



2017  
2018

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Placentia-Yorba Linda Unified School  
District

# Data Profile



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**Placentia-Yorba Linda Unified School District**  
**Data Profile**  
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**Introduction**

The Placentia-Yorba Linda Unified School District Data Profile is organized according to the PYLUSD Strategic Plan which is divided into five Focus Areas with specific Strategic Initiatives. Alignment to the Local Control Accountability Plan (LCAP) State Priorities is identified in each section.

Table 1  
Alignment of PYLUSD Focus Areas to California State Priorities

PYLUSD Focus Areas	California State Priorities
1.0 Academic Achievement	#1 – Basic Services #2 – Implementation of State Content Standards #4 – Student Achievement #7 – Course Access #8 – Other Pupil Outcomes
2.0 Effective Instruction and Leadership	#1 – Basic Conditions #2 – Implementation of State Content Standards #4 – Student Achievement
3.0 Engaged Community	#3 – Parental Involvement #5 – Student Engagement #6 – School Climate
4.0 Safe and Respectful Environment	#5 – Student Engagement #6 – School Climate #8 – Other Pupil Outcomes
5.0 Optimized Resources	#1 – Basic Services

The primary components of the PYLUSD Data Profile are metrics that are outlined in the LCAP for each Focus Area. Additional data is also included in order to provide a comprehensive analysis. The information contained in the PYLUSD Data Profile is updated as data are made available. Availability is contingent upon when the state makes updates to its system, <http://dq.cde.ca.gov/dataquest/>, the primary resource for data in this document. As such, some data are often one school year behind as results are not officially reported until the completion of a given school year.

California has various ways of measuring the performance of students with disabilities. Students with disabilities are defined as any student with an Individualized Education Plan (IEP). Throughout the PYLUSD Data Profile, students with disabilities are included with the data collection for all students. At times, however, data from the Special Education Annual Performance Report is included and separated out from the general data collection.

**California Accountability System and Dashboard:** The California accountability model provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population based on a concise set of measures. This system replaces the former Academic Performance Index (API), and the federal requirement to calculate Adequate Yearly Progress (AYP). Each school and district receives a report that displays their performance for the Local Control Accountability Plan (LCAP) State priority areas. These performance areas are measured using a combination of state and local indicators as outlined below.

Table 2  
State and Local Indicators

Local Control Accountability Plan Priority	State Indicator	Local Indicator
Priority 1		Teacher Assignments Condition of Facilities Instructional Materials
Priority 2		Implementation of State Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator, ELA Academic Indicator, Math English Learner Progress Indicator	
Priority 5	Chronic Absence Indicator* Graduation Rate Indicator	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	

\* This indicator is still under development

**State Indicators:** The California State Board of Education has approved performance standards for English Language Arts (ELA), Math, Suspension Rate, English Learner Progress, and Graduation Rate. The criteria for the other state indicators are still under development. It is important to note that the Academic indicator is solely based on academic scores for grades three through eight. As such, high schools do not receive a score for ELA nor Math (the eleventh grade ELA and Math scores will eventually be part of the College and Career measurement).

The multiple measures system for the state indicators is based on a five-by-five grid that produces 25 results and five performance levels (Blue, Green, Yellow, Orange, and Red). The five color-coded performance levels, in order, are blue (highest), green, yellow, orange, and red (lowest). The five-by-five grid combines Status and Change to make an overall determination of each indicator. It is important to note, some schools may not have a score for a particular subgroup or indicator, such as English Learner Progress, as they must have 30 students in a subgroup to compare from year to year.

Calculations for the State Indicators have some variances as outlined in the table below.

Table 3  
State Indicators

State Indicator	Grade Spans that Receive Report	Different Sets of Cut Scores (5 x 5 Grids)	Desired Outcome	Notes	State Priority Area	PYLUUSD Focus Area
<b>Suspension</b>	All	Elementary Middle School High School District	A <b>low</b> Status and <b>low</b> Change	<ul style="list-style-type: none"> <li>Based on the number of unduplicated students suspended</li> </ul>	#6 – School Climate	4.0 Safe and Respectful Environment
<b>English Learner Progress</b>	All	The same criteria are used for all grade spans and the District	An <b>increase</b> in a language proficiency level	<ul style="list-style-type: none"> <li>There must be 30 students in a two-year cohort to receive a score</li> <li>The “Intermediate” level are divided into two levels, “Intermediate” and “High Intermediate,” for the purposes of this indicator</li> <li>This indicator includes students who were reclassified the prior year</li> </ul>	#4 – Student Achievement	1.0 Academic Achievement
<b>Graduation</b>	High Schools and the District	The same criteria are used for both the High School level and the District	A <b>high</b> Status and <b>high</b> Change	<ul style="list-style-type: none"> <li>Students who earn a Special Education Certification of Completion are not counted</li> <li>Students who earn a High School Equivalency Certificate are not counted</li> </ul>	#5 – Student Engagement	3.0 Engaged Community
<b>English Language Arts</b>	Elementary, Middle Schools, and the District	The same criteria are used for all grade spans and the District	A <b>high</b> Status and <b>high</b> Change	<ul style="list-style-type: none"> <li>Based on students in grades 3-8 only</li> <li>Measurement based on the distance from level 3 (DF3) or “Standard Met”</li> <li>Distance results are averaged to produce a school, subgroup, or district score</li> <li>Uses scaled scores rather than a percentage</li> </ul>	#4 – Student Achievement	1.0 Academic Achievement
<b>Math</b>					#4 – Student Achievement	1.0 Academic Achievement

**Local Indicators:** Some data is not collected at the state level for the following priority levels: For priority areas #1- Basic Services, #2-Implementation of State Academic Standards, #3-Parent Engagement, and #6-School Climate, Local Educational Agencies (LEAs) must measure and report their progress through the use of Local Performance Indicators. Ratings for the Local Performance Indicators are based on whether LEAs:

1. Measure their progress on the local performance indicator based on locally available information and
2. Report the results to the LEA’s local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California Accountability Dashboard system.

LEAs determine whether they have (**Met, Not Met, or Not Met for Two or More Years**) for each applicable local performance indicator. LEAs make this determination by using self-reflection tools.

Table 4  
Local Indicators

State Priority Area	Requirement	Local Indicator Metric/Tool	PYLUUSD Focus Area
#1 Basic Services	Annually report the number and percentage of appropriately assigned teachers	Human Resources Data on Assignment of Teachers	1.0 – Academic Achievement
#1 Basic Services	Annually report the number of students that have access to curriculum-aligned instructional materials	Williams Instructional Materials Report	1.0 – Academic Achievement
#1 Basic Services	Annually Report the status of safe, clean and functional school facilities	Facilities Inspection Tool (FIT) Report	5.0 – Optimized Resources
#2 Implementation of State Standards	Annually measure the progress of implementing state academic standards	Teacher, Parent, and Support Staff Survey and Self-Analysis	2.0 – Effective Instruction and Leadership
#5 Parent Engagement	Annually measure the progress of (1) seeking input from parents in decision making and (2) promoting parental participation	Parent Survey	3.0 – Engaged Community
#6 School Climate	Administer a local climate survey at least every other year that provides a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span	Student Survey	4.0 – Safe and Respectful Environment

**Demographics:** The overall demographics for PYLUSD students.

Table 5  
Districtwide Student Demographics

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
<b>All Students</b>	<b>25,865</b>	<b>---</b>	<b>25,798</b>	<b>---</b>	<b>25,741</b>	<b>---</b>
Black or African American	351	1.4%	341	1.3%	319	1.2%
Asian	3,568	13.8%	3814	14.8%	3,988	15.6%
Filipino	504	1.9%	551	2.1%	568	2.2%
Hispanic or Latino	10,603	40.7%	10,760	41.71%	10,885	42.5%
White	10,027	38.5%	9,478	36.7%	9,147	35.7%
Two or More Races	791	3.0%	656	2.5%	731	2.9%
Low Income	8,880	34.1%	8,787	34.0%	9,545	37.2%
Students with Disabilities	2,806	10.8%	2,768	10.7%	2,639	10.3%
English Learners	3,749	14.7%	4,035	15.6%	3,986	15.5%
Foster Youth	42	0.2%	72	0.3%	54	0.2%

Source: CALPADS Fall 1 Reporting Period

Note: Groups are considered numerically significant if there are 30 or more students with the exception of foster youth where 15 students are considered numerically significant.



