

YOU ARE THE

Advantage

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT STRATEGIC PLAN



LOCAL CONTROL AND ACCOUNTABILITY PLAN 2018 - 2019

Contact: Candy Plahy, Deputy Superintendent, cplahy@pyl.usd.org, (714) 985-8651

Executive Summary 2018

Local Control Accountability Plan 2017-2020



Overview Sections (white tabs)



- Executive Summary
- Plan Summary
 - The Story
 - LCAP Highlights
 - Greatest Progress
 - Greatest Needs
 - Performance Gaps
 - Increased or Improved Services
 - Budget Summary
- Stakeholder Engagement
- Increased or Improved Services for Unduplicated Pupils
- Data Profile

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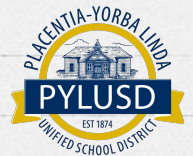
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT STRATEGIC PLAN



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Annual Update



Organization: Annual Update

For Each Goal

- Measurable Outcomes
 - Expected
 - Actual
- Planned and Actual Actions
- Budgeted and Estimated Actual Expenditures
- Analysis
 - Overall implementation
 - Overall effectiveness
 - Material differences between budgeted and actual expenditures
 - Changes made



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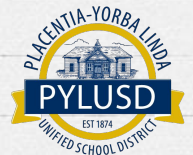
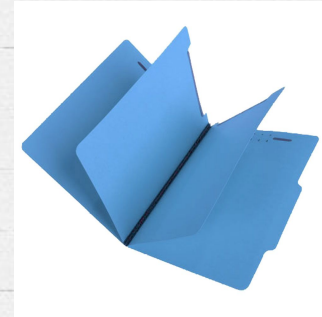


LOCAL CONTROL AND ACCOUNTABILITY PLAN 2018 - 2019

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Goals, Actions and Services

2017-2020



Organization: Goals/Actions/Services

For Each Goal

- Identified Needs (Strategic Initiatives)
- Expected Annual Measurable Outcomes (Metrics)
- Planned Actions and Services (3-year view)



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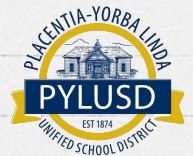
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Annual Update



Reduced combination classes and continued to fund elementary vocal and instrumental music programs

The English Language Arts (ELA) California Dashboard = "High" status level

Mathematics, California Dashboard = "High" status level and increased change level of 2.1 points

Stakeholder Survey data:

- 96% of teachers reported, *"Standards are communicated effectively in my classroom"*
- 97% of teachers state, *"Our staff sets high academic expectations for students"*

Focus Area 1.0 - 1.2: Academic Achievement



GLOWS



There is a need to continue developing district-wide assessment tools to monitor student progress and guide instruction.

English Language Arts scores for all students remained relatively flat.

Focus Area 1.0 - 1.2: Academic Achievement



GROWS



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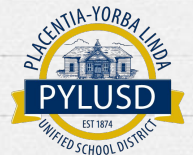
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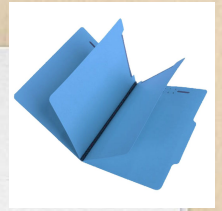


LOCAL CONTROL AND ACCOUNTABILITY PLAN 2018 - 2019

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Actions and Services 2017-2020





- Lower class size (pg. 143)
- Continue fourth-grade music at all elementary schools. Analyze options for restructuring and examine sustainability (pg. 144)
- Implement a Preppy Kindergarten program (pgs. 145-147)
- Continue to provide intervention instructional support at Valencia High School to support the needs of Unduplicated Pupils (pg. 147)
- Provide additional personnel at elementary schools to support English learners, Students with Disabilities, and foster youth (pg. 147)
- Improve Gifted and Talented Education (GATE) training and support materials, particularly for sites with GATE cluster programs (pg. 149)
- Research alternative assessments to identify underrepresented student groups for the Gifted and Talented Education (GATE) program (pg. 149)



