



LCAP/Budget Update For Public Hearing

June 13, 2023





2023-24 LCAP Document

Budget Overview for Parents

Plan Summary

Educational Partner Engagement

Goals, Actions, Expenditures and Progress Indicators

Increased or Improved Services for Unduplicated Students

Expenditure Tables

Federal Addendum

Attachments



Local Control Accountability Plan

Plan Summary



State and Local Indicators

- Attendance Rates
- **Chronic Absenteeism**
- **MS Dropout Rate**
- **HS Dropout Rate**
- **Graduation Rates**
- **Suspension Rates**
- **Expulsion Rates**
- Educational partner participation in engagement opportunities
- Educational Partner attendance at District engagement activities
- District communication with educational partner groups
- Performance on local assessments (STAR Ren)
- **Performance on State Assessments (CAASPP)**
- **Students meeting UC/CSU requirements**
- **English Learner Progress towards proficiency-ELPI**
- English Learner Reclassification Rate
- Preparation for college by ELA/Math PSAT NMSQT
- Professional Learning Opportunities for staff implementation of State Standards
- Teachers appropriately assigned/credentialed
- Access to standards aligned instructional materials
- School facilities maintained and in good repair
- **Students completing CTE Pathway**
- **Students completing CTE Pathway AND met UC/CSU requirements**
- Student participation in CP courses
- Student participation in AP courses
- AP exams passed with a score of 3 or higher



Academic Performance

Indicator	Rate	Performance Rate
CAASPP ELA Assessment	63.4 points above standard	Very High
CAASPP Math Assessment	45.6 points above standard	Very High
STAR Renaissance Reading	74.5%	Meeting or exceeding benchmark
STAR Renaissance Math	86.6%	Meeting or exceeding benchmark
Local: Implementation of Academic Standards	STANDARD MET	



Academic Progress-English Learners



68%

English Learners are demonstrating progress of at least one ELPI level and/or maintenance of level 4



31%

English Learners are reclassified to Fluent English Proficient

Academic Engagement

Indicator	%	Performance
Chronic Absenteeism	12.2%	Below State
Graduation Rate	94.5%	Above State
MS Dropout Rate	0.3%	Below State
HS Dropout Rate	0.6%	Below State
Local: Access to a Broad Course of Study	STANDARD MET	



Conditions and Climate

Indicator	%	Performance
Suspension Rate	0.9%	Below State
Expulsion Rate	0.0%	Below State
Local: Basics: Teachers, Instructional Materials, Facilities	STANDARD MET	
Local: Parent Engagement	STANDARD MET	
Local: Local Climate Survey	STANDARD MET	

College/Career Readiness



99.3%

**Completion of 2
or More College
Prep Classes**



86%

**Scoring 3 or Higher on
Advanced Placement
Assessments**



72%

**Students Satisfying
UC/CSU
Requirements**



Local Control Accountability Plan

Educational Partner Engagement



Educational Partner Engagement

Annual Survey, January 2023

January-February

24,467 Respondents

18,147 Students

5,049 Parents

1,450 Staff

LCAP ThoughtExchange Activity, Spring 2023

January-March

1,698 Participants

1,266 Staff, 218 Parents, 214 Students

4 languages

1,797 Individual Comments

36,712 Star Rankings

Educational Partner Groups



Local Control Accountability Plan

Progress Indicators



Achievement and Broad Course of Study

Performance Area	Overall Rate	Subgroups to Monitor
CAASPP English Language Arts (ELA)	63.4 Points Above Standard	African-American, Foster Youth, Homeless, Students With Disabilities (SWD), Hispanic
CAASPP Mathematics	45.6 Points Above Standard	African-American, Foster Youth, Hispanic, Homeless, SWD, Socioeconomically Disadvantaged (SED)
Students Meeting UC/CSU Requirements	72%	African-American, Hispanic, American Indian, Filipino

Engagement and School Climate

Performance Area	Overall Rate	Subgroups to Monitor
Chronic Absenteeism	12.2%	African-American, Foster Youth, Hispanic, Homeless, SED, SWD
Graduation Rates	95.4%	African-American, English Learners, Homeless, SWD
MS Dropout Rate	.1%	American Indian
HS Dropout Rate	.53%	African-American, American Indian
Suspension Rate	.9%	African-American, Foster Youth, SED, SWD, Homeless



Additional Targeted Support and Improvement (ATSI)

Category	School Site	Student Group
Chronic Absenteeism	Canyon View, Culverdale, Eastwood, IVA Elementary, Loma Ridge, Meadow Park, Northwood ES, Southlake, University Park	African-American, Hispanic, SWD, 2+ Races,
ELA/Math	Culverdale, Southlake, Woodbridge	SWD
Graduation Rate	Woodbridge	SWD
Suspension	Creekside, Southlake	African-American, Hispanic, SED, SWD, White



Achievement and Broad Course of Study

Performance Area	Overall Rate	Subgroups to Monitor
STAR Ren English Language Arts (ELA)	75%	African-American, Hispanic, ELL, SWD
STAR Ren Mathematics	87%	African-American, Hispanic, ELL, SWD
PSAT NMSQT- ELA	83%	African-American, Hispanic
PSAT NMSQT- Math	71%	African-America, Hispanic

Equity and Access



**Students Per
Technology
Devices**



100%

**Student Access
to Standards
Aligned Materials**



Local Control Accountability Plan

Goals, Actions, and Services



Determining LCAP Actions and Expenditures

2023-24 LCAP Focus:


After review and careful consideration of stakeholder feedback, the Superintendent and Cabinet have designed the following plan:

- **Aligned with eight state priorities and three district goals**
- **Created without using any of the new 2023-24 funding confirmed in the May Revise**





IUSD LCAP Goals

1. Create a positive school climate and system of support for student personal and academic growth.
 2. Ensure all students attain proficiency in state and local assessments through access to rigorous and relevant learning tools, resources, and skills for all staff & students.
 3. Address barriers limiting student participation in programs and provide equity in allocation of resources.
- 



Goal 1: Create a positive school climate and system of support for student personal and academic growth.

Action Item #	Action Item	Total	One-Time	Ongoing	23-24 Other Funding
1.2.A	Summer School	\$600,000	\$200,000	\$400,000	
1.2.B	Summer School-Athl Augmentation	\$30,000		\$30,000	
1.4.A	Project Success/Guidance Assistant/Wellness Support	\$335,000	\$335,000		
1.4.D	Elementary Resource Counselors (ERC)	\$2,115,000		\$1,865,000	250,000 IPSF
1.7.A	Optimistic Advantage	\$50,000	\$50,000		
1.8.A	Graduation Support	\$593,818	\$123,818	\$470,000	
1.8 A	Graduation Support	\$355,682	\$355,682		Stimulus/IMF/Sites

	Stimulus Funds/Other Funding
	Educator Effectiveness Grant

 **Goal 2: Ensure all students attain proficiency in state and local assessments through access to rigorous and relevant learning tools, resources, and skills for all staff & students.**

Action Item #	Action Item	Total	One-Time	Ongoing	23-24 Other Funding
2.2.A	Professional Learning Communities	\$1,297,000	\$616,000	\$681,000	
2.3.A	Curriculum/Special Ed TOSAs	\$1,400,000	\$280,000	\$1,120,000	
2.3 A	Curriculum/Special Ed TOSAs	\$560,000	\$560,000		
2.3.B	Stipends-Mentors/Curriculum Development	\$500,000	\$500,000		
2.3.C	Education Technology TOSAs	\$420,000		\$420,000	
2.3.D	HS Site Technology Mentors	\$50,000		\$50,000	
2.4.A	Computer Match	\$500,000		\$500,000	
2.4.B	Technology Maintenance Fund	\$600,000		\$600,000	
2.6.A	PE Paraprofessionals	\$877,000		\$577,000	\$300,000 EPF
2.6.B	PE Support	\$65,000	\$65,000		