## Focus Area 1.0 - Academic Achievement

PYLUSD FOCUS AREA	CALIFORNIA LCAP STATE PRIORITIES
<p>Student achievement is at the core of the PYLUSD mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career ready, In addition, students are provided an array of enrichment opportunities to expand their educational experience.</p>	<p>1 – Basic Services            2 – Implementation of State Standards            4 – Pupil Achievement            7 – Course Access            8 – Other Pupil Outcomes</p>
STRATEGIC INITIATIVES	
<p>1.0 Implement programs and structures to support student achievement            1.1 Establish district-wide milestones at specific grade levels to serve as indicators of student academic progress            1.2 Establish and utilize district-wide assessment tools to monitor student progress and improve instruction            1.3 Develop targeted learning goals for underperforming students in order to narrow the achievement gap            1.4 Leverage available technology to maximize student collaboration, improve communication, inspire creativity, cultivate critical thinking, and expand learning beyond the classroom setting            1.5 Expand availability of district-wide alternative educational opportunities in order to ensure all students graduate from high school            1.6 Further develop strategies to provide students and parents with information and guidance necessary to be eligible to attend a four-year college or university            1.7 Expand career and technical educational opportunities at all comprehensive and alternative secondary schools            1.8 Expand programs and supports specific to the academic and language acquisition needs of English learners            1.9 Establish targeted support for Students with Disabilities, students of poverty and foster youth</p>	

PYLUSD offers students a wide range of courses. All students have access to core content classes such as math, science, social science, and language arts. In addition, students have the opportunity to enroll in languages other than English, visual and performing arts, physical education/athletics, health, academic study skills, and career technical education programs. Furthermore, for advanced students, programs such as International Baccalaureate, Advanced Placement, and honors classes are provided at the middle and high school levels and Gifted and Talented Education (GATE) at the elementary level.

Students acquiring English have courses designed to increase their English language fluency as well as academic advancement. Intervention courses are provided at all levels to assist students who need additional support in the core content areas.

Student performance is determined by standardized test results, the number of students that are College and Career Ready, the number of English learners who demonstrate proficiency, the English learner reclassification rate, and the number of students who passed Advanced Placement exams with a score of three or higher.

**Smarter Balanced Assessments (SBAs):** The SBAs are a statewide summative test that measures students' progress toward college and career readiness in English Language Arts and Math. These tests are given at the end of the school year and consist of two parts: A computer adaptive test and a performance task. The SBA is given at grades 3-8 and 11.

Table 6  
Percentage Meeting or Exceeding

English Language Arts			
Grade	14-15	15-16	16-17
<b>All Grades</b>	<b>62</b>	<b>67</b>	<b>68</b>
3	58	59	63
4	58	65	60
5	62	67	64
6	66	72	69
7	60	65	71
8	60	65	68
11	73	75	77
Subgroup	14-15	15-16	16-17
African-American	52	53	50
Asian	84	88	88
Filipino	79	85	86
Hispanic or Latino	45	52	51
White	72	75	77
Two or More Races	75	80	79
Low Income	41	46	45
Students with Disabilities	25	27	26*
English Learner	8	18	18**

Source: DataQuest

\* 14% of all California Students with Disabilities met or exceeded the standard for ELA in 2017

\*\*12% of all California English learners met or exceeded the standard for ELA in 2017

Table 7  
Percentage Meeting or Exceeding

Mathematics			
Subgroup	14-15	15-16	16-17
<b>All Grades</b>	<b>55</b>	<b>58</b>	<b>59</b>
3	65	63	67
4	55	61	58
5	51	57	59
6	57	63	64
7	57	54	59
8	53	59	56
11	46	51	54
Subgroup	14-15	15-16	16-17
African-American	41	39	38
Asian	84	86	88
Filipino	72	78	75
Hispanic or Latino	36	40	41
White	62	64	67
Two or More Races	66	74	77
Low Income	32	37	36
Students with Disabilities	20	23	26*
English Learner	14	22	21**

Source: DataQuest

\* 11% of all California Students with Disabilities met or exceeded the standard for Math in 2017

\*\*12% of all California English learners met or exceeded the standard for Math in 2017

**State Indicators for English Language Arts and Math:** Elementary schools, middle schools, and the District receive these two reports. High school Smarter Balanced Assessment (SBA) scores are part of the *College and Career Indicator*. The same criteria for the 5x5 grids are used for the elementary, middle, and district grade spans. This indicator measures the distance from “*Standard Met*,” and scores are averaged for a school, subgroup, or the District. Increases are desirable for both the English Language Arts and Math indicators.

Table 8  
State Indicator for English Language Arts

		English Language Arts Indicator (Grades 3-8)				
		Change				
Level		Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 points to less than 15 points	Increased Significantly by 15 points or more
S t a t u s	<b>Very High</b> 45 or more points above		Fairmont Sierra Vista	Brookhaven Glenknoll Linda Vista	Bernardo Yorba MS Bryant Ranch Golden Kraemer MS Tuffree MS Woodsboro	
	<b>High</b> 10 points above to less than 45 points above	Parkview	Tynes Lakeview Wagner	<u>PYLU</u> Rose Drive	Mabel Paine Travis Ranch Yorba Linda MS	
	<b>Medium</b> 5 points below to less than 10 points above		Glenview Morse Topaz Van Buren			
	<b>Low</b> more than 5 points below to 70 points below	Melrose	Rio Vista Ruby Drive Valadez MS			
	<b>Very Low</b> more than 70 points below					

Table 9  
State Indicator for Mathematics

		Mathematics Indicator (Grades 3-8)				
		Change				
Level		Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 points to less than 15 points	Increased Significantly by 15 points or more
S t a t u s	<b>Very High</b> 35 or more points above		Linda Vista	Glenknoll Lakeview Rose Drive Sierra Vista	Brookhaven Fairmont Golden Mabel Paine Woodsboro	
	<b>High</b> 5 points above to less than 35 points above		Yorba Linda MS	<u>PYLU</u> SD Tynes Parkview	Bernardo Yorba MS Bryant Ranch Kraemer MS Travis Ranch Tuffree MS Wagner	
	<b>Medium</b> more than 5 points below to 25 points below		Melrose Morse	Topaz Van Buren	Glenview	
	<b>Low</b> more than 25 points below to 95 points below		Rio Vista Ruby Drive Valadez MS			
	<b>Very Low</b> more than 95 points below					

**Early Assessment Program: College and Career Readiness:** The Early Assessment Program (EAP) indicates if a student is prepared for college-level work in English and mathematics at the end of the junior year of high school. The early notification gives students the opportunity to improve their skills during their senior year or the summer before attending a California State University or community college. The EAP is part of the Smarter Balanced Assessments (SBAs).