- Support a secondary common assessment task force to plan and evaluate district common rubrics for scoring, analyzing, and reporting across different content areas (pg. 153)
- Investigate, design, and implement common elementary formative and summative math assessments (pg. 155)
- Provide substitutes for Preppy Kindergarten, Kindergarten, and first-grade teachers to complete formative assessments (pg. 155)
- Implement an online system to efficiently progress monitor English learners, Long-Term English learners and reclassified fluent English proficient students. Plan of action will include coordinated services through a district-wide assessment center (pg. 155)
- Provide support in the use of Illuminate to disaggregate various standardized scores as well as create and administer local formative and summative assessments (pg. 156)

The African American graduation rate of 96.9% exceeded that of the District

Low income students showed a 5% increase in meeting high school a-g requirements

Strategies to strengthen the mathematics program:

- Updated the math benchmark assessments
- Continued to provide middle school math lab support and an itinerant math teacher
- Middle school teachers piloted intervention curriculum

Provided Response to Intervention (Rtl):

- Rtl teachers at elementary schools and Rtl coach
- New diagnostic tool was purchased to enhance progress monitoring for ELA
- Title I schools piloted online intervention curriculum

Focus Area 1.3: Academic Achievement



GLOWS

Low income students scored 18 points below standard met in ELA and 35 points below standard met in Math

African American students scored 6 points below standard met in ELA and 29 points below standard met in Math

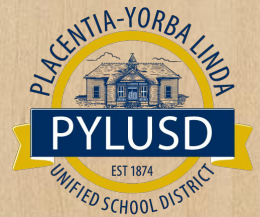
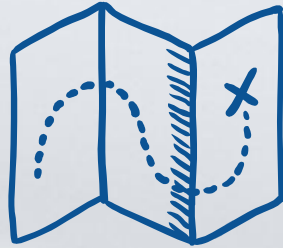
Focus Area 1.3: Academic Achievement

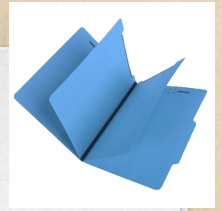


GROWS

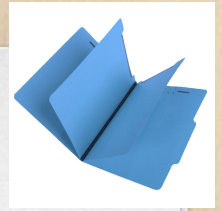
1.3

Key Actions/Services





- Strengthen the curriculum utilized in [math intervention labs](#) (pg. 158)
- Maintain itinerant math teachers at elementary sites to provide instruction in mathematics and reduce class size (pg. 158)
- Continue to facilitate a Math Lab Task Force to support mathematics programs (pg. 158)
- Administer [math placement assessments](#) to place students in appropriate courses (pg. 159)
- Research support mechanisms so more students can [access Algebra II](#) by eleventh grade (pg. 159)
- Provide [home-hospital intervention](#) for elementary and secondary students in medical distress (pg. 159)
- Provide intervention classes for at-risk students at comprehensive high schools and Title I middle schools, including but not limited to, Growth Engagement Achievement Readiness through Unity and Perseverance (GEAR UP) classes (pg. 161)



- Continue to provide math intervention support for regular education students and explore and research math interventions for special needs students (pg. 161)
- Provide district leadership for Multi-Tiered Systems of Support (MTSS) to monitor program effectiveness and modify as appropriate. (pg. 162)
- Assist secondary sites with Positive Behavioral Intervention Supports (PBIS) to increase student participation and student achievement (pg. 162)
- Monitor the District Student Study Team (DSST) process and provide additional support as needed (pg. 163)

Over 7,000 additional electronic devices were purchased for student use PK - 12

Professional development on technology learning management enhanced instructional delivery

Learning.com implemented at all elementary school sites, providing students foundational technology skills

Expanded credit recovery and credit repair offerings to ensure students had the opportunity to remain on track for graduation or improve failing grades