	Stimulus Funds/Other Funding
	Educator Effectiveness Grant

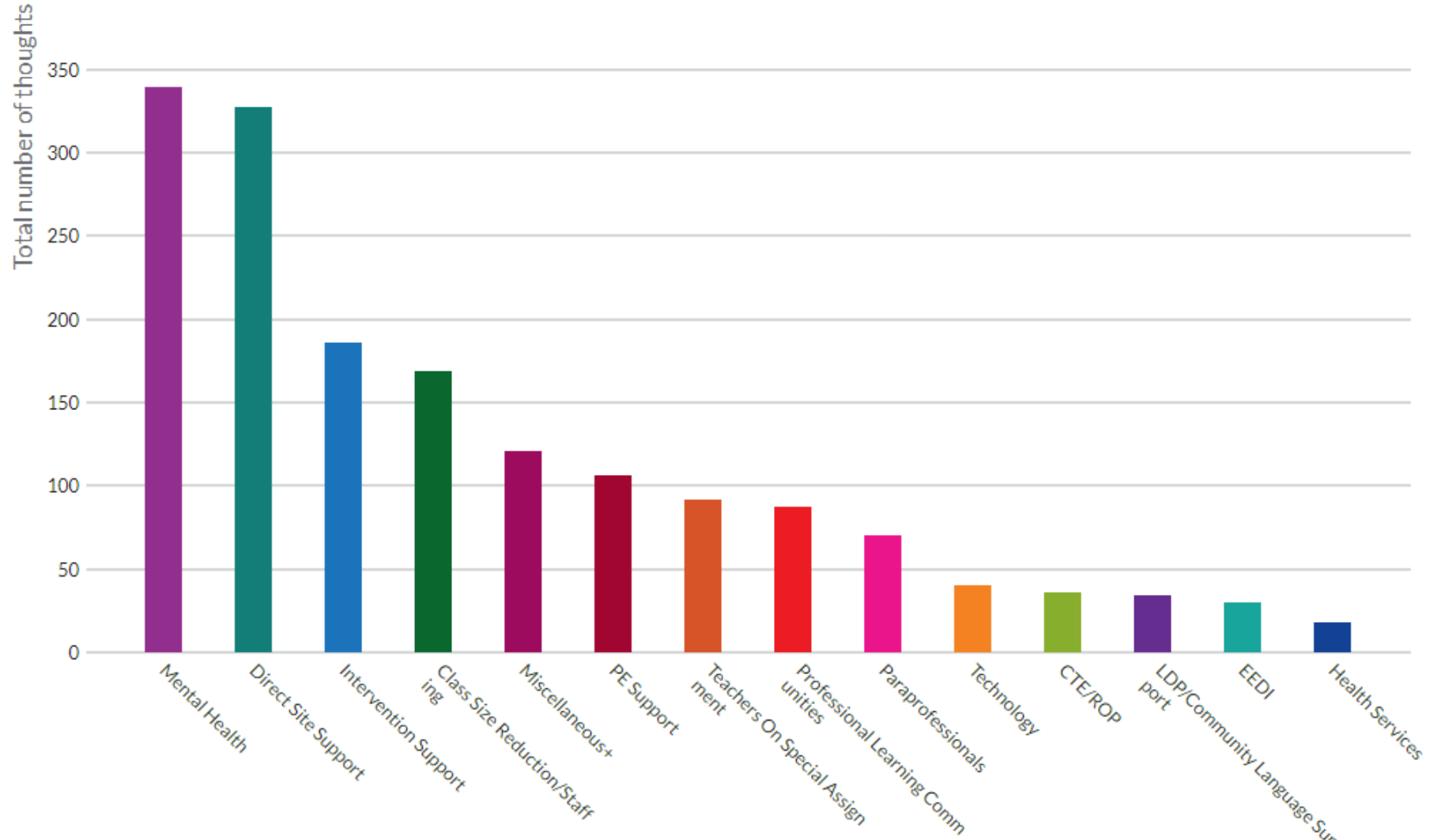


Goal 3: Address barriers limiting student participation in programs and provide equity in allocation of resources.

Action Item #	Action Item	Total	One-Time	Ongoing	23-24 Other Funding
3.1.B	Impacted/Intervention Sections grades 7-12	\$1,400,000	\$1,400,000		
3.2.D	MS Stipends-Student Support/Safety	\$50,000	\$50,000		
3.2.E	HS Allocation -Student Support/Safety	\$285,000	\$285,000		
3.2.F	Equal Opportunity Schools	\$90,000		\$90,000	
3.3 D	Paper (Grade Slam)	\$435,000	\$235,000	\$200,000	
3.3 E	Learning Labs	\$100,000		\$100,000	
3.4.B	Reduce Induction Fees	\$100,000	\$100,000		
3.5.A	Innovative Furniture	\$100,000	\$100,000		
3.6.A	CTE/ROP Sections	\$230,000	\$230,000		

	Stimulus Funds/Other Funding
	Educator Effectiveness Grant

LCAP Activity 2023-24 Top Themes by total thoughts





Mental Health






















Elementary Resource Counselors
Mental Health Specialists
Counselors



Goal 1: Key Thoughts-Student Mental Health

<p>Mental Health Support Staff Social-Emotional well-being continues to be an area of great need for students <i>Administrator</i></p>	<p>4.6 (20) Ranked #10 of 1797</p>	
<p>ERC's are a game changer! So many more mental health challenges now vs. pre-pandemic... :(<i>Administrator</i></p>	<p>4.6 (19) Ranked #12 of 1797</p>	
<p>Having 1 FTE ERC at the school site is invaluable when it comes to supporting students mental health needs on a day to day basis. We are able to provide immediate support to students and families if needed. We are also able to provide consistent and ongoing support. <i>Administrator</i></p>	<p>4.6 (19) Ranked #13 of 1797</p>	
<p>I believe supporting mental health is of the utmost importance along with equitable learning for all of our special ed and minority students. If our students do not have strong mental health, then they will not thrive academically, socially and struggle to have a career. <i>Staff Member (Certificated/Classified)</i></p>	<p>4.5 (27) Ranked #20 of 1797</p>	
<p>mental health support at all levels increased needs for all students and families coming out of covid and limited resources at sites to deal with MH needs that present beyond a behavior <i>Administrator</i></p>	<p>4.5 (20) Ranked #27 of 1797</p>	
<p>Maintain mental health support, full time ERCS at Elementary and Wellness Coordinators at secondary Impacts all students and excellent use of financial resources for students and staff- High Impact <i>Administrator</i></p>	<p>4.5 (19) Ranked #28 of 1797</p>	
<p>Mental health support - ERCs, counselors, Second Step, Panorama, BI Students need SEL supports in place in order to be successful academically. <i>Administrator</i></p>	<p>4.5 (19) Ranked #29 of 1797</p>	

Goal 1: Key Thoughts- Mental Health Specialists

<p>Mental health supports through our mental health specialists and our counselors has become increasingly important. The increasing needs of our students requires increased staffing support. <i>Administrator</i></p>	<p>4.3  (15 ) Ranked #140 of 1797</p>	
<p>School site mental health specialists are important So many students need help and someone to talk to <i>Staff Member (Certificated/Classified)</i></p>	<p>4.2  (27 ) Ranked #164 of 1797</p>	
<p>Increased funding for Mental Health Specialists Mental health specialists are in high demand and are not being compensated according to licensure or experience <i>Staff Member (Certificated/Classified)</i></p>	<p>4.2  (26 ) Ranked #177 of 1797</p>	
<p>Keep 2 full time mental health specialists at every high school. More high school students mental health needs have been served from this. <i>Staff Member (Certificated/Classified)</i></p>	<p>4.2  (25 ) Ranked #199 of 1797</p>	
<p>1.4.D -- WE NEED MORE MENTAL HEALTH SPECIALISTS. IT IS LITERALLY A MATTER OF LIFE AND DEATH. Guidance counselors have too much on their plates. 2.3.A -- Curriculum TOSAs ARE important and a unique part of IUSD, BUT they have too much funding. Defund and give to mental health!!! <i>Staff Member (Certificated/Classified)</i></p>	<p>4.2  (10 ) Ranked #256 of 1797</p>	
<p>Mental health specialists need to be treated as the licensed professionals they are Mental Health specialists are highly trained and experienced professionals in high demand. <i>Staff Member (Certificated/Classified)</i></p>	<p>4.0  (24 ) Ranked #496 of 1797</p>	
<p>Well spaces + more mental health specialists The High School Support was under one-time funding, does that mean that it's not certain whether we can always have mental health specialists? <i>Student</i></p>	<p>4.0  (19 ) Ranked #540 of 1797</p>	





















Direct Site Support

**Class Size Reduction
Instructional Assistants
Health Services
Language Development
Physical Education**



Key Thoughts-Direct Site Support- CSR

<p>Priority should be given to reduce the class sizes. Average class size in Irvine is 30+ kids for 1 teacher; it is a much better learning experience with a smaller group. <i>Parent</i></p>	4.5  (30 ) Ranked #14 of 1797	 <table border="1"><tr><td>5</td><td>★</td><td>████████████████████</td></tr><tr><td>4</td><td>★</td><td>██████████████</td></tr><tr><td>3</td><td>★</td><td>██████████</td></tr><tr><td>2</td><td>★</td><td>██████</td></tr><tr><td>1</td><td>★</td><td>██</td></tr></table>	5	★	████████████████████	4	★	██████████████	3	★	██████████	2	★	██████	1	★	██
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<p>Class sizes should be smaller across all of IUSD. Kids benefit from more attention. <i>Parent</i></p>	4.5  (29 ) Ranked #15 of 1797	 <table border="1"><tr><td>5</td><td>★</td><td>████████████████████</td></tr><tr><td>4</td><td>★</td><td>██████████</td></tr><tr><td>3</td><td>★</td><td>██████</td></tr><tr><td>2</td><td>★</td><td>██</td></tr><tr><td>1</td><td>★</td><td>██</td></tr></table>	5	★	████████████████████	4	★	██████████	3	★	██████	2	★	██	1	★	██
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<p>Class size With all the needs and barriers teachers and students are facing, small class sizes should be a priority. <i>Staff Member (Certificated/Classified)</i></p>	4.5  (28 ) Ranked #17 of 1797	 <table border="1"><tr><td>5</td><td>★</td><td>████████████████████</td></tr><tr><td>4</td><td>★</td><td>██████████</td></tr><tr><td>3</td><td>★</td><td>██████</td></tr><tr><td>2</td><td>★</td><td>██</td></tr><tr><td>1</td><td>★</td><td>██</td></tr></table>	5	★	████████████████████	4	★	██████████	3	★	██████	2	★	██	1	★	██
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<p>Classroom size size of classroom right now is very high, classrooms should be kept at 25-29 students per classroom <i>Staff Member (Certificated/Classified)</i></p>	4.5  (27 ) Ranked #19 of 1797	 <table border="1"><tr><td>5</td><td>★</td><td>████████████████████</td></tr><tr><td>4</td><td>★</td><td>██████████</td></tr><tr><td>3</td><td>★</td><td>██████</td></tr><tr><td>2</td><td>★</td><td>██</td></tr><tr><td>1</td><td>★</td><td>██</td></tr></table>	5	★	████████████████████	4	★	██████████	3	★	██████	2	★	██	1	★	██
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<p>Lowering class sizes should continue to be a priority for both primary and upper grades. <i>Staff Member (Certificated/Classified)</i></p>	4.5  (27 ) Ranked #21 of 1797	 <table border="1"><tr><td>5</td><td>★</td><td>████████████████████</td></tr><tr><td>4</td><td>★</td><td>██████████</td></tr><tr><td>3</td><td>★</td><td>██████</td></tr><tr><td>2</td><td>★</td><td>██</td></tr><tr><td>1</td><td>★</td><td>██</td></tr></table>	5	★	████████████████████	4	★	██████████	3	★	██████	2	★	██	1	★	██
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<p>Funding should support teachers to maintain small class sizes Funding for IA support in each grade level <i>Staff Member (Certificated/Classified)</i></p>	4.5  (26 ) Ranked #22 of 1797	 <table border="1"><tr><td>5</td><td>★</td><td>████████████████████</td></tr><tr><td>4</td><td>★</td><td>██████████</td></tr><tr><td>3</td><td>★</td><td>██████</td></tr><tr><td>2</td><td>★</td><td>██</td></tr><tr><td>1</td><td>★</td><td>██</td></tr></table>	5	★	████████████████████	4	★	██████████	3	★	██████	2	★	██	1	★	██
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Key Thoughts- Direct Site Support- Health Svcs