Table 10  
Percentage of 11<sup>th</sup> Grade Students Scoring Ready or Conditionally Ready for College  
**Language Arts**

Subgroup	14-15	15-16	16-17
<b>All Students</b>	<b>73</b>	<b>75</b>	<b>77</b>
Black or African-American	60	61	51
Asian	89	92	93
Filipino	81	91	88
Hispanic or Latino	59	60	62
White	78	82	85
Two or More Races	81	89	88
Low Income	57	58	59
Students with Disabilities	27	30	30
English Learners	0	34	14

Source: DataQuest

Table 11  
Percentage of 11<sup>th</sup> Grade Students Scoring Ready or Conditionally Ready for College  
**Mathematics**

Subgroup	14-15	15-16	16-17
<b>All Students</b>	<b>46</b>	<b>58</b>	<b>54</b>
Black or African-American	38	30	37
Asian	88	85	90
Filipino	39	78	63
Hispanic or Latino	26	33	52
White	50	53	59
Two or More Races	62	64	77
Low Income	26	34	33
Students with Disabilities	9	12	17
English Learners	4	11	17

**University of California a-g Requirements:** UC a-g admission requirements ensure that students have completed coursework in a variety of subjects which makes them eligible to apply to a four-year university or college. The courses include history, language arts, math, science, languages other than English, visual/performing arts and an elective.

Table 12  
Percentage of Grade 12 Students Meeting a-g Requirements

Subgroup	2011-12	2012-13	2013-14	2014-15	2015-16
<b>All Students</b>	<b>43.4</b>	<b>48.9</b>	<b>49.3</b>	<b>52.4</b>	<b>52.0</b>
<b>African-American</b>	29.2	28.1	44.2	54.3	54.5
<b>Asian</b>	74.4	81.9	85.7	77.9	85.9
<b>Filipino</b>	56.0	74.1	62.9	63.9	56.7
<b>Hispanic or Latino</b>	24.3	29.5	28.4	33.4	31.6
<b>White</b>	47.9	52.6	52.3	58.1	56.9
<b>Two or More Races</b>	80.0	66.7	36.4	61.1	63.2
<b>Low Income</b>	21.8	25.3	25.0	24.3	29.7
<b>English Learners</b>	9.6	0.0	0.0	2.5	4.3

Source: DataQuest

**Advanced Placement (AP):** High school students have opportunities to enroll in Advanced Placement classes district-wide. Additionally, students may participate in AP Examinations regardless of class enrollment. These exams represent the culmination of college-level work in a given discipline in a high school setting. Rigorously developed by committees of college and AP high school faculty, the AP Exams test students' ability to perform at college level.

Table 13  
PYLUSD Total AP Enrollment by Year

	2013-14	2014-15	2015-16	2016-17
AP Enrollment	2012	2087	2187	2276

Source: AERIES Student Information System

Table 14  
Number and Percentage Taking and Passing  
Advanced Placement (AP) Exams

School	2013-14		2014-15		2015-16		2016-17	
	# of Exams	% Passing (3,4,5)	# of Exams	% Passing (3,4,5)	# of Exams	% Passing (3,4,5)	# of Exams	% Passing (3,4,5)
El Dorado	607	82%	570	82%	714	76%	821	76%
Esperanza	650	83%	678	84%	648	80%	722	76%
Valencia	1391	87%	1493	86%	1474	86%	1573	87%
Yorba Linda	1011	87%	928	91%	1068	88%	997	89%
La Entrada	8	50%	0	n/a	0	n/a	0	n/a
Parkview	9	78%	5	80%	9	89%	4	75%
<b>Total Exams</b>	<b>3676</b>	n/a	<b>3674</b>	n/a	<b>3913</b>	n/a	<b>4117</b>	n/a

Source: Collegeboard.org (*Current Year Score Summary*)

Table 15  
District Comparison: AP Number of Exams and Passing Rates

	2013-14	2014-15	2015-16	2016-17
	% Passing	% Passing	% Passing	% Passing
PYLUSD	85%	86%	88%	83%
California	n/a	n/a	n/a	57%
United States	n/a	n/a	n/a	57%
Global	n/a	n/a	n/a	58%

Source: Collegeboard.org (*District Summary with Comparable Groups*)

Table 16  
AP Scores by Subgroup

Subgroup	2013-14		2014-15		2015-16		2016-17	
	# of Exams	Avg. Score	# of Exams	Avg. Score	# of Exams	Avg. Score	# of Exams	Avg. Score
African American	70	3.26	59	3.34	48	3.04	34	2.80
Asian	1,427	3.74	1,490	3.78	1,510	3.79	1,641	3.70
Hispanic	628	3.45	704	3.46	748	3.39	855	3.3
White	1,230	3.70	1,126	3.74	1,322	3.63	1,279	3.64
Low Income*	517	3.47	582	3.39	561	3.48	573	3.31

Source: Collegeboard.org (*District Summary by Student Demographics*)

\* The College Board has its own criteria for low-income qualification.

**International Baccalaureate (IB):** IB is available at Valencia High School, and each full diploma candidate takes two to three classes in the junior and senior years. Each of these courses is tied to an annual exam. The results of these exams are used to determine if students qualify for the IB Diploma.

Table 17  
IB Enrollment: Grades 11 and 12

	2013-14	2014-15	2015-16	2016-17	2017-18
IB Enrollment	121	144	169	194	193

Source: AERIES Student Information System

Table 18  
IB Exam Scores by year

Year	2013-14	2014-15	2015-16	2016-17
Exams Passed	290	332	469	504
Exams Administered	310	348	488	530
Pass Rates	93.5%	95.4%	96.1%	95%

**Scholastic Aptitude Test (SAT) Scores:** The SAT is the college placement exam that most students in California take. Both the University of California and California State University systems require the SAT. Three separate scores are reported – critical reading, math, and writing. The maximum score possible is 2400 points.

Table 19  
SAT Scores for PYLUSD and State

School	Grade 12 Enrollment	# Tested	% Tested	Critical Reading Average	Math Average	Writing Average	Total
PYLUSD 2015-16	2163	1009	46	538	562	532	1632
Statewide	492,835	214,262	44	484	494	477	1455
PYLUSD 2014-15	2140	1028	48	533	559	528	1620
Statewide	496,901	210,706	42	489	500	484	1482
PYLUSD 2013-14	2168	1096	51	533	564	532	1629
Statewide	498,403	204,848	41	492	506	489	1487

Source: DataQuest

**Career Technical Education (CTE):** Each PYLUSD high school has established a CareerLink Academy. The high schools have set specific criteria for academy graduation that is beyond the regular graduation criteria.

Table 20  
CareerLink Academy Enrollment

School - Academy	2013-14	2014-15	2015-16	2016-17	2017-18
EDHS – Digital Media Arts	114	154	191	203	166
EDHS – EDLaw	---	---	---	---	61
EHS – Medical	122	110	252	223	239
EHS – Engineering	115	149	135	156	167
EHS – ABC Teacher Pathway	---	---	---	---	74
VHS – Val Tech	370	287	341	393	338
YLHS – Culinary and Hospitality	23	47	87	101	112
YLHS – Mustang Business Academy	---	---	---	53	77
<b>Totals</b>	<b>744</b>	<b>747</b>	<b>1006</b>	<b>1129</b>	<b>1234</b>

Table 21  
Students Completing All CareerLink Academy Requirements

School - Academy	2013-14	2014-15	2015-16	2016-17	2017-18
EDHS – Digital Media Arts	Year 2*	Year 3*	13	32	31
EDHS – EDLaw	---	---	---	---	Year 1*
EHS – Medical	15	18	21	21	25
EHS – Engineering	---	---	---	Year 1*	Year 2*
EHS – ABC Teacher Pathway	---	---	---	---	Year 1*
VHS – Val Tech	49	69	55	44	77
YLHS – Culinary and Hospitality	Year 1*	Year 2*	Year 3*	3	7
YLHS – Mustang Business Academy	---	---	---	Year 1*	Year 2*
<b>Totals</b>	<b>64</b>	<b>87</b>	<b>89</b>	<b>100</b>	<b>130</b>

\* Schools do not have graduates until Year 4



**State Indicator for English Learner Progress:** The English Learner Progress Indicator assesses an increase in language proficiency. All grade spans receive this report, and the same criteria are used for all levels. There must be 30 students in a two-year cohort to receive a score, so some schools may not be represented. This indicator includes students who were reclassified the prior year.