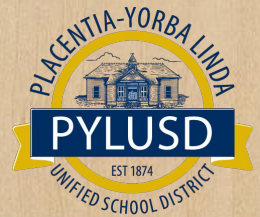
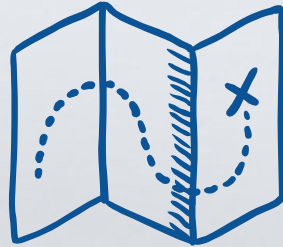
**Focus Area 1.4-1.5:
Academic Achievement**

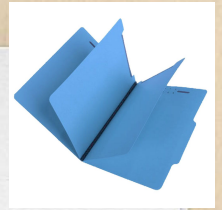


GLOWS

1.4 - 1.5

Key Actions/Services





- Utilize weekly technology communications (Tech Tuesdays) through the use of [Technology Ambassadors](#) to share best practices (pg. 165)
- Increase student access to technology (pg. 165)
- Continue to ensure Students with Disabilities have access to technology, [including appropriate applications for devices](#), to ensure ambitiously appropriate progress on goals and objectives in light of the child's circumstances (pg. 167)
- Maintain increased access to high school library/media centers (pg. 168)
- Explore options for [alternative high school learning environments](#) including [online options](#) (pg. 170)
- Expand the [dual language program](#) to include [kindergarten through second grade](#) (pg. 172)
- Provide middle school Geometry staffing to ensure access for qualified students and to reduce class size in other levels of math (pg. 174)

International Baccalaureate exam pass rate = 95%

11th graders scoring “Ready” or “Conditionally Ready” for college in ELA increased

Number of students enrolled in AP classes increased from 2,187 to 2,276

PYLUSD named to The College Board's AP District Honor Roll

Enrollment in CareerLink Academies increased from 1,129 to 1,234 or 9.2%

130 students completed all CareerLink Academy requirements = 20% greater than the target

Expanded offerings through CareerLink Academies

Focus Area 1.6-1.7 Academic Achievement



GLOWS

Percentage of 11th grade scoring ready or conditionally ready for college in Mathematics decreased by 4%

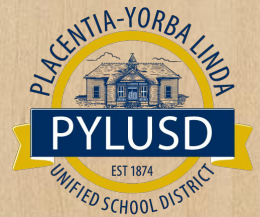
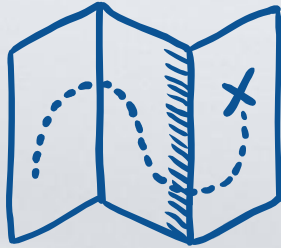
Focus Area 1.6 - 1.7: Academic Achievement



GROWS

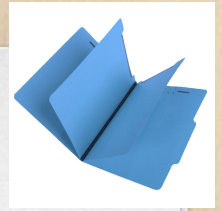
1.6 - 1.7

Key Actions/Services





- Continue to enhance and support an AVID system by providing professional development. Continue to strengthen AVID implementation (pgs. 175 - 176)
- Provide Advancement Via Individual Determination (AVID) Summer Bridge Algebra Readiness Program for incoming freshmen district-wide to improve mathematical skills and preparedness for Algebra 1 (pg. 178)
- Provide support for AVID demonstration showcase and emerging showcase schools (pg. 178)
- Continue to provide middle and high school parent/student education regarding CSU/UC a-g requirements and information about community colleges and private universities (pg. 179)
- Provide support to increase enrollment in Science Technology Engineering and Mathematics (STEM) classes by underrepresented populations (pg. 180)



- Continue collaboration with North Orange County Regional Occupational Program (NOCROP) to provide UC/CSU a-g approved Regional Occupational Program (ROP) courses for high school students (pg. 182)
- Complete purchase of industry standard equipment for Career Technical Education (pg. 182)
- Implement the aligned modules for the high school CareerLink Academies, provide technical support for the middle school technology labs, and continue to support Science Technology Engineering and Mathematics (STEM) Lab Missions at the elementary schools (pg. 184)

The English Learner Progress Dashboard Indicator identifies PYLUSD with a "High" status

PYLUSD Long-Term English Learner rates were better than county and state averages

The AVID program was supported and enhanced

English Learner services:

