator uses SBAC data for students in grades 3 through 8 and grade 11.

2017 All Students	2018 All Students	2017	2018
		Student groups 2 colors below All Students	Student groups 2 colors below All Students
+34.0 DFM *	+38.9 DFM *	<ul style="list-style-type: none"> African American (-6.1 DFM) English Learners (-27.4 DFM) Students w/ Disabilities (-54.9 DFM) Hispanic (-5.5 DFM) Homeless (-30.6 DFM) Low-Income (-18 DFM) 	<ul style="list-style-type: none"> African American (-15.9 DFM) Homeless (-35.3 DFM) Students w/ Disabilities (-58.4 DFM)
			

* Distance from Standard Met (DFM) is the distance from the lowest possible score for “Standard Met”

Actions to Address Performance Gaps for the English Language Arts Indicator:

- Provide ELA professional development for elementary teachers on the topics of Foundational Skills (K-2) and Balanced Literacy (3-5).
- Continue to provide Project Read training and coaching for new K-2 teachers.
- Facilitate a secondary common assessment task force in the area of ELA.
- Provide regular collaboration time for secondary ELA department chairs.
- Collaborate as a Professional Learning Community to increase student achievement
- Utilize formative iReady assessments to track student learning and provide supports.
- Continue to support teachers with diagnostic tools and assessment training.
- Provide direct support to sites in the areas of formative and summative assessments. Implement best practices to transition to an online common formative assessment system.
- Continue expansion and implementation of Multi-Tiered Systems of Support (MTSS).
- Support the implementation of a district-wide Student Study Team process for students who are at-risk.
- Continue to train and implement evidence-based instructional Dyslexia strategies.
- Continue to provide support for Additional Technical Support and Improvement (ATSI) schools and schools at-risk via the district’s designated intervention support team.
- Provide targeted tutoring for homeless students.
- Offer access to enrichment opportunities and supplies for homeless students, including scholarships for the elementary Summer Enrichment program.
- Provide professional development for special education staff that integrates Universal Design for Learning (UDL) and best instructional strategies.
- Continue to expand the collaboration between the regular education staff and Special Education staff to appropriately meet the needs of Students with Disabilities.
- Provide training for special educators in writing Individualized Education Plan (IEP) goals and implementing strategies aligned to the California State Content Standards.
- Facilitate coaching for teachers in the areas of co-teaching, accommodations/modifications.
- Train educational specialists in a multi-sensory approach to explicit reading instruction.
- Increase the focus on ensuring African-American students are included in interventions in all grade spans, as appropriate.

Performance Gaps (continued)

Mathematics Indicator: This Indicator uses SBAC data for students in grades 3 through 8 and grade 11.

2017 All Students	2018 All Students	2017	2018
		Student groups 2 colors below All Students	Student groups 2 colors below All Students
+20.6 DFM *	+16.5 DFM *	<ul style="list-style-type: none"> • African American (-29.4 DFM) • English Learners (-36.4 DFM) • Students w/ Disabilities (-65.9 DFM) • Homeless (-40.5 DFM) • Low-Income (-35 DFM) 	<ul style="list-style-type: none"> • African American (-35.8 DFM) • English Learners (-42.6 DFM) • Students w/ Disabilities (-82.8 DFM) • Homeless (-55.3 DFM) • Hispanic (-30.6 DFM) 

* DFM or Distance from Standard Met is the distance from the lowest possible score for "Standard Met"

Actions to Address Performance Gaps for the Mathematics Indicator:

- Implement Math interventions for students in special education.
- Continue to pilot iReady Math interventions at targeted Title I schools.
- Implement the Math 180 intervention curriculum in Math Labs for students in grades 6-8.
- Research support mechanisms so more students can access Algebra II by eleventh grade.
- Continue implementation of Cognitive Guided Instruction and Early Childhood Mathematics.
- Provide targeted staff development to increase academic achievement in Math.
- Facilitate a secondary common assessment task force in the area of Math.
- Design coordinated times for secondary Math department chairs to regularly collaborate.
- Continue to implement ELD Enrichment Summer Camp grades K-5 to close the achievement gap.
- Implement an Advancement Via Individual Determination (AVID) Summer Bridge Algebra Readiness Program for incoming freshmen district-wide to improve mathematical skills and preparedness for Algebra 1.
- Continue to provide support for Additional Technical Support and Improvement (ATSI) schools and schools at-risk via the district's designated intervention support team.
- Provide technical support to all Title I schools.
- Support teachers in the areas of co-teaching, and accommodations/modifications.
- Enhance literacy skills of special education students so they can access standards in Math.
- Continue to provide training for special educators in writing Individualized Education Plan (IEP) goals and implementing strategies aligned to the California State Content Standards.
- Provide targeted tutoring for homeless students.
- Continue to maintain Advancement Via Individual Determination and AVID Excel classes.
- Research steps to transition to an online common formative assessment system.
- Provide direct support to sites in the areas of formative and summative assessments to address the progress of student groups.