Table 22  
State Indicator for English Learner Progress

		English Learner Progress Indicator				
		Change				
Level		Declined Significantly by greater than 10%	Declined by 1.5% to 10%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or greater
S t a t u s	Very High 85% or greater		Bernardo Yorba MS Tuffree MS Valencia HS Yorba Linda MS	Lakeview	Esperanza HS Kraemer MS Sierra Vista	El Dorado HS Fairmont Van Buren
	High 75% to less than 85%	Yorba Linda HS	Golden Valadez MS	<u>PYLUSD</u>	Ruby Drive Woodsboro	
	Medium 67% to less than 75%	Travis Ranch	Glenview		Tynes Melrose Morse Topaz	Mabel Paine
	Low 60% to less than 67%	Wagner	Rio Vista			
	Very Low Less than 60%					

**Reclassification of English Learners to English Proficient:**

Reclassification of English learners is determined as follows for 2012 – 2015:

- **Grades 3-5:** PYLUSD English Language Arts Performance Tasks, DIBELS scores, and District Writing Assessment
- **Grades 6-10:** Voyager reading scores, grades in English Language Arts, academic grade point average and District Writing Assessment
- **Grades 11-12:** English Language Arts grades, academic grade point average, and California High School Exit Exam (CAHSEE) scores - for those who took the CAHSEE prior to the test being suspended

In 2015-2016, reclassification criteria were modified to the following:

- **Grades 3-5:** CAASPP Scores, DIBELS scores, and District Writing Assessment
- **Grades 6-9:** CAASPP Scores, Voyager reading scores, grades in English Language Arts or academic grade point average, and District Writing Assessment
- **Grades 10-12:** Voyager reading scores, grades in English Language Arts or academic grade point average, and District Writing Assessment

In 2016-2017, reclassification criteria were modified to the following:

- **Grades K-2:** DIBELS scores, Writing Assessment, and Report Card Performance
- **Grades 3-5:** SBA Scores, DIBELS scores, Writing Assessment, and Report Card Performance
- **Grades 6-9:** SBA Scores, Voyager reading scores, Writing Assessment, and grades in English Language Arts or academic grade point average
- **Grades 10-12:** Voyager reading scores, grades in English Language Arts or academic grade point average, and District Writing Assessment

Table 23  
Percentage of English Learners Reclassified

	2013-14	2014-15	2015-16	2016-17
PYLUSD	15.5	15.2	8.5*	7.4*
Orange County	12.4	9.5	12.3	12.6
Statewide	12.0	11.0	11.2	13.3

Source: DataQuest

\* Reclassification criteria changed in 2015-16 and again in 2016-17 (see explanation above)

**Long-Term English Learners (LTELs):** The state defines a LTEL as any student who is an English learner (EL) student and for whom all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 through 9, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, students for whom one or more of the required criteria are not available are categorically determined to be a LTEL.

Table 24  
Percentage of Long-Term English Learners

	2015-16		2016-17	
	# of LTELs	% of ELs	# of LTELs	% of ELs
PYLUSD	480	12.7%	467	11.6%
Orange County	20,403	16.6%	19,882	16.6%
Statewide	238,572	17.4%	230,119	17.3%

Source: DataQuest

**State Measures for Students with Disabilities:** Each district is mandated to complete the Special Education Annual Performance Report (APR) indicating compliance and progress toward meeting established targets. The APR is aligned to the Local Control Accountability Plan (LCAP) in the areas listed below.

**Least Restrictive Environment:** The average amount of time students (ages six through twenty-two) receive their special education or services in settings apart from their non-disabled peers:

- >80% = Inside of the regular class 80% or more of the day
- <40% = Inside regular class less than 40% of the day
- Separate Schools = residential facilities or homebound/hospital placements

Table 25  
Least Restrictive Environment

Year	Measure	# Students in the Environment	% Students in Environment	State Target	Target Met
<b>2015-16</b> 2,479 Receiving Special Ed Services	>80%	1,322	53.3	> 49.2	Yes
	<40%	412	16.6	< 24.6	Yes
	Separate Schools	74	3.0	< 4.4	Yes
<b>2014-15</b> 2,547 Receiving Special Ed Services	>80%	1,408	55.3	>49.9	Yes
	<40%	389	15.3	<24.6	Yes
	Separate Schools	78	3.1	<4.4	Yes
<b>2013-14</b> 2,507 Receiving Special Ed Services	>80%	1,336	53.3	>49.2	Yes
	<40%	466	18.6	<24.6	Yes
	Separate Schools	37	1.5	<4.4	Yes

Source: Annual Special Education State Report

**Disproportionality:** Percentage of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Table 26  
Disproportionality

Year	Overall Disproportionality	Native American	Asian	African-American	Hispanic	Two or More	White
2012-13	Disproportionate	No	No	No	No	No	No
2013-14	Disproportionate	No	No	No	No	No	No
2014-15	Disproportionate	No	No	No	No	No	No
2015-16	Disproportionate	No	No	No	No	No	No

Source: Annual Special Education State Report

**Secondary Transition Goals and Services:** Percentage of youth (age 16 and above) with an Individualized Education Plan (IEP) that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet postsecondary goals.

Table 27  
Secondary Transition Goals and Services

Year	# with Post-secondary Goals and Transition Services	Total # Students Reviewed for Transition Services	% Students with Post-secondary Goals and Transition Services	Target Met
2012-13	620	594	95.8	No
2013-14	239	238	99.6	Yes
2014-15	619	619	100	Yes
2015-16	617	617	100	Yes

Source: Annual Special Education State Report

## Focus Area 2.0 - Effective Instruction and Leadership

PYLUSD FOCUS AREA	CALIFORNIA LCAP STATE PRIORITIES
<p>A dynamic, high-quality instructional program facilitates life-long habits of intellectual inquiry. We actively engage each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. To this end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the visions and values of our district.</p>	<p>1 – Basic Services 2 – Implementation of State Standards 4 – Pupil Achievement</p>
STRATEGIC INITIATIVES	
<p>2.1 Establish a three-year plan to fully implement the Common Core State Standards 2.2 Ensure uniform implementation of district-wide initiatives including, but not limited to: Document-Based Questioning (DBQ), Step-Up-To-Writing, English Language Development Methods and Strategies, and Cognitively Guided Instruction (CGI) 2.3 Provide continuous support and promote the use of interactive technology by staff in order to enhance student learning and engagement 2.4 Develop and implement a comprehensive professional development plan for instructional leaders, teachers, and support staff 2.5 Design evaluation tools for all employees that align with current professional standards</p>	

**Local Indicator for Implementation of State Standards (LCAP Priority 2):** LEAs are required to annually conduct a self-analysis of the progress in the implementation of state academic standards and report the results at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard. PYLUSD uses questions from annual survey tools as well as a self-analysis to measure the implementation of the California State Content Standards. Table 28 outlines the percentage of respondents that “Completely Agree” or “Somewhat Agree” with the survey prompts. Table 29 delineates the progress to date regarding the implementation of state standards.