- Summer enrichment program
- Hourly ELD teachers at elementary and additional secondary ELD sections
- ELD instruction supported new ELA/ELD textbook adoptions
- AVID Excel classes assisted ELs in accessing the core curriculum
- An online software system assisted the monitoring and reclassification processes
- Piloted a new alternative methodology for reclassifying Special Education EL students

Focus Area 1.8 Academic Achievement



GLOWS

Reclassification rates for English learners are lower than county and state averages

English Language Arts scores for English learners (ELs) remained flat

English learners have the largest achievement gaps for both Math and English Language Arts

Strengthen integrated and designated English Language Development (ELD) instruction

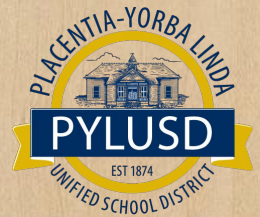
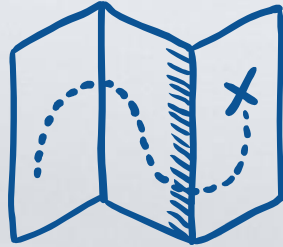
Focus Area 1.8: Academic Achievement



GROWS

1.8

Key Actions/Services





- Improve language instruction, interaction, and monitoring within designated and integrated English Language Development (pg. 186)
- Increase proficiency of educational staff in English Language Development (ELD) with a focus on Integrated instruction for the core content areas by providing a highly respected expert in Integrated and Designated ELD instruction (pg. 186)
- Provide release time for curriculum development and refined pedagogical practices to support English learners in accessing the newly adopted English Language Arts materials to ensure students' progress toward mastery of the California English Language Arts/Literacy standards (pg. 187)
- Expand support for co-teaching and collaborative classes at the middle and high school levels through ongoing training and consultation (pg. 187)
- Support English learners (who are new to the country) speaking a language other than English (pg. 187)
- Implement supports and services to address the needs of Long-Term English Learners (pg. 189)

Students with Disabilities placed in the Least Restrictive Environment exceeded the State targets for all settings

Special Education students are not placed disproportionately

100% of Students with Disabilities have post-secondary and transitional goals

Enhancements were made to Special Education services:

- Co-teaching and blended programs promoted and supported
- Targeted interventions for Students with Disabilities provided
- Articulation, transition, staffing, and IEP meetings held to monitor progress in present levels and student goals.

Focus Area 1.9: Academic Achievement



GLOWS

Increased services for foster youth and homeless students.

- Over 2,700 homeless students were served by the Homeless Liaison
- Tutoring services provided support to foster youth
- Staff articulated protocols related to foster youth and homeless students

Focus Area 1.9 (cont.): Academic Achievement



GLOWS

Students with Disabilities had a graduation rate of 81.2%

Homeless students scored 30.6 points below Standard Met in ELA and 40.5 points below the standard in Math

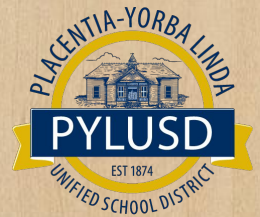
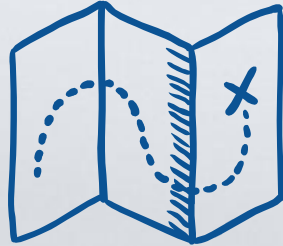
Focus Area 1.9: Academic Achievement



GROWS

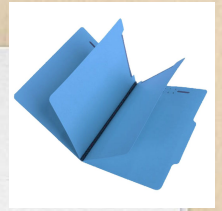
1.9

Key Actions/Services





- Work with special education transition teams to ensure students are on the appropriate pathway to complete high school and graduate in accordance with their Individual Education Plan (IEP) goals and needs (pg. 190)
- Research the number of special education students on the diploma track at the comprehensive high schools and in alternative educational settings (pg. 191)
- Continue to provide a preschool program to support student achievement (pg. 192)
- Address teacher and parent concerns about identifying and supporting students with dyslexia (pg. 195)
- Continue to provide Title I schools with funding to offer varied services including, but not limited to: Intervention, class size reduction, support materials, professional development, transportation, community liaisons, and other services (pg. 196)
- Provide an English Language Arts and Math summer school program to support the needs of second through fifth grade students who are at-risk of being retained (pg. 196)