<p>School nurses could be a valuable resource to evaluate for IUSD Goal 1# in the LCAP School nurses are often the initial access point to identify concerns, determine interventions, and link families to school and/or community resources <i>Administrator</i></p>	<p>4.0 (15) Ranked #559 of 1797</p>	
<p>Nurses are so important to schools! Every school should have 1 full-time nurse and high schools should have 2! <i>Staff Member (Certificated/Classified)</i></p>	<p>3.9 (24) Ranked #664 of 1797</p>	
<p>More consistent access to school nurses We often have no health clerk available on campus <i>Staff Member (Certificated/Classified)</i></p>	<p>3.8 (26) Ranked #811 of 1797</p>	
<p>With the increased demand for mental health support, IUSD can improve collaboration between mental health staff and school nurses to meet student need School nurses are often the first people to recognize mental health concerns as students visit the health office for various complaints. <i>Administrator</i></p>	<p>3.8 (14) Ranked #935 of 1797</p>	
<p>IUSD needs one nurse per school site! The medical needs of our students are increasing every year with both mental and physical health. Health assistants are not licensed like nurses! <i>Parent</i></p>	<p>3.6 (19) Ranked #1240 of 1797</p>	



Key Thoughts- Direct Site- Language Development

<p>Language Development Support for non-speaking English Learners We have students in our classroom that don't speak any English, and we need resources to support them. <i>Staff Member (Certificated/Classified)</i></p>	<p>4.1 (26) Ranked #308 of 1797</p>	
<p>More systematic and substantial language support is vital for English learners <i>Staff Member (Certificated/Classified)</i></p>	<p>4.1 (26) Ranked #314 of 1797</p>	
<p>One of the goals states that all students will achieve proficiency. While I agree, I have English Learners who are working toward proficiency. It's important to recognize that they will work toward proficiency, and will take many years to achieve proficiency. <i>Staff Member (Certificated/Classified)</i></p>	<p>3.8 (25) Ranked #837 of 1797</p>	
<p>Community Liaisons' position need to be changed to FT. Their services are essential for newcomer families and to support our teachers communication but their hours are so limited. <i>Staff Member (Certificated/Classified)</i></p>	<p>3.7 (26) Ranked #996 of 1797</p>	
<p>Supporting EL students and parents better by increasing access to community liaisons - FTE. The number of EL student enrollment has been up EVERY YEAR increasing needs and demands from students/parents/site. <i>Staff Member (Certificated/Classified)</i></p>	<p>3.7 (26) Ranked #1007 of 1797</p>	
<p>Community Liaisons should be full time Currently CLs are part time or even quarter time. They provide a bridge to so many families and help the district. We also need to add more languages. <i>Administrator</i></p>	<p>3.6 (11) Ranked #1279 of 1797</p>	



Key Thoughts- Direct Site Support-PE

<p>We all appreciate the continued support of ERC's, TOSA's, PE Para and all that directly relates to the day to day for the majority of our students. Reality, the success for all <i>Administrator</i></p>	<p>4.6 (20) Ranked #11 of 1797</p>	
<p>PE Para Continuation Supports student PE activities and PLC release for teams to meet for consistency <i>Administrator</i></p>	<p>4.4 (19) Ranked #60 of 1797</p>	
<p>At minimum, one PE paraprofessional for each elementary school Taking children out doors and establishing healthy habits early sets the tone for life <i>Parent</i></p>	<p>4.3 (25) Ranked #112 of 1797</p>	
<p>Elementary resource counselors, graduation support, and summer school, PE paraprofessionals, , technology supports , and school supports (all levels) To me these have the biggest returns in terms of student successes educationally and emotionaly. <i>Staff Member</i> (Certificated/Classified)</p>	<p>4.3 (25) Ranked #119 of 1797</p>	
<p>PE Paras should be certificated positions. This would create more interest in people wanting the position. <i>Staff Member</i> (Certificated/Classified)</p>	<p>4.2 (26) Ranked #180 of 1797</p>	
<p>ERC nd PE para programs great Support mental health and provide PLC collaboration. <i>Administrator</i></p>	<p>4.2 (20) Ranked #228 of 1797</p>	





Intervention Support



**PLC Days
Graduation Support
Intervention Classes**







Key Thoughts- Intervention Support- PLC Days



- PLC groups need days out to work as teams. We need to discontinue the practice of using personal and family time.** Then teachers are paid at a sub rate or the hourly rate which is disgraceful



4.3  (26 )
- We need PLC days back** At the HS level we need our PLC days back to continue to make changes to the curricula that we are developing.

4.3  (26 )
- More collaboration time is needed.** Teachers need to review data and plan to meet the needs of all learners.

4.2  (27 )
- More release time for PLCs.** If you want us to close the learning cycle, give us more release time.

4.1  (24 )
- PLC Release Time** Again, working on the needs for all students. Quality time to work with coaches, admin, and all teams.

4.1  (19 )
- PLC time is essential** We have opportunities to analyze data, and meet our student needs

4.1  (16 )



Key Thoughts- Intervention- Graduation Support

<p>High School Support allows for flexibility and provides needed help Graduation supports limit class sizes for students who need more 1-1 time with the teacher, leading to more success and higher graduation rates <i>Staff Member (Certificated/Classified)</i></p>	<p>3.9 ★★★★★ (14) Ranked #721 of 1797</p>	
<p>Graduation support and CTE/ROP section provide diverse opportunities and support for our students. Gives students multiple avenues to engage, build relevant skills, and receive equitable support. <i>Staff Member (Certificated/Classified)</i></p>	<p>3.9 ★★★★★ (8) Ranked #747 of 1797</p>	
<p>Goal 1.8.A - More money should be allocated to graduation support to include class size reduction. Smaller classes will give more support for students struggling in classes that may jeopardize their graduation success. <i>Administrator</i></p>	<p>3.9 ★★★★★ (7) Ranked #751 of 1797</p>	
<p>Graduation Support and intervention supports <i>Staff Member (Certificated/Classified)</i></p>	<p>3.8 ★★★★★ (26) Ranked #806 of 1797</p>	
<p>Graduation support is becoming increasingly more important due to students lacking some fundamental math skills from Covid online learning As math requirements increase, extra supplemental support will be needed for a larger portion of students who will struggle to graduate <i>Staff Member (Certificated/Classified)</i></p>	<p>3.8 ★★★★★ (26) Ranked #807 of 1797</p>	
<p>There should be an increase in funding for graduation support, especially since the graduation requirement for science has changed from 2-3 years. Too many students are struggling, especially those without an IEP/504. We currently do not have any intervention classes for science (ie. chemistry). <i>Staff Member (Certificated/Classified)</i></p>	<p>3.8 ★★★★★ (26) Ranked #819 of 1797</p>	
<p>Graduation support To increase graduation rates for all students. <i>Staff Member (Certificated/Classified)</i></p>	<p>3.8 ★★★★★ (24) Ranked #854 of 1797</p>	



Key Thoughts- Intervention- Intervention Classes

<p>Money would be more effective lowering class sizes and providing more intervention teachers that work with kids on a daily basis. <i>Staff Member (Certificated/Classified)</i></p>	4.4 ★★★★★ (24) Ranked #52 of 1797	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<p>Smaller class sizes, consistent staff support, heavy interventions in elementary Educators, mental health providers and other providers would be able to implement better support early on. <i>Staff Member (Certificated/Classified)</i></p>	4.4 ★★★★★ (22) Ranked #53 of 1797	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<p>Intervention Support New graduation requirements will be fully implemented soon. Tier 2 and Tier 3 interventions will be much needed as we move out of the pandemic <i>Administrator</i></p>	4.4 ★★★★★ (20) Ranked #55 of 1797	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<p>Resources are needed at the site level (teacher released time, smaller class sizes, intervention, etc.) to support student needed Support need to be individualized because different sites have different needs. <i>Staff Member (Certificated/Classified)</i></p>	4.4 ★★★★★ (20) Ranked #56 of 1797	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<p>Mental health counselors are very important at the elementary level!! EARLY mental health intervention is essential to successful students across the grade levels! <i>Staff Member (Certificated/Classified)</i></p>	4.3 ★★★★★ (27) Ranked #85 of 1797	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<p>I strongly support higher funding for 3.1.B Increased Secondary Allocation to Support Impacted and Intervention Classes. For the quality of education we seek, we need more sections and smaller class sizes. It's hard to support 8+ students with IEPs in 32+ classes. <i>Staff Member (Certificated/Classified)</i></p>	4.3 ★★★★★ (26) Ranked #103 of 1797	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<p>Increase funding to programs that support additional staff on secondary campuses (CTE/ROP/intervention/support classes, learning lab) This will add needed support on campus, and improve student health and success. <i>Staff Member (Certificated/Classified)</i></p>	4.3 ★★★★★ (23) Ranked #129 of 1797	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<p>We need more funding at a site level to support students at our school (behavior/intervention support, language learners, etc) Students need support by staff with appropriate training <i>Staff Member (Certificated/Classified)</i></p>	4.2 ★★★★★ (28) Ranked #146 of 1797	5 ★ 4 ★ 3 ★ 2 ★ 1 ★




LCAP Federal Addendum

- **Adopted by the State Board of Education (SBE) on March 14, 2018.**
- **Within California, Local Educational Agencies (LEAs) that apply for Every Student Succeeds Act (ESSA) funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp).**
- **The LCAP Federal Addendum includes details on how IUSD allocates resources for Title I, Title II, Title III, and Title IV to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.**




Consolidated Application

- To receive specific categorical funds per school year, the Board of Education must approve the Application For Funding
 - IUSD is eligible for the following categorical programs:
 - Title I: Improving Academic Achievement (\$2,901,988)
 - Title II: Improving Teacher Quality (\$504,033)
 - Title III: Ensure English Learners Attain Proficiency in English (\$751,851)
 - Title IV: Student Support and Academic Enrichment (\$227,645)
- 



LCFF Budget Overview for Parents

- **Adopted by the State Board of Education (SBE) Executive Director;**
 - **Must be developed in conjunction with, and attached as a cover to, the LCAP for 2023-24;**
 - **Uses language that is understandable and accessible to parents and is information displayed using visuals and graphics.**
- 



Local Control Accountability Plan

Thank you!!