Table 28  
Implementation of State Standards  
% of Respondents that “Completely Agree” or “Somewhat Agree”

2017 Teacher Survey	
Standards are communicated effectively in my classroom.	96%
Our staff sets the high academic expectations for students.	97%
2017 Parent Survey	
Classroom instruction prepares my child for the next grade level.	96%
2017 Support Staff Survey	
Our staff sets the high academic expectations for students.	94%

Source: PYLUSD Annual Stakeholder Surveys

Table 29  
Implementation of State Standards

	Stage 1: Research and Investigation	Stage 2: Initial Implementation	Stage 3: Substantial Implementation	Stage 4: Full Implementation
English Language Arts			X	
Mathematics				X
Next Generation Science Standards	X (PK-5 and 9-12)	X (6-8)		
History-Social Studies				X
Career Technical Education			X	
Health Education				X
Languages other than English				X
Visual and Performing Arts				X

Source: PYLUSD Educational Services Department

Table 30  
Local Indicator Rating  
Implementation of State Standards

	Year
	2017
<b>Local Indicator Rating</b>	Met
<b>Board Meeting Date</b>	10/10/2017

**Local Indicator for Appropriately Assigned Teachers (LCAP Priority 1):** Districts are required to annually measure the following as it pertains to teacher assignments: (1) The number/percentage of mis-assignments of teachers of English learners, (2) the total teacher mis-assignments, and (3) vacant teacher positions. Table 31 outlines Placentia-Yorba Linda Unified School District data for each of these requirements.

Table 31  
Percentage of Teachers Properly Credentialed for Current Assignment

	% of Misassignments of Teachers of ELs	Total Teacher Mis-assignments	Vacant Teacher Positions	Local Indicator Rating	Board Meeting Date
2016-17	0%	0	0	Met	October 10, 2017

**Local Indicator for Access to Curriculum-Aligned Materials:** Districts are required to annually measure progress toward meeting the Williams settlement requirements at all school sites and to promptly address any complaints or other deficiencies identified throughout the academic year. This information must be shared with the local governing board at a regularly scheduled meeting and with the public through the California Dashboard.

**Table 32**  
**Access to Curriculum-Aligned Instructional Materials**

	# of Students without access to Standards-Aligned Instructional Materials	% of Students without access to Standards-Aligned Instructional Materials	Local Indicator Rating	Board Meeting Date
2014-15	0	0%	n/a	n/a
2015-16	0	0%	n/a	n/a
2016-17	0	0%	Met	October 10, 2017

Source: Williams Compliance Report for Instructional Materials

**Use of Technology:** In order to gather feedback from the community regarding technology use, several technology-related questions are part of the annual PYLUSD Stakeholder Surveys. In addition, the Placentia-Yorba Linda School District inventories equipment, including the number of electronic devices available for student use.

**Table 33**  
**Use of Technology**  
**% of Respondents that “Completely Agree” or “Somewhat Agree”**

<b>2017 Teacher Survey</b>	
I regularly use technology (such as interactive whiteboards, student response pads, and a classroom sound system) to support my lessons.	94%
My students regularly use technology (such as interactive whiteboards, student response pads, and a classroom sound system) during class.	86%
<b>2017 Student Survey</b>	
My teachers use technology (such as electronic whiteboards, response pads, and a sound system) in class.	94%
I am given opportunities to use technology (such as electronic whiteboards, response pads, and a microphone) in my class.	79%
<b>2017 Parent Survey</b>	
My child regularly uses technology in school (such as interactive whiteboards, hand-held response pads, and computers) to support his/her learning.	87%
<b>2017 Support Staff Survey</b>	
Students regularly use technology (such as interactive whiteboards, student response pads, and a classroom sound system) during class.	94%

Source: PYLUSD Annual Stakeholder Surveys

**Table 34**  
**Electronic Devices for Student Use**

<b>Chromebooks</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Number Available for Student Use in the Classroom	8,257	11,881	19,583

Source: Technology Staff

**Professional Development:** Placentia-Yorba Linda Unified School District prides itself on regularly providing a multitude of continuous learning opportunities for all staff. Survey data on specific staff development topics annually asks educators to evaluate whether or not they have received sufficient training in a variety of district-wide initiatives. The responses help guide annual staff development plans. In order to measure increases in knowledge, entry and exit level ratings are gathered from participants. Table 36 outlines data regarding attainment of new skills as a result of professional development activities. In addition, staff seeks to embed supports for Unduplicated Pupils (low-income, English learners, foster youth, and homeless) into all trainings. This information is collected and reported in Table 37.

Table 35  
2017 Professional Development Survey Results

Survey Question	Completely Agree	Somewhat Agree
English Language Arts(ELA)/ English Language Development (ELD) Standards	55%	31%
Document-Based Questioning (DBQ)	39%	24%
Step-Up-to-Writing	58%	20%
English Language Development (ELD) Methods and Strategies	53%	27%
Response to Intervention (Rtl)	41%	31%
Cognitively Guided Instruction (CGI)	43%	20%
Illuminate	31%	37%

Source: PYLUSD Annual Stakeholder Surveys

Table 36  
Professional Development Growth

% of Training Participants that have Increased their Knowledge as a Result of Professional Development	16-17	17-18
All Participants	96%	99%

Source: PD Express

Table 37  
Professional Development  
Meeting the Needs of Unduplicated Pupils

Average Rating when prompted, <i>“Trainings promote and model Universal Design for Learning (UDL) and strategies (i.e., WICOR and Cooperative Learning Structures) to support English learners, foster youth, students of poverty, and students with disabilities”.</i> (Based on a scale of 1-5, 5 being high)	17-18
All Participants	4.5

Source: PD Express

### Focus Area 3.0 - ENGAGED COMMUNITY

PYLUSD FOCUS AREA	CALIFORNIA LCAP STATE PRIORITIES
<p>Stakeholders play a vital role in the educational process. We value their opinions and feedback and seek to involve them in decisions which impact the education of our students. We establish a culture which encourages positive relationships among our students, staff, and parents as well as educational, business, and community partners.</p>	<p>3 – Parental Involvement 5 – Pupil Engagement 6 – School Climate</p>
<b>STRATEGIC INITIATIVES</b>	
<p>3.1 Expand leadership opportunities for students and encourage their participation in the decision-making process</p> <p>3.2 Create a comprehensive parent education program that provides essential tools to address today’s dynamic and complex environment</p> <p>3.3 Utilize all available resources to communicate with district stakeholders and the community at large</p> <p>3.4 Support student learning opportunities through the expansion of business and educational partnerships</p> <p>3.5 Examine current stakeholder survey instruments to ensure alignment with the newly-adopted strategic plan</p>	

**Local Indicator for Parental Engagement (LCAP Priority 3):** PYLUSD views families as a vital component of the educational process. For this reason, staff avidly promotes parental participation in programs and seeks input from parents/guardians in school and district decision making, including programs for English learners, foster youth, low-income and students with disabilities. Families have multiple opportunities to participate at the District and site levels in the following groups:

- Parent Teacher Associations (PTA/PTSA) - available at most schools and provides support for all students
- Booster Clubs - formed at the secondary level to support sports programs and performing groups
- Superintendent’s Community Advisory Council (SCAC) - meets monthly and includes community members as well as parents
- District English Learner Advisory Council (DELAC) - meets four times per year with a representative from each school to determine how to best serve all English learners
- Gifted and Talented Education (GATE) Advisory committee - meets to discuss the needs of GATE students
- Special Education Community Advisory Council (CAC) - open to the parents of special education students and the community

In addition to the above-mentioned parent input groups, school sites and the District have established other ways to elicit input, such as Coffee with the Principal, School Site Council (SSCs), English Language Advisory Councils (ELACs) and site-based stakeholder surveys.

In order to measure parental engagement, California Local Educational Agencies are required to:

1. Summarize key findings from survey data
2. Explain why the LEA chose the selected survey tool and whether the findings relate to the goals established for other priorities in the LCAP



3. Describe progress toward seeking input from parents in school and district decision making and promoting parental participation in programs
4. Determine whether they have “Met,” “Not Met,” or “Not Met for Two or More Years” by completing 1-3 above and report findings at a regularly scheduled Board of Education meeting.