- Continue to expand the collaboration between the English Language Development (ELD) staff and Special Education staff to appropriately meet the needs of English learners with disabilities (pg. 196)
- Provide targeted tutoring for homeless students. Examine current practices to ensure most efficient use of tutoring to improve English Language Arts and Math growth (pg. 202)
- Offer access to summer enrichment opportunities and provide music supplies for homeless students (pg. 202)
- Provide additional staff to support homeless students (pg. 202)
- Provide case management, tutoring, counseling, transportation and instructional supplies for foster youth (pg. 202)
- Provide Extended School Year (ESY) for Students with Disabilities as recommended by Individualized Education Plan (IEP) teams (pg. 204)
- Provide an After School Education and Safety (ASES) program for low-income and at-risk students (pg. 204)

"Met" the Local Indicator for the
Implementation of the State Standards

96% of parent respondents believe classroom
instruction prepares their student for the next
grade level

97% of teachers believe staff sets high
academic expectations for students

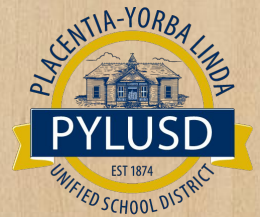
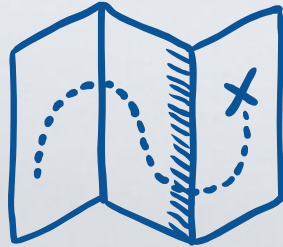
**Focus Area 2.1 - 2.3:
Effective Instruction
and Leadership**

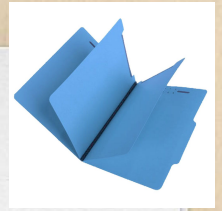


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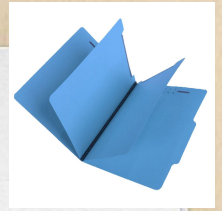
2.1 - 2.3

Key Actions/Services





- [Facilitate collaborative coaching sessions to support math instruction](#) (pg. 209)
- Continue to provide ongoing staff development and articulation time for math in the areas of textbook utilization, technology, communicating reasoning, and assessments (pg. 209)
- Continue to provide time for lead math teachers to meet to discuss curriculum, instruction, assessments, and strategies (pg. 209)
- Support the implementation of the new English Language Arts/English Language Development adoption materials through training, coaching, articulation, collaboration, task forces, and work groups (pg. 211)
- Design professional development activities for Next Generation Science Standards (pg. 213)
- [Provide training, materials, and resources to support the implementation of Next Generation Science Standards aligned units of study in grades 6-12](#) (pg. 214)



- Initiate processes and protocols for piloting Next Generation Science Standards textbooks/materials for all grade levels (pg. 214)
- Implement trainings for all teachers on identified district-wide initiatives (pgs. 217-218)
- Explore and research math interventions for students in special education (pg. 217)
- Provide staff development and articulation time regarding the newly adopted History-Social Science Framework (pg. 218)
- Continue to provide collaboration time and coaching to support the alignment of CGI/ECM and the California State Content Standards in mathematics (pg. 220)
- Collaborate regularly with Title I administrators to discuss strategies and supports for at-risk youth (pg. 220)
- Promote future ready learning and technology for students (pg. 221)

99% of staff increased their knowledge as a result of professional development sessions

Bargaining unit members collaboratively amended the teacher goals and objectives process

A multitude of training opportunities were provided for classified employees

A variety of English Language Arts/English Language Development (ELA/ELD) activities were facilitated to support classroom instruction

A variety of enhancements were initiated in the area of mathematics

Staff development supported technology efforts

**Focus Area 2.4 - 2.5:
Effective Instruction
and Leadership**



GLOWS

86% of parents reported their "Child regularly uses technology in school"