IRVINE UNIFIED SCHOOL DISTRICT

2023-24 Budget



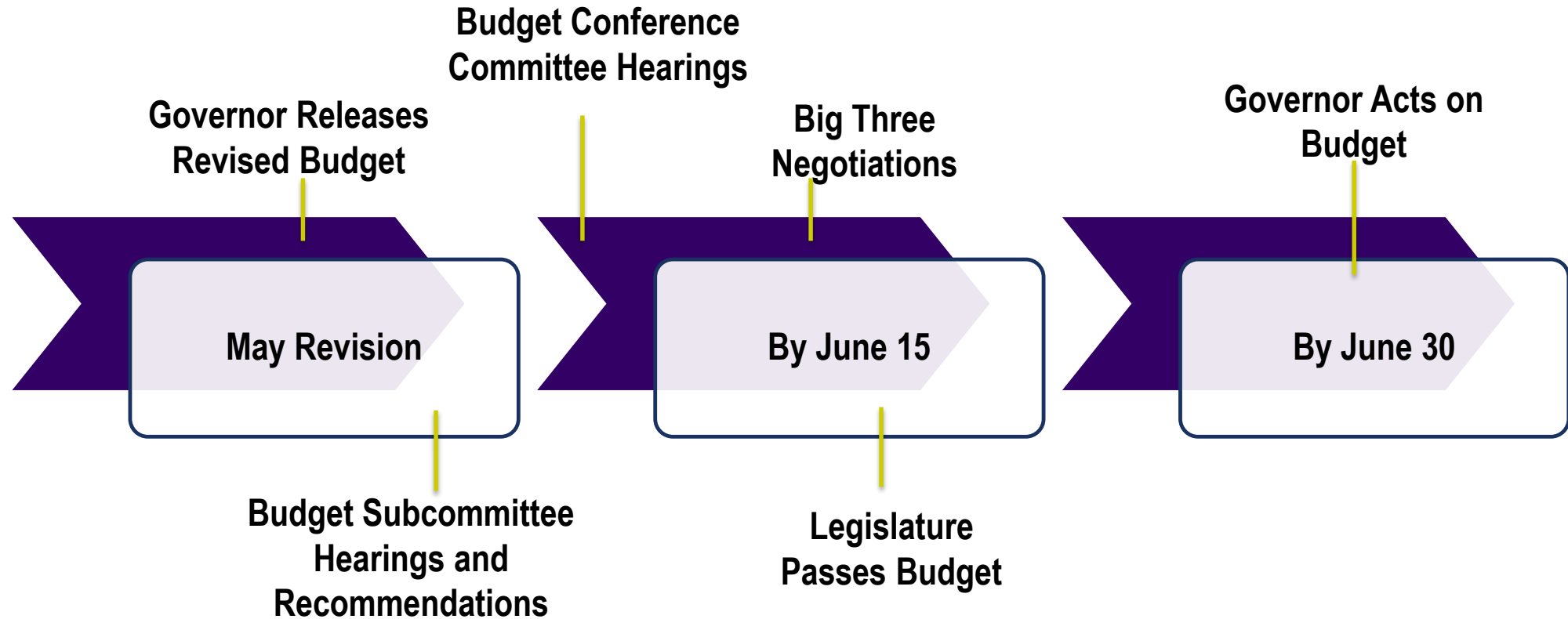
2023-24 Budget Development Process

- On May 12, 2023 the Governor released the May Revision to his 2023-24 January State Budget Proposal
- Due to timing and in the absence of a Final State Adopted Budget, districts build budgets based on the Governor's May Revision
 - **Where estimates are likely to be approved in the final budget and are readily determinable**
- 45 Day Budget Revision – When Final State Budget has material changes from May Revision
- The District's Budget is officially updated throughout the year
 - First Interim – December
 - Second Interim – March
- Budget assumptions are developed with guidance from:
 - The Orange County Department of Education (OCDE)
 - School Services of California (SSC)
 - The California Association of School Business Officials (CASBO)
 - A variety of other sources....





From May Revision to Budget Enactment





State Fiscal Outlook



- Inflation, recent actions taken by the Federal Reserve to tighten the economy, volatile financial markets and supply chain issues continue to negatively impact State and National economies
- A near 20% decline in the S&P 500 has impacted high income earners, which the state relies on for nearly half of its total revenue
 - California's revenues highly volatile due to its progressive tax system
- Due to a contracting economy and lower than anticipated tax revenues, the Governor's January budget proposal had projected a state deficit of \$22.5 billion in 2023-24 which has now increased to \$31.5 billion
- May Revise includes an estimated \$42 billion in tax collections in October due to postponement of personal income tax (PIT) and corporation tax returns
 - Tremendous uncertainty and risk to budget



State Fiscal Outlook

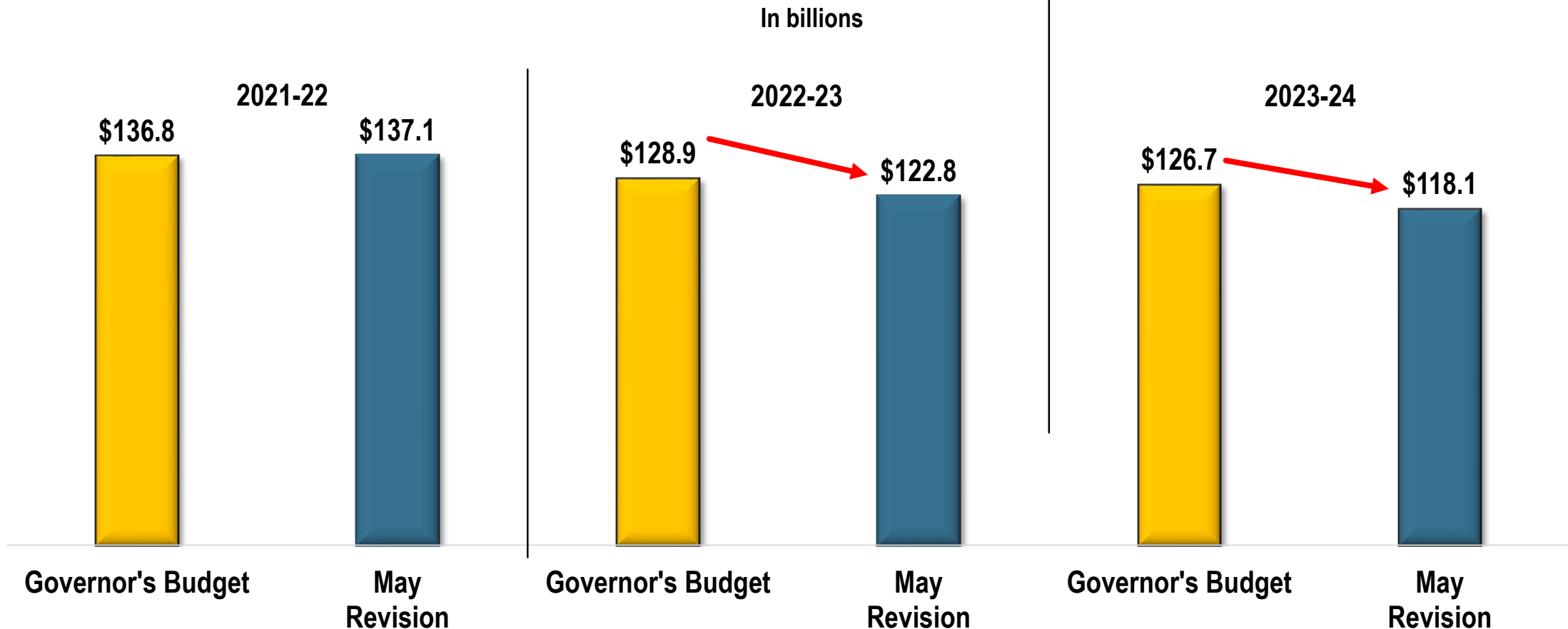


- Based on current year shortfalls, 2023-24 State General Fund revenue projections have been reduced by approximately \$6 billion, negatively impacting Proposition 98 by approximately \$2 billion
- **Legislative Analysts Office (LAO) warns of significant revenue risk to the Governor's May Revise and forecast revenues will come in \$11 billion lower than Governor's estimates**
- With lower projected State revenues in 2022-23 and 2023-24 of approximately \$8.3 billion, Proposition 98 is projected to be reduced by approximately \$2 billion from previous estimates
 - Property taxes continue to rise mitigating the reduction in Proposition 98 due to the reduction in State Revenues