Table 38  
Local Indicator for Parental Engagement

Key Findings	Over three-quarter of the respondents indicated satisfaction with engagement. Current data indicates 78% of parent respondents “Completely Agree” or “Somewhat Agree” with the statement, <i>“I have opportunities to participate in my child’s education and share my point of view at the school.”</i>	
Selection of Survey Tool and Relationship to Other LCAP Goals	Strategic Initiative 3.5 states: Examine current stakeholder survey instrument to ensure alignment with the newly-adopted strategic plan. To meet this initiative, staff hired an outside vendor to create and analyze survey questions to confirm alignment with the strategic plan. PYLUSD continues to regularly administer this established survey tool. All parents are provided access to an electronic or print version in either English or Spanish. All survey questions centered on the priorities outlined in <i>The PYLUSD Advantage</i> , the District’s strategic plan, which serves as the goals for the District’s 3-year Local Control Accountability Plan (LCAP). Parent involvement in school programs supports the following LCAP Focus Areas: 1.0 Academic Achievement, 3.0 Engaged Community, and 4.0 Safe and Respectful Environment.	
Progress Toward seeking input from parents in school and district decision making and promoting parental participation in programs	2015 survey data indicated 73% of parent respondents “Completely Agree” or “Somewhat Agree” with the statement: <i>“I have opportunities to share my point of view at the school,”</i> and 83% of parent respondents answered the same to the survey prompt: <i>“I have opportunities to participate in my child’s education.”</i> In 2017, these two survey questions were combined to minimize survey fatigue as additional questions were added. The 2017 data indicates 78% of parent respondents “Completely Agree” or “Somewhat Agree” with the statement: <i>“I have opportunities to participate in my child’s education and share my point of view at the school.”</i>	
Local Indicator Rating	Met	Board Meeting Date: October 10, 2017

Table 39

Parent Education Opportunities for 2017-18
Internet Safety: Addressing Bullying/Cyberbullying
Easing the Transition from Elementary to Middle School
Parenting the Love and Logic Way
You Matter! Parent Workshop
High School Challenge: Transition from Middle to High School
College Essay Writing (Parent Focus)
My Child is Gifted: What a Parent Should Know
Google Training for Parents – Keep Up With Your Kids
The Rx Project: Preventing Prescription Drug Abuse and Building Relationships That Matter

Table 40  
 Parental Awareness of Educational Opportunities  
 Percentage of respondents who “Completely Agree” or “Somewhat Agree”

2017 Parent Survey	
I am aware that the school district offers parent education opportunities/workshops.	91%
I have access to information about the District, schools, programs, activities, and student achievement.	90%

**Students with Disabilities- Parent Involvement:** Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Table 41  
 Parent Involvement

Year	Positive Involvement Responses	Total Responses	% Positive Involvement	Target Met
2012-13	3,362	3,373	99.7	Yes
2013-14	3,315	3,323	99.8	Yes
2014-15	3,355	3,369	99.6	Yes
2015-16	3,334	3,342	99.8	Yes

**School Site Council (SSC):** SSCs meet at least four times per year. The council involves staff, parents, and students who review and provide direction for the Single Plan for Student Achievement (SPSA) and review budget allocations for specific funding sources.

Table 42  
 Percentage of Schools with School Site Councils

Grade Span	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary Schools	100	100	100	100	100
Middle Schools	100	100	100	100	100
High Schools	100	100	100	100	100

**Local Indicator for School Climate:** Districts are required to administer a survey tool that measures student perceptions of school safety and connectedness in at least one grade with each of the following grade spans: K-5, 6-8, 9-12. Results must be reported at a regularly scheduled Board meeting.

Table 43  
Local Indicator - School Climate  
Percentage of respondents who “Completely Agree” or “Somewhat Agree”

2017 Student Survey Results	3 <sup>rd</sup> and 5 <sup>th</sup> Graders	8 <sup>th</sup> Graders	10 <sup>th</sup> Graders	Local Indicator Rating
I feel safe at my school.	87%	74%	73%	Met
I know about the opportunities to be involved in school activities, events, and programs.	78%	83%	83%	
I feel like I belong at this school.	84%	70%	70%	Board Meeting Date: October 10, 2017
Teachers care about what I think.	75%	64%	66%	

Source: PYLUSD Annual Stakeholder Survey

### Other Engagement Data

Table 44  
Other Engagement Data  
Percentage of respondents who “Completely Agree” or “Somewhat Agree”

2017 Teacher Survey Results	
Our school communicates regularly with parents and the community about school programs, activities, and student achievement.	96%
Parent communication is a high priority at our school.	95%
I respond within a day to any parent concerns.	99%
I respond courteously to all parent concerns.	99%
Our staff values what parents, students, and the community thinks.	97%
2017 Support Staff Survey Results	
Parent communication is a high priority at our school.	92%
Our staff respond to parent concerns in a timely and courteous manner.	93%
Our staff values what parents, students, and the community thinks.	95%
Our school communicates regularly with the community about school programs, activities, and student achievement.	92%

Source: PYLUSD Annual Stakeholder Survey

**Graduation and Dropout Rates:** Cohort graduation and dropout rates are calculated based on four-year cohort information. Cohort grouping indicates the same groups of students were followed for four years in the data collection. The State Graduation Indicator or 5x5 dashboard only measures high schools and the District. The desired outcome is to achieve a **high Status** and *Change* for this report. Students who earn a Special Education Certification of Completion or a High School Equivalency Certificate are not counted as part of the 5x5 dashboard. High school dropout rates are defined by a group of students who enter high school as incoming ninth graders and four years later graduate or do not graduate. Students who leave PYLUSD and cannot be located in the state reporting system as enrolled at another school district are counted as a PYLUSD dropout.

Table 45  
High School Cohort Graduation Rate (%)

High School	2011-12	2012-13	2013-14	2014-15	2015-16
All Students	91.8	93.2	93.9	95.0	95.1
African-American	91.5	86.1	93.2	91.8	97.1
Asian	96.3	95.3	97.7	97.6	98.1
Filipino	92.6	96.3	97.2	100	100
Hispanic or Latino	85	88.1	88.5	92.5	92.1
White	95.5	96.2	96.4	96.1	96.2
Two or More Races	71.4	88.9	100	100	100

Source: DataQuest

**State Indicator for Graduation:** The desired outcome is to achieve a high *Status* and a high *Change*. Only the high schools and the District receive this report.

Table 46  
State Indicator for Graduation

Graduation Indicator						
Change						
	Level	Declined significantly by greater than 5%	Declined by 1% to 5%	Maintained Declined or increased by less than 1%	Increased by 1% to less than 5%	Increased significantly by 5% or greater
S t a t u s	Very High 95% or greater			PYLUSD Esperanza HS Yorba Linda HS	El Dorado HS Valencia HS	
	High 90% to less than 95%		La Entrada High School			
	Medium 85% to less than 90%					
	Low 67% to less than 85%					
	Very Low less than 67%					

Table 47  
High School Graduation Rates  
Alternative High Schools

Alternative High School	2012-13	2013-14	2014-15	2015-16
El Camino Real	61%	52%	67%	73%
La Entrada	100%	100%	100%	91%
Parkview	100%	100%	93%	100%

Table 48  
High School Cohort Dropout Rate (%)

Subgroup	2011-12	2012-13	2013-14	2014-15	2015-16
<b>All Students</b>	<b>5.5</b>	<b>2.9</b>	<b>3.8</b>	<b>2.8</b>	<b>2.9</b>
<b>African-American</b>	4.3	2.8	2.3	6.1	0
<b>Asian</b>	2.0	1.6	1.9	1.0	1.5
<b>Filipino</b>	3.7	0	2.8	0	0
<b>Hispanic or Latino</b>	11.1	5.8	7.6	3.7	4.4
<b>White</b>	2.5	1.4	2.1	2.7	2.4
<b>Two or More Races</b>	28.6	0	0	0	0
<b>Low Income</b>	12.3	6.5	8.7	4.5	4.9
<b>English Learners</b>	24.8	14.7	16.1	6.2	11.1
<b>Students with Disabilities</b>	9.9	4.7	8.1	4.4	6.2
<b>Foster Youth</b>	n/a	n/a	n/a	20.0	0

Source: DataQuest

The table below provides the total number of all high school dropouts by year, whereas the others provide a rate over time for a given cohort.