94% of students report their teachers regularly use technology

Transitioning to the Next Generation Science Standards (NGSS) continued to be a focus

**Focus Area 2.4 - 2.5 (cont.):
Effective Instruction
and Leadership**



GLOWS

Implement a comprehensive plan of action to improve mathematics instruction

Support Integrated and Designated ELD

Professional dialogues and trainings to support the new ELA/ELD adoption

Continue to provide training in the use of student databases

Pilot a new teacher goals and objectives process

Continue to support the transition to the Next Generation Science Standards

Provide awareness of the new History-Social Studies Framework

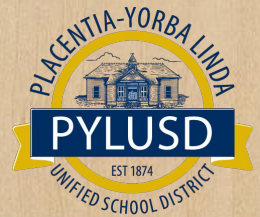
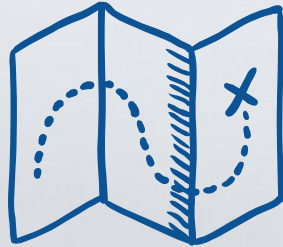
Focus Area 2.4 - 2.5: Effective Instruction and Leadership

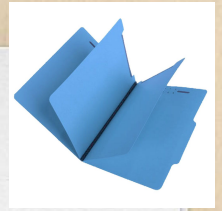


GROWS

2.4 - 2.5

Key Actions/Services





- Continue to provide professional development for department and site leaders, specifically in the area of strategic inquiry or PLCs (pgs. 223-224)
- Provide targeted professional development to improve academic achievement in math at the elementary school level (pg. 224)
- Provide training for secondary math teachers on effective instructional strategies for underperforming students (pg. 224)
- Create a variety of professional development activities for classified employees (pg. 226)
- Provide a comprehensive induction program for new teachers (pg. 226)
- Offer Leadership Academies for site and district level certificated and classified managers, including mentoring for new administrators, aligned to the California Professional Standards for Educational Leaders (pg. 227)



- Facilitate after-school collaboration sessions for elementary school teachers. Implement YouCube personalized professional development for K-12 teachers (pg. 228)
- Train principals on supporting the implementation of focused instruction for Math (pg. 228)
- Pilot a new teacher goals and objectives process at association-approved sites to support professional growth (pg. 230)

95% of parents reported the school communicates regularly with parents and the community

91% of parents are aware that the school district offers parent education opportunities

The District "Met" the Local Indicator for Parent Involvement

The District launched a new website and streamlined usability

PYLUSD has a graduation rate of 96.5% with a status level of "Very High" on the California Dashboard

100% of campuses have a School Site Council

The Board initiated the Process of Establishing Trustee Areas and Elections By-Trustee Areas

Focus Area 3.1 - 3.5: Engaged Community



GLOWS

70% of secondary students feel like they belong

65% of students state that teachers care about what they think

Ensure Trustee Areas are on the ballot at the next General Election

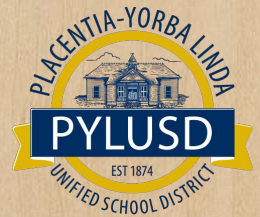
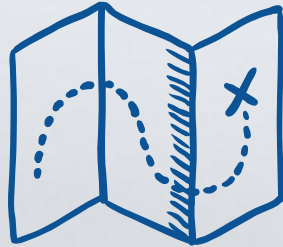
Focus Area 3.1 - 3.5: Engaged Community



GROWS

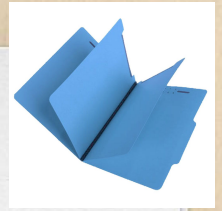
3.1 - 3.5

Key Actions/Services





- Continue to engage with high school and middle school advisory groups (pg. 234)
- Meet with the Superintendent's High School Advisory Committee to discuss how students interpret survey questions (pg. 234)
- Gather ideas from students on how we can improve connectivity and create a sense of belonging (pg. 234)
- Brainstorm with school staff on ideas to improve student perceptions (pg. 234)
- Enhance parent education opportunities (pgs. 235-236)
- Offer Parent University workshops at various locations for ease of attendance by stakeholders throughout the district (pg. 236)
- Expand parent access to the online Aeries gradebook to include fifth-grade (pg. 237)
- Utilize a variety of communication tools including social media sites, the District website, and smartphone app (pg. 237)



- Use digital media to highlight and promote district programs such as the following: Advancement Via Individual Determination (AVID), CareerLink Academies, and Preppy K (pg. 237)
- Continue to work collaboratively with community advisory groups (pgs. 238-239)
- Provide translation and interpreter services so PYLUSD families and community members can fully participate in and understand district programs (pg. 239)
- Advocate for college and business partnerships (pg. 240)
- Continue the "You Are The Advantage" recognition program (pg. 240)
- Continue to seek input from stakeholders (pg. 242)

100% of schools have school safety plans

84% of students report feeling safe at school

87% of parents feel PYLUSD campuses are safe

Installed Lock Bloks for securing classroom doors and shelving to organize emergency preparedness equipment

District staff walked sites with each principal to look for safety concerns and areas for improvement

The District average attendance rate continues to be high, at or above 96% for each grade span

100% of schools and District office facilities have Automated External Defibrillators

**Focus Area 4.1 - 4.8:
Safe and Respectful
Environment**



GLOWS

100% of comprehensive and continuation high schools have School Resource Officer support

The District "Met" the Local Indicator for School Climate.

Saturday School programs were successful in the recovery of attendance revenues

The suspension and expulsion rate of Students with Disabilities is far below the statewide rate

Established a Mental Health Guidance Committee

Staff facilitated lead water testing of potable water sources at each school site

**Focus Area 4.1 - 4.8 (cont.):
Safe and Respectful
Environment**



GLOWS

Updating safety measures on all campuses

Addressing the needs of students needing mental health support

Expand opportunities for alternative learning environments for students to include alternatives for suspension

64% of students state their school offers healthy food options

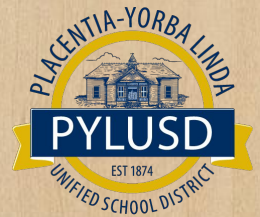
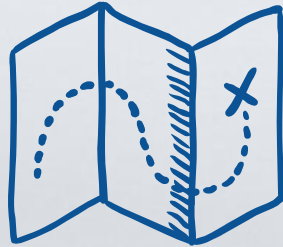
**Focus Area 4.1 - 4.8:
Safe and Respectful
Environment**

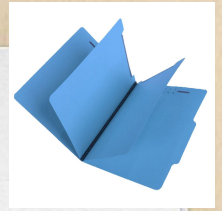


GROWS

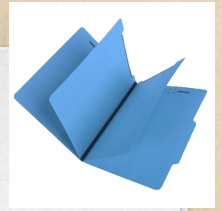
4.1 - 4.8

Key Actions/Services

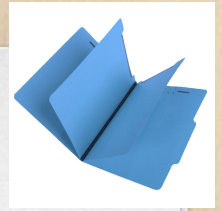




- Continue collaboration with local police and fire agencies to support schools in preparation for emergency situations and drills (pg. 246)
- Provide mandatory training for all school front office staff in necessary emergency protocols (pg. 247)
- Continue to provide training for site administrators, staff, and volunteers on district emergency protocols based on identified best practices (pg. 247)
- Explore possible installation of front door lockdown system for the front office doors at all school sites (pg. 247)
- Investigate and implement a more comprehensive, electronic visitor check-in system for all school sites (pg. 247)
- Prepare to implement alternative learning settings, including alternatives to suspension, at the secondary level (pg. 249)