Personal Income Tax

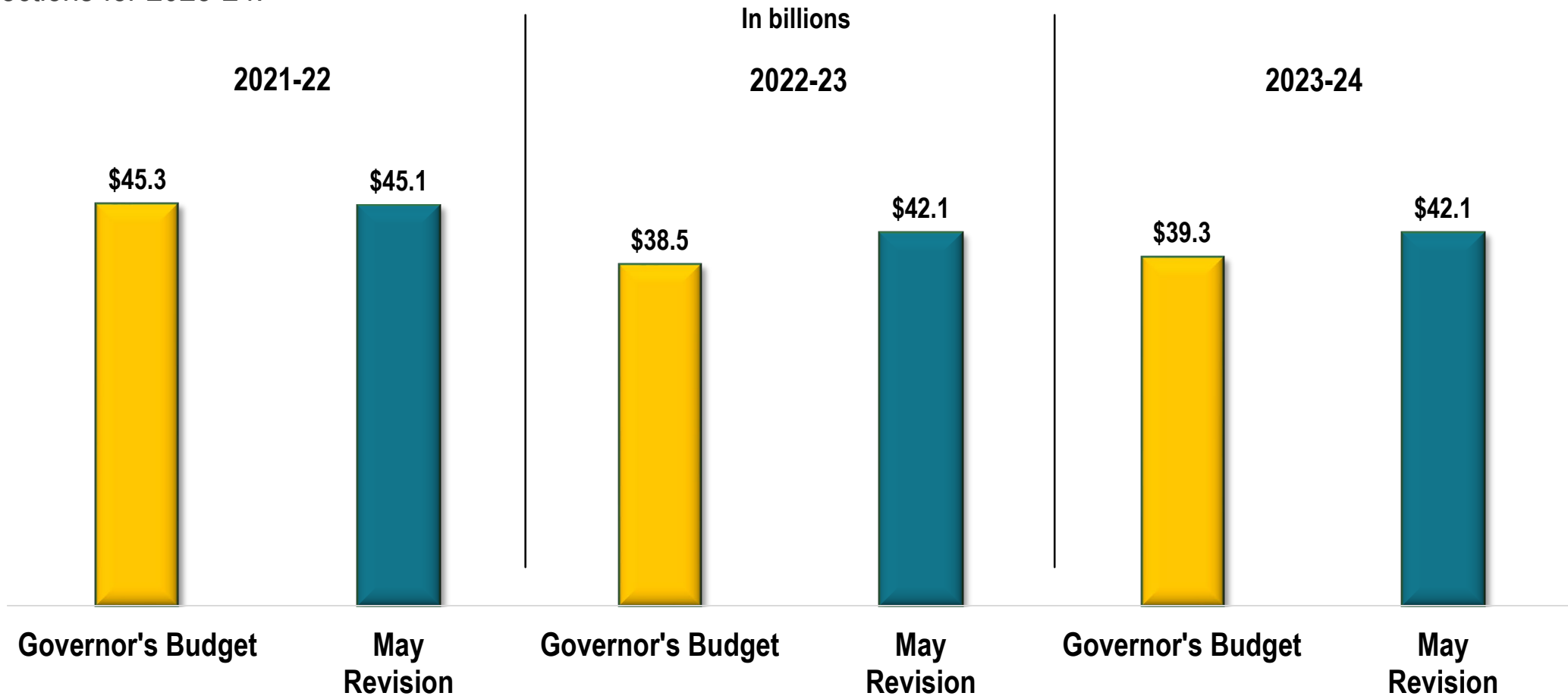
Based on an anticipated loss of approximately \$6.1 billion in 2022-23, the May Revision reduces estimates of personal income taxes for 2023-24 by \$8.6 billion from January projections, a 7% reduction





Corporation Tax

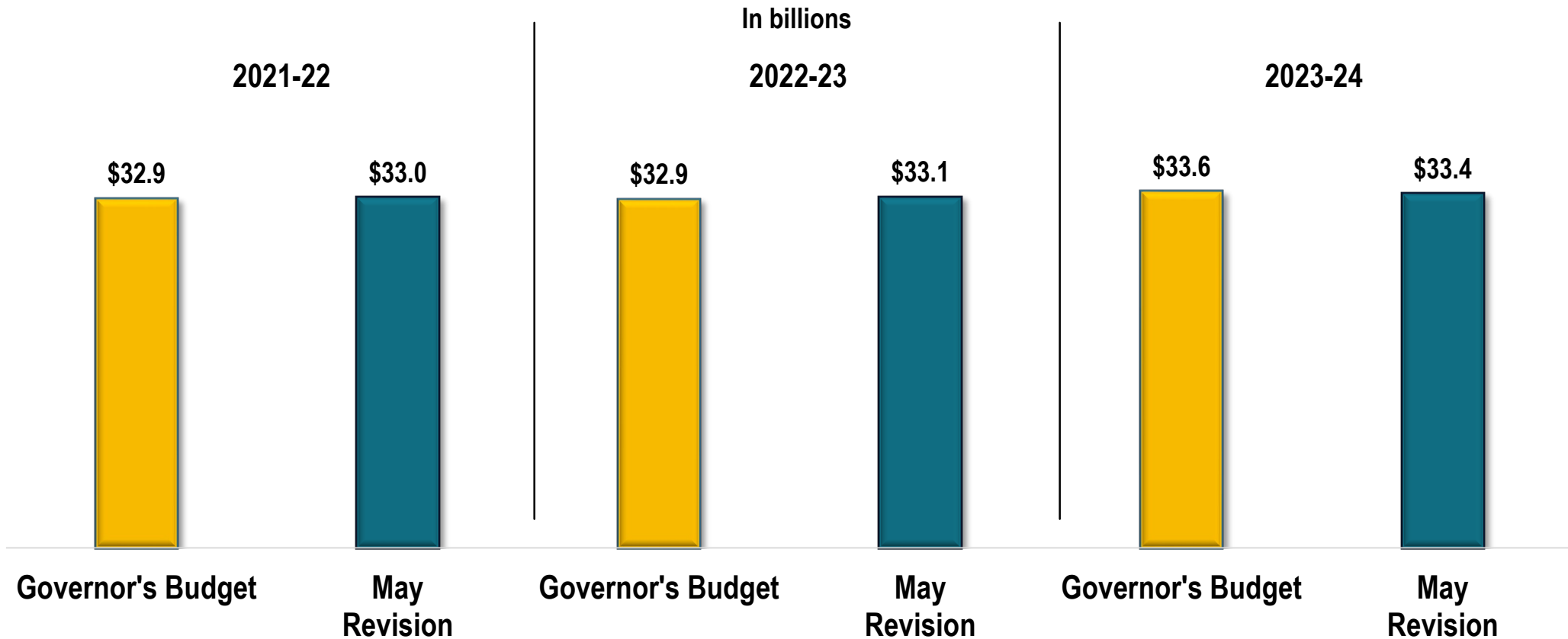
Corporation tax revenues increase from January to May by \$3.6 billion in 2022-23, but \$3.0 billion lower than 2021-22. May Revision includes flat projections for 2023-24.





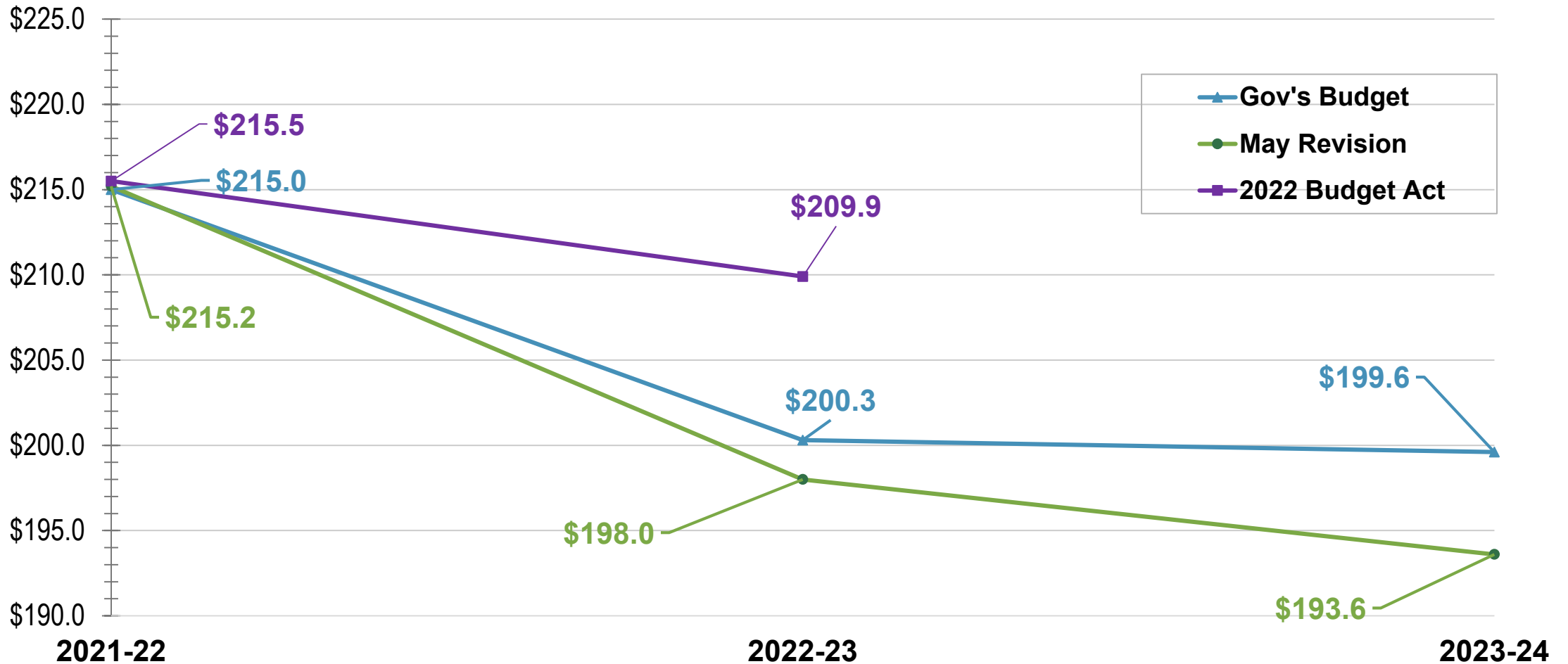
Sales and Use Tax

Sales and use tax receipts continue to be a steady stream of revenues for the State Budget across the budget window.



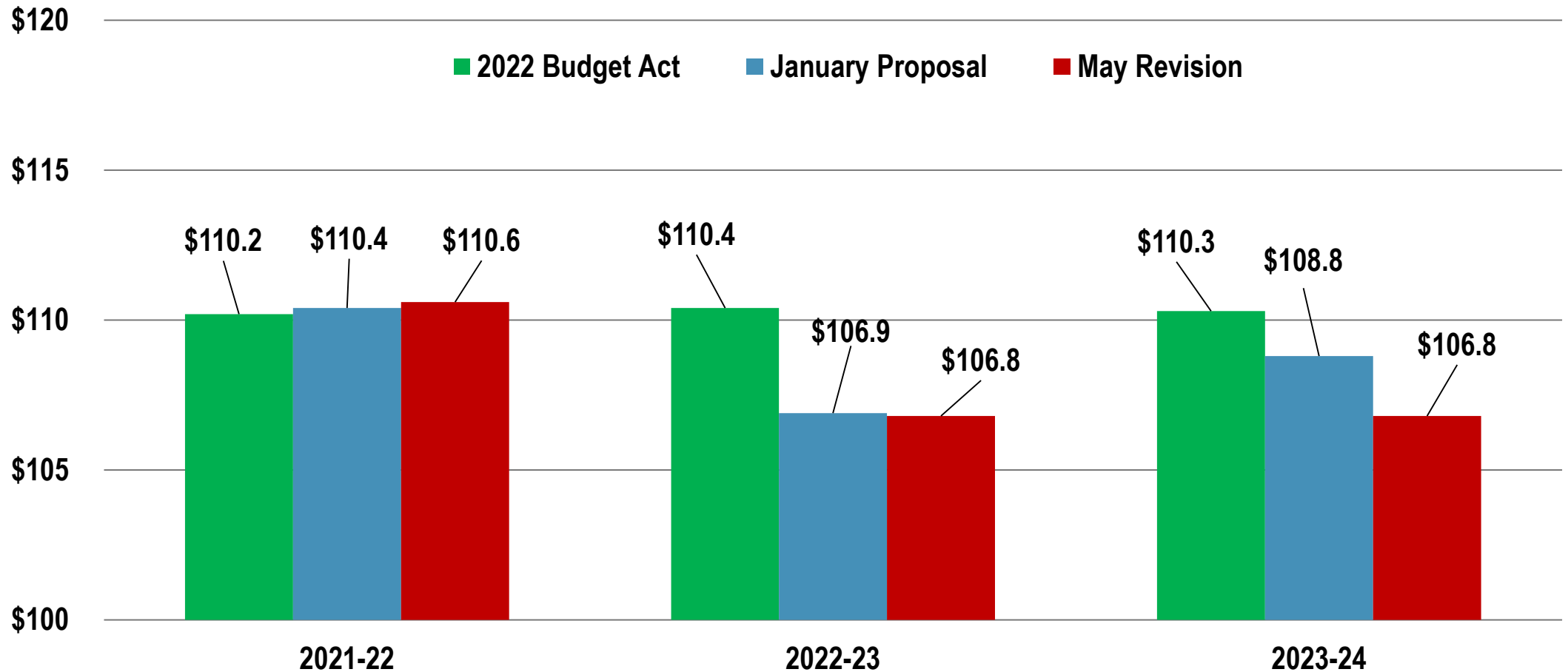


Summary of “Big Three Taxes”





Proposition 98





2023-24 May Revise Highlights

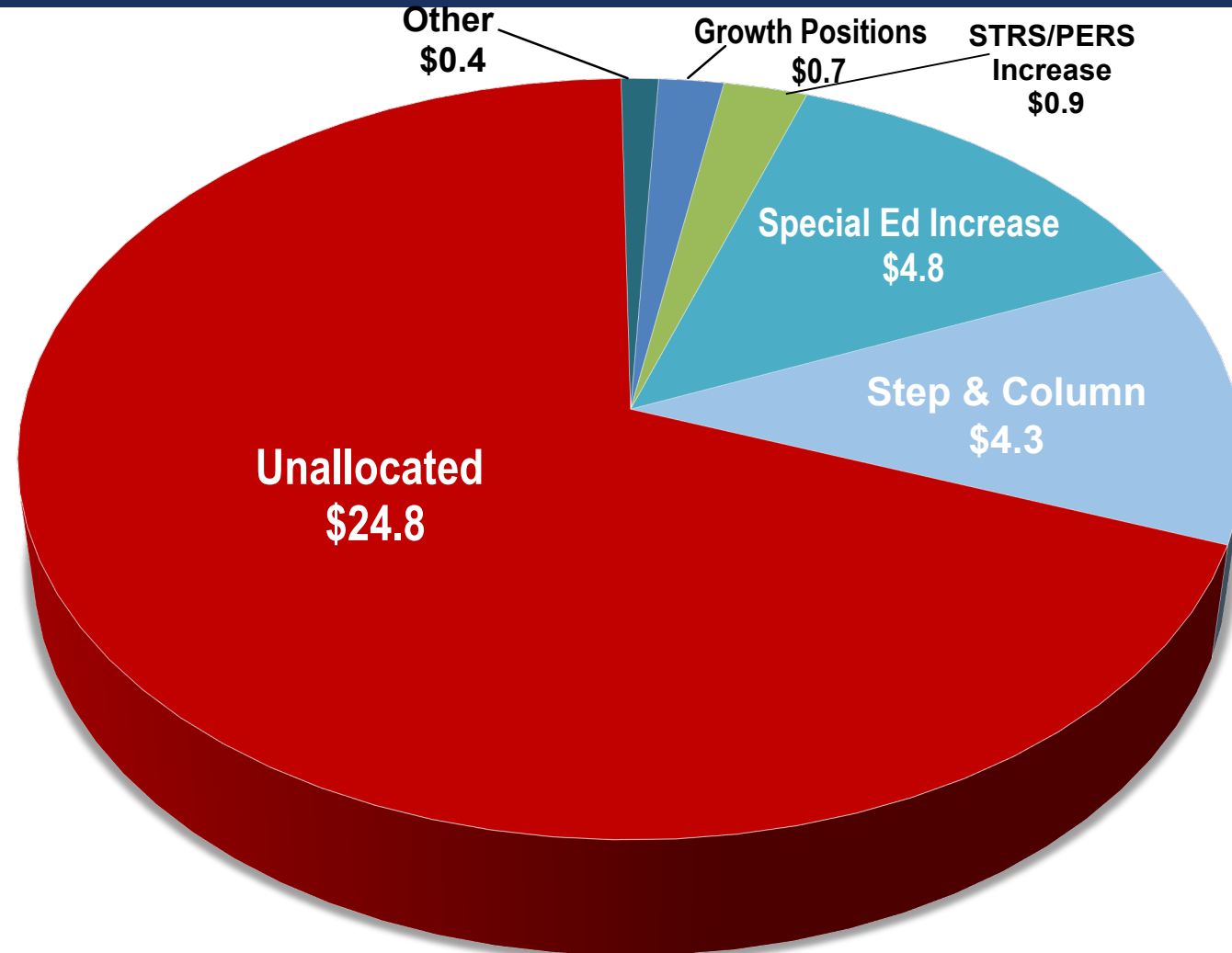


- The May Revise includes funding to support a statutory Cost-of-Living Adjustment (COLA) of 8.22% for the Local Control Funding Formula (LCFF) and most categorical programs
 - This represents an increase of 0.9% from the Governor's January Budget proposal
 - In contrast to recent years, there are no new programs and no additional one-time funds
- The Local Control Funding Formula (LCFF) – represents approximately 95% of IUSD's unrestricted funding
 - For IUSD the 8.22% COLA represents a year-over-year ongoing increase of approximately \$33 million
- In addition, the May Revise continues the ongoing increase in Transportation funding of approximately \$2.9 million
- After accounting for annual increases in expenditures related to step and column, pension costs, and special education approximately \$24.8 million in ongoing funding will be available for allocation



Utilization of Ongoing \$35.9 M Funding

(\$ in millions)





2023-24 May Revise Highlights



- To pay for the increase in the COLA along with a corresponding decrease in Proposition 98 the May Revise includes significant adjustments to one-time funding included in the 2022-23 State Budget
- The Arts, Music and Instructional Materials Discretionary Block Grant was originally approved for an allocation of \$3.6 billion
- This was reduced in January by approximately 33% and is further reduced in the May Revise by an additional 17% for an overall reduction of \$1.8 billion or 50%
 - **For IUSD the original allocation was estimated at approximately \$23 million and is now reduced to approximately \$11.7 million**
- The Learning Recovery Emergency Block Grant was originally approved with an allocation of \$7.9 billion
- This was reduced in the May Revise by \$2.5 billion or approximately 32%
 - **For IUSD the original allocation was estimated at approximately \$25.8 million and is now reduced to approximately \$18 million**
- We will plan for these reductions and adjust if the Final State Budget includes any restorations.

Utilization of New 2022-23 Additional One-time Funding (Approximately \$37.2M) – Reduction of \$11.3M

Learning Recovery Emergency Block Grant

Estimated Funding: \$25.8M
May Revise Reduction 32%



Revised Estimated Funding: \$18M

Allowable Uses:

- Increase instructional learning time
- Implement or expand learning supports to close learning gaps
- Integrate pupil supports and staff support/training to address other barriers to learning
- Provide access to instruction for credit-deficient pupils to graduate or improve college eligibility
- Provide additional academic services to pupils such as diagnostic, progress monitoring, and benchmark assessments for pupil learning

Arts, Music and Instructional Discretionary Block Grant

Estimated Funding: \$15.2M
May Revise Reduction 17%
overall 50% from original projected allocation



Revised Estimated Funding: \$11.7M

Allowable Uses:

- 100% Discretionary – can be used on any operational costs
- Suggested additional uses:**
- Diverse and culturally relevant book collections for school and classroom libraries
 - Standards-aligned professional development and instructional materials
 - Instructional materials and professional development on improving school culture
 - COVID-19 related materials, supplies, and equipment

Other Available One-time Funds

Estimated Funding: \$7.5M
No Change

Allowable Uses:

- 100% Discretionary – can be used on any operational costs
- Funds are from department and district carryover from current and prior years

Learning Recovery Emergency Block Grant Allocation \$18M (Funds must be spent by 2027-28)

Description	2023-24	2024-25	Total
Additional Mental Health Support at HS*	\$436,252		\$436,252
Additional staffing to support Tier III intervention at elementary	\$3,600,000	\$3,672,000	\$7,272,000
Additional staffing to lower student to teacher ratio at secondary	\$3,180,000	\$3,243,600	\$6,423,600
Summer School Extended School Year and Learning Recovery	\$1,966,548	\$1,966,548	\$3,933,096
Totals:	\$9,182,800	\$8,882,148	\$18,064,948

Arts, Music and Instructional Materials Discretionary Block Grant Allocation \$11.7M (Funds must be spent by 2025-26)

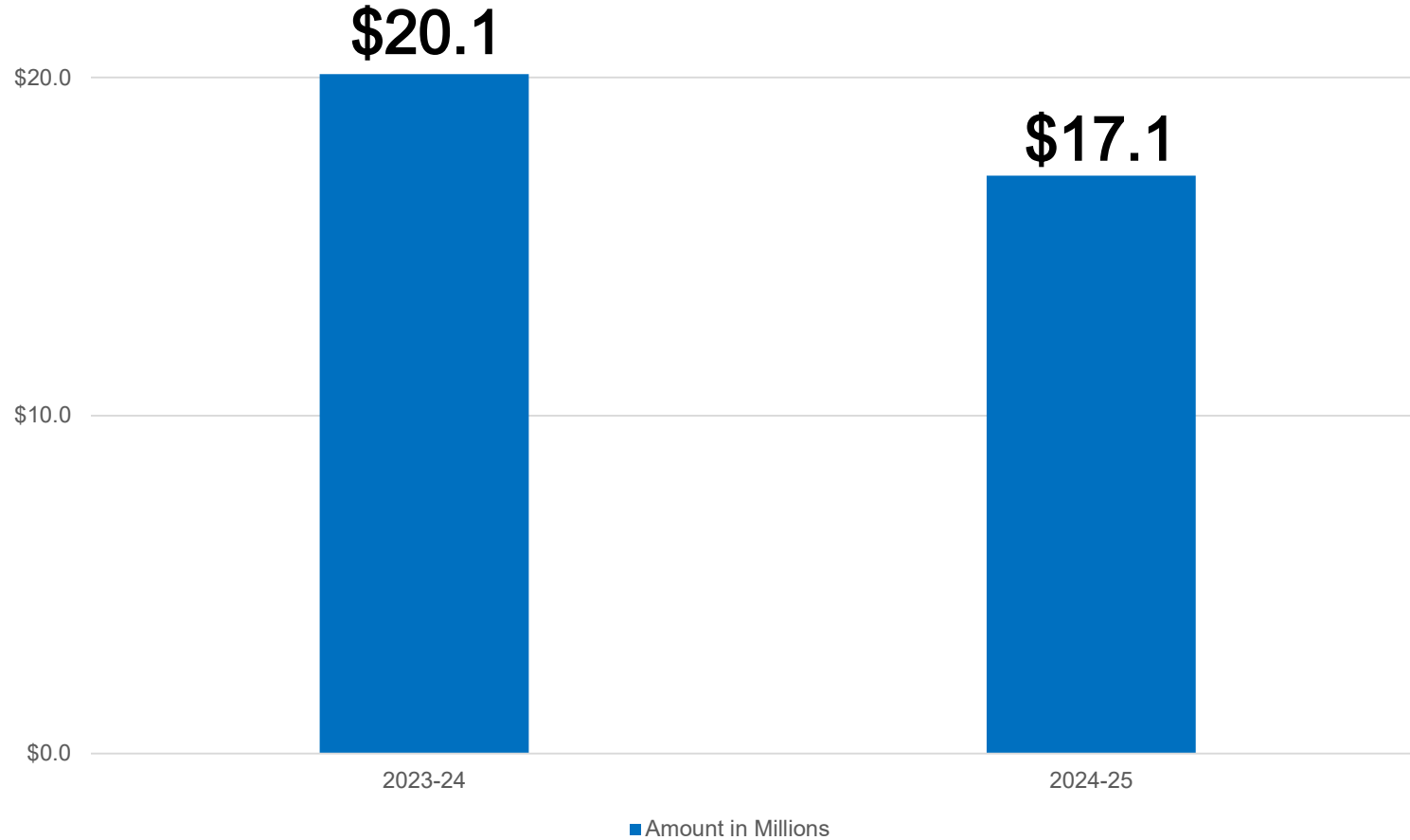
Description	2023-24	2024-25	Total
Additional Mental Health Support at HS*	\$526,952		\$526,952
Additional Mental Health Support at MS	\$473,486	\$482,956	\$956,442
Additional Elementary Resource Counselors	\$1,853,783	\$1,905,729	\$3,759,512
Additional Counselor Support - Secondary	\$1,028,524	\$1,049,094	\$2,077,618
Additional Mental Health Support (FRC)	\$69,749	\$71,144	\$140,893
Additional Special Education Support	\$119,000	\$119,000	\$238,000
Transition Camps - Secondary	\$120,603	\$120,603	\$241,206
Software, Chromebooks, technology refresh,	\$3,355,200	\$391,250	\$3,746,450
Totals:	\$7,547,297	\$4,139,776	\$11,687,073

Allocation of Other One-Time Funds - \$7.5M (No timetable on when funds must be spent)

Description	2023-24	2024-25	Total
Additional Mental Health Support at HS*		\$769,616	\$769,616
Additional Nurses***		\$250,000	\$250,000
Additional Special Education Support	\$1,625,811	\$1,658,328	\$3,284,139
Tier III Materials**	\$400,000	\$400,000	\$800,000
Advanced Via Individual Determination Program (AVID)	\$527,500	\$538,050	\$1,065,550
Technology refresh,		\$500,000	\$500,000
Middle School extended day	\$435,000		\$435,000
Campus Control Assistants	\$365,000		\$365,000
Totals:	\$3,353,311	\$4,115,994	\$7,469,305

Planned One-Time Expenditures By Year

(in millions)



Given the significance of the one-time funding, districts will need to ensure an exit strategy as one-time funds cannot be used to fund ongoing programs and/or costs ...



Risks to the State Budget

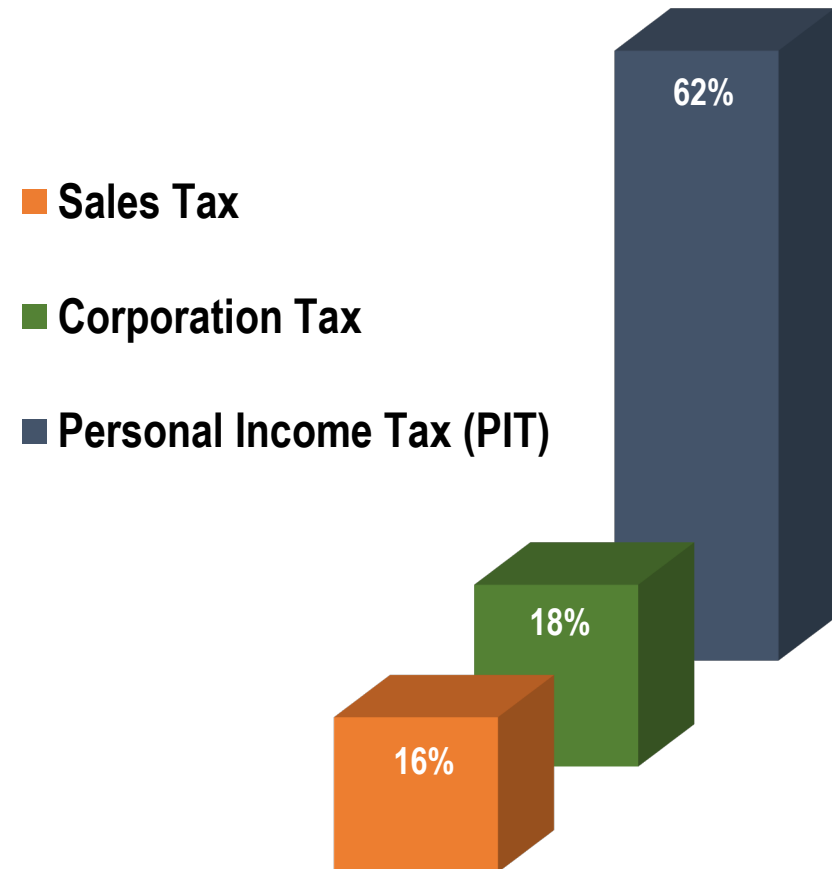


- Top 1% California tax payers generate more than 50% of state taxes, many of which are driven by Capital Gains Taxes
- Inflation and fears of prolonged inflation pose the most immediate risk to the economy
- Federal reserve may continue need to raise interest rates to quell inflation concerns
- Supply chain bottlenecks continue to aggravate supply and demand, which exacerbates inflationary pressures
- Significant shift in inflation will have a negative impact on the stock market thus increasing the volatility of Capital Gains
- Delay of current year taxes
- LAO Revenue Projections



California's Progressive Tax Policy Impact on Revenues

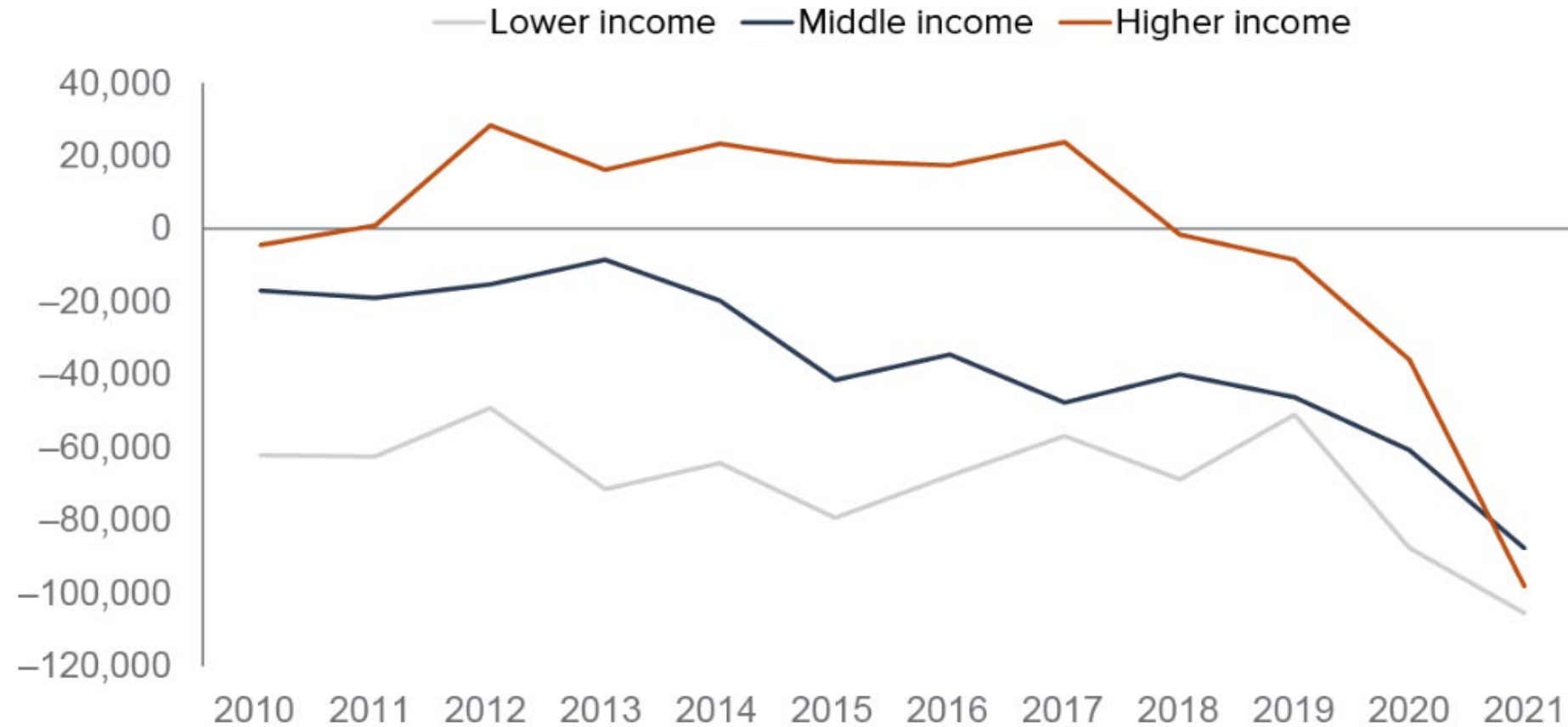
- Due to California's progressive income tax policy, the state's high-earning residents contribute a disproportionate share of state revenues
 - "Big Three" taxes made up 96% of all state General Fund revenues in 2022-23
 - The lion's share of those are generated by PIT collections, comprising 62% of all state revenues
 - Only 1% of Californians pay approximately 50% of the state's PIT
- Sustained net population loss among high-income earners could result in lower state (and education) revenues in the future





California Migration Trends – Net Migration by Income

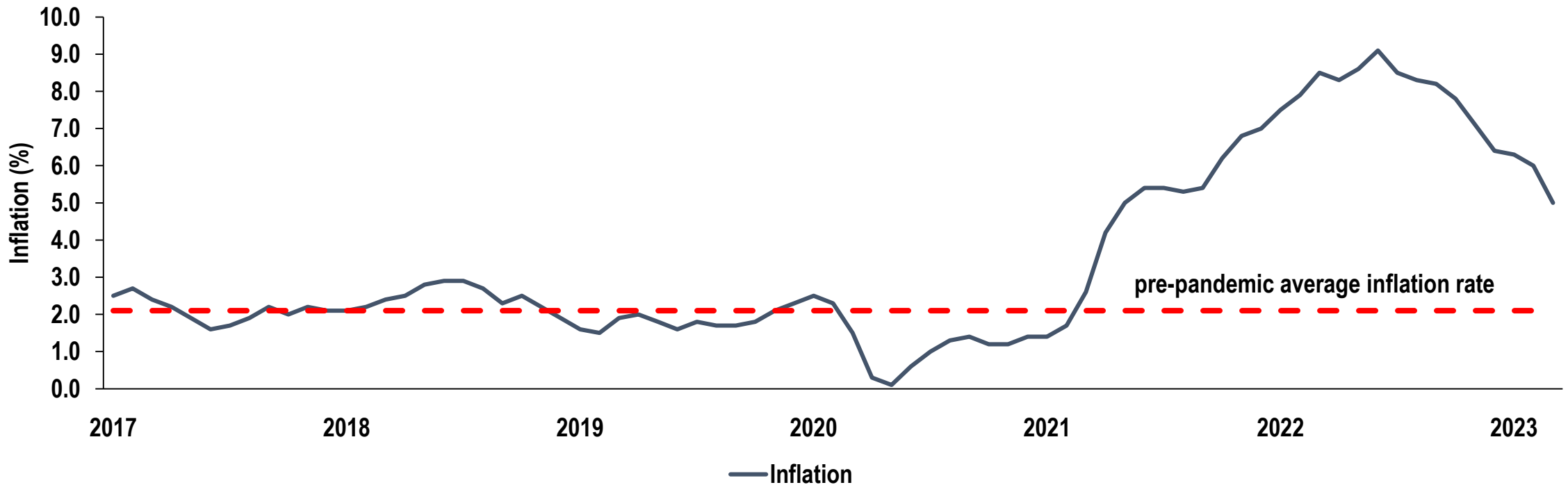
- California is losing more residents than it is gaining, at all income levels
- Since 2018, the net loss of higher-income residents has been greater than low- and middle-income Californians
- Trend presents long-term challenge for State – Proposition 98.....





U.S. Consumer Price Index

After reaching its 9.1% peak in the summer of 2022, U.S. inflation is currently 4.9%





2022-23 thru 2025-26 Budget Forecast

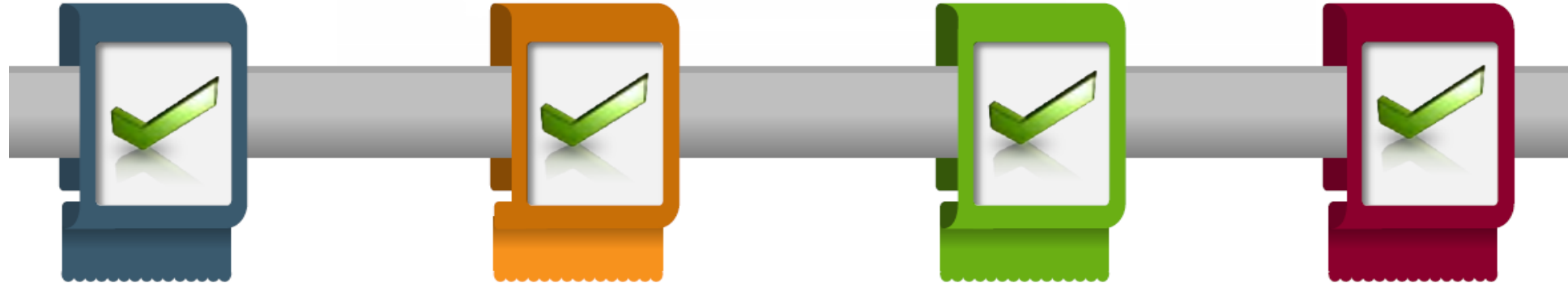
Unrestricted General Fund

Description	2022-23 Estimated	2023-24 Projected	2024-25 Projected	2025-26 Projected
Total Revenues	409,396,347	442,313,063	461,829,704	482,347,748
Total Expenditures	329,204,043	333,209,660	339,796,939	346,713,086
EXCESS (DEFICIENCY)	80,192,304	109,103,403	122,032,765	135,634,662
Other Sources/Uses	(84,857,141)	(93,657,815)	(85,341,894)	(89,287,598)
Net Increase/(Decrease)	(4,664,837)	15,445,588	36,690,871	46,347,064
Beginning Balance	48,165,865	43,501,028	58,946,616	95,637,487
Projected Ending Balance	43,501,028	58,946,616	95,637,487	141,984,551



Reserve Cap Limit

- When specific criteria are triggered District reserves are capped at 10%- unrestricted assigned and unassigned
- These criteria are scheduled to be met in 2023-24
- *Substantial COLA along with carryover funds may require the District to commit fund balances previously assigned*



Test 1
Minimum
guarantee is
determined by
Test 1

Maintenance Factor
Proposition 98
maintenance factor
prior to 2014-15 is
fully paid

ADA and COLA
Proposition 98
minimum guarantee
is sufficient to fund
ADA* and COLA

Capital Gains
Capital gains
exceed 8% of
General Fund
revenues



2022-23 thru 2025-26 Budget Forecast

Unrestricted General Fund

Description	2022-23 Estimated	2023-24 Projected	2024-25 Projected	2025-26 Projected
Estimated Ending Fund Balance	43,501,028	58,946,616	95,637,487	141,984,551
Revolving Cash/Stores	350,000	350,000	350,000	350,000
State Recommended DEU	10,687,000	10,966,000	10,949,495	10,746,850
Transportation Add-On 22-23	2,362,955	2,362,955	2,362,955	2,362,955
Reserve for On-Going Unspent	4,669,305			
Contribution to Program	2,000,000			
Reserved for 2023-24 LCAP	5,300,000			
Reserved for 2024-25 LCAP		5,485,500	5,485,500	5,485,500
Site Department Carryover	9,200,000	9,200,000	9,200,000	9,200,000
Other Un Assigned/Assigned	3,931,768	25,582,161	62,289,537	108,839,246
Committed Fund Balance:				
Contingency Reserve	5,000,000	5,000,000	5,000,000	5,000,000



Ongoing Challenges

- State revenues very volatile
 - Heavily dependent on high income earners driven largely by capital gains from the stock market
 - Inflation at least a temporary concern – may cause stock market volatility and negatively impact 2022-23 State Capital Gains and beyond.....
- Large influx of State one-time funding
- District-wide/State-wide Enrollment
 - IUSD Current Rate 95.65%
 - Historical Rate 97.19%
 - Each 1% approximately \$3.9 million
- Disproportionate LCFF Funding
- Uncertainty remains how the economy return after COVID....

Fiscal Year	Statewide Funded ADA %
2018-19	95.14%
2019-20	95.38%
2020-21	Data not collected
2021-22	90.49%
2022-23	To be determined



2023-24 Budget

Thank you!!

**Arts, Music and Instructional
Materials Discretionary Block Grant**

Arts, Music and Instructional Materials Discretionary Block Grant Allocation \$11.7M (Funds must be spent by 2025-26)

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Arts, Music and Instructional Materials Discretionary Block Grant

Thank you!!