Table 49  
Total Number of High School Dropouts

School Year	Number of Dropouts
2012-13	49
2013-14	56
2014-15	34
2015-16	61

Source: DataQuest (*Adjusted Grade 12 Dropouts*)

## Focus Area 4.0 - SAFE AND RESPECTFUL ENVIRONMENT

PYUSD FOCUS AREA	CALIFORNIA LCAP STATE PRIORITIES
A safe and respectful environment is essential to student success. We foster a culture that promotes the emotional health, safety, and well-being of students, staff, and parents.	5 – Pupil Engagement 6 – School Climate 8 – Other Pupil Outcomes
STRATEGIC INITIATIVES	
4.1 Establish and implement safety protocols at all school sites with input from school district leadership, public safety agencies, and the community	
4.2 Examine current discipline practices and develop alternatives to suspension as needed at all school levels	
4.3 Expand fresh and nutritious meal offerings that adhere to or exceed current state and federal guidelines	
4.4 Further develop student attendance initiatives with the goal of exceeding an annual 97% ADA rate	
4.5 Establish a comprehensive and engaging wellness program	
4.6 Continue to refine our district safety measures including bullying prevention programs	
4.7 Review and expand K-12 anti-drug/alcohol curriculum and delivery models	
4.8 Support student mental health needs through crisis counseling and other health-related services	

**School Safety Plans:** All California public schools, kindergarten and grades one through twelve, must develop a comprehensive school safety plan per California Education Code sections 32280-32289.

Table 50  
School Safety Plans  
Percentage of Schools With Updated Plans

	2014-15	2015-16	2016-17
Elementary Schools	100%	100%	100%
Middle Schools	100%	100%	100%
High Schools	100%	100%	100%

Source: PYUSD Student Services Department

**Suspension and Expulsion Rates:** The data presented here is for "unduplicated" counts of students suspended or expelled. Although a student may have been suspended or expelled more than once, each student is only counted once.

Table 51  
Student Suspension and Expulsion Rates (%)

Type	2012-13	2013-14	2014-15	2015-16	2016-17
Suspensions	3.6	3.4	2.4	2.3	2.7
Expulsions	0.10	0.00	0.00	0.03	0.05

Source: DataQuest

Table 52  
Count of Unduplicated Students Suspended by Subgroup

Subgroup	2012-13	2013-14	2014-15	2015-16	2016-17
<b>All Students</b>	<b>975</b>	<b>902</b>	<b>632</b>	<b>626</b>	<b>710</b>
African-American	35	25	28	17	27
Asian	44	28	35	28	32
Filipino	9	9	4	4	6
Hispanic or Latino	542	531	359	364	431
White	324	292	189	198	199
Two or More Races	8	12	13	11	11

Source: DataQuest

Table 53  
Expulsions – Student Count

Level	2012-13	2013-14	2014-15	2015-16	2016-17
Total	25	15	7	9	12

Source: DataQuest

Table 54  
Suspension and Expulsion: Students with Disabilities

Year	# Students with Disabilities Suspended or Expelled more than ten days	Total # of Students with Disabilities (Age 3-22)	% Students with Disabilities Suspended or Expelled for more than ten days	Statewide Rate	Over Statewide Rate?
2012-13	*	3,477	0.2	2.54	No
2013-14	*	3,055	0.13	2.43	No
2014-15	4	3,028	0.13	2.43	No
2015-16	6	3,115	0.19	2.43	No

Source: Annual Special Education State Report

\* Indicates exact number not available

**State Indicator for Suspension:** The **goal is reversed** for this indicator. The desired outcome is to achieve a **low Status** and a **low Change**. All grade spans receive this report. There are no scores/criteria listed for each level, as there are different cut scores for various grade spans (e.g., elementary, secondary, etc.) If a student was suspended multiple times, they are only included once for this indicator. Suspension data is represented in Table 55 below.

Table 55  
State Indicator for Suspension

		Suspension Indicator				
		Change				
	Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
S t a t u s	Very Low			Bryant Ranch Fairmont La Entrada HS Parkview	Lakeview Linda Vista	
	Low		Brookhaven	Golden Mabel Paine Morse	Glenknoll Melrose Woodsboro	Ruby Drive
	Medium		<b>PYLUSD</b> Bernardo Yorba Esperanza HS Rio Vista Rose Drive Sierra Vista Tuffree MS	El Dorado HS Glenview Travis Ranch Valencia HS Van Buren Yorba Linda MS	Kraemer MS Yorba Linda HS	
	High		Wagner Topaz Tynes			
	Very High	Valadez MS				

Table 56  
Grade Span Attendance Rates (%)

Level	2012-13	2013-14	2014-15	2015-16	2016-17
Elementary School	96.8	97.0	96.9	96.6	96.5
Middle School	97.0	97.2	96.4	97.1	96.9
High School	96.6	96.9	96.9	96.2	96.2

Source: AERIES Student Information System,



**Chronic Absenteeism:** A student is considered a chronic absentee if he or she is absent 10 percent of the days they were enrolled in a school. Chronic absence is different from truancy which counts only unexcused absences and indicates a violation of California’s compulsory attendance laws.

Table 57  
Chronic Absenteeism (Excused or Unexcused Absences)

2016-2017			
	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism Rate
<b>Placentia-Yorba Linda USD</b>	<b>26,662</b>	<b>1,951</b>	<b>7.3%</b>
Orange County	505,775	42,201	8.3%
Statewide	6,405,496	694,030	10.8%

Source: DataQuest

**Incidents of Bullying:** Codes in the Aeries database related to bullying and harassment, as well as any comments that identify bullying in the description, are used to determine the annual number of incidents reported.

Table 58  
Number of Incidents of Bullying Reported

Year	# of Incidents Reported
2012-13	239
2013-14	221
2014-15	189
2015-16	79
2016-17	184*

Source: AERIES database (codes 99,95,59,58, and 22 as well as comments in other coded sections)

\* In 2016-17, administrators were trained on how to enter incidents appropriately and consistently. Furthermore, there was a concerted effort to encourage students to report bullying.

**Nutrition Services Menu Offerings:** A new goal for the 2017 school year is to update secondary menus three times throughout the year (fall, winter, spring) as measured by three varied menus. Changes to each secondary menu are noted in Table 59. Additionally, one new item will be introduced monthly at the elementary level on the breakfast and/or lunch menus for a total of ten or more new items on the elementary menus as noted in Table 60 below.