- Enhance food selections at the elementary and secondary levels (pg. 250)
- Continue to communicate with parents regarding absences via letters and ParentLink (pg. 251)
- Examine and expand Saturday School programs at all levels to recover Average Daily Attendance (pg. 251)
- Educate employees about healthy lifestyle choices through various communication methods (pg. 255)
- Employ bullying prevention strategies at all schools and **create and implement a Bullying Prevention Resource Guide** (pg. 256)
- **Increase School Resource Officer (SRO) support at secondary schools to ensure staff and student safety** (pg. 256)



- Provide intervention programs to support students involved in drug-related incidents at school, and produce and use an Alcohol/Drug Prevention Resource Guide (pg. 258)
- Continue to implement anti-drug/alcohol curriculum and delivery models for elementary schools (pg. 259)
- Continue to provide social-emotional support for at-risk elementary students, as appropriate (pg. 260)
- Administer suicide prevention and intervention program (pg. 260)
- Coordinate a committee of K-12 educators to analyze the District's social-emotional, behavioral, and mental health support systems and develop a comprehensive plan for addressing the wellness needs of students (pg. 260)

PYLUSD continues to have "Positive" budget certifications

\$1.3 million was generated by use of district facilities

100% of the District's schools have a rating of "Good" on the annual Facilities Inspection Tool

A new software program has been purchased to improve financial reporting

Prop 39 funds have been appropriated to update the HVAC, lighting, and electrical systems

Prepared for installation of carport structures at EHS

The Health Benefits Committee investigated opportunities to reduce medical insurance costs

Focus Area 5.1 - 5.6: Optimized Resources



GLOWS

Based on current state funding estimates, projected increases in Local Control Funding Formula (LCFF) Base revenues will not keep pace with basic operating cost increases (i.e., STRS/PERS Pensions, Health and Welfare Benefits, Step and Column, and Special Education). As a result, there is a need to identify budget solutions.

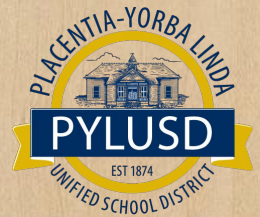
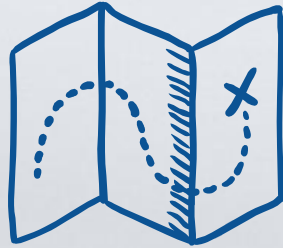
Focus Area 5.1 - 5.6: Optimized Resources



GROWS

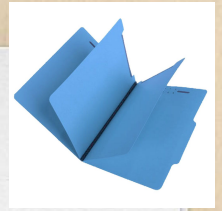
5.1 - 5.6

Key Actions/Services





- Continue multi-year budget projections that maintain fiscal solvency and reserves to ensure fiscal stability (pg. 264)
- Track and monitor the ongoing recoupment of lost Average Daily Attendance (ADA) funding (pg. 266)
- Generate revenues through the use of facilities, catering, print shop, shared transportation services, and medical billings (pgs. 267-268)
- Implement conservation efforts (pg. 268)
- Investigate WiFi smart plugs and circuit controllers to enable scheduled shutdown of equipment when not in use (pg. 268)
- Develop request for proposal and contract for installation and replacement of HVAC, lighting, and energy management systems at various sites per the approved Prop 39 expenditure plan (pg. 268)




- Investigate real-time web-enabled electricity monitors to detect and prevent energy waste (pg. 269)
- Continue to investigate options to reduce insurance costs (pg. 271)
- Provide for maintenance and repair of instructional equipment (pg. 271)
- Provide for the replacement of damaged and unusable textbooks (pg. 271)
- Implement and maintain a new fiscal and human resources system (pg. 274)
- Continue to update wireless capacity needs as the number of wireless devices increases (pg. 274)
- Continue to ensure the accuracy of data related to Unduplicated Pupils (pg. 274)

Thank you for
your
input and
support

YOU ARE THE *Advantage*

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT STRATEGIC PLAN



LOCAL CONTROL AND ACCOUNTABILITY PLAN 2018 - 2019

Contact: Candy Plahy, Deputy Superintendent, cplahy@pylusd.org, (714) 985-8651