

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Irvine Unified School District

CDS Code: 30 73650 0000000

School Year: 2024-25

LEA contact information:

Tammy Blakely

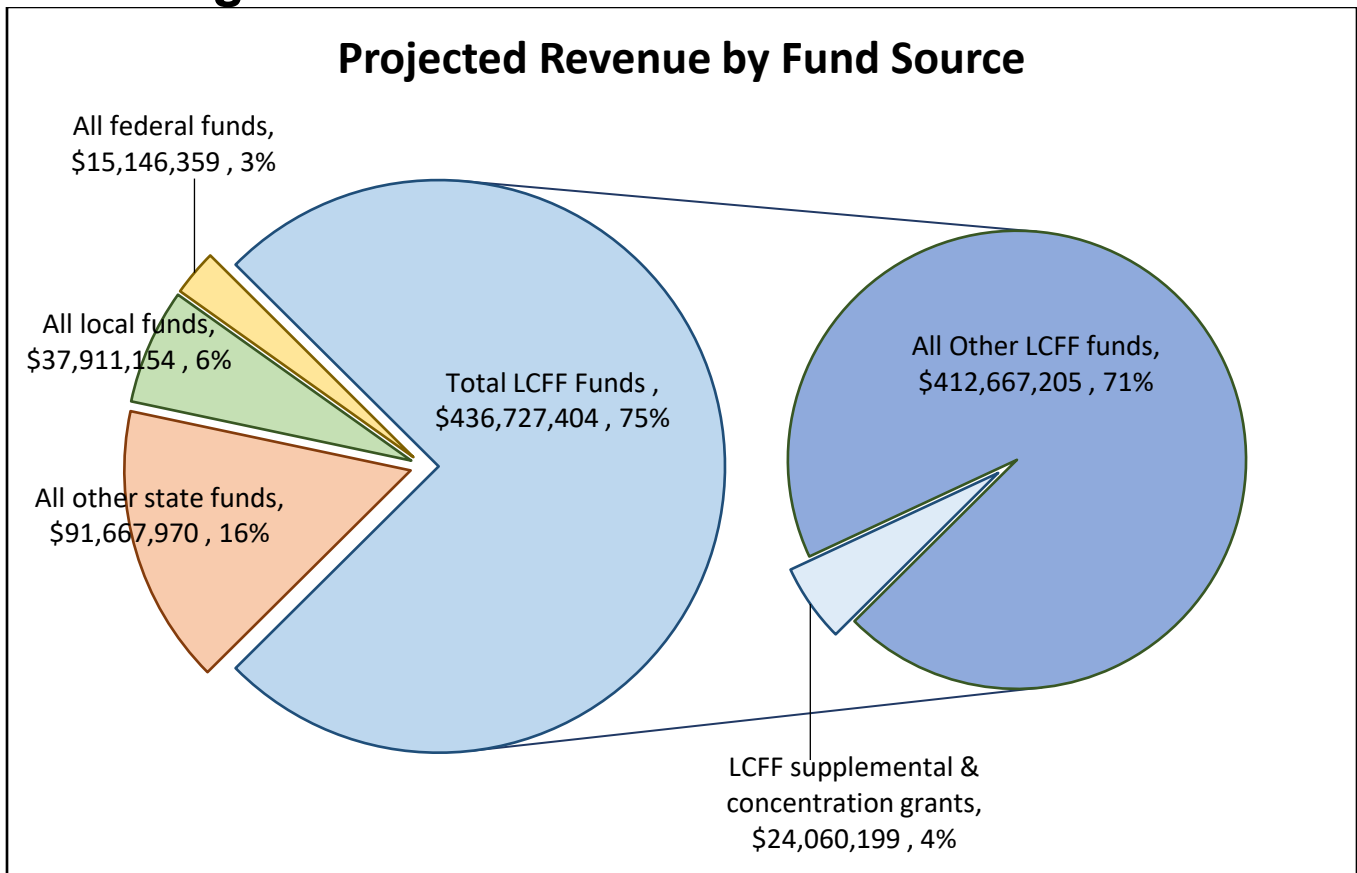
Executive Director, Student Support Services

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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

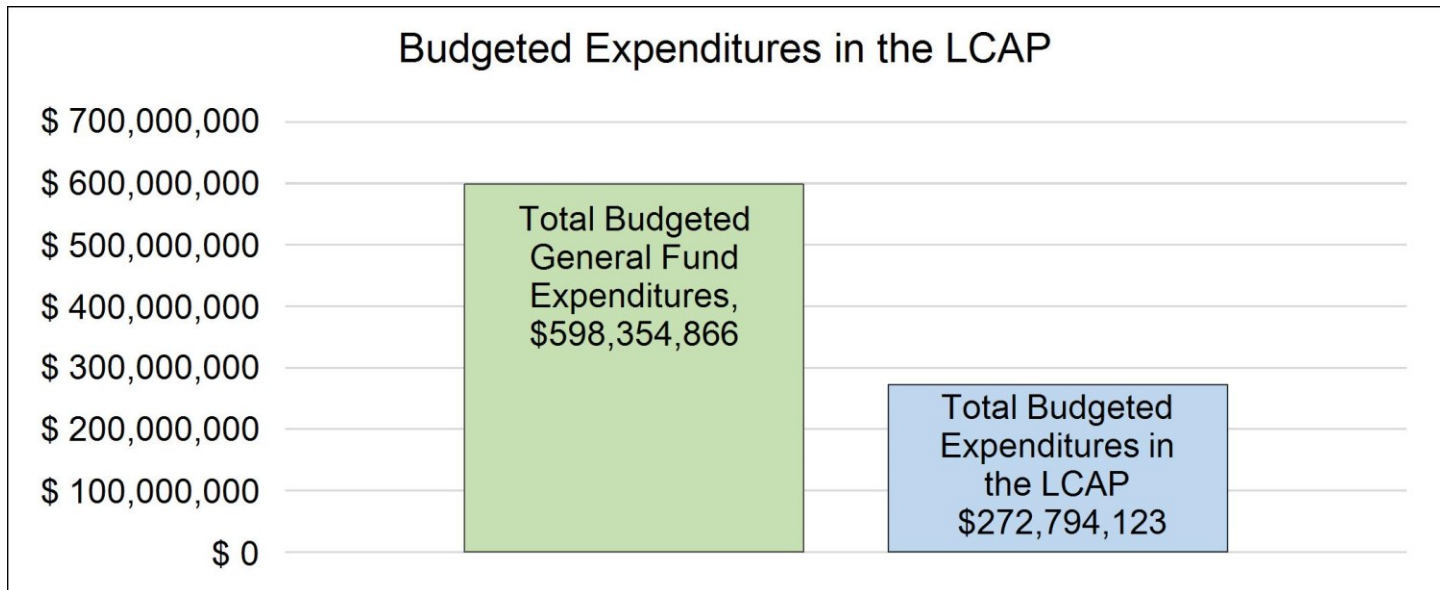


This chart shows the total general purpose revenue Irvine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Irvine Unified School District is \$581,452,887, of which \$436,727,404 is Local Control Funding Formula (LCFF), \$91,667,970 is other state funds, \$37,911,154 is local funds, and \$15,146,359 is federal funds. Of the \$436,727,404 in LCFF Funds, \$24,060,199 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Irvine Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Irvine Unified School District plans to spend \$598,354,866 for the 2024-25 school year. Of that amount, \$272,794,123 is tied to actions/services in the LCAP and \$325,560,743 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

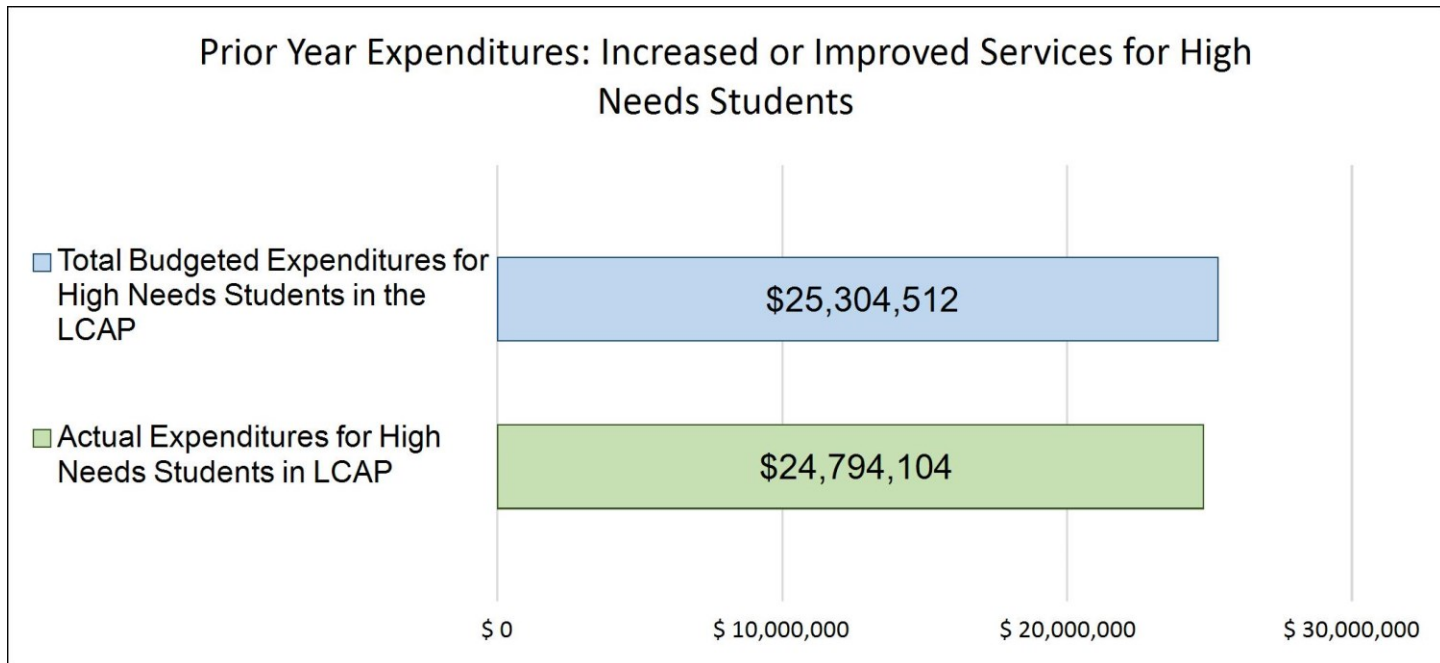
The General Fund supports programs with additional spending in the following categories:
Certificated/Classified Salaries and Benefits: \$232,494,566
Books and Supplies: \$38,386,056
Services/Other Operating Expenses: \$54,195,248
Capital Outlay: \$484,873

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Irvine Unified School District is projecting it will receive \$24,060,199 based on the enrollment of foster youth, English learner, and low-income students. Irvine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Irvine Unified School District plans to spend \$24,786,246 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Irvine Unified School District's LCAP budgeted \$25,304,512 for planned actions to increase or improve services for high needs students. Irvine Unified School District actually spent \$24,794,104. for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-510,408 had the following impact on Irvine Unified School District's ability to increase or improve services for high needs students:

Although IUSD did not spend the total budget expenditure amounts identified in the 2023-24 LCAP, we spent more than the LCFF calculator generated for supplemental income students. Due to staffing shortages, many positions were vacant during the 2023-24 school year which led to lower than expected expenditures. In addition, limited substitute availability impacted our ability to release teachers as often as planned to do PLC work and additional mentoring and curriculum development.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Irvine Unified School District	Tammy Blakely Executive Director, Student Support Services	tammyblakely@iusd.org 949-936-5079

Goals and Actions

Goal

Goal #	Description
1	Create a positive school climate and system of supports for student personal and academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Attendance Rates Aeries 2021-22	ALL STUDENTS: 93% African-American: 92% American Indian: 92% Asian: 93% English Learner: 92% Filipino: 93% Foster Youth: 91% Hispanic: 92% Homeless: 86% Pacific Islander: 92% Socioeconomically Disadvantaged: 92% Students With Disabilities: 91% Two or More Races: 92% White: 92%	ALL STUDENTS: 96% African-American: 94% American Indian: 95% Asian: 98% English Learner: 96% Filipino: 97% Foster Youth: 91% Hispanic: 94% Homeless: 88% Pacific Islander: 97% Socioeconomically Disadvantaged: 95% Students With Disabilities: 94% Two or More Races: 96% White: 95%	ALL STUDENTS: 95.5% African-American: 93% American Indian: 94% Asian: 96.8% English Learner: 94.7% Filipino: 96% Foster Youth: 90% Hispanic: 93% Homeless: 88% Pacific Islander: 96% Socioeconomically Disadvantaged: 94% Students With Disabilities: 93% Two or More Races: 95% White: 94%	ALL STUDENTS: 95.7% African-American: 93% American Indian: 93% Asian: 97% English Learner: 94.7% Filipino: 97% Foster Youth: 90.7% Hispanic: 91% Homeless: 85% Pacific Islander: 97% Socioeconomically Disadvantaged: 92% Students With Disabilities: 91% Two or More Races: 96% White: 94%	Increase attendance rates by minimum of 1% districtwide ALL STUDENTS: 94+% African-American: 93+% American Indian: 93+% Asian: 94+% English Learner: 93+% Filipino: 93+% Foster Youth: 92+% Hispanic: 93+% Homeless: 91+% Pacific Islander: 93+% Socioeconomically Disadvantaged: 93+% Students With Disabilities: 92+% Two or More Races: 93+% White: 93+%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B. Chronic Absenteeism CA Dashboard 2021-22	ALL STUDENTS: 4.8% African-American: 12.2% Homeless: 46.7% Pacific Islander: 11.6% Socioeconomically Disadvantaged: 10.9% Students With Disabilities: 12.8% Two or More Races: 5.8% White: 6.0%	ALL STUDENTS: 5.9% African-American: 22% American Indian: 8.9% Asian: 2.2% Filipino: 1.9% Hispanic: 15% Homeless: * Pacific Islander: 12.5 % Socioeconomically Disadvantaged: * Students With Disabilities: * Two or More Races: 4.9% White: 7.9% *DataQuest did not provide data for all subgroups	ALL STUDENTS: 12.2% African-American: 25.3% American Indian: 12.8% Asian: 6.4% Filipino: 9.5% Hispanic: 25.8% Homeless: 55.9% Pacific Islander: 6.7 % Socioeconomically Disadvantaged: 21.8% Students With Disabilities: 22.7% Two or More Races: 12.2% White: 16.1%	ALL STUDENTS: 12.3% African-American: 25.7% American Indian: 23.7% Asian: 7.5% Filipino: 9% Foster Youth: 46.3% Hispanic: 24.1% Homeless: 45.7% Pacific Islander: 17.5% Socioeconomically Disadvantaged: 21.5% Students With Disabilities: Two or More Races: 11.4% White: 15.7%	Reduce chronically absent students by .5% district wide ALL STUDENTS: 4.0% African-American: - 7.4% Homeless: -41.9% Pacific Islander: -6.8% Socioeconomically Disadvantaged: -6.1% Students With Disabilities: -8.0% Two or More Races: - 1.0% White: -1.2%
C. Middle School Dropout Rate CALPADS 2021-22	ALL STUDENTS: .4% African-American: .05% American Indian: Asian: .1% English Learner: Filipino: .01% Foster Youth: Hispanic: .3% Homeless: Pacific Islander: Socioeconomically Disadvantaged:	ALL STUDENTS: .3% African-American: 0% American Indian: 0% Asian: .4% English Learner: * Filipino: .6% Foster Youth: * Hispanic: .2% Homeless: * Pacific Islander: 0% Socioeconomically Disadvantaged: *	ALL STUDENTS: .1% African-American: .8% American Indian: 9% Asian: 0% English Learner: * Filipino: % Foster Youth: * Hispanic: .28% Homeless: * Pacific Islander: 1.1% Socioeconomically Disadvantaged: *	ALL STUDENTS: .09% African-American: 0% American Indian: 0% Asian: 0% English Learner: * Filipino: 0% Foster Youth: * Hispanic: .15% Homeless: * Pacific Islander: 0% Socioeconomically Disadvantaged: *	Decrease middle school dropout rate by .25% with all subgroups ALL STUDENTS: Decrease to .2% or less African-American: - .01% or more American Indian: maintain 0% Asian: - .01% or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students With Disabilities: 0% Two or More Races: White: .1%	Students With Disabilities: 0% Two or More Races: .6% White: .2% *CALPADS did not provide data for all subgroups	Students With Disabilities: 0% Two or More Races: % White: .14% *CALPADS did not provide data for all subgroups	Students With Disabilities: 0% Two or More Races: .19% White: .45 % *CALPADS did not provide data for all subgroups	English Learner: maintain 0% Filipino: -1% Foster Youth: 0% Hispanic: -.01% or more Homeless: maintain 0% Pacific Islander: maintain 0% Socioeconomically Disadvantaged: Maintain 0% Students With Disabilities: Maintain 0% Two or More Races: -.1% White: -.01% or more
D. High School Dropout Rate CALPADS 2021-22	ALL STUDENTS: .4% African-American: American Indian: Asian: .2% English Learner: Filipino: Foster Youth: Hispanic: .06% Homeless: Pacific Islander: .02% Socioeconomically Disadvantaged: Students With Disabilities: Two or More Races: N/A	ALL STUDENTS: .6% African-American: 1.3% American Indian: 0% Asian: .5% English Learner: * Filipino: .6% Foster Youth: * Hispanic: 1% Homeless: * Pacific Islander: 4% Socioeconomically Disadvantaged: * Students With Disabilities: 0%	ALL STUDENTS: .53% African-American: .8% American Indian: 6.3% Asian: .2% English Learner: * Filipino: 0% Foster Youth: * Hispanic: 1.6% Homeless: * Pacific Islander: 0% Socioeconomically Disadvantaged: * Students With Disabilities: 0%	ALL STUDENTS: .2% African-American: 1.5% American Indian: 0% Asian: .3% English Learner: * Filipino: 0% Foster Youth: * Hispanic: .29 % Homeless: * Pacific Islander: 3.4% Socioeconomically Disadvantaged: * Students With Disabilities: 0%	Decrease high school drop out rate by .25% with all subgroups ALL STUDENTS: Decrease to .02% or less African-American: -1% American Indian: maintain 0% Asian: .02% or less English Learner: .02% or less Filipino: Foster Youth: .02% or less Hispanic: .02% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: .1%	Two or More Races: 1% White: .4% *CALPADS did not provide data for all subgroups	Two or More Races: 0% White: .6% *CALPADS did not provide data for all subgroups	Two or More Races: .3% White: .5 % *CALPADS did not provide data for all subgroups	Homeless: .02% or less Pacific Islander: .02% or less Socioeconomically Disadvantaged: .02% or less Students With Disabilities: .02% or less Two or More Races: .02% or less White: .02% or less
E. High School Graduation Rates CA Dashboard 2021-22	ALL STUDENTS: 95.7% African-American: 93% American Indian: Asian: 96.7% English Learner: 93% Filipino: 97% Foster Youth: Hispanic: 95.2% Homeless: Pacific Islander: Socioeconomically Disadvantaged: 93% Students With Disabilities: 78.2% Two or More Races: 97.2% White: 94.2%	ALL STUDENTS: 95.4% African-American: 92.9% American Indian: N/A Asian: 95.9% English Learner: 92.3% Filipino: 96.3% Foster Youth: Hispanic: 93.8% Homeless: 74.1% Pacific Islander: 76.9% Socioeconomically Disadvantaged: 92.7% Students With Disabilities: 76.8 % Two or More Races: 93.3% White: 95.9%	ALL STUDENTS: 94.5% African-American: 89.6% American Indian: N/A Asian: 96.6% English Learner: 88.4% Filipino: 98.6% Foster Youth: Hispanic: 90.9% Homeless: 70.4% Pacific Islander: N/A Socioeconomically Disadvantaged: 91.2% Students With Disabilities: 72.8 % Two or More Races: 92.7% White: 93.3%	ALL STUDENTS: 94.5% African-American: 89.1% American Indian: Asian: 95.3% English Learner: 87.9% Filipino: 98.6% Foster Youth: 90.9% Hispanic: 94.9% Homeless: 90.9% Pacific Islander: Socioeconomically Disadvantaged: 92% Students With Disabilities: 92% Two or More Races: 94.4% White: 93.1%	Maintain high graduation rates and decrease rates between subgroups ALL STUDENTS: Maintain 95% or increase African-American: +2.6% American Indian: 95+% Asian: Maintain minimum 96.7% English Learner: +5.6% Filipino: Maintain 97% Foster Youth: 90+% Hispanic: +.5% Homeless: 90+% Pacific Islander: 90+%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Socioeconomically Disadvantaged: +2.7% Students With Disabilities: +10% Two or More Races: Maintain minimum 97.2% White: +1.5%
F. Pupil Suspension Rates CA Dashboard 2021-22	ALL STUDENTS: 1.0% African-American: 4.7% American Indian: 1.6% Asian: 0.5% English Learner: 0.9% Filipino: 0.4% Foster Youth: 1.5% Hispanic: 2.1% Homeless: 7.1% Pacific Islander: N/A Socioeconomically Disadvantaged: 2.4% Students With Disabilities: 3.1% Two or More Races: 0.8% White: 1.4%	ALL STUDENTS: 0.1% African-American: 0.9% American Indian: 0% Asian: 0% English Learner: 0.1% Filipino: 0.1% Foster Youth: 1.1% Hispanic: 0.3% Homeless: 0% Pacific Islander: 0% Socioeconomically Disadvantaged: 0.3% Students With Disabilities: 0.6% Two or More Races: 0.2% White: 0.2%	ALL STUDENTS: 0.9% African-American: 4.6% American Indian: 0% Asian: .3% English Learner: 0.8% Filipino: 0.7% Foster Youth: 5.6% Hispanic: 1.8% Homeless: 2.9% Pacific Islander: 2.2% Socioeconomically Disadvantaged: 2.3% Students With Disabilities: 2.7% Two or More Races: 0.9% White: 1.1%	ALL STUDENTS: 1 % African-American: 6.5% American Indian: 0% Asian: 0.5% English Learner: 1.3% Filipino: 0.2% Foster Youth: 5.4% Hispanic: 2% Homeless: 8% Pacific Islander: 1% Socioeconomically Disadvantaged: 2.5% Students With Disabilities: 3% Two or More Races: 0.9% White: 1.3%	Maintain low suspension rates and decrease number of suspensions in subgroups by a minimum of .5% ALL STUDENTS: Maintain or decrease 1% African-American: - 3.7% American Indian:-.6% Asian: Maintain 0.5% English Learner: Maintain 0.9% Filipino: Maintain 0.4% Foster Youth: -0.5% Hispanic: -1.1% Homeless: -6.1% Pacific Islander: Maintain <1% Socioeconomically Disadvantaged: -1.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Students With Disabilities: -2.1% Two or More Races: Maintain 0.8% White: -0.4%
G. Pupil Expulsion Rates CA DataQuest 2021-22	ALL STUDENTS: .03% African-American: .14% American Indian: N/A Asian: .02% English Learner: N/A Filipino: .10% Foster Youth: N/A Hispanic: .14% Homeless: N/A Pacific Islander: N/A Socioeconomically Disadvantaged: N/A Students With Disabilities: N/A Two or More Races: N/A White: .01%	ALL STUDENTS: 0% African-American: 0% American Indian: 0% Asian: 0% English Learner: 0% Filipino: 0% Foster Youth: 0% Hispanic: 0% Homeless: 0% Pacific Islander: 0% Socioeconomically Disadvantaged: 0% Students With Disabilities: 0% Two or More Races: 0% White: 0%	ALL STUDENTS: 0.1% African-American: .2% American Indian: 0% Asian: 0% English Learner: 0% Filipino: 0% Foster Youth: 0% Hispanic: .1% Homeless: 0% Pacific Islander: 0% Socioeconomically Disadvantaged: .1% Students With Disabilities: 0% Two or More Races: 0% White: 0%	ALL STUDENTS: 0.0% African-American: 0.5% American Indian: 0% Asian: 0% English Learner: 0% Filipino: 0% Foster Youth: 0% Hispanic: .2% Homeless: 0% Pacific Islander: 0% Socioeconomically Disadvantaged: .1% Students With Disabilities: 0% Two or More Races: 0% White: 0%	Maintain low expulsion rates ALL STUDENTS: Maintain .03% or decrease African-American: -.11% American Indian: 0% Asian: Maintain .02% English Learner: 0% Filipino: -.07% Foster Youth: 0% Hispanic: -.11% Homeless: 0% Pacific Islander: 0% Socioeconomically Disadvantaged: N/A Students With Disabilities: 0% Two or More Races: 0% White: Maintain .01%
H. Parent engagement and community engagement Activities Professional Learning Logs	District Parent Engagement Activities Parent Education Program (IPEP) classes: 43	District Parent Engagement Activities Parent Education Program (IPEP) classes: 55	District Parent Engagement Activities Parent Education Program (IPEP) classes: 51	District Parent Engagement Activities Parent Education Program (IPEP) classes: 34	Provide documentation demonstrating engagement activity opportunities for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2022-23	District community engagement courses: 14	District community engagement courses: 25	District community engagement courses: 27	District community engagement courses: 12	parents, families, and community members.
I. Parent, Family, and Educational Partners of unduplicated students and students with exceptional needs attendance at district engagement activities and opportunities Professional Learning Logs, PL Attendance Logs 2022-23	Stakeholder participation in District engagement activities IPEP: 1,740 Prevention & Intervention Community Activity Participation: 1,455	Stakeholder participation in District engagement activities IPEP: 1,500 Prevention & Intervention Community Activity Participation: 1,200	Stakeholder participation in District engagement activities IPEP: 915 Prevention & Intervention Community Activity Participation: 780	Stakeholder participation in District engagement activities IPEP: 1,100 Prevention & Intervention Community Activity Participation: 240	Provide documentation of attendance by parents and community members.
J. Communication with district stakeholder groups through media and website(s). Surveys 2022-23	Stakeholder participation California Healthy Kids Survey: 6,047 District Annual Survey: 28,572 LCAP Investment Priority Survey: 1,603	California Healthy Kids Survey: 6,189 District Annual Survey: 27,912 LCAP Investment Priority Survey: 1,927	District Annual Survey: 24,646 LCAP Investment Priority Survey: 1,697	California Health Kids Survey: 7,481 District Annual Survey: 26,704 LCAP Investment Priority Survey: 1,657	Increase communication to stakeholder groups through media and website.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

As a whole, programs are reaching students to address needs at Tier 1, 2, and 3 levels for academic, behavioral, and social-emotional support, and there are no substantive differences in planned actions and actual implementation.

Funds are being used to support low-income, English learners and foster youth, with additional site allocations to support intervention programs and extended learning. Attendance rates have been increasing from baseline rates at the beginning of the pandemic, with all groups showing high attendance rates for all students (95.7%), African American (AA) students (93%), English learner (EL) students (95%), Socioeconomically Disadvantaged (SED) (94%), Students With Disabilities (SWD) (93%), and Foster Youth (FOS) (90%).

Counselors continue to be staffed at a 450:1 ratio to provide adequate student support. This action has been incredibly effective as sites work through increased student mental health concerns and maladaptive behaviors, as evidenced by low suspension and expulsion rates (.9% and .1%, respectively). In addition, data from educational partner feedback, including the annual survey, indicates that students (87%) have adults on campus they can talk to if they have a problem, and (66%) report having support and guidance to maintain school/life balance.

Elementary Resource Counselors (ERCs) and Guidance Assistants support our elementary sites with a focus on positive behavior support, prevention, and early intervention. Additionally, ERCs support students in crisis response and risk assessments as needed. At the high school level, Project Success staff provide support through small group or individual counseling to identified students needing additional support/skill building in healthy choices, conflict mediation, and developing positive relationships. The Mental Health Specialists provide case management/development of treatment plans, individual counseling, crisis coordination/risk and threat assessment support, and resource linkage to students most in need of intensive support.

English learners continue to progress towards proficiency (59%). Although this is a slight decrease from the previous year, it remains higher than the state average (48.7%).

One significant challenge has been the implementation of the Optimistic Advantage action item. In the original design, the action item focused on social-emotional support to students and families during the pandemic through virtual student/family resources and asynchronous webinars/education series. Once students returned to in-person learning, the action item was revised to provide "calm kits" designated for all elementary classrooms to address social-emotional gaps/challenges. During the 2023-24 school year, educational partner feedback indicated that the action item is not effective in reducing maladaptive behaviors or increasing social-emotional support for students, so it will be eliminated for the 2024-25 LCAP.

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

Action 1.3.A - Due to staffing shortages, positions were vacant during the year which led to lower than expected costs.

Action 1.4.B - Due to staffing shortages, positions were vacant during the year which led to lower than expected costs.
Action 1.7.A - Educational partner feedback has indicated that the action item is not having the intended impact of reducing behaviors or increasing social emotional support for students, so it will be eliminated for the 2024-25 LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

PROGRESS ON ACTIONS 1.1: TARGETED ACADEMIC SUPPORT PROGRAMS

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

1.1 Targeted Academic Support Programs: The District Intervention Psychologist led data analysis and professional learning at all school sites through the implementation of a Multi-Tiered System of Support (MTSS) to build site capacity and ensure that students have access to more intense support when they do not master essential learning standards. This academic support has been provided with strong initial instruction and has impacted the number of students mastering essential standards as they progress to the next grade level. The intervention psychologist focused attention and targeted academic support, consultation, and coaching to meet the specific needs of English learners (EL), Socioeconomically Disadvantaged (SED), and Foster Youth (FOS) students to close the achievement gap. This impact is evidenced by high state assessment results (Smarter Balanced Summative Assessment: ELA 75.8% met or exceeded standard; Math 69.9% met or exceeded standard) and graduation rates for all students (94.5%) targeted support with identified subgroups that are not performing with their grade level peers (SED: ELA= 58.8%, Math= 50%; EL: ELA= 28%, Math= 42.9%; FY: ELA= 40%, Math= 6.5%). The Intervention Psychologist facilitated professional learning in August and February, and ongoing professional learning opportunities are available to teachers and MTSS teams. Professional Development series included MTSS team training (a collaboration between Mental Health and Wellness and Data and Assessment), Inclusive Practices Behavior Academy, Intervention Lead Teacher training, Tier 3 teacher training, Behavior Intervention Team training for elementary and secondary, and Behavior/SEL Coach training.

Successes: For the 2023-24 school year, the Mental Health and Wellness team conducted 45 professional learning opportunities for IUSD staff.

Challenges included hiring and retaining mental health staff due to staffing shortages.

PROGRESS ON ACTIONS 1.2: SUMMER SCHOOL PROGRAMS

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: Moderate Effectiveness

Summer school programs provided opportunities for elementary and middle school students demonstrating academic deficits in English Language Arts (ELA) and Math based on benchmark indicators in current content standards; provided opportunities for high school students deficient in high school graduation requirements; and enrichment or bridge courses in select graduation requirement courses or Mathematics. The 2023 Learning Recovery Academy (LRA) summer program served 4,461 students in grades 1-11. Summer funding also included the provision of athletic supervision to ensure adequate supervision and safety of distinct summer camp programs. This allowed students to enter into the school year having built positive relationships with other student-athletes and with coaches in a safe and supportive environment.

Having Athletic Directors and Athletic Trainers on site has made a positive difference not only in the summer but also as a solid base for the upcoming school year. Approximately 3,200 student-athletes could participate in athletic summer camps during the summer of 2023.

Successes: The 2023 Learning Recovery Academy (LRA) summer program served 4,461 students in grades 1-11.

Challenges: Hiring and retaining staff to work summer programs remains challenging.

PROGRESS ON ACTIONS 1.3: POSITIVE STUDENT BEHAVIOR PROGRAMS AND SERVICES

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

SUCCESS/CHALLENGES INCLUDE: Mental Health and Wellness Teacher On Special Assignment (TOSAs) led data analysis and professional learning through the implementation of a multi-tiered system of support to build site capacity in addressing fundamental behavior skills. In addition, Mental Health and Wellness TOSAs provide behavior consult support for students with unique behavioral challenges.

Finally, site behavior/Social Emotional Learning (SEL) coaches received training and coaching to support the social-emotional learning and development of prosocial student behavior skills and to close the skill gap between student groups. The Mental Health and Wellness (MHW) Behavior Intervention Team collaborates with the Language Development Team and Foster Youth/McKinney Vento Mental Health Liaison. A referral process is utilized which prioritizes unduplicated students identified with behavior challenges and sites identified as Title I.

Successes: Training and implementation of site-based Tier 2 interventions; collaboration with Special Education Psychologist; number of sites supported through behavior consults, including short-term Behavioral Interventionist placement for building capacity to support intensive behavior needs.

Challenges: Hiring and retaining staff with behavior knowledge and experience remains challenging.

Panorama Data, Gr 3-6: Self Management- All Students= 78%, English Learners= 73%, Low Income= 73%

Panorama Gr 7-12: Self Management- All Students= 69%, English Learners= 68%, Low Income= 66%

2023-24 Behavior Referral Data: English Learners= 39%, MKV= 8%, SED= 53%

PROGRESS ON ACTIONS 1.4: STUDENT MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING SERVICES

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

1.4.A) Site-based Guidance Assistants (elementary) and Project Success (high school): Site-based Guidance Assistants and Project Success staff provided Tier 1 and 2 support to elementary and high school students respectively. Guidance Assistants provided Tier 1 classroom-based lessons to support the development of social-emotional learning. Project Success staff provided small group interventions to students who need additional socio-emotional skill development.

1.4.B) Mental health staff placed at middle and high school and the Family Counseling Center (FCC): Mental health staff have provided Tier 3 support to middle and high school sites and the Family Counseling Center. Although the services are provided to all students, this action item provides additional services and more significant benefits to our SED, EL, and FOS students based on local data indicating that these students face significant challenges. Spring 2024 Panorama data shows that students in grades 7-12 need more support in the social-emotional areas of social awareness (68%) and emotional regulation (54%). The Panorama data also shows a small skill gap between the ALL and unduplicated student groups in social awareness (ALL= 68%, EL= 66%, SED= 66%) and emotional regulation (ALL= 54%, EL= 53%, SED= 51%) that district and site staff continue to focus on as a high priority.

Successes: MHS staff assigned to sites have provided Tier 3 support

Challenges: Hiring and retaining MHS staff for all available site and Family Counseling Center positions has continued to be challenging throughout the 2023-24 school year.

1.4.C) School Counselors: School counselors at the secondary level have helped support student mental and social health by providing individual and group sessions and connecting students and their families to appropriate resources. A rise in threat assessments has necessitated increased involvement by school counselors during the process and afterward. The increased number of threat assessments at the secondary level (HS=15, MS=70) is a direct result of explicit and comprehensive training in the Comprehensive School Threat Assessment Guidelines (CSTAG).

Successes: School sites implementing the CSTAG guidelines reported lower office referrals and suspension rates.

Challenges: Staff report continued demand for mental wellness support due to high student needs.

1.4.D) Elementary Resource Counselors (ERC): ERCs have successfully provided site-based support to students in all three tiers, particularly EL, SED, and FOS, to support social-emotional development and promote inclusivity. ERC support included short-term school-based counseling, crisis response, lunch bunch, schoolwide campaigns, parent support, and resource linkage. Spring 2024 Panorama data reflects that students (ALL student groups) in grades 3-6 report having supportive relationships (87%). This is a small gap between the ALL student group and unduplicated students (EL= 85%, SED= 84%) that the site and district staff continue to address.

Successes: Annual survey data reflects that students (85%) have a trusted adult on campus they can talk to if they have problems. Mental health staff and counselors are predominantly considered "trusted adults."

Challenges: Hiring and retaining mental health staff has remained challenging for the past two years.

PROGRESS ON ACTIONS 1.5: MATERIALS, PROGRAMS AND STAFF TARGETING ENGLISH LEARNERS, LOW-INCOME AND FOSTER YOUTH

IMPLEMENTATION STATUS: Partial Implementation

NOTED LEVEL OF EFFECTIVENESS: Medium Effectiveness

1.5.A) Implement materials focused on EL access to core curriculum: Supplemental curriculum Get Ready! was adopted and purchased to support English language development (ELD) for newcomer English learners in grades 1-12. Materials include student workbooks and online licenses, focusing on developing basic oral and written language. Many student books are in use at the elementary level, while only 14% of purchased online licenses have been assigned to students in grades 4-6. Elementary teachers from all sites were trained to use the Get Ready! curriculum, yet EL instructional assistants have mainly provided instruction. At the secondary level, printed materials and licenses are used at 9 of 13 sites, with 52% of purchased licenses assigned to students. In October 2023, teacher representatives from all elementary sites were assigned to attend one of four training days provided by Language Development staff. Secondary teachers of ELD 1 were provided a release day in which they received three hours of training by the publisher, with the rest of the day spent collaborating and planning for implementation. An additional supplemental curriculum, English 3D, was purchased to support ELD instruction for students in grades 7-12 and enrolled in ELD 2 and ELD 3 courses. Teachers received a half day of training from the publisher and were provided time to collaborate and plan for implementation. English 3D is in use at all secondary sites offering ELD 2 and ELD 3. In the spring, secondary ELD teachers were provided an additional release day to meet as a Professional Learning Community (PLC) to plan, collaborate, and share successes and challenges.

1.5.B) Reading intervention software targeting at-risk students: Read 180 is an adaptive reading intervention program that utilizes a blended learning model of direct instruction, independent reading, and student software application to support striving learners to achieve grade-level literacy proficiency. 589 students from almost every middle school and high school have used Read 180 in the 2023-24 school year, primarily in middle school reading lab classes. Data and Assessment staff provides four after-school trainings during the school year to support reading lab teachers. A common challenge to successful implementation is that students do not like the design of the software, but the company has a redesigned platform that will launch in the 2024-25 school year. A second challenge is varied implementation models across sites, which will be supported through ongoing training and site coaching visits.

1.5.C) Increased parent involvement classes/communication: The Irvine Parent Education Program (IPEP) offers ongoing district and site parent education opportunities. For the 2023-24 school year, the District offered 12 IPEP courses in 6 languages. Successes: Annual Survey data reflects that parents (89%) strongly agree/agree that the District provides translation and interpretation services to families who need them, and (75%) strongly agree/agree that the District supports students/families of different races, ethnicities, and cultures. Challenges: Families speak 72 different languages in IUSD. Our parent education workshops are available in the top six languages, and translation devices are offered for families who speak languages other than the top six.

1.5.D) Language Development Program (LDP) administration and staff: LDP staff support the infrastructure to provide targeted and systemic support for English Learners and immigrant students. IUSD Annual Survey data reflects that unduplicated student groups parents rated the importance of having consistent and systemic supports higher than parents of non-unduplicated students (EL parents= 47%, SED parents= 48%, ALL parent groups= 33%).

1.5.E) Student Support Services administration and support staff: Student Support Services staff support the infrastructure to support School Climate, Social Emotional Learning and continued implementation of Multi-tiered Systems of Support (MTSS). The positions are needed to ensure the coordination of support within Student Services, Language Development, Health Services, and Mental Health and Wellness. While the nature of the positions supports all students, the needs of unduplicated students are considered first and are best met with a coordinated and systemic approach.

1.5.F) Prevention and Intervention administration and support staff: Mental Health and Wellness staff support the infrastructure to provide targeted mental health support in all MTSS tiers, including EL, SED and FOS students. Additionally, staff provides targeted behavioral support through a consultation process that includes developing action plans to support students and providing development and coaching of site staff to prevent and respond to behaviors. A partnership with LDP staff is in the process to better support behavior consult requests for English learners. The Mental Health and Wellness department also employs a Mental Health Specialist dedicated to supporting our McKinney Vento and Foster Youth districtwide.

1.5.G) Clustering English Language (EL) learners: In spring 2023, elementary principals were provided guidance in clustering/EL placement so that students might benefit from integrated and designated ELD instruction provided by classroom teachers. Principals were encouraged to utilize the data platform Ellevation to facilitate the process. Current classroom data reveals that greater guidance is required toward effectively clustering students for targeted support. At the secondary level, sites effectively used Ellevation to place students in ELD 1, ELD 2 and ELD 3 sections. Additionally, some sites clustered students in content area sections so that students received targeted instructional

support. Spring 2024 Ellevation data shows that 700 staff members are using the Instructional Strategies component of Ellevation to support instruction in their classrooms.

PROGRESS ON ACTIONS 1.6: PARENT ENGAGEMENT PROGRAMS AND SERVICES

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

1.6.A) Provide site and district-based parent education: Parent education is fundamental to student success and is achieved through thoughtful home/school collaboration. IUSD continues to provide a variety of avenues for parents and guardians to be involved and informed of the work of the school and the learning of their children. Through the Irvine Parent Education Program (IPEP), there are myriad seminars, workshops, and other course offerings that have been coordinated through district-level departments. The parent newsletter is provided to all IUSD parents, which informs parents/guardians of available course offerings. IUSD has partnered with Olive Crest to provide parent education centered around active parenting of school aged children and teenagers. These topics include establishing healthy boundaries and setting their students up for life-long success. Other IPEP topics include Advanced Learning (APPAS), state testing, math pathways, college entrance and financial aid, and EL Programs and supports. IUSD continues to navigate which platforms parents can utilize, which allow for the easiest access. IUSD is also mindful of barriers, and is working toward providing multiple options and working through space and time constraints to improve parent attendance on educational opportunities. In addition, the district continues to utilize various messaging systems, including Aeries Parent Portal, Parent Square, and the District website to provide readily available information about school-based activities, programs and services, graduation requirements, and other timely communications.

1.6.B) Parent involvement translation/interpretation: District translation/interpretation support is provided to support families speaking languages other than English. District Community Liaisons provide support in the following languages: Arabic, Farsi, Japanese, Korean, Mandarin, and Spanish. Due to high demand, Russian support was added in December 2023 to address parent and site staff requests. During the 2023/2024 school year, 14 district-level forms were translated into the six main languages that had yet to be available. In addition, the Hanover survey and the student Panorama survey were translated into six main languages. As of Spring 2024, there have been a total of 344 meetings that have been translated at the district and site level for the 2023-2024 school year. IUSD has also purchased translation devices that allow listeners or attendees to pick from any of the 200+ languages on the device to hear a live presentation in their native language. These devices are housed at the District Office, Parent Center, and Irvine Family Counseling Center and are also available for site and department check-out.

PROGRESS ON ACTIONS 1.7: OPTIMISTIC ADVANTAGE

IMPLEMENTATION STATUS: No Implementation

NOTED LEVEL OF EFFECTIVENESS: Low Effectiveness

1.7.A) Optimistic Advantage: Funding provides social-emotional resources to elementary students to build essential social-emotional learning capacities. Elementary sites were provided "calm kits" in each classroom during the 2022-23 school year with an intended goal of expanding the distribution of calm kits throughout the 2023-24 school year. Supply chain issues caused significant delays for most items, and site teams indicated that the kits were not being used as planned. Educational partner feedback has indicated that the action item is not having the intended impact of reducing behaviors or increasing social emotional support for students, so it will be eliminated for the 2024-25 LCAP.

PROGRESS ON ACTIONS 1.8: GRADUATION SUPPORT

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

1.8.A) Graduation Support: The Graduation Support action item targets students who are at risk of not meeting our increased graduation requirements to complete three years of math (inclusive of Math 2) and three years of science (inclusive of earth, life, and physical sciences). Additional sections to provide intensive remediation in the areas of both math and reading are provided at the middle school and high school levels for students identified as most at risk of not completing graduation requirements. At the high school level, allocated sections may also be used to provide instruction at a reduced student to teacher ratio to allow for more individualized instruction and remediation for students who are not demonstrating proficiency in grade level coursework. CA Dashboard Graduation Rate and Smarter Balanced Summative (CAASPP) ELA and Mathematics data show that unduplicated student groups are disproportionately identified as being at risk of not meeting graduation requirements.

Successes: The CA Dashboard graduation rate indicator highlights that 94.5% of students complete high school and receive a diploma.

Challenges: There is still a performance gap between EL, SED and FOS and the ALL student group (EL= 87.9%, SED= 92%, FOS= 90.9%, ALL= 94.5%).

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

Action Item 1.2.B. Summer Athletic Augmentation: The action item will be sunsetted with the 2023-24 LCAP and will not be included in the 2024-25 LCAP.

Action Item 1.5: Get Ready! license usage for students in 4th-6th grades indicates that online licenses may not be a valued component of the program at that level. Consideration will be given to providing 4th - 6th grade students with printed materials only in 2024-25. Additionally, given that Get Ready! materials are intended for and used by newcomer students, this item will be moved into the Title III Immigrant budget.

Action Item 1.7: The action item will be sunsetted with the 2023-24 LCAP and will not be renewed moving forward.

Action Item 1.8: Planned training using a release day structure has been reduced with additional funds directed toward the improvement of the secondary math and reading labs.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Performance CA Dashboard 2021-22	Data reported as distance from standard (DFS) per 2019 CA Dashboard (% of students meeting/exceeding standard) ALL STUDENTS:+65.8 (78%) African-American: -11.5 (50%) American Indian: +62.1 (73%) Asian: +88.1 (85%) English Learner: +32.2 (49%) Filipino: +76.2 (82%) Foster Youth: -3.9 Hispanic: +15.4 (57%) Homeless Youth: -5.2 (37%) Pacific Islander: +48.5 (68%)	No 2020-21 data available	ALL STUDENTS: +63.4 Distance From Standard (DFS) African-American: -22.9 DFS American Indian: N/A Asian: +89.4 DFS English Learner: +35.3 DFS Filipino: +72.3 DFS Foster Youth: -44.7 DFS Hispanic: +.5 DFS Homeless Youth: -60.4 DFS Pacific Islander: +54 DFS Socioeconomically Disadvantaged: +16.5 DFS Students With Disabilities: -34 DFS Two or More Races: +65.8 DFS White: +45.8 DFS	ALL STUDENTS: +64.9 Distance From Standard (DFS) African-American: -15.7 DFS American Indian: N/A Asian: +89.1 DFS English Learner: +33.7 DFS Filipino: +75.1 DFS Foster Youth: -60.2 DFS Hispanic: +.8.1 DFS Homeless Youth: -38.9 DFS Pacific Islander: +45 DFS Socioeconomically Disadvantaged: +17.1 DFS Students With Disabilities: -39.5 DFS Two or More Races: +68.6 DFS White: +47.4 DFS	ALL STUDENTS: Maintain African-American: -2.5 DFS (+3 per year) Foster Youth: +5.1 DFS (+3 per year) Homeless Youth: +3.8 DFS (+3 per year) Students With Disabilities: -4.3 DFS (+7.5 each year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: +18.2 (56%) Students With Disabilities: -26.8 (38%) Two or More Races: +67.5 (81%) White: +51.9 (74%)				
Math Performance CA Dashboard 2021-22	Data reported as distance from standard (DFS) per 2019 CA Dashboard (% of students meeting/exceeding standard) ALL STUDENTS: +57.9 (74%) African-American: -40.4 (35%) American Indian: +35.7 (66%) Asian: +95.8 (87%) English Learner: +43.9 (59%) Filipino: +57.4 (74%) Foster Youth: -42.7 % Hispanic: -16.1 (44%) Homeless Youth: -43 (29%) Pacific Islander: +53 (74%)	No 2020-21 data available	ALL STUDENTS: +45.6 DFS African-American: -64.4 DFS American Indian: N/A Asian: +87.2 DFS English Learner: +34.8 DFS Filipino: +39.4 DFS Foster Youth: -83.3 DFS Hispanic: -35.9 DFS Homeless Youth: -100.2 DFS Pacific Islander: +30.4 DFS Socioeconomically Disadvantaged: -8.8 DFS Students With Disabilities: -60.2 DFS Two or More Races: +39.2 DFS White: +17.1 DFS	ALL STUDENTS: +50.7 DFS African-American: -72.4 DFS American Indian: +40.2 DFS Asian: +90.3 DFS English Learner: +36.4 DF Filipino: +44.8 DFS Foster Youth: -104.6 DFS Hispanic: -28.3 DFS Homeless Youth: -73.4 DFS Pacific Islander: +15.1 DFS Socioeconomically Disadvantaged: -3.6 DFS Students With Disabilities: -61.2 DFS Two or More Races: +45.6 DFS White: +21.7 DFS	ALL STUDENTS: Maintain African-American: -22.4 DFS (+6 per year) Foster Youth: -24.7 DFS (+6 per year) Students With Disabilities: -22.6 DFS (+8 per year) Hispanic: -7.1 DFS (+3 per year) Homeless: -25 DFS (+6 per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: +1.7 (48%)</p> <p>Students With Disabilities: -46.6 (33%)</p> <p>Two or More Races: +51 (74%)</p> <p>White: +31.6 (65%)</p>				
<p>Performance on CAASPP - Science CAASPP 2021-22</p>	<p>Data not yet included in CA Dashboard, reported as % of students meeting/exceeding standard in 2019</p> <p>ALL STUDENTS: 64%</p> <p>African-American: 31%</p> <p>American Indian: 47%</p> <p>Asian: 74%</p> <p>English Learner: 23%</p> <p>Filipino: 64%</p> <p>Hispanic: 39%</p> <p>Homeless Youth: 29%</p> <p>Pacific Islander: 40%</p> <p>Socioeconomically Disadvantaged: 40%</p> <p>Students With Disabilities: 28%</p> <p>Two or More Races: 68%</p> <p>White: 59%</p>	<p>No 2020-21 data available</p>	<p>CAASPP Science: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 61%</p> <p>African-American: 25%</p> <p>American Indian: 53%</p> <p>Asian: 72.5%</p> <p>English Learner: 13%</p> <p>Filipino: 65%</p> <p>Hispanic: 39%</p> <p>Homeless Youth: 25%</p> <p>Pacific Islander: 52%</p> <p>Socioeconomically Disadvantaged: 41%</p> <p>Students With Disabilities: 26%</p> <p>Two or More Races: 63%</p> <p>White: 52.3%</p>	<p>CAASPP Science: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 64%</p> <p>African-American: 26%</p> <p>American Indian: N/A</p> <p>Asian: 73%</p> <p>English Learner: 13%</p> <p>Filipino: 76%</p> <p>Hispanic: 42%</p> <p>Homeless Youth: 30%</p> <p>Pacific Islander: 48%</p> <p>Socioeconomically Disadvantaged: 46%</p> <p>Students With Disabilities: 26%</p> <p>Two or More Races: 69%</p> <p>White: 57%</p>	<p>CAASPP Science: % Met or Exceeded Standard</p> <p>Increase the percent of students meeting/exceeding the standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on STAR Renaissance-ELA/Literacy SchoolCity 2021-22	<p>STAR Renaissance-ELA: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 74.9%</p> <p>African-American: 51.4%</p> <p>Asian: 78.3%</p> <p>English Learner: 36.4%</p> <p>Hispanic: 60%</p> <p>Homeless Youth: * Socioeconomically Disadvantaged: 57%</p> <p>Students With Disabilities: 41.7%</p> <p>Two or More Races: 72%</p> <p>White: 73.5%</p> <p>*SchoolCity does not provide data for all subgroups</p>	<p>STAR Renaissance-ELA: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 75%</p> <p>African-American: 49%</p> <p>Asian: 80.5%</p> <p>English Learner: 44%</p> <p>Hispanic: 57%</p> <p>Students With Disabilities: 44%</p> <p>Two or More Races: * White: 72%</p> <p>*SchoolCity does not provide data for all subgroups</p>	<p>STAR Renaissance-ELA: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 74%</p> <p>African-American: 49%</p> <p>Asian: 78%</p> <p>English Learner: 20%</p> <p>Hispanic: 56%</p> <p>Students With Disabilities: 43%</p> <p>Two or More Races: * White: 70%</p> <p>*SchoolCity does not provide data for all subgroups</p>	<p>STAR Renaissance-ELA: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 74%</p> <p>African-American: 49%</p> <p>Asian: 78%</p> <p>English Learner: 20%</p> <p>Hispanic: 56%</p> <p>Students With Disabilities: 43%</p> <p>Two or More Races: * White: 70%</p> <p>*SchoolCity does not provide data for all subgroups</p>	<p>STAR Renaissance-ELA: % Met or Exceeded Standard</p> <p>ALL STUDENTS: Maintain 74%</p> <p>African-American: -23.6 from ALL (+8 per year)</p> <p>Asian: Maintain 78 %</p> <p>English Learner: -39 from ALL (+10 per year)</p> <p>Hispanic: -15 from ALL (+5 per year)</p> <p>Socioeconomically Disadvantaged: -18 from ALL (+6 per year)</p> <p>Students With Disabilities: -34 from ALL (+10 per year)</p> <p>Two or More Races: -3 from ALL (+1 per year)</p> <p>White: -1.5 from ALL (+.5 per year)</p>
Performance on STAR Renaissance-Math SchoolCity 2021-22	<p>STAR Renaissance-Math: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 87.3%</p> <p>African-American: 61.3%</p>	<p>STAR Renaissance-Math: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 87%</p> <p>African-American: 56%</p> <p>Asian: 93%</p>	<p>STAR Renaissance-Math: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 86%</p> <p>African-American: 62%</p> <p>Asian: 93%</p>	<p>STAR Renaissance-Math: % Met or Exceeded Standard</p> <p>ALL STUDENTS: 84%</p> <p>African-American: 56%</p> <p>Asian: 91%</p>	<p>STAR Renaissance-Math: % Met or Exceeded Standard</p> <p>ALL STUDENTS: Maintain 87%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Asian: 93.7%</p> <p>English Learner: 80%</p> <p>Hispanic: 70.5%</p> <p>Students With Disabilities: 59.4%</p> <p>White: 83.8%</p> <p>*SchoolCity does not provide data for all subgroups</p>	<p>English Learner: 82%</p> <p>Hispanic: 69%</p> <p>Students With Disabilities: 62 %</p> <p>White: 83%</p> <p>*SchoolCity does not provide data for all subgroups</p>	<p>English Learner: 71%</p> <p>Hispanic: 68%</p> <p>Students With Disabilities: 64%</p> <p>White: 83%</p> <p>*SchoolCity does not provide data for all subgroups</p>	<p>English Learner: 69%</p> <p>Hispanic: 65%</p> <p>Students With Disabilities: 60%</p> <p>White: 79%</p> <p>*SchoolCity does not provide data for all subgroups</p>	<p>African-American: -26 from ALL (+8 per year)</p> <p>Asian: 93%</p> <p>English Learner: -7 from ALL (+2 per year)</p> <p>Hispanic: -17 from ALL (+6 per year)</p> <p>Socioeconomically Disadvantaged: -12 from ALL (+4 per year)</p> <p>Students With Disabilities: -27 from ALL (+8 per year)</p> <p>Two or More Races: -5 from ALL (+2 per year)</p> <p>White: -3 from ALL (+1 per year)</p> <p>*SchoolCity does not provide data for all subgroups</p>
<p>Students completing Physics prior to graduation Aeries 2021-22</p>	<p>ALL STUDENTS: 42%</p> <p>African-American: 21%</p> <p>American Indian: 50%</p> <p>Asian: 51%</p> <p>English Learner: 23%</p> <p>Filipino: 33%</p> <p>Hispanic: 24%</p> <p>Homeless Youth: 50%</p> <p>Pacific Islander: 40%</p>	<p>ALL STUDENTS: 43%</p> <p>African-American: 16%</p> <p>American Indian: 40%</p> <p>Asian: 56%</p> <p>English Learner: 26%</p> <p>Filipino: 37%</p> <p>Hispanic: 26%</p> <p>Homeless Youth: 50%</p> <p>Pacific Islander: 42%</p>	<p>2022-23 Data not available</p>	<p>2023-24 Data not available</p>	<p>ALL STUDENTS: Increase %</p> <p>African-American: +7 per year</p> <p>American Indian: maintain 50%</p> <p>Asian: minimum 51%</p> <p>English Learner: +6 per year</p> <p>Filipino: +3 per year</p> <p>Hispanic: +6 per year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 31% Students With Disabilities: 14% Two or More Races: 37% White: 37%	Socioeconomically Disadvantaged: 30% Students With Disabilities: 17% Two or More Races: 39% White: 33%			Homeless Youth: maintain 50% Pacific Islander: +1 per year Socioeconomically Disadvantaged: +3 per year Students With Disabilities: +3 per year Two or More Races: +1 per year White: +2 per year
EL reclassification rate Aeries 2021-22	11.7% of English learners are reclassified to Fluent English Proficient	31% of English learners are reclassified to Fluent English Proficient	31% of English learners are reclassified to Fluent English Proficient	17% of English learners are reclassified to Fluent English Proficient	14% of English learners are reclassified to Fluent English Proficient
Students meeting UC/CSU requirements CALPADs 2021-22	ALL STUDENTS: 78% African-American: 51% American Indian: 67% Asian: 87% English Learner: 27% Filipino: 85% Hispanic: 52% Homeless Youth: 100% Pacific Islander: 60% Socioeconomically Disadvantaged: 62%	ALL STUDENTS: 70% African-American: 31% American Indian: N/A Asian: 80% English Learner: 36% Filipino: N/A Hispanic: 47% Homeless Youth: * Pacific Islander: * Socioeconomically Disadvantaged: 52% Students With Disabilities: 18%	ALL STUDENTS: 70% African-American: 33% American Indian: 67% Asian: 84% English Learner: * Filipino: 76% Hispanic: 44% Homeless Youth: * Pacific Islander: * Socioeconomically Disadvantaged: * Students With Disabilities: 17%	ALL STUDENTS: 73% African-American: 35% American Indian: 25% Asian: 86% English Learner: * Filipino: 77% Hispanic: 48% Homeless Youth: * Pacific Islander: * Socioeconomically Disadvantaged: * Students With Disabilities: 19%	ALL STUDENTS: Maintain African-American, American Indian, English Learner, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, Students With Disabilities, Two or More Races, White increase percent of students completing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students With Disabilities: 14% Two + Races: 73% White: 76%	Two + Races: 71% White: 63% *CALPADS did not provide data for all subgroups	Two+ Races: 73% White: 61% *CALPADS did not provide data for all subgroups	Two + Races: 73% White: 64% *CALPADS did not provide data for all subgroups	UC/CSU course requirements by a minimum of 4% per year.
EL students making progress towards proficiency as measured by the ELPI CA Dashboard 2021-22	70.9% of English Learners are demonstrating progress of at least one ELPI level and/or maintenance of ELPI level 4	68% of English Learners are demonstrating progress of at least one ELPI level and/or maintenance of ELPI level 4 *Alternate ELPI calculation used as state ELPI data not available	63% of English Learners are making progress towards English language proficiency	59% of English Learners are making progress towards English language proficiency	75% of English Learners demonstrating progress of a least one ELPI level and or maintenance of ELPI level 4 - higher than the state average
AP exams passed with a score of 3 or higher College Board 2021-22	ALL STUDENTS: 83% African-American: 25% American Indian: 100% Asian: 100% English Learner: 35% Filipino: 75% Hispanic: 30% Homeless Youth: 13% Pacific Islander: 63% Socioeconomically Disadvantaged: 37% Students with Disabilities: 6% Two or More Races: 45%	ALL STUDENTS: 83% African-American: 55% American Indian: * Asian: 85% English Learner: * Filipino: N/A Hispanic: 78% Homeless Youth: * Pacific Islander: * Socioeconomically Disadvantaged: 78% Students with Disabilities: * Two or More Races: * White: 80%	ALL STUDENTS: 86% African-American: 76% American Indian: * Asian: 87% English Learner: * Filipino: N/A Hispanic: 79% Homeless Youth: * Pacific Islander: * Socioeconomically Disadvantaged: 83% Students with Disabilities: * Two or More Races: * White: 83%	ALL STUDENTS: 87% African-American: 77% American Indian: * Asian: 88% English Learner: * Filipino: N/A Hispanic: 80% Socioeconomically Disadvantaged: 84% Students with Disabilities: * White: 84% *College Board no longer provides data for all subgroups	ALL STUDENTS: Maintain African-American, English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students With Disabilities: Increase the percent of students passing AP exams with a 3 or higher by a minimum of 5% per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 70%	* College Board no longer provides data for all subgroups	*College Board no longer provides data for all subgroups		
Pupils prepared for college by the Early Access Program (EAP) in ELA and Math 2019	<p>ELA: ALL STUDENTS: 50% African-American: 17% Asian: 61% English Learner: 6% Hispanic: 23% Socioeconomically Disadvantaged: 30% Students With Disabilities: 11% White: 47%</p> <p>Math: ALL STUDENTS: 45% African-American: 10% Asian: 64% English Learner: 20% Hispanic: 14% Socioeconomically Disadvantaged: 26% Students With Disabilities: 10% White: 33%</p>	2020-21 Data not available	2021-22 Data not available	<p>2022-23 ELA: ALL STUDENTS: 77% African-American: 43% Asian: 84% English Learner: 13% Hispanic: 61% Socioeconomically Disadvantaged: 60% Students With Disabilities: 26% White: 73%</p> <p>Math: ALL STUDENTS: 66% African-American: 14% Asian: 82% English Learner: 31% Hispanic: 38% Socioeconomically Disadvantaged: 45% Students With Disabilities: 21% White: 53%</p>	QIncrease the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced assessments by a minimum of 5% per year
Pupils prepared for college as evidenced by meeting	ELA: ALL STUDENTS: 85.8%	ELA: ALL STUDENTS: 83%	ELA: ALL STUDENTS: 82%	ELA: ALL STUDENTS: 78%	Increase the percent of students considered ready for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark on ELA/MATH PSAT National Merit Qualifying Test (NMSQT) College Board 2021-22	<p>African-American: 43.9%</p> <p>Asian: 90.6%</p> <p>English Learner: 21.4%</p> <p>Hispanic: 71.6%</p> <p>Socioeconomically Disadvantaged: 70.6%</p> <p>Students With Disabilities: 36.8%</p> <p>White: 83.5%</p> <p>Math: ALL STUDENTS: 76%</p> <p>African-American: 24.4%</p> <p>Asian: 89.2%</p> <p>English Language: 45.6%</p> <p>Hispanic: 51.8%</p> <p>Socioeconomically Disadvantaged: 56.7%</p> <p>Students With Disabilities: 20%</p> <p>White: 65%</p>	<p>African-American: 53%</p> <p>Asian: 90%</p> <p>Hispanic: 71%</p> <p>White: 83%</p> <p>*College Board no longer provides data on EL, SWD, SED subgroups</p> <p>Math: ALL STUDENTS: 71%</p> <p>African-American: 32%</p> <p>Asian: 86%</p> <p>Hispanic: 45%</p> <p>White: 65%</p> <p>*College Board no longer provides data on EL, SWD, SED subgroups</p>	<p>African-American: 56%</p> <p>Asian: 90%</p> <p>Hispanic: 75%</p> <p>White: 85%</p> <p>*College Board no longer provides data on EL, SWD, SED subgroups</p> <p>Math: ALL STUDENTS: 71%</p> <p>African-American: 26%</p> <p>Asian: 87%</p> <p>Hispanic: 56%</p> <p>White: 70%</p> <p>*College Board no longer provides data on EL, SWD, SED subgroups</p>	<p>African-American: 52%</p> <p>Asian: 84%</p> <p>Hispanic: 60%</p> <p>White: 76%</p> <p>*College Board no longer provides data on EL, SWD, SED subgroups</p> <p>Math: ALL STUDENTS: 67%</p> <p>African-American: 20%</p> <p>Asian: 82%</p> <p>Hispanic: 35%</p> <p>White: 54%</p> <p>*College Board no longer provides data on EL, SWD, SED subgroups</p>	college-level coursework as measured by the PSAT NMSQT by .5% per year
Implementation of the academic content and performance standards adopted by the state- Common Core State Standards (CCSS) for all	Professional Learning Opportunities provided: 2019-20: 692	Professional Learning Opportunities provided: 2020-21: 594	Professional Learning Opportunities provided: 2021-22: 580	Professional Learning Opportunities provided: 2022-23: 672	Implement Common Core State Standards (CCSS) for all students at all sites. District will provide all teaching staff professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students at all sites. District will provide all teaching staff professional development in implementation of the State standards					development in implementation of CCSS.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Our annual assessment for Professional Learning Communities (PLCs) indicates that PLC teams are increasing their consistency and effectiveness of PLC work (identifying essential standards for instruction, developing common means of assessing learning, and responding to student needs promptly based on this analysis of evidence). District professional learning evaluations reflect high levels of learning and engagement for participants. During the 2023-24 school year, 745 professional learning opportunities were available for teachers and support staff.