**Table 59**  
**Secondary Menu Offering Updates**

Fall Changes	Winter Changes	Spring Changes
<ul style="list-style-type: none"> <li>● Added a “Made to Order” deli line at El Dorado High School</li> <li>● Added a “Build your Own” entree line to EDHS</li> </ul>	<ul style="list-style-type: none"> <li>● New items were added to the middle school menus as part of National School Breakfast Week: including:               <ul style="list-style-type: none"> <li>○ Oatmeal</li> <li>○ Bacon and Eggs with Muffin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Introduced the concept of “Build your Own” entree at Valencia High School</li> <li>● Added:               <ul style="list-style-type: none"> <li>○ Bacon Cheeseburger Pizza</li> <li>○ Cuban Panini</li> <li>○ Chilaquiles</li> </ul> </li> </ul>

**Table 60**  
**Elementary Menu Offering Updates**

Month	Menu	New Item Introduced
September	Breakfast	<ul style="list-style-type: none"> <li>● Egg and Bacon Toast</li> <li>● Cheddar Cheese Swirl</li> <li>● House Made Blueberry Muffin Square</li> <li>● House Made Apple Muffin Square</li> <li>● Egg Chorizo Wrap</li> <li>● Buttermilk Twins</li> </ul>
	Lunch	<ul style="list-style-type: none"> <li>● Homestyle Beef Patty</li> <li>● Chicken with Waffles</li> </ul>
October	Breakfast	<ul style="list-style-type: none"> <li>● Pumpkin Bread</li> </ul>
	Lunch	<ul style="list-style-type: none"> <li>● Bat Nuggets with Special Halloween Menu</li> </ul>
November	Breakfast	<ul style="list-style-type: none"> <li>● Repeat of New September Items</li> </ul>
	Lunch	<ul style="list-style-type: none"> <li>● Oven Roasted Turkey Meal</li> </ul>
December	Breakfast	<ul style="list-style-type: none"> <li>● Repeat of New September Items</li> </ul>
	Lunch	<ul style="list-style-type: none"> <li>● Apple Crisps</li> <li>● Gingerbread Men</li> </ul>
January	Breakfast	<ul style="list-style-type: none"> <li>● Repeat of New September Items</li> </ul>
	Lunch	<ul style="list-style-type: none"> <li>● Cornbread Star</li> <li>● Chili</li> </ul>
February	Breakfast	<ul style="list-style-type: none"> <li>● None</li> </ul>
	Lunch	<ul style="list-style-type: none"> <li>● Heart Shaped Chicken Nuggets</li> </ul>
March	Breakfast	<ul style="list-style-type: none"> <li>● Turkey Bacon</li> <li>● Eggs with Muffin</li> <li>● Oatmeal</li> <li>● Sausage and Cheese Bagel</li> </ul>
	Lunch	<ul style="list-style-type: none"> <li>● Vegetarian Lasagna</li> <li>● Filet-O-Fish Sandwich (meatless or fish option for Lent)</li> </ul>

**Physical Fitness Test (PFT):** Taken annually by students in grades 5, 7, and 9, the PFT measures six different areas. Students earn a passing score based on performance in each area as determined by state criteria.

Table 61  
PFT Scores Indicating the Percentage of Students Passing in Each Area

% Achieved	5 <sup>th</sup> Grade				7 <sup>th</sup> Grade				9 <sup>th</sup> Grade			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
6 of 6 fitness standards	47.3	45.3	45.0	40.9	33.0	34.9	28.5	32.1	32.3	32.4	32.7	36.6
5 of 6 fitness standards	19.9	20.3	21.5	24.3	25.9	23.2	26.2	24.8	28.3	28.9	26.8	25.2
4 of 6 fitness standards	14.7	16.4	14.8	15.5	15.8	17.1	17.8	16.3	17.1	17.6	16.3	16.5
3 of 6 fitness standards	9.8	10.3	9.7	11.0	13.1	12.2	13.3	12.7	11.5	10.9	10.9	10.7
2 of 6 fitness standards	6.1	5.3	6.8	6.0	8.4	8.5	9.2	9.0	7.2	6.6	8.1	7.1
1 of 6 fitness standards	1.9	1.9	2.2	1.8	3.0	3.4	4.0	4.1	3.2	2.7	4.0	3.3
0 of 6 fitness standards	0.3	0.6	0.1	0.5	0.7	0.7	1.0	0.9	0.5	0.9	1.2	0.6

Source: DataQuest

Table 62  
PFT Scores Indicating the Performance of Students in Each Category

Summary of Results % in Healthy Fitness Zone	5 <sup>th</sup> Grade				7 <sup>th</sup> Grade				9 <sup>th</sup> Grade			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
Aerobic Capacity	74.8	74.6	75.8	74.3	73.1	74.1	70.9	72.1	66.9	69.0	68.2	68.0
Body Composition	65.5	66.7	68.0	68.7	73.0	73.5	73.3	73.2	73.2	72.4	69.9	71.3
Abdominal Strength	91.6	91.8	90.7	89.8	82.6	82.3	83.2	80.9	83.5	86.4	85.5	84.8
Trunk Extension Strength	90.1	92.0	91.7	90.7	83.6	81.5	81.9	80.3	79.4	76.2	80.1	86.1
Upper Body Strength	78.1	71.9	72.2	67.0	59.7	62.6	57.8	58.4	74.6	77.7	72.2	74.1
Flexibility	85.7	85	82.8	85.3	78.1	76.8	68.6	77.3	77.9	76.0	72.1	76.8

Source: DataQuest

## Focus Area 5.0 - OPTIMIZED RESOURCES

PYLUSD FOCUS AREA	CALIFORNIA LCAP STATE PRIORITIES
A critical measure of a school district's performance is the effectiveness with which it utilizes and generates resources. We ensure that all fiscal and capital resources maximize educational opportunities.	1 – Basic Services
STRATEGIC INITIATIVES	
5.1 Create a balanced budget aligned to the district vision, mission, and focus areas 5.2 Develop and implement a Use of Facilities Master Plan to promote district facilities and maximize revenue potential 5.3 Achieve greater efficiencies through sustainable efforts in building construction, energy and water conservation, reduced fuel consumption, and waste reduction 5.4 Explore funding and business development opportunities in order to generate additional revenues to support student programs 5.5 Refine business practices in support of district educational programs 5.6 Improve data management systems to ensure integrity, increase efficiency, and improve access for all stakeholders	

**School Budget:** Local Educational Agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second interim report is due March 17 for the period ending January 31. The interim reports must include a certification of whether or not the LEA is able to meet its financial obligations. The certifications are classified as Positive, Qualified, or Negative. A *“Positive”* certification is assigned when the district is able to meet its financial obligations for the current and two subsequent fiscal years. A *“Qualified”* certification is assigned when a district will be unable to meet its financial obligation for the remainder of the current year or two subsequent fiscal years. A *“Negative”* certification is assigned when a district will be unable to meet its financial obligation for the remainder of the current year or for the subsequent fiscal year.

Table 63  
Financial Certifications

Fiscal Year	Budget	Positive	Qualified	Negative
		2014-15	First Interim	X
	Second Interim	X		
2015-16	First Interim	X		
	Second Interim	X		
2016-17	First Interim	X		
	Second Interim	X		
2017-18	First Interim	X		

**Local Indicator for Clean and Functional School Facilities (LCAP Priority 1):** LEAs are required to annually inspect and rate school facilities. The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. Table 64 below outlines the status of Placentia-Yorba Linda Unified School District facilities based on the FIT Report.

Table 64  
Facilities Inspection  
2017-18

System Inspected	Good	Fair	Poor
	<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X	
<b>Interior:</b> Interior Surfaces	X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical:</b> Electrical	X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		
<b>Overall Rating</b>	<b>X</b>		
<b>Local Indicator Rating:</b>	<b>Met</b>		
<b>Board Meeting Date:</b>	October 10, 2017		

Source: Facilities Inspection Reports (FIT)

**Use of District Facilities:** PYLUSD offers facilities use by non-profit and for-profit groups. School sites have a wide variety of stadiums, fields, gyms, pools, theaters and various outdoor spaces to host a wide variety of activities. All facility users are defined by user group classifications based on the type of group of the organization its affiliation with schools and students.

Table 65  
Use of Facilities Revenue Generated Annually

Year	Revenue Amount
2015-16	\$1.166M
2016-17	\$1.324M

**Energy Management:** The District's two energy managers work closely with site and district leadership to ensure cost avoidance.

Table 66  
Energy Management Program  
Cost Avoidance Savings

Year	Costs Savings (January - December)
2013	\$789,579
2014	\$1,052,562
2015	\$1,594,042
2016	\$1,278,026
2017	\$1,285,677

Source: PYLUSD Energy Management Staff