The district has successfully implemented part-time PLC Facilitator Coaches at each site to develop PLC teams, as outlined in our plan, with no substantive differences. We have been addressing the challenge of limited substitute availability by compensating teacher teams to meet in PLC teams to engage in this work outside the school day. This has preserved much of the benefit of our planned action, although on a slightly smaller scale, as not all teachers can work outside the school day. As substitute coverage has increased in availability, we have been able to re-introduce PLC release days for staff. The consistent support for teacher-led PLC teams and professional learning offered to instructional staff have helped to maintain the quality and consistency of instruction over the past year, and that is reflected in very high ELA (64.9 points above standard) and Math (50.7 points above standard) performance overall, and high graduation (94.5%) rates on the California School Dashboard. In addition, evaluation and feedback from our PLC Facilitator Coaches and site administrators indicate that our monthly training meetings have increased our coaches' and administrators' comfort and knowledge in providing support to site-based PLC teams.

IUSD is successfully implementing a multi-tiered system of support (MTSS) for both behavior and academics. To support students academically, IUSD teachers implement effective Tier 1 instruction aligned to essential standards common to the district's grade level and content area. Immediately following a summative assessment, PLC teams provide Tier 2 intervention and reteach all students performing below proficiency on the grade level essential standards. For students who still need to demonstrate proficiency after Tier 2 intervention and may have significant skill gaps from prior grade levels, we provide Tier 3 level support. At the secondary level, Tier 3 support is provided to students as an extra support class in math or English language arts designed to provide remediation in foundational skills so that students

can access grade-level content as Tier 1 and Tier 2 instruction within their regular classroom. Each school is allocated a Tier 3 teacher at the elementary level who provides supplemental instruction in essential foundational math and English language arts standards. The Tier 3 teacher works with small groups of students and individuals using research-based intervention materials and methodologies, and student achievement is monitored at regular intervals to ensure progress. This supplemental Tier 3 instruction occurs outside the instructional time allocated to either Tier 1 or Tier 2 intervention so that our students most need support are provided as much instructional time as possible.

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

Action 2.2.A - Due to staffing shortages, positions were vacant during the year which led to lower than expected costs.
Action 2.3.B - Due to staffing shortages, stipends and site lead roles were not filled, which led to lower than expected costs.
Action 2.6 A - Due to staffing shortages, positions were vacant during the year which led to lower than expected costs.
Action 2.6.B - Due to staffing shortages, positions were vacant during the year which led to lower than expected costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

PROGRESS ON ACTIONS 2.1: PROFESSIONAL LEARNING

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: Medium Effectiveness

2.1.A) Professional Learning Opportunities for Common Core: English learner (EL) Lead teachers at each middle and high school and at two K-8 sites receive a section of release time in which to plan and provide support to their sites' English learner community. Expected activities include recommendations for placement of EL students, support in interpretation of EL data, implementation of ELD instruction, facilitation of EL and RFEP monitoring, and assistance in establishing the site English Learner Advisory Committee (ELAC).

Successes: Spring 2024 Ellevation data indicates that 1,049 English learners were Reclassified and 3,371 students received Reclassified-Fluent English Proficient (RFEP) monitoring using the platform, and 75% of EL students are demonstrating progress of at least one English Language Proficiency Indicator (ELPI) level or maintenance of ELPI level 4, which remains higher than the state average.

Challenges: The level of support provided by teachers serving in this position varies widely and there is no metric by which to assess or measure their effectiveness. This action item will be evaluated for the 2024-27 LCAP cycle to ensure maximum benefit for EL students.

PROGRESS ON ACTIONS 2.2: PROFESSIONAL LEARNING COMMUNITIES (PLCs)

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

2.2.A) Funding part-time Facilitator Coaches at each site to develop and maintain PLCs: Every school has dedicated PLC Facilitator Coaches to support the ongoing development of effective PLC teaching teams. These PLC Facilitator Coaches receive monthly training in peer coaching strategies as well as assessment design, alignment of instruction to essential standards, and data analysis and action

planning to drive instructional improvement. Site administrators attend these trainings with their PLC Facilitator Coaches to plan for continued support of their PLC teaching teams. The consistent support for teacher-led PLC teams and professional learning offered to instructional staff have helped to maintain the quality and consistency of instruction over the past year, and that is reflected in very high ELA (64.9 points above standard) and Math (50.7 points above standard) performance overall, and high graduation (94.5%) rates on the California School Dashboard. In addition, evaluation and feedback from our PLC Facilitator Coaches and site administrators indicate that our monthly training meetings have increased our coaches' and administrators' comfort and knowledge in providing support to site-based PLC teams. Challenges: Filling the part-time coach position at small schools continues to be challenging due to the availability of multiple adjunct duties and small staff numbers.

2.2.B) Providing three teacher release days each year to meet as a PLC: All teachers receive three days released from the classroom to engage in sustained and extended PLC work to plan for standards-aligned instruction, create common standards-aligned assessments, examine evidence of student learning, and plan and implement interventions as needed. In Spring 2024, teacher feedback highlighted that the PLC release days effectively provided opportunities to extend PLC work. This was noted as a continued high-priority action item for the 2024-27 LCAP cycle.

Successes: The PLC days have consistently proven their effectiveness in extending PLC work, providing teachers with valuable time and resources to enhance their instructional planning, assessment creation, and student intervention strategies.

Challenges: Due to substitute shortages, releasing PLC groups has been challenging for the last few years.

PROGRESS ON ACTIONS 2.3: TEACHERS ON SPECIAL ASSIGNMENT (TOSAs) AND MENTORS

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: Moderate Effectiveness

2.3.A) Curriculum and Special Education TOSAs: Teachers on Special Assignment have developed training for classroom teachers based on assessed needs from survey responses and student achievement data. TOSAs also develop curricular resources for use by all classroom teachers, which reduces the need for individual classroom teachers to spend time on development and increases the quality and consistency of curricular resources across the district.

Successes: For the 2023-24 school year, 745 professional learning opportunities were provided to teachers and support staff.

Challenges: Due to staff shortages, filling mentor and adjunct duty roles has been challenging for the past two years.

2.3.B) Stipends for mentor teachers and department leads: Mentor teachers and department leads are used to develop classroom and curricular resources as well as to serve on leadership committees across the district. Their perspective and experience as current classroom teachers is invaluable in ensuring that our resources and committee developed decisions are based in current classroom practice.

Challenges: Filling mentor and adjunct duty roles have been challenging for the past 2 years due to staff shortages.

2.3.C) Education Technology (Ed Tech) TOSAs: Technology TOSAs provide professional learning, guidance, and support for teachers interested in integrating technology in their classrooms. The Ed Tech TOSAs focus on elementary, middle, and high school support for high-impact use of technology in schools. They also help teachers design lessons and leverage new facilities and technology to engage students and deepen learning.

Challenges: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to needing a clear metric to evaluate continued effectiveness and/or impact.

2.3.D) Site Education Technology Mentors at high schools: Under the general supervision of the Director of Educational Technology and the direct supervision of site administrators, Ed Tech Mentors (ETMs) advocate for and support the growth and development of all school site teams with the effective use of educational technology. ETMs are teacher leaders who embrace how technology can propel initiatives forward. The highest priorities of the ETM role include but are not limited to collaborating with the IUSD Ed Tech Team and across school sites in ed-tech best practices, partnering with site leadership and partner ETMs to determine site goals, and developing/delivering professional learning to build site capacity towards identified goals through the use of technology.
Challenges: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to needing a clear metric to evaluate continued effectiveness and/or impact.

PROGRESS ON ACTIONS 2.4: TECHNOLOGY PROGRAMS AND RESOURCES

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

2.4.A) Computer Match program: IUSD has continued technology investments to ensure reliable access to technology at school and home for students and staff.

Successes: The district has increased the number of Chromebooks and new staff laptops and desktops to maintain district wide access to devices.

Challenges: Supply chain issues translated into delayed receipt of items to maintain district wide 1:1 access to devices.

2.4.B) Technology Maintenance Fund: The technology maintenance fund supported the replacement of core network infrastructure to improve security and connectivity at school sites, and continued to provide hotspots for students who needed additional support at home. IUSD has begun a multi-year project to replace network equipment at all school sites.

Successes: This funding has been used to make substantial investments in infrastructure to improve the performance of our IUSD Parent Portal and refresh classroom audio/visual equipment.

Challenges: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

2.4.C) Student online assessment technology: The student online assessment program provides a platform to house district common assessments, and teachers create PLC team assessments. The platform allows PLC teacher teams to share assessments across the district and provides a method to view student assessment results for PLC team analysis.

Successes: PLC teams can use common assessments and have ready access to shared assessments.

Challenges: The District continues encouraging and supporting all teachers to use the platform.

2.4.D) Professional Learning software registration system (Compass): The Compass professional learning software system allows subject matter experts to develop customized professional learning and curriculum modules for our certificated and classified staff. Having these training materials online ensures that the content is available on demand from any location so that staff can access the training and resources they need. The software system's tracking component also allows us to monitor ongoing training and record in-person attendance for optional and mandatory training.

Successes: For the 2023-24 school year, 745 professional learning opportunities were provided to teachers and support staff utilizing the professional learning system.

Challenges: As a district, we continue to work on creating asynchronous training modules to support diverse training needs and requests.

PROGRESS ON ACTIONS 2.5: ART AND MUSIC PROGRAMS AND STAFF

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

2.5.A) Primary Art: Every student in grades 1-3 receives standards-aligned Arts Education instruction from a credentialed teacher, ensuring equity across the district.

Successes: Providing standards-aligned Arts Education instruction in the primary grades allows students to expand their course of study to include a wide array of Arts Education offerings as they matriculate.

Challenges: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

2.5.B) Instrument Repair Specialists and Supplies: The district instrument repair specialists have completed repairs or maintenance tasks on all district owned instruments, ensuring that our pool of instruments remains available for all students in need. The pool of district owned instruments has increased to better serve our SED students so that every student has equitable access to high quality instruments. During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

PROGRESS ON ACTIONS 2.6: PHYSICAL EDUCATION AND SECONDARY ATHLETIC PROGRAM SUPPORT

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: Moderate Effectiveness

2.6.A) Elementary PE Paraprofessionals: PE Paraprofessionals at each elementary school provide standards aligned instruction in conjunction with the classroom teacher to ensure that all students receive high quality instruction in physical education. The ongoing challenge has been staffing the positions. During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

2.6.B) Physical Education Support: A part-time Teacher on Special Assignment developed curricular resources and supports our classified PE paraprofessionals with standards aligned instructional plans, coaching, and supports.

Challenges: It is challenging to support both the PE Paraprofessional group as well as our certificated physical education teachers on a part-time schedule.

During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

PROGRESS ON ACTIONS 2.7: SPECIAL EDUCATION SUPPORT PROGRAMS

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

2.7.A) Special Education Instructional Technology: Special Education staff use instructional technology (Goal Book) that utilizes Universal Design for Learning (UDL) strategies to support students with exceptional needs. Staff feedback has indicated that the technology is effective and should be continued as an action item.

Successes: UDL strategies allow students of varying abilities to work together as peers. They learn to understand differences in abilities, needs, and strengths, including differences that are not immediately obvious (such as neurodivergent ways of thinking, communicating, and perceiving).

Challenges: The Goal Book must be consistently used across sites and grade levels. The Special Education Department will evaluate its use and implement progress monitoring.

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

Action Items 2.3.C and 2.3.D: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

Action Items 2.4.A and 2.4.B: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

Action Items 2.5.A and 2.5.B: The Primary Art action items reflect only a small portion of the comprehensive Visual and Performing Arts (VAPA) program offered throughout the district. The action items will be removed from the LCAP and will be covered using ongoing funds.

Action Items 2.6.A. and 2.6.B. the Physical Education action items reflect a small portion of the comprehensive Physical Education (PE) programs offered throughout the district. The action items will be removed from the LCAP and covered using ongoing funds.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Teachers appropriately assigned and credentialed Human Resources Data December 2022	ALL TEACHERS: 100%	ALL Teachers: 100%	ALL Teachers: 100%	ALL Teachers: 100%	ALL TEACHERS: Maintain 100%
Percentage of Pupils who have access to standards aligned instructional materials IUSD Board Meeting October 2022	ALL STUDENTS: 100%	ALL Students: 100%	ALL Students: 100%	ALL Students: 100%	ALL STUDENTS: Maintain 100%
Percentage of School facilities maintained in good repair SARC FIT Report 2021-22	ALL FACILITIES: 100%	ALL Facilities: 100%	ALL Facilities: 100%	ALL Facilities: 100%	ALL FACILITIES: Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students prepared by College and Career Inventory (CCI) level	<p>ALL STUDENTS: 72.8%</p> <p>African-American: 39.7%</p> <p>Asian: 84.4%</p> <p>English Learner: 47.5%</p> <p>Filipino: 77.9%</p> <p>Hispanic: 45.6%</p> <p>Homeless Youth: 38.5%</p> <p>Socioeconomically Disadvantaged: 57%</p> <p>Students With Disabilities: 21.1%</p> <p>Two or More Races: 63.6%</p> <p>White: 68.1%</p>	2020-21 CCI data not available	2021-22 CCI data not available	<p>ALL Students: 71%</p> <p>African-American: 27.3%</p> <p>Asian: 84.3%</p> <p>English Learner: 46.1%</p> <p>Filipino: 74.3%</p> <p>Hispanic: 48.9%</p> <p>Homeless: 31.8%</p> <p>Socioeconomically Disadvantaged: 51.8%</p> <p>Students With Disabilities: 19.9%</p> <p>Two or More Races: 68.5%</p> <p>White: 60.9%</p>	<p>ALL STUDENTS: Maintain or increase 72.8%</p> <p>African-American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities, Two or More Races, White increase percent of students prepared based on College and Career Inventory by a minimum of 2% per year.</p>
Percentage of Students Completing CTE Pathways CA College/Career Indicator-Student Level Data Report 2021-22			<p>ALL STUDENTS: 10.6%</p> <p>African-American: 9%</p> <p>American Indian: 25%</p> <p>Asian: 11%</p> <p>English Learner: 9%</p> <p>Filipino: 11%</p> <p>Hispanic: 11%</p> <p>Socioeconomically Disadvantaged: 7.6%</p> <p>Students With Disabilities: 8.3%</p> <p>Two or More Races: 11.9%</p> <p>White: 6.4%</p>	<p>ALL STUDENTS: 11.7%</p> <p>African-American: 3.6%</p> <p>American Indian: 12.8%</p> <p>Asian: 12.8%</p> <p>English Learner: 10.1%</p> <p>Filipino: 4.1%</p> <p>Foster Youth: 18.2%</p> <p>Hispanic: 10.8%</p> <p>Homeless: 9.1%</p> <p>Socioeconomically Disadvantaged: 11.1%</p> <p>Students With Disabilities: 10.6%</p>	<p>ALL Students: Increase %</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Two or More Races: 9.4% White: 11.9%	
Percentage of Student Completing CTE Pathway AND met UC/CSU Requirements CA College/Career Indicator-Student-Level Data Report 2021-22			ALL STUDENTS: 8% African-American: 7.5% Asian: 9.8% English Learner: 5.4% Filipino: 9.7% Hispanic: 4% Socioeconomically Disadvantaged: 4.8% Students With Disabilities: 1.6% Two or More Races: 8.2% White: 6.4%	ALL STUDENTS: 8.7% African-American: 1.8% Asian: 11.1% English Learner: 5% Filipino: 4.1% Hispanic: 4.8% Socioeconomically Disadvantaged: 6.8% Students With Disabilities: 3.4% Two or More Races: 7.3% White: 7.4%	ALL Students: Increase %
Percentage of students participating 2 or more college preparatory classes Aeries 2021-22	ALL STUDENTS: 99% African-American: 95% Asian: 94% English Learner: 93% Hispanic: 97% Socioeconomically Disadvantaged: 97% Students With Disabilities: 90% White: 99%	ALL STUDENTS: 99% African-American: 98% Asian: 99% English Learner: 96% Hispanic: 98% Socioeconomically Disadvantaged: 98% Students With Disabilities: 94% White: 99%	ALL STUDENTS: 99% African-American: 97% Asian: 99% English Learner: 95% Hispanic: 99% Socioeconomically Disadvantaged: 99% Students With Disabilities: 95% White: 99%	ALL STUDENTS: 99% African-American: 98% Asian: 99.6% English Learner: 96% Foster Youth: 93% Hispanic: 98% Homeless: 93% Socioeconomically Disadvantaged: 98% Students With Disabilities: 91% White: 99%	ALL STUDENTS: Maintain/Increase per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students participating in one or more AP courses College Board 2021-22	ALL STUDENTS: 37% African-American: 20% American Indian: 37% Asian: 46% English Learner: 11% Filipino: 36% Hispanic: 19% Homeless: 8% Pacific Islander: 31% Socioeconomically Disadvantaged: 26% Students With Disabilities: 3% Two or More Races: 26% White: 34%	ALL STUDENTS: 39% African-American: 13% American Indian: 33% Asian: 50% English Learner: 8% Filipino: 38% Hispanic: 21% Homeless: 8% Pacific Islander: 29% Socioeconomically Disadvantaged: 26% Students With Disabilities: 4% Two or More Races: 34% White: 32%	ALL STUDENTS: 41% African-American: 13% American Indian: 18% Asian: 52% English Learner: 12% Filipino: 41% Foster Youth: 23% Hispanic: 21% Homeless: 13% Pacific Islander: 21% Socioeconomically Disadvantaged: 26% Students With Disabilities: 5% Two or More Races: 38% White: 33%	ALL Students: 43% African-American: 17.2% Asian: 52.4% English learner: 8.7% Foster Youth: 9.1% Hispanic: 25.3% Homeless: 17.1% Socioeconomically Disadvantaged: 30.4% Students With Disabilities: 5.9% White: 37.3%	ALL STUDENTS: +2% per year African American: 26%+ American Indian: 43% + Asian: 52% + English Learner: 17%+ Filipino: 42% + Hispanic: 25% + Homeless: 15% + Pacific Islander: 37% + Socioeconomically Disadvantaged: 32% + Students With Disabilities: 10% + Two or More Races: 32% + White: 40% +
Implement the State Standards for all students at all sites. Programs and services will be provided to train all teaching staff in the ELA/ELD Standards. District will provide all teaching staff professional development in	Professional Learning Opportunities provided: 2019-20: 80	Professional Learning Opportunities provided: 2020-21: 64	Professional Learning Opportunities provided: 2021-22: 58	ELD Professional Learning Opportunities provided: 2022-23: 48	Implement the State Standards for all students at all sites. Programs and services will be provided to train all teaching staff in the ELA/ELD Standards and enable EL learners to access these standards. District will provide all teaching staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
implementation of the State Standards. Professional Learning Logs 2021-22					professional development in implementation of the State Standards.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

3.3.A) Textbooks-district level: Due to the delay in the state approval of instructional materials aligned to the new math framework, the district wide adoption process will also be delayed with all funding reserved for the purchase of standards aligned materials in subsequent years.
 3.3.B) Textbooks-high school: Due to the delay in the state approval of instructional materials aligned to the new math framework, the district wide adoption process will also be delayed with all funding reserved for the purchase of standards aligned materials in subsequent years.
 3.3.C) Textbook adoptions: Due to the delay in the state approval of instructional materials aligned to the new math framework, the district wide adoption process will also be delayed with all funding reserved for the purchase of standards aligned materials in subsequent years.

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

Action 3.2.B) There were fewer staff filling this role than expected when the LCAP plan was adopted.
 Action 3.2.D) There were fewer staff filling stipend and supervision roles than expected when the LCAP plan was adopted.
 Action 3.2.F) There were fewer staff filling stipend and supervision roles than expected when the LCAP plan was adopted.
 Action 3.3.D) The final contract cost came in higher than expected when the LCAP plan was adopted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

PROGRESS ON ACTIONS 3.1: CLASS SIZE REDUCTION
 IMPLEMENTATION STATUS: Full Implementation
 NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

3.1.A) District class size support: This action item provides funding to maintain current class sizes and leverage adult to student ratios through district signature programs such as elementary art, music, science and physical education programs.

Successes: High student achievement for the ALL student groups (grades 3-11) reflected on the CA Dashboard for English Language Arts (ELA) (+64.9 pts above standard) and Mathematics (+50.9 pts above standard) and high teacher satisfaction on the district school climate survey (91%) staff report high levels of enjoyment working at their school site, supports the district priority of maintaining Class Size Reduction.

Challenges: Staffing has been an ongoing challenge for the last couple years. This is reflected in the 2023-24 California State Assignment Accountability Report that reflects 115 inexperienced teachers, 19 teacher mis-assignments and 7 out of field teachers.

3.1.B) Impacted/Intervention sections in grades 7-12: The funding supports additional class sections for secondary schools to support implementation of intervention and support programs. Secondary schools were able to support students with reading intervention and math support classes, in addition to lower class sizes, in key areas across the core curriculum departments. This has resulted in building connections with students, increasing belonging, remediating learning gaps and increasing student achievement based on annual survey data highlighting that students (83%) and teachers (95%) agree/strongly agree that teachers use a variety of strategies and activities to help students learn.

Successes: CA Dashboard ELA and Math data reflects that students have maintained high performance in ELA (+64.9 pts above standard) and Math (50.7 pts above standard).

Challenges: Staffing has been an ongoing challenge for the last couple years. This is reflected in the 2023-24 California State Assignment Accountability Report that reflects 115 inexperienced teachers, 19 teacher mis-assignments and 7 out of field teachers.

3.1.C) Class size reduction (elementary): To maintain reduction of class size in grades TK-6 by two students in each grade in 2014-15, with flexibility at sites to reduce combination classes. The reduced class sizes allow for more directed instruction and intervention and small group breakouts to occur.

Successes: High student achievement for the ALL student groups (grades 3-11) reflected on the CA Dashboard for English Language Arts (ELA) (+64.9 pts above standard) and Mathematics (+50.9 pts above standard) and high teacher satisfaction on the district school climate survey (91%) staff report high levels of enjoyment working at their school site, supports the district priority of maintaining class size reduction.

Challenges: Staffing has been an ongoing challenge for the last couple years. This is reflected in the 2023-24 California State Assignment Accountability Report that reflects 115 inexperienced teachers, 19 teacher mis-assignments and 7 out-of-field teachers.

3.1.D) Class size reduction for grades 7-12: To maintain class size reduction by one student in 2014-15 and another ½ student in 2019-20. This allows middle and high schools to add additional sections where needed to improve student academic performance in core subjects. The reduced class sizes have had a positive impact on the classroom environment and overall student learning, especially upon exiting from the pandemic when many students had experienced some learning loss and were in need of additional social emotional support.

Successes: High student achievement for the ALL student groups (grades 3-11) reflected on the CA Dashboard for English Language Arts (ELA) and Mathematics and high teacher satisfaction on the district school climate survey (91%) staff report high levels of enjoyment working at their school site, supports the district priority of maintaining class size reduction.

Challenges: Staffing has been an ongoing challenge for the last couple years. This is reflected in the California State Assignment Accountability Report that reflects 115 inexperienced teachers, 19 teacher mis-assignments and 7 out of field teachers.

PROGRESS ON ACTIONS 3.2: DIRECT SITE SUPPORT FUNDING FOR RESOURCES AND STAFF SUPPORT

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

3.2.A) Site allocation to support intervention programs before, during, and after school and additional site supplemental funding to target EL, SED, and FOS students' unique needs. Site allocations support additional interventions for targeted students through instructional assistants and TOSAs. This staff principally supports EL, SED, and FOS students during Tier 2 instructional time that includes appropriate interventions such as "What I Need" (WIN) time or Response To Intervention (RTI) support. Allocations are primarily allotted for sites to support intervention groups outside of the school day.

Successes: Certificated teachers provide extended learning for our EL students and struggling learners who qualify for support through after-school tutorials in small groups.

Challenges: Hiring and retaining staff to fill the sections remains challenging.

3.2.B) Supplemental Elementary Site Support TOSA/Assistant Principal: Supplemental Support TOSA/Assistant Principal allocations are provided to elementary sites based on unduplicated student enrollment. The supplemental allocation is designed to provide targeted administrative support principally directed at addressing the unique needs of EL, SED, and FOS students. The Support TOSA provides direct oversight for tiered interventions, data-based decision-making, and progress monitoring to address students' academic, behavioral, and social-emotional needs.

Successes: The CA Dashboard Suspension data reflects low incidents of suspension (1%). While EL suspension rates are slightly higher (1.3%), we have successfully maintained SED and FOS student suspension rates from the previous year (2.5% and 5.4% respectively), demonstrating our commitment to fostering a safe and inclusive learning environment.

Challenges: After reviewing this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to the lack of a clear metric to evaluate its continued effectiveness and/or impact.

3.2.C) Increased nurse funding to target the needs of EL, SED, and FOS: School sites are allocated nurse staffing based on their unduplicated student enrollment, and the supplemental staffing ratio is targeted to meet the unique needs of EL, SED, and FOS students by providing resources and referrals to healthcare and community-based organizations. Specifically, school nurses assist families in navigating the healthcare system, which is often confusing and overwhelming for families, to ensure students receive timely and adequate care for specific health needs. This support removes barriers families may encounter with enrollment and school attendance and helps ensure a high level of expertise and confidentiality of the student and family. Nurses provide training to health assistants and front office staff on the specific rights of these subgroups regarding enrollment and immunization requirements. Additionally, school nurses provide referrals and help link families to get up-to-date on their immunization requirements for school attendance.

Successes: Nurses have provided professional learning for site and district staff in the areas of Medi-Cal eligibility and enrollment, increased the district partnership with Children's Hospital of Orange County (CHOC) for underserved families to expedite significant medical needs for low income and newly immigrated families, and collaborated with Families Together and other community clinics to increase healthcare access for unduplicated students and families.

Challenges: Hiring and retaining school nurse staff remains challenging.

3.2.D) Middle School Student Support and Safety Allocations: School sites are allocated funds to support student engagement, interventions, and attendance. The allocation is principally focused on support for EL, SED, and FOS students to address disproportionality in achievement among unduplicated students. Each secondary site determines how the allocation is used to increase student engagement, provide attendance or academic intervention support, and include specific information related to this action item in their School Plan for Student Achievement (SPSA).

Successes: Three Middle School sites (60%) show improvement in ELA performance on the CA Dashboard (Jeffrey Trail, Sierra Vista, Southlake).

Challenges: This allocation has been underused for the 2022-23 and 2023-24 school years due to staffing constraints. As a result, the action item will not be continued in the 2024-25 LCAP.

3.2.E) High School Student Support and Safety Allocations: School sites receive funds to enhance student engagement, provide interventions, and improve attendance. The focus is primarily on supporting English Learner (EL), Socioeconomically Disadvantaged (SED), and Foster Youth (FOS) students to address disparities among these specific groups. Each secondary school decides how to use the allocation to increase student engagement, offer attendance intervention and support, and includes detailed information about this in their School Plan for Student Achievement (SPSA). The allocation model at the high school level has been successful, as it allows each school to address their unique needs effectively.

Successes: Three high schools (University, Irvine, and Northwood) used their allocations to support student engagement and graduation, and data from the CA Dashboard shows that graduation rates were either maintained or increased at these sites.

Challenge: School sites need to articulate actions, strategies and monitoring metrics in their School Plans for Student Achievement (SPSA). This will be coordinated in the 2024-27 LCAP cycle.

3.2.F) Equal Opportunity Schools (EOS): This partnership provided tools and guidance to high school teams to encourage underrepresented students to enroll in honors and Advanced Placement (AP) courses. School teams are provided data, insights, and year-round support to ensure their students can access advanced academic programs. Underserved and underrepresented students are identified and invited to enroll using a direct invitation system, and their progress is monitored and supported by site teams. As a result, access to Advanced Placement (AP) courses has been expanded by historically underrepresented student groups. While these efforts have been successful, additional growth is needed to reduce the opportunity gap.

Successes: Overall, the number of students taking Advanced Placement (AP) exams has increased 6% over the past three years.

Challenges: Unduplicated students remain disproportionately underrepresented in AP classes compared to the ALL student group (EL= 8.6%, FOS= 9%, SED= 30%, ALL= 43%).

PROGRESS ON ACTIONS 3.3: STUDENT ACCESSIBILITY TO TEXTBOOKS, STANDARDS ALIGNED RESOURCES, AND ADDITIONAL SUPPORTS FOR STUDENT SUCCESS

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

3.3.A) Textbooks-district level : This funding supports the purchase of standards aligned instructional materials for all content areas in accordance with the state adoption process.

Successes: IUSD maintains a robust process for the adoption of instructional materials that includes a full pilot usage with students and PLC teaching teams as well as student and parent survey data. 2022-23 School Accountability Report Card (SARC) data reports that all students have access to standards aligned materials.

Challenges: Due to the delay in the state approval of instructional materials aligned to the new math framework, the district wide adoption process will also be delayed with all funding reserved for the purchase of standards aligned materials in subsequent years.

3.3.B) Textbooks-high school: This funding supports the purchase of standards aligned instructional materials for all content areas in accordance with the state adoption process.

Successes: IUSD maintains a robust process for the adoption of instructional materials that includes a full pilot usage with students and PLC teaching teams as well as student and parent survey data. 2022-23 School Accountability Report Card (SARC) data reports that all students (100%) have access to standards aligned materials.

Challenges: Due to the delay in the state approval of instructional materials aligned to the new math framework, the district wide adoption process will also be delayed with all funding reserved for the purchase of standards aligned materials in subsequent years.

3.3.C) Textbook adoptions: This funding supports the purchase of standards aligned instructional materials for all content areas in accordance with the state adoption process. IUSD maintains a robust process for the adoption of instructional materials that includes a full pilot usage with students and PLC teaching teams as well as student and parent survey data.

Successes: 2022-23 School Accountability Report Card (SARC) data reports that all students (100%) have access to standards aligned materials.

Challenges: Due to the delay in the state approval of instructional materials aligned to the new math framework, the district wide adoption process will also be delayed with all funding reserved for the purchase of standards aligned materials in subsequent years.

3.3.D) Online Tutoring (Paper): This funding provides 24-hour online tutoring services for our 4-12th grade students. It ensures that all students have access to high-quality tutors and the opportunity to receive assistance with assignments both within and outside of the school day. Our data reflects that student usage of Paper services has continued to increase.

Successes: During the fall semester of 2023-24, 8,000 students have used Paper services (36% of all students grades 4-12), and 25,000 students received live help and writing review sessions.

Challenges: Usage reports highlight inconsistent use by grade level and school site.

3.3.E) Learning Labs: Learning labs are designed to be flexible learning spaces for students who are in need of credit recovery for high school or A-G/College Preparation (CP) credit. A learning lab can offer courses at each high school site in a blended learning model to facilitate credit recovery at a students' home high school site. Learning Lab sections also allow students moving in to IUSD to remediate A-G courses or credit only courses, and allows 5th year students to work toward graduation requirements.

Successes: During the 2023-24 school year, 408 students were able to remediate course(s) for full or partial credit.

Challenges: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

PROGRESS ON ACTIONS 3.4: INDUCTION PROGRAM

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

SUCCESS/CHALLENGES INCLUDE:

3.4.A) Induction Program Support: This funding assists new teachers in supporting their successful development as educators through the Induction program while meeting the California Teacher Credentialing (CTC) credentialing requirements. Funds provide each new teacher with a dedicated, experienced teacher as a mentor who provides up to 4 hours a month of dedicated coaching and mentorship. Funding also provided targeted professional development to meet the needs of both the development of mentors and new teachers.

Successes: This funding assisted 183 new teachers in their successful development as educators through the Induction program while meeting the CTC credentialing requirements.

Challenges: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP.

3.4.B) Reducing Induction fees: New teachers are provided with up to two years of mentor support at no cost. The funds provided for 119 Induction mentors. The mentors coached new teachers on classroom management strategies, positive professional learning community interactions and expectations, strategies to support the social and emotional needs of students, and inclusive practices. The program supports the district in continuing to attract high-quality teachers.

Successes: Teachers who complete the induction program report high satisfaction with the material learned and the coaching they receive.

Successes: 2022-23 Annual Survey data shows teachers (91%) enjoy working at their site.

Challenges: Challenges connected to recruiting and retaining staffing has also impacted this action item. During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP.

PROGRESS ON ACTIONS 3.5: QUALITY SCHOOL FACILITIES

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: Moderate Effectiveness

SUCCESS/CHALLENGES INCLUDE:

3.5.A) Innovative furniture: This action item provides funding for schools to innovate their collaborative spaces, media centers, classrooms, STEAM labs, and innovative labs to ensure equity of the instructional environments and materials for all students.

Successes: Collaborative spaces at older facilities have the same furniture as newer facilities.

Challenges: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

3.5.B) Deferred maintenance: This action item has provided set aside funding for deferred maintenance to maintain facilities in good repair.

Successes: All sites are considered in good repair based on the 2022-23 School Accountability Report Card (SARC) Facility Inspection Tool (FIT) Report.

Challenges: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

PROGRESS ON ACTIONS 3.6: CAREER TECHNICAL EDUCATION PROGRAMS

IMPLEMENTATION STATUS: Full Implementation

NOTED LEVEL OF EFFECTIVENESS: High Effectiveness

3.6.A) Career Technical Education (CTE) program funding and staffing sections at secondary sites: This funding allows for 38 CTE sections across all IUSD high schools. Over 3,000 students are enrolled in these classes, which offer A-G UC/CSU transferable credits and support their readiness for college and careers as outlined by the California College/Career Indicator (CCI). CTE courses provide access to industry-specific equipment and work-based learning, including field trips and guest speakers. The CALPADS 3.15 report (Non Completer Participants) and 3.20 report (CTE Completers) show diverse demographic enrollment, including traditionally underrepresented groups, emphasizing the program's role in promoting accessibility and preparedness for all students.

Successes: According to the IUSD CTE Completer Alumni Survey, 48% are enrolled in four-year colleges/universities, 35% in community colleges, and the remainder in job preparation programs.

Challenges: Recruiting and retaining staffing challenges have impacted this action item.

3.6.B) Maintain district funding for ROP:

This action item enables IUSD to join the Coastline ROP regional partnership, which includes four K-12 school districts. Through ROP, IUSD provides 22 in-school and 18 after-school CTE sections on IUSD campuses, most offering A-G UC/CSU credits, industry certifications, and other work-based learning experiences that help students prepare for college and careers as defined by the California College/Career Indicator (CCI). IUSD students can also access 22 off-campus sites, including online options, for after-school CTE ROP courses.

Successes: In the 2022-23 academic year, 415 students enrolled in these programs. As part of Coastline ROP, IUSD middle and K-8 students can explore careers during pathway days, and several after-school high school courses include internships. Coastline ROP Career Specialists also offer college and career guidance in all IUSD high schools.

Challenges: Recruiting and retaining staffing challenges have impacted this action item.

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

Action Item 3.2.B: This action has not produced the desired result due to staffing shortages. In addition, the action item reflects a small portion of the staffing allocation for Elementary AP and TOSA support. Therefore, it is not a complete representation of the support provided and will be addressed outside of the LCAP.

Action Item 3.2.D: This action item has not been successful producing the desired result and will not be continued for the new LCAP cycle.

Action Items 3.4.A and 3.4.B: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

Action Items 3.5.A and 3.5.B: During the review of this action item, the District team concluded it will not be continued in the 2024-25 LCAP due to not having a clear metric to evaluate continued effectiveness and/or impact.

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Irvine Unified School District	Tammy Blakely Executive Director, Student Support Services	tammyblakely@iusd.org 949-936-5079

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Irvine Unified School District is located in Orange County, California and serves a diverse population of more than 37,000 PK-12 students. This district-wide strategic plan outlines our mission to enable all students to become contributing members of society, empowered with the skills, knowledge and values necessary to meet the challenges of a changing world. A commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision.

District Overview:
 37,731 students enrolled
 1,904 teachers
 216 administrators
 2,036 support staff

Schools: 1 Early Childhood Center
 24 Elementary Schools
 5 K-8 Schools
 6 Middle Schools
 5 High Schools
 1 Alternative High School
 2 Virtual Academies

Subgroups:
 Low Income: 20.92%
 English Learners: 13.85%

Homeless: 0.28%
Foster Youth: 0.14%
Advanced Learners: 18.86%
Special Ed: 9.53%

District Awards:

Designated Best Community for Music Education for the 13th consecutive year by the National Association of Music Merchants Foundation (NAMM)

Ranked No. 1 district in Orange County by Niche.com

Leroy F. Greene Design & Planning Award of Honor for New Builds

Ranked No. 1 in California for State Standardized Testing for public school districts of 35,000 or more students

Student and School Awards:

California Distinguished Award for Jeffrey Trail MS, South Lake MS, Venado MS, and Northwood HS

Irvine High School awarded first place at National Stellar Explores competition

Woodbridge High School student awarded first place in Film at Holocaust Art and Writing Contest

48 IUSD projects win at National History Day-Orange County

Rancho San Joaquin MS student placed third place in the Orange County Spelling Bee

Sierra Vista MS Science Olympiad team placed first at county competition and Southern California Science Olympiad

Woodbridge HS Academic Decathlon Team won county championship

Northwood HS honored at Boston Invitational Model United Nations Conference

University HS placed first at Science Bowl and Ocean Science Bowl Competitions

Three IUSD seniors named Regeneron Science Talent Search Scholars

Five Arts Educators honored by the Orange County Music and Arts Administrators (OCMAA)

Northwood, Portola, and Woodbridge High Schools took top honors at Orange County Journalism Education Association competition

All five high schools earned AP Honor Roll award

District Support Systems:

Multi-Tiered System of Supports (MTSS): MTSS in IUSD is a systemic process that helps schools align resources, programs, and supports to meet the needs of all students. MTSS is guided by a shared belief that all students can learn at high levels and a collective responsibility to ensure that every student is successful in the academic, behavioral, health, and social emotional realms. Through a systemic process based on assessment and data, students are matched to increasingly intensive supports that meet their needs in all areas. This framework not only allows for decisions to be made about individual students, it is also used to drive decision-making across all levels of the school and district.

Professional Learning Communities (PLC): Teachers work collaboratively in Professional Learning Communities (PLC) to positively impact student achievement and performance in IUSD. Working in collaborative content or grade level teams, teachers plan standards aligned instruction and assessments that provide evidence of student learning. During regular meetings and release days, PLC teams analyze evidence of student learning and plan targeted instructional responses to ensure all students reach proficiency on grade level standards.

Excellence, Equity, Diversity, and Inclusion (EEDI): Utilizing the Indicators of Educational Equity and the Social Justice Standards, each school infuses Equity, Excellence, Diversity and Inclusion (EEDI) goals designed to create a culture that challenges inequities, raises consciousness and improves conditions for our underrepresented groups. Site administrators use an EEDI lens to inform goals and actions in the School Plan for Student Achievement (SPSA) which are reviewed and refined annually.

Technology-Infrastructure, Support, and Resources: IUSD provides tools and support to enrich learning, keep our community connected, and help our growing district thrive. Our technology department focuses on supporting teachers and students in the classroom and offers ongoing professional learning, group training, coaching, and co-teaching opportunities to help staff leverage technology to engage students and enhance learning. The EdTech team facilitates the selection, implementation, and use of education software and maintains communication platforms including the district website and IUSD TV. The Information Services team supports the Student Information System and Parent Portal. The network services team supports network availability and security, wireless access, email and internet access.

Mental Health and Wellness: The district provides school-based mental health/wellness services and resources to students and families, and links families to community-based mental health or social services for students and families.

Advanced Learning and Differentiation: Ensuring that all students feel a sense of belonging and participate in rigorous and engaging learning is paramount to student success. In IUSD, students have access to differentiated learning experiences in all grades. Differentiation means tailoring learning experiences, or instruction, to meet the need of all students. Teachers may differentiate in the content, process, product, or learning environment to best serve small groups or individuals.

Access to a Broad Course of Study: In IUSD, a broad course of studies for students in grades 1 through 6 includes English, Mathematics, Social Sciences, Physical Education (PE) courses, access to Arts and Wellness Education. A broad course of studies for students in grades 7-12 includes access to English, Social Sciences, Foreign Language, Physical Education (PE), Science, Mathematics, Arts Education, and Career Technical Education courses.

Special Education: Special Education ensures that the unique needs of students with an Individualized Education Program (IEP) are met through additional services, supports, programs, specialized placements, and environments. The core purpose of special education is to provide specialized academic instruction and intervention, as well as give students with an IEP access to the same educational program and/or activities that are available to their nondisabled peers to the maximum extent possible.

Language Development Programs: IUSD welcomes and values the cultural and linguistic diversity of IUSD students and families. We are committed to ensuring that multilingual learners have full and meaningful access to educational programs that result in the attainment of high levels of English proficiency, mastery of grade level content standards, and opportunities to participate in all academic and extracurricular activities.

Parent and Family Engagement: IUSD provides multiple ways for parents/guardians to be involved in the work of the school and the learning of their children. Seminars, workshops and course offerings provide opportunities for parents/guardians to access district and community resources, to develop an understanding of the learning process, to learn and practice effective strategies that support student learning at home, to establish home/school connections, and become active participants of the learning community.

Continuous Improvement Efforts (CIE): IUSD's CIE efforts illustrate our core mission to develop essential capacities in our students and staff, and to evaluate, each day, the impact of our teaching on student learning.

TO THAT END WE ARE DEDICATED TO:

The joy of learning for all
Respect for each individual's worth and uniqueness
A celebration of diversity
An environment that nurtures the quest for quality
A culture founded on relationship and inclusion

OUR MISSION

We will leverage our collective resources in order to make a meaningful difference in the world by:
Nurturing the diverse gifts and capabilities within each individual
Challenging every student and adult learner to persevere for excellence
Developing competent, resourceful, resilient, and empowered learners prepared to meet the challenges of a complex future
Enhancing the human capacity for courage, compassion, and contribution

OUR VALUES

What we believe: As a district, we weave our core values into all that we do. Lived individually and exhibited organizationally they are: *
Integrity * Collaboration * Learning * Empowerment * Trustworthiness

Reflections: Annual Performance

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

High-Level Summary: High academic performance was noticeable across several student groups, including Asian, Filipino, Pacific Islander, White, and students of two or more races. Equally important, certain student groups displayed consistent lower performance than the ALL student subgroup, indicating a need for specific and focused intervention. These groups included foster youth, socioeconomically disadvantaged, African American students, American Indian students, students experiencing homelessness, English learners, Asian, Hispanic, White, Students with Disabilities, and the ALL student subgroup at specific school sites. The district responded to these findings by focusing attention on these student groups, developing intervention plans, and formulating effective strategies to improve their learning experiences. While addressing these areas for improvement, the district reported a commendable overall attendance rate, demonstrating student commitment to education. Parents, students, and staff participated in the IUSD Annual School Climate Survey and provided predominantly positive feedback. The survey highlighted the district's role in nurturing both an inclusive and supportive atmosphere for education, focusing on cultural diversity, supportive relationships, and mutual understanding and respect. In addition to academic performance, the district also prioritized mental health and wellness and the cultivation of inclusive learning environments. Support for mental health, social-emotional learning, and resources for English learners, low-income students, and foster youth visibly reinforce this objective.

With an emphasis on technology, the district ensures every student has access to devices, advocating for a student-centric approach to education. The district identified specific students groups in need of extra support through the use of the California Dashboard and other local Progress Indicators. Using data from the California Dashboard, Annual Survey, and local data, the focus areas for each school and the whole district have been identified and emphasized. The data collected through the California Dashboard, Annual Survey, and local data inform site decisions and focus areas for individual sites and for the District. As sites develop their School Plan for Student Achievement (SPSA), they will focus on the referenced data to determine focus and improvement areas. Similarly, as the District implements this three-year Local Control Accountability Plan (LCAP) for the 2024-27 cycle, district administration and educational partners use district level data to determine focus areas for improvement.

Throughout the LCAP document, student subgroups will be identified and discussed. For the purposes of effective and efficient communication, the student groups will be identified by the following abbreviations:

ALL Student subgroups: ALL

African American: AA

American Indian: AI

Asian: AS

English Learner: EL

Filipino: FI

Foster Youth: FOS

Hispanic: HI

Homeless: HOM

Long-Term English Learner: LTEL

Pacific Islander: PI

Socioeconomically Disadvantaged: SED

Students with Disabilities: SWD

2+ Races: 2+

White: WH

Celebrations:

State and Local indicators indicate that Irvine Unified School District (IUSD) students continue to perform at high levels.

Highest Performance Level (CA Dashboard):

ELA: ALL = +64.9 Distance From Standard (DFS) (Blue). Maintained performance from previous year

Mathematics: ALL = +50.7 DFS (Blue). Increased performance from previous year

Suspension: ALL = 1% (Blue). Maintained performance from previous year

College/Career Indicator = 71% (Very High)

High Performance Level:

Graduation Rate (CA Dashboard): ALL= 94.5% (Green)

Smarter Balanced Summative Assessment (CAASPP) ELA: ALL = 75.8% Met or Exceeded Standard
Smarter Balanced Summative Assessment (CAASPP) Math: ALL = 69.8% Met or Exceeded Standard
English Learner Progress Toward Proficiency (CA Dashboard): 59%
Very low suspension rate (CA Dashboard): ALL = 1%

Local Indicators/Progress Indicators:

Percentage of Students Passing AP Exams with a 3 or Higher: ALL = 87%

Percentage of Students Meeting UC/CSU Requirements: ALL = 69.1%

Percentage of Students Participating in 2 or More College Prep Courses: ALL = 99%

Percentage of Students Participating in One or More AP Courses: ALL = 43%

1:1.43 Ratio of Student to technology devices

Students with access to standards aligned materials: 100%

Teachers appropriately assigned and credentialed: 100%

Facilities are maintained in good repair: 100%

Previously implemented class-size reduction

Additional secondary sections to reduce class-size

Staffing with full-time assistant principals, 450:1 counseling ratio, support for large elementary school sites and elementary classroom aides

Mental health and wellness, behavioral, and social emotional learning at all sites and grade levels

Interventions and supplemental programs impacting English learners, Socioeconomically Disadvantaged, and Foster Youth

Learning opportunities that every student, regardless of characteristics and identified needs, is presented with the challenge to reach high standards

Equitable access to college and career and advanced coursework for all students

Continued adoption of textbooks and instructional materials

Continued implementation of Career Technical Education (CTE) pathways and Regional Occupation Program (ROP) learning opportunities for students

Annual Survey Data:

81% of respondents are very satisfied/satisfied with students' overall educational experience

93% of respondents believe that students have friends at school

89% of student respondents strongly agree/agree that they have at least one adult they trust and can talk to on campus if they have a problem

71% of student respondents are very satisfied/satisfied with the sense of community on campus

79% of secondary school respondents and parent respondents strongly agree/agree that they or their child can succeed in school

76% respondents strongly agree/agree that their student has been encouraged to pursue academically challenging courses

61% of student respondents strongly agree/agree that they see their culture represented in the curriculum

84-90% of secondary students strongly agree/agree that their school supports all types of diversity

76% of secondary students strongly agree/agree that their school works to understand families' backgrounds and cultures

77% of parent respondents strongly agree/agree that their school supports effective parent-teacher communication

91% of staff respondents enjoy their jobs and 81% feel supported

83% of parent respondents strongly agree/agree that the District provides interpretation and translation services to families who need them
97% of student respondents strongly agree/agree they have access to enough technology to meet their needs
97% of student respondents, 94% of teacher respondents, and 96% of parent respondents strongly agree/agree their classrooms have needed technology
94% of student respondents strongly agree/agree they use technology to learn

SEL Survey Data:

87% of students in grades 3-6 report having supportive relationships
67% of students in grades 3-6 report sense of belonging at school
86% of students in grades 7-12 report having supportive relationships
80% of students in grades 7-12 report a diverse and inclusive climate at their school

District Engagement Data:

Parent Square Communication Reports: District posts- 34, School posts- 3,565, Class posts-3,371, Group posts-2,120
Annual Survey Participation Rates: Students- 19,641, Parents- 5,522, Staff- 1,541
LCAP Activity Participation Rates: 780 certificated and classified staff, 100 administrators,156 parents,187 students
District professional learning opportunities provided to staff: 751

The District has met the requirements of all 5 CA Dashboard Local Indicators including: Implementation of Academic Standards, Access to Broad Course of Study, Basics: Teachers, Instructional Materials, Facilities, Parent and Family Engagement and Local Climate Survey.

SBE Self-Reflection Indicators:

Implementation of Academic Standards= 5-Full Implementation and Sustainability
Professional Development= 5-Full Implementation and Sustainability
English Language Arts-Common Core State Standards for English Language Arts= 5-Full Implementation and Sustainability
Mathematics= 5-Full Implementation and Sustainability
History-Social Science= 5-Full Implementation and Sustainability
English Language Development (ELD)= 5-Full Implementation and Sustainability
Next Generation Science Standards= 5-Full Implementation and Sustainability

Instructional Materials:

English Language Arts-Common Core State Standards for English Language Arts= 5-Full Implementation and Sustainability
Mathematics= 5-Full Implementation and Sustainability
History-Social Science= 5-Full Implementation and Sustainability
English Language Development (ELD)= 5-Full Implementation and Sustainability
Next Generation Science Standards= 5-Full Implementation and Sustainability

Policy and Program Support:

English Language Arts-Common Core State Standards for English Language Arts= 5-Full Implementation and Sustainability
Mathematics= 5-Full Implementation and Sustainability

History-Social Science= 5-Full Implementation and Sustainability
English Language Development (ELD)= 5-Full Implementation and Sustainability
Next Generation Science Standards= 5-Full Implementation and Sustainability

Implementation of Standards:

Career Technical Education= 5-Full Implementation and Sustainability
Physical Education Model Content Standards= 5-Full Implementation and Sustainability
World Languages= 4-Full Implementation
Health Education Content Standards= 5-Full Implementation and Sustainability
Visual and Performing Arts= 4-Full Implementation

Parent and Family Engagement:

Building Relationships Between School Staff and Families= 4-Full Implementation
Building Partnerships for Student Outcomes= 5-Full Implementation and Sustainability
Seeking Input for Decision-Making= 5-Full Implementation and Sustainability

Areas of Needed Growth:

State and local indicators also highlight areas for growth and improvement for student groups within the LEA, schools within the LEA, and student groups within schools within the LEA. The 2024-27 LCAP is designed to focus on multi-tiered levels of support to meet the needs of all student groups. The schools and student groups within each school are identified as follows:

Alderwood (ALL student subgroup, EL, SED, AS, HI, WH), Alternative Education-San Joaquin High (ALL student subgroup), Bonita Canyon (HI, EL), Brywood Elementary (HI), Cadence Park (SED, HI), Canyon View (SED, SWD, WH), College Park (SWD, HI), Creekside High (All Students, SED, SWD, HI, WH), Culverdale (SWD, AA), Cypress Village (Two + Races), Deerfield Elementary (SED), Eastshore (HI), Eastwood (SWD, HI), Greentree (SWD), Irvine High (SWD, AA), Jeffrey Trail (SED), Lakeside (SWD, WH), Loma Ridge (HI), Meadow Park (EL, SED, AS, HI), Northwood High (SWD), Oak Creek (SWD, WH), Plaza Vista (SWD), Portola Springs (SWD, HI), Rancho San Joaquin Middle (SED, HI, WH), Sierra Vista (SWD), South Lake (SED, AA, WH), Springbrook (ALL students, EL, HI, SED, SWD, WH), Stonegate (SED), Turtle Rock (EL), University Park (SED, HI), Venado (SED, SWD, WH), Westpark (SED, EL, WH), Woodbridge High (SWD), Woodbury (EL, WH)

Dashboard/State Indicator Areas of Needed growth:

IUSD has identified a "significant gap" to mean those groups performing at two tiers below the "all students" subgroup on the Dashboard and at least 5% below the "all students" subgroup on local indicators. The list below identifies sub-groups that have been identified for additional support looking at the 6 state indicators:

English Language Arts (CA Dashboard): Culverdale (SWD), Greentree (SWD), Irvine High (SWD), Lakeside (SWD), Northwood High (SWD), Springbrook (SWD), Venado (SWD), Woodbridge High (SWD)

Mathematics (CA Dashboard): District (FOS), Culverdale (SWD), Irvine High (SWD), Lakeside (SWD), Springbrook (SWD),

Smarter Balanced Summative Assessment (CAASPP) English Language Arts: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD)

Smarter Balanced Summative Assessment (CAASPP) Mathematics: District (AA, EL, FOS, HI, HOM, LTEL, SED, SWD)
 CSU/UC Requirements (DataQuest): District (AA, EL, HOM, SED, SWD)
 College/Career Indicator (CA Dashboard): Creekside (ALL, SED, SWD, HI, WH)
 Graduation Rates (CA Dashboard): Alternative Education, San Joaquin High School (ALL)
 Chronic Absenteeism (CA Dashboard): District (AA, AI, FOS, SED), Alderwood (ALL, EL, AS, SED, HI, WH), Bonita Canyon (HI), Brywood (HI), Cadence Park (SED, HI), Canyon View (SED, SWD, WH), Cypress Village (2+ Races), Deerfield (SED), Eastshore (HI), Eastwood (SWD, HI), Jeffrey Trail (SED), Lakeside (WH), Loma Ridge (HI), Meadow Park (EL, SED, AS, HI), Oak Creek (SED, WH), Plaza Vista (SWD), Portola Springs (SWD, HI), Rancho San Joaquin (SED, HI, WH), Sierra Vista (SWD), Southlake (SED, AA, WH), Springbrook (ALL, EL, SED, SWD, HI, WH), Stonegate (SED), Turtle Rock (EL), University Park (SED, HI), Venado (SED, SWD, WH), Westpark (EL, SED, WH), Woodbury (EL, WH)
 Suspension Rates (CA Dashboard): District (HOM), Bonita Canyon (EL), College Park (SWD, HI), Creekside (ALL, SED, SWD, HI, WH), Culverdale (AA), Irvine High (AA)
 Percentage of Students Completing at Least One CTE Pathway: District (AA)
 Percentage of Students Completing CTE Pathways AND UC/CSU Requirements: District (AA)
 Percentage of Students Participating in One or More AP Courses: District (AA, EL, FOS, HI, HOM, SWD)
 Special Education Identification Rates: District (EL, FOS, HOM)

***Additional Targeted Support and Intervention (ATSI)**

6 IUSD schools were identified for Year 2 of Additional Targeted Support (ATSI) based on California Dashboard data. IUSD schools qualified for ATSI if a student group has all or all but one indicator in the lowest status level. The schools below have been identified for the following reasons:

- Canyon View Elementary: Chronic Absenteeism (SWD)
- Creekside High School: Suspension Rate (HI, SED, SWD, WH)
- Culverdale Elementary: Suspension Rate (AA)
- Eastwood Elementary: Chronic Absenteeism (HI)
- Loma Ridge Elementary: Chronic Absenteeism (HI)
- Southlake Middle School: Chronic Absenteeism (AA)

Schools identified for ATSI conduct comprehensive needs assessments and data reviews to understand the scope of support needed for each subgroup. Evidence-based supports and services are identified and implemented based on the unique culture and subgroup need at each school site, and are identified in site School Plan for Student Achievement (SPSA).

Annual Survey Data:

- 25% of student respondents agree/strongly agree that they have experienced racism at school compared to parent (13%) and staff (10%) respondents
- 46% of student respondents agree/strongly agree that students treat each other with respect
- 22% of secondary school respondents have missed school due to chronic stress
- 66% of secondary student respondents report symptoms of depression in the last 12 months

SEL Survey Data: Gaps in Performance Between Subgroups

Grades 3-6:

Self Management: ALL Students= 78%, EL= 73%, SED= 73%, AA= 67%

Emotional Regulation: ALL Students= 50%, EL= 48%, SED= 46%, AA= 47%

School Climate: ALL Students= 61%, EL= 66%, SED= 64%, AA= 63%

Grades 7-12:

Self Management: ALL Students= 69%, EL= 68%, SED= 66%, AA= 64%

Social Awareness: ALL Students= 68%, EL= 67%, SED= 66%, AA= 63%

Emotional Regulation: ALL Students= 54%, EL= 54%, SED= 51%, AA= 52%

Diversity and Inclusion: ALL Students= 80%, EL= 80%, SED= 76%, AA= 66%

Cultural Awareness and Action: ALL Students= 69%, EL= 72%, SED= 68%, AA= 60%

Sense of Belonging: ALL Students= 61%, EL= 63%, SED= 59%, AA= 51%

STEPS TAKEN TO ADDRESS GAPS : The District will implement the following strategies in an effort to eliminate the achievement gaps:

+Continue implementation of high quality professional learning and maintain focus on recruiting and retaining highly qualified professionals as the highest leverage strategy to support positive student outcomes.

+Specific professional learning targeting Tier 3 academic interventions in English Language Arts (ELA) and Mathematics will be provided to support student achievement principally focused toward closing the achievement gap for our subgroups performing two tiers or more below the "all student" Dashboard and/or at least (5%) below the "all student" subgroup on local indicators (AA, HI, SWD, SED, FOS, HOM)

+District Mental Health Specialist (MHS) staff will provide targeted support to African-American students and families to address specific barriers to student achievement, attendance, and college/career readiness.

+Partner with Equal Opportunity Schools to identify low income students and students of color who qualify but are not enrolled in Advanced Placement courses.

+Support best practices that elicit excellence, an inclusive and engaging school climate, and honor equity, diversity, and inclusion.

+Review grading and reporting, testing, and homework practices that create barriers to student learning.

+Address performance gaps by ensuring timely data analysis, placement in supports, and monitoring of all student subgroups' performance per state and local indicators (AA, HI, HOM, SED, SWD).

+Continue examination of graduation supports: Implementation of interventions for students who need additional support to meet graduation requirements; Examination of courses accepted from transfer students (national and international), expanded use of blended/online programs and creative problem solving to find unique options for students to access different classes and curricula (SWD, HOM).

+ Language Development staff will focus on increasing supports provided to English learners and Long-Term English learners (LTELs) to increase progress toward proficiency and closing achievement gaps.

+Special Education staff will collaborate and coordinate with district and site teams to support academic achievement for students with exceptional needs to reduce the performance gaps that exist between different student groups.

+Student Services staff will focus on evidence based attendance practices and will work closely with sites to support student engagement and connection to school through School Attendance Review Teams (SART) and District SARB practices, with targeted support for schools identified for ATSI in the area of chronic absenteeism.

- +Student Services staff will provide training, professional development, and consultation for sites regarding discipline practices to reduce suspension, build alternatives to suspension, and implement restorative practices with particular focus on subgroups with disproportionate suspension rates (AA, FOS, HOM, SWD).
- +District teams will support school sites in addressing school climate and implicit bias to enhance student perceptions surrounding students treating each other with respect.
- +Student Support Services staff will track and monitor homeless and foster youth students and provide access to additional resources and supports to ensure regular attendance and ability to participate in a quality educational program.
- +MTSS will continue to be implemented and expanded, with particular emphasis on Tier 3 academic interventions to close the achievement gap for underperforming students and/or subgroups (AA, FOS, HI, HOM, SED, SWD).

Reflections: Technical Assistance

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

All necessary technical assistance is being provided based on identified needs, including Differentiated Assistance-Foster Youth, manifesting in areas such as Mathematics and Chronic Absenteeism, as well as additional targeted support and intervention (ATSI) for Year 2 Schools, across differing subgroups and performance areas. A significant need for increased support has been identified due to chronic absenteeism of Hispanic students and students with disabilities across several schools. Challenges have also been experienced at Creekside High School with suspension rates among Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. An additional concern is the suspension rates amongst African-American students at Culverdale elementary and South Lake Middle School.

To address the need for additional support, specific measures are being undertaken. A Differentiated Assistance Plan is currently under development to offer enhanced support to Foster Youth. Measures are being implemented across school sites to improve engagement of chronically absent Foster Youth students. A mental health specialist focuses on the needs of foster youth and students experiencing homelessness, providing staff training, professional development, and individual support to students and families as needed.

Furthermore, an attendance outreach and a student/family engagement position have been established. District policies and practices are under review, with modifications being made based on educational partner input and an extensive root cause analysis exercise. Comprehensive training is provided to all staff members to assist them in understanding and responding to the distinctive needs and challenges Foster Youth students face, including lessons on intervention strategies for these students and those displaying at-risk attendance patterns.

For schools identified for Additional Targeted Support and Intervention (ATSI), district staff provide support for specific needs and carry out assessments to address site specific performance areas and ameliorate gaps in performance. Schools facing chronic absenteeism are reviewing and updating their policies on attendance. Schools with high suspension rates are being provided with training in Restorative Practices and Comprehensive School Threat Assessment Guidelines. An 'Alternative to Suspension' program for students in grades 6-12 has been implemented. This comprehensive assistance framework is being implemented to enhance the quality and standards of education across the district.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	<p>The district announced LCAP meeting dates through various channels including social media, emails, and the district website. An online school climate survey was conducted from January 12 to February 2, 2024, and during this period, students, parents, and staff were actively encouraged to participate in the survey. The primary aim of the survey was to collect comprehensive feedback on several facets of the school environment. These included school culture, climate, communication, student successes and challenges, the quality of instruction, interventions, and the level of parental involvement in decision-making processes. Throughout the survey window, the district diligently monitored the participation rates of students, parents, and staff to ensure a wide range of responses. Year-over-year, through the annual survey, as well as listening tours, district leaders have heard the voices of tens of thousands of parents, students, and staff. Consistently positive responses validate IUSD's ongoing strategic priorities and positive momentum.</p> <p>Student Participation: 19,641 Parent Participation: 5,522 Staff Participation: 1,541</p>
District Administrators	<p>In winter 2023, a series of needs assessment meetings were conducted with site administrators to gather input on LCAP priorities. The insights derived from these meetings played a significant role in planning the 2024-27 LCAP cycle.</p>

Educational Partner(s)	Process for Engagement
	<p>On January 18, 2024, meetings were held with Elementary School Principals to ensure alignment with District LCAP goals and to gather inputs for the School Plans for Student Achievement (SPSA) priorities for 2024-25.</p> <p>Similar meetings were held with Middle and High School Principals on January 11, 2024. The District leadership team, including the SELPA administrator, was consulted on January 22, 2024, to discuss the LCAP priorities for 2024-25.</p> <p>Feedback received during these consultations was instrumental in shaping the LCAP for the upcoming cycle. A review of the collected data was conducted to ensure all educational partners were adequately represented. Additional efforts were made to engage underrepresented groups. This initiative was undertaken to ensure the school district was effectively collaborating with all educational partners.</p>
Teachers, Counselors, Classified staff, Union Representatives	<p>In Winter 2023, District staff met with site administrators to conduct a needs assessment aimed at gathering input and suggestions regarding LCAP priorities. Information gathered from a needs assessment was instrumental in informing planned LCAP action items for the 2024-27 LCAP cycle. In addition, the District held meetings with principals to gather input and suggestions regarding priorities for site School Plans for Student Achievement (SPSA) as the guiding document for the 2024-25 school year to align site priorities with the District LCAP.</p> <p>ITA 1/29/24 CSEA 2/26/24 Elementary Principals 1/18/24 Middle School Principals 1/11/24 High School Principals 1/11/24 District Leadership (including SELPA) 1/22/24</p>

Educational Partner(s)	Process for Engagement
	<p>Feedback received during this consultation was instrumental in shaping the LCAP for the upcoming cycle. A review of the collected data was conducted to ensure all educational partners were adequately represented. Additional efforts were made to engage underrepresented groups. This initiative was undertaken to ensure the school district effectively collaborated with all educational partners.</p>
<p>Parents Representing Schools Throughout the District. IUCPTA, DELAC, AA/B, LGBTQ+</p>	<p>Stakeholder feedback sessions were conducted with groups such as DELAC, IUCPTA, SPED CAC, and the LGBTQ+ and AA/B Parent/Advisory Group from January to April 2024. These sessions allowed for reflection and feedback on the draft 2024-25 LCAP action items [January-April].</p> <p>In January 2024, a district-wide climate survey was implemented. The target audience included students, parents, and staff. The aim was to gather opinions and perceptions about the school district's environment. Participation rates were monitored for students, staff, and parents in both the climate survey and LCAP activities. This was done to assess representation and engagement.</p> <p>This was followed by proactive outreach to these underrepresented groups through local meetings. Meetings were facilitated with different parent groups with the goal of soliciting input to inform the development of the LCAP. Surveys were sent out to school district staff to gather input related to student needs, possible actions to address these needs, and potential updates to the LCAP.</p> <p>IUCPTA Advisory Committee 1/21/24 DELAC 1/16/24 and 1/23/24 SPED CAC 1/22/24 AA/B Parent Advisory Group 1/23/24 LGBTQ+ Parent/Advisory Group: 2/13/24</p> <p>Annual Survey: District-wide climate survey for students, parents, and staff (January 2024) Student Participation: 19,641 Staff Participation: 1,541</p>

Educational Partner(s)	Process for Engagement
	<p>Parent Participation: 5,522</p> <p>Local Control Accountability Plan (LCAP) Activity Total Participants: 1,657 Student: 187 Staff: 780 Administrator: 102 Parents: 156</p> <p>In June 2024, the initial draft of the Local Control and Accountability Plan (LCAP) was presented to the Irvine United Council Parent Teacher Association (IUCPTA) and District English Learner Advisory Committee (DELAC) for their review and feedback. Questions regarding the draft plan were answered and documented. Subsequent to their review, potential revisions were identified and incorporated into the LCAP draft.</p>
Students	<p>In January and February of 2024, school climate surveys were conducted to gauge school connectedness, safety, course evaluations, instructional effectiveness, equity, diversity, inclusion, and to identify areas of concern and success. During this same period, district and site staff engaged district student groups in Local Control and Accountability Plan (LCAP) activities, inviting input for potential action points.</p> <p>In January 2024, meetings were scheduled with the IUSD Student Advocacy Group and the Irvine Unified Council Parent Teacher Association (IUCPTA). The purpose of these meetings was to guide decision-making for the LCAP. Throughout this period, student participation in the annual California Healthy Kids Survey and specific LCAP activities was carefully monitored to ensure active involvement. Finally, the data collected was thoroughly analyzed to identify any gaps.</p> <p>Annual Survey Student Participation: 19,641 California Healthy Kids Survey: 7,269</p>

Educational Partner(s)	Process for Engagement
	<p>LCAP Activity Dates: IUSD Student Advocacy Committee 1/25/24 IUCPTA Student Advocacy Committee 1/21/24 Student Participation Rates: 187</p>
<p>Special Education/SELPA</p>	<p>Stakeholder feedback sessions were conducted with Special Education educational partners from January to April 2024. These sessions allowed for reflection and feedback on the draft 2024-25 LCAP action items.</p> <p>In January 2024, a district-wide climate survey was implemented. The target audience included students, parents, and staff. The aim was to gather opinions and perceptions about the school district's environment. Participation rates were monitored for students, staff, and parents in both the climate survey and LCAP activities. This was done to assess representation and engagement. 578 parents of students with exceptional needs responded to the survey.</p> <p>On January 22, 2024, a meeting was held with the Special Education parent advisory committee and SELPA Director to gather input regarding LCAP action items. Meeting participants were asked to participate in a ThoughtExchange to share quantitative and qualitative feedback relating to student/parent needs, potential actions to address these needs and possible updates to the LCAP. The feedback from these surveys was also taken into consideration in the planning and development process.</p> <p>Local Control Accountability Plan (LCAP) Activity Total Participants: 1,657 Student: 187 Staff: 780 Administrator: 102 Parents: 156</p> <p>District Special Education/SELPA staff engage parents through the Special Education Community Advisory Committee (SPED CAC) in a</p>

Educational Partner(s)	Process for Engagement
	<p>variety of activities to ensure educational partnership input and feedback which includes:</p> <ul style="list-style-type: none"> • Receiving annual goals from the CAC on which the CAC and SELPA collaborate • Receive input from the CAC and parents concerning the development of the Local Plan • Receive input from the CAC regarding priorities during the development of the 2024-25 LCAP <p>The SELPA Director participated in leadership meetings and exercises to understand educational partner perspectives during meetings that informed the development of the 2024-25 LCAP, and the 2024-25 draft was presented to the SELPA Administrator on June 3, 2024.</p>
Governing Board	<p>On February 22, 2024, the Mid-Year Report was presented to the Governing Board during a regularly scheduled meeting. This report detailed the progress and goals of the school district.</p> <p>On April 30, 2024, a Board Study Session was conducted to share information regarding the draft LCAP and answer Board Member questions.</p> <p>On June 11, 2024, a Public Hearing was conducted in which the draft of the LCAP was presented to the Governing Board. This platform facilitated constructive dialogue and feedback.</p> <p>June 25, 2024, the 2024-25 LCAP was presented to the Board for adoption at a Board of Education meeting, marking the finalization of the plans and objectives for the upcoming school year. The specific date of adoption was not indicated.</p> <p>The 2024-25 LCAP draft was posted publicly on the district website within 5 days of board approval.</p>

Educational Partner(s)	Process for Engagement
Community Members	<p>February 22, 2024, the Mid-Year Report was presented to the Governing Board during a scheduled meeting. This report detailed the progress and goals of the school district.</p> <p>June 11, 2024, a draft LCAP was presented to the Board for adoption at a regularly scheduled Board meeting for a public hearing where members of the public were able to provide feedback.</p> <p>June 25, 2024, the LCAP was adopted at a regularly scheduled Board of Education meeting.</p>

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

Staff (Certificated and Classified) provided feedback that influenced the following actions:

Class Size Reduction (action items 3.1, 3.2, 3.3)

Instructional Support (action items 1.20, 2.1, 2.2, 2.6, 2.8, 2.9, 2.10, 2.14, 2.20, 3.4, 3.11, 3.14)

Support Staff (action items 1.1, 1.7, 1.8, 1.9, 1.12, 1.13, 1.17, 1.20, 2.2, 2.3, 2.10, 2.14, 2.20, 2.23)

English Learner Support (action items 1.12, 1.14, 1.20, 1.21, 2.1, 2.13, 2.15, 2.16, 2.19, 2.20, 2.21, 2.22, 2.23, 3.14)

Special Education Support (action items 1.1, 1.3, 1.4, 1.10, 1.13, 2.1, 2.8, 2.9, 2.18, 3.1)

Administrators provided feedback that influenced the following actions:

Student Mental Health/Social Emotional Support (action items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17)

Student Behavior Support (action items 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.17, 1.18, 1.19, 4.2)

Support Staff (action items 1.1, 1.7, 1.8, 1.9, 1.12, 1.13, 1.17, 1.20, 2.2, 2.3, 2.10, 2.14, 2.20, 2.23)

English Learner Support (action items 1.12, 1.14, 1.20, 1.21, 2.1, 2.13, 2.15, 2.16, 2.19, 2.20, 2.21, 2.22, 2.23, 3.14)

Parents provided feedback that influenced the following actions:

Class Size (action items 3.1, 3.2, 3.3)

Student Mental Health (action items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.17, 4.2)

Intervention Support (action items 1.18, 1.19, 2.4, 2.11, 2.14, 2.16, 2.17, 2.19, 3.5, 3.7, 3.10, 3.14)

Staff Training (action items 1.3, 1.4, 1.10, 1.16, 2.1, 2.2, 2.3, 2.7, 2.9, 2.20, 3.4)

Parent Engagement Opportunities (action items 1.6, 1.12, 1.17, 1.18, 1.19, 1.21, 4.1)

Students provided feedback that influenced the following actions:

Student Mental Health (action items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17)

Intervention Support (action items 1.18, 1.19, 2.4, 2.11, 2.14, 2.16, 2.17, 2.19, 3.5, 3.7, 3.10, 3.14)

Class Size (action items 3.1, 3.2, 3.3)

Equity/Access (action items 1.1, 1.7, 1.17, 1.21, 2.4, 2.5, 2.11, 2.16, 2.19, 3.5, 3.6, 3.7, 3.9, 3.12, 3.14, 4.1)

Student Wellness (action items 1.1, 1.3, 1.4, 1.7, 1.8, 1.12, 1.17, 1.18, 1.19, 3.4, 4.1, 4.2)

District Administrators provided feedback that influenced the following actions:

Support for Student Groups in Red (action items 1.3, 1.5, 1.9, 1.11, 1.17, 1.18, 1.19, 1.20, 2.1, 2.2, 2.4, 2.9, 2.10, 2.12, 2.13, 2.14, 2.15, 2.18, 2.21, 3.5, 3.6, 3.7, 3.9, 3.11, 4.1, 4.2, 4.3, 4.4)

Student Mental Health (action items 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17)

Instructional Support (action items 1.20, 2.1, 2.2, 2.6, 2.8, 2.9, 2.10, 2.14, 2.20, 3.4, 3.11, 3.14)

Support Staff (action items 1.1, 1.7, 1.8, 1.9, 1.12, 1.13, 1.17, 1.20, 2.2, 2.3, 2.10, 2.14, 2.20, 2.23)

Class Size (action items 3.1, 3.2, 3.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create an engaging, inclusive school climate and a multi-tiered system of support to ensure personal and academic growth for all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Goal 1 was developed as a broad goal to capture elements that contribute to student engagement. This goal captures elements of student engagement, school climate, and parent involvement. With regard to parent involvement, the State Board of Education (SBE) adopted the Parent Engagement Self-Reflection tool to help us clearly define aspects of parent involvement and then strategically work to continuously improve our efforts. IUSD values our partnerships with families and know they are a critical component in our vision of providing the highest quality education we can envision. The self-reflection tool helped refine our understanding of parent involvement and provides the framework to strengthen our school-family partnerships. In the area of pupil engagement, there are several key metrics that provide a clear picture of student engagement, namely the California (CA) School Dashboard indicators for Chronic Absenteeism, Suspension rate, and Graduation rate. In addition to those indicators, middle school and high school dropout rates as well as the CALPADS Student Absenteeism Counts report are used to identify attendance trends at a granular level. School sites connect their respective School Plans for Student Achievement (SPSA) to the broad LCAP goals for alignment of focus, resources, and efforts across the PK-12 system. Our school climate data involve three primary metrics, the California Healthy Kids Survey, the Panorama Social Emotional Learning survey, and our district annual School Climate Survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	P1 Attendance Rates Aeries LCFF Priority 5: Student Engagement	P1 2023 Attendance Rates ALL: 95.3% AA: 93% AI: 93% AS: 96.4%			2026 P1 Attendance Rate ALL: +1% AA: +2% AI:+2% AS: Maintain 96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 95% FOS: 90.7% HI: 93% HOM: 88.9% SED: 93.8% SWD: 92.6% 2+ : 95.2% WH: 94%			EL: Maintain or increase 95% FOS: Increase minimum of +2 from 90.7% HI: Increase +2 from 93% HOM: Increase minimum +2% from 88.9% SED: Increase +2 from 93.8% SWD: Increase +2 from 92.6% 2+: Maintain 95% WH: +2%	
1.2	Attendance Rates CALPADS 14.1 Student Absenteeism Count LCFF Priority 5: Student Engagement	2022-23 CALPADS 14.1 Students Absent 0%= 10% Students Absent less than 5%= 52.8% Students Absent more than 5% but less than 10%= 25.5% Students Absent more than 10% but less than 20%= 9.7% Students Absent more than 20%= 2.2%			2025-26 Students Absent 0%= + 2% Students Absent less than 5%= +2% Students Absent more than 5% but less than 10%= - 2% Students Absent more than 10% but less than 20%= - 2% Students Absent more than 20%= - 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Chronic Absenteeism Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	2023 CA Dashboard ALL: 12.3% (Orange) AA: 25.7% (Red) AI: 23.7% (Red) AS: 7.5% (Orange) EL: 14.2% (Orange) FI: 9% (Green) FOS: 46.3% (Red) HI: 24.1% (Orange) HOM: 45.7% (Orange) LTEL: N/A PI: 17.5% (Orange) SED: 21.5% (Red) SWD: 22% (Orange) 2+: (2+): 11.4% (Yellow) WH: 15.7% (Orange) Schools With Student Groups in Red: Alderwood: ALL (18%), EL (18%), AS (13.4%), SED (24.6%), HI (25.7%), WH (20.6%) Bonita Canyon: HI (23.3%) Brywood: HI (25.5%) Cadence Park: SED (17.7%), HI (22.8%) Canyon View: SED (24.5%), *SWD (37.9%), WH (25.4%) Cypress Village: 2+ (22.5%) Deerfield: SED (33.6%) Eastshore: HI (30.8%)			2026 CA Dashboard: Decrease Chronic Absenteeism (-%) ALL: -2% AA: -2% AI: -2% AS: -2% EL: -2% FI: -2% FOS: -2% HI: -2% HOM: -2% LTEL: -2% PI: -2% SED: -2% SWD: -2% 2+: -2% WH: -2% Schools with Student Groups in Red: Alderwood: ALL (-2%), EL (-2%), AS (-2%), SED (-2%), HI (-2%), WH (-2%) Bonita Canyon: HI (-2%) Brywood: HI (-2%) Cadence Park: SED (-2%), HI (-2%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Eastwood: SWD (24.3%), *HI (32.1%) Jeffrey Trail: SED (17.0%) Lakeside: WH (15%) Loma Ridge: *HI (25.8%) Meadow Park: EL (29.4%), SED (24.4), AS (14.5%), HI (20.5%) Oak Creek: SED (26.5%), WH (22.7%) Plaza Vista: SWD (21.6%) Portola Springs: SWD (30.6%), HI (20.3%) Rancho San Joaquin: SED (23.5%), HI (31%), WH (15%) Sierra Vista: SWD (23.3%) Southlake: SED (22.9%), *AA (38.2%), WH (20.1%) Springbrook: ALL (24%), EL (25%), SED (30.6%), SWD (38.3%), HI (38.5%), WH (25.5%) Stonegate: SED (18.8%) Turtle Rock: EL (14.5%) University Park: SED (26.6%), HI (32.5%)			Canyon View: SED (-2%), *SWD (-2%), WH (-2%) Cypress Village: 2+ (-2%) Deerfield: SED (-2%) Eastshore: HI (-2%) Eastwood: SWD (-2%), *HI (-2%) Jeffrey Trail: SED (-2%) Lakeside: WH (-2%) Loma Ridge: *HI (-2%) Meadow Park: EL (-2%), SED (-2%), AS (-2%), HI (-2%) Oak Creek: SED (-2%), WH (-2%) Plaza Vista: SWD (-2%) Portola Springs: SWD (-2%), HI (-2%) Rancho San Joaquin: SED (-2%), HI (-2%), WH (-2%) Sierra Vista: SWD (-2%) Southlake: SED (-2%), *AA (-2%), WH (-2%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Venado: SED (27.2%), SWD (37%), WH (20.2%) Westpark: EL (24.7%), SED (33.9%), WH (16.7) Woodbury: EL (11.8%), WH (11%)</p> <p>Schools with Student Groups in Orange: Cadence Park: ALL (15.8%), SWD (20.3%), AS (12.4%), WH (18%), 2+ (15.4%) Deerfield: ALL (15.3%), EL (18.1%), HI (35.9%), SWD (21.7%), 2+ (13.3%), WH (19.1%) Jeffrey Trail: ALL (6.9%), EL (10.5%), HI (16.5%), SWD (17.8%), WH (11.9%) Oak Creek: ALL (17.9%), EL (19.3%), HI (32.1%), SWD (28.2%) Rancho San Joaquin: ALL (12.3%), EL (13.8%), SWD (26.3%) Santiago: ALL (9%), EL (14.6%), SED (12.9%), WH (17.1%), 2+ (8.9%) Sierra Vista: ALL (9%), EL (12.5%), HI (23.8%), WH (19%), 2+ (11.3%)</p>			<p>Springbrook: ALL (-2%), EL (-2%), SED (-2%), SWD (-2%), HI (-2%), WH (-2%) Stonegate: SED (-2%) Turtle Rock: EL (-2%) University Park: SED (-2%), HI (-2%) Venado: SED (-2%), SWD (-2%), WH (-2%) Westpark: EL (-2%), SED (-2%), WH (-2%) Woodbury: EL (-2%), WH (-2%)</p> <p>Schools with Student Groups in Orange: Cadence Park: ALL (-2%), SWD (-2%), AS (-2%), WH (-2%), 2+ (-2%) Deerfield: ALL (-2%), EL (-2%), HI (-2%), SWD (-2%), 2+ (-2%), WH (-2%) Jeffrey Trail: ALL (-2%), EL (-2%), HI</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Stonegate: ALL (9.1%), EL (8.4%), SWD (14%), AS (6.8%), HI (16.2%), 2+ (15.1%)</p> <p>Venado: ALL (12.5%), HI (30.6%), 2+ (7.9%)</p> <p>Westpark: ALL (17.4%), SWD (25.3%), AS (10.2%), HI (29%), 2+ (16.7%)</p> <p>Woodbury: ALL (11.6%), SED (20.8%), AS (7.1%), FI (16.7%), HI (20.2%), 2+ (11%)</p> <p>*ATSI School/Student Group</p>			<p>(-2%), SWD (-2%), WH (-2%)</p> <p>Oak Creek: ALL (-2%), EL (-2%), HI (-2%), SWD (-2%)</p> <p>Rancho San Joaquin: ALL (-2%), EL (-2%), SWD (-2%)</p> <p>Santiago: ALL (-2%), EL (-2%), SED (-2%), WH (-2%), 2+ (-2%)</p> <p>Sierra Vista: ALL (-2%), EL (-2%), HI (-2%), WH (-2%), 2+ (-2%)</p> <p>Stonegate: ALL (-2%), EL (-2%), SWD (-2%), AS (-2%), HI (-2%), 2+ (-2%)</p> <p>Venado: ALL (-2%), HI (-2%), 2+ (-2%)</p> <p>Westpark: ALL (-2%), SWD (-2%), AS (-2%), HI (-2%), 2+ (-2%)</p> <p>Woodbury: ALL (-2%), SED (-2%), AS (-2%), FI (-2%), HI (-2%), 2+ (-2%)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*ATSI School/Student Group	
1.4	Graduation Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	2023 CA Dashboard ALL: +94.5% (Green) AA: +89.1% (Yellow) EL: 87.9% (Yellow) FI: 98.6% (Blue) FOS: 90.9% (Green) HI: 94.9% (Green) HOM: 90.9% (Green) LTEL: TBD SED: 92% (Green) SWD: 77.7% (Yellow) WH: 93.1% (Green) School with Student Group in Red: Alternative Education-San Joaquin High School: ALL= 66.2%			2026 CA Dashboard Increase % (+%) ALL: +2% AA: +2% EL: +2% FI: Maintain 98% FOS: +2% HI: Maintain 95% HOM: +2% LTEL: TBD SED: +2% SWD: +2% WH: +2% Alternative Education-San Joaquin High School: minimum +10%	
1.5	Drop Out Rates Middle School CALPADS 8.1.C High School Four-Year Adjusted Cohort Outcome LCFF Priority 5: Student Engagement	Middle School: 2022-23 CALPADS 8.1.C HI: .15% 2+: .19% WH: .45% High School 2022-23 DataQuest: Four-Year Adjusted Cohort Outcomes			2025-26 CALPADS 8.1.C Middle School: Decrease subgroup dropout rates (-%) HI: -.05% 2+: -.1% WH: -.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 7.3% EL: 9.6% FI: 1.4% HI: 1.5% HOM: 4.8% SWD: 6.9% SED: 4.4% WH: 3.4% 2+: 2.6%			2025-26 DataQuest: Four-Year Adjusted Cohort Outcomes High School: Decrease subgroup dropout rates (-%) AA: -2% EL: -2% FI: -.2% HI: -.2% HOM: -2% SWD: -2% SED: -2% WH: -2% 2+: -2%	
1.6	Suspension Rate Indicator CA Dashboard LCFF Priority: School Climate	2023 Dashboard ALL: 1% (Blue) AA: 6.5% (Orange) EL: 1.3% (Yellow) FI: 0.2% (Blue) FOS: 5.4% (Orange) HI: 2% (Yellow) *HOM: 8% (Red) LTEL: N/A SED: 2.5% (Green) SWD: 3% (Orange) 2+: 0.9% (Blue) WH: 1.3% (Green) District Student Group in Red: *HOM: 8%			2026 CA Dashboard ALL: Maintain 1% or Decrease % AA: -2% EL: -.2% FI: Maintain .2% FOS: Maintain .2% HI: -2% *HOM: -2% LTEL: TBD SED: -2% SWD: -2% 2+: Maintain 1% WH: -.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Schools with Student Groups in Red: Bonita Canyon: EL (6.5%) College Park: SWD (16.4%), HI (6.5%) Creekside: ALL (26%), *SED (27.6%), *SWD (27%), *HI (25.6%), *WH (38.9%) Culverdale: *AA (9.1%) Irvine High: AA (10.5%)</p> <p>*ATSI- School/Student Group</p>			<p>District: HOM (-2%)</p> <p>Schools with Student Groups in Red: Bonita Canyon: EL (-2%) College Park: SWD (-2%), HI (-2%) Creekside: ALL (-2%), *SED (-2%), *SWD (-2%), *HI (-2%), *WH (-2%) Culverdale: *AA (-2%) Irvine High: AA (-2%)</p> <p>*ATSI- School/Student Group</p>	
1.7	Expulsion Rate Indicator DataQuest LCFF Priority 6: School Climate	2022-23 DataQuest Expulsion Rate: 0.04% Expulsion Count: 17			2025-26 DataQuest Maintain or decrease expulsion rates: .0%	
1.8	CA Healthy Kids Survey LCFF Priority 6: School Climate	2023-24 Total Participation Rate: 7,269 School Connectedness Gr 7- 67%			2026-27 School Connectedness Gr 7- +2% Gr 9- +2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gr 9- 66% Gr 11- 66% Sense of School Safety Gr 7- 70% Gr 9- 72% Gr 11- 77%			Gr 11- +2% Sense of School Safety Gr 7- +2% Gr 9- +2% Gr 11- +2%	
1.9	School Climate Survey LCFF Priority 6: School Climate LCFF Priority 3: Parent Engagement	Spring 2024 Results Sense of Community on Campus Student: 71% Strongly Agree/Agree School/District Supports Effective Communication with Parents Parent: 78% Strongly Agree/Agree My family feels welcome participating in school activities Student: 71% Strongly Agree/Agree Student can explain feelings to others Student: 53% Strongly Agree/Agree Satisfaction addressing student discipline			Spring 2027 Sense of Community on Campus Student: +2% Strongly Agree/Agree School/District Supports Effective Communication with Parents Parent: +2% Strongly Agree/Agree My family feels welcome participating in school activities Student: +2% Strongly Agree/Agree Student can explain feelings to others	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Student: 59% Strongly Agree/Agree Parent: 69% Strongly Agree/Agree Staff: 60% Strongly Agree/Agree</p> <p>Student has at least one adult at school they trust Student: 87% Parent: 89%</p> <p>District provides translation and interpretation services to families who need them Parent: 83% Strongly Agree/Agree</p> <p>School/District works to understand family backgrounds and cultures Student: 73% Strongly Agree/Agree Parent: 80% Strongly Agree/Agree</p> <p>Student has healthy strategies to manage stress Student: 57% Strongly Agree/Agree</p>			<p>Student: +2% Strongly Agree/Agree</p> <p>Satisfaction addressing student discipline Student: +2% Strongly Agree/Agree Parent: +2% Strongly Agree/Agree Staff: +2% Strongly Agree/Agree</p> <p>Student has at least one adult at school they trust Student: +2% Parent: +2%</p> <p>District provides translation and interpretation services to families who need them Parent: +2% Strongly Agree/Agree</p> <p>School/District works to understand family</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent: 72% Strongly Agree/Agree			backgrounds and cultures Student: +2% Strongly Agree/Agree Parent: Maintain 80% Strongly Agree/Agree Student has healthy strategies to manage stress Student: +2% Strongly Agree/Agree Parent: Maintain/Increase +5% Strongly Agree/Agree	
1.10	Social Emotional Learning Panorama Survey- School Climate LCFF Priority 6: School Climate	Spring 2024 Student SEL Competencies and Supports Gr 3-6: Supportive Relationships: ALL Students= 87%, EL= 85%, SED= 86%, AA= 88% Self Management: District: ALL Students= 78%, EL= 73% , SED= 73%, AA= 67%			Spring 2027 Student SEL Competencies and Supports Gr 3-6: Supportive Relationships: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2% Self Management: District: ALL Students= +2%,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Bonita Canyon (EL= 67%), College Park (SWD= 71%, HI= 64%) Culverdale (AA= 55%)</p> <p>Social Awareness: ALL Students= 70%, EL= 67%, SED= 69%, AA= 69%</p> <p>Emotional Regulation: District: ALL Students= 50%, EL= 48%, SED= 46%, AA= 47% Bonita Canyon (EL= 43%), College Park (SWD= 45%, HI= 37%) Culverdale (AA= 47%)</p> <p>Sense of Belonging: ALL Students= 66%, EL= 66%, SED= 64%, AA= 63%</p> <p>School Climate: ALL Students= 61%, EL= 66%, SED= 64%, AA= 63%</p> <p>Gr 7-12: Supportive Relationships:</p>			<p>EL= +2%, SED= +2%, AA= +2% Bonita Canyon (EL= 2%), College Park (SWD= 2%, HI= 2%) Culverdale (AA= 2%)</p> <p>Social Awareness: ALL Students= +2%, EL= +2%, SED= +2%, AA=+2%</p> <p>Emotional Regulation: District: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2% Bonita Canyon (EL= +2%), College Park (SWD= +2%, HI= +2%) Culverdale (AA= +2%)</p> <p>Sense of Belonging: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ALL Students= 86%, EL= 87 , SED= 85%, AA= 83%</p> <p>Self Management: District: ALL Students= 69%, EL= 68%, SED= 66%, AA= 64% Creekside (ALL=38%, SED= 32%, SWD= 53%, HI= 52%, WH= 27%) Irvine High (AA= 60%)</p> <p>Social Awareness: ALL Students= 68%, EL= 67%, SED= 66%, AA= 63%</p> <p>Emotional Regulation: District: ALL Students= 54%, EL= 54%, SED= 51%, AA= 52% Creekside (ALL=38%, SED= 32%, SWD= 53%, HI= 52%, WH= 27%) Irvine High (AA= 60%)</p> <p>Diversity and Inclusion: ALL Students= 80%, EL= 80%, SED= 76%, AA= 66%</p> <p>Cultural Awareness and Action:</p>			<p>School Climate: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p> <p>Gr 7-12: Supportive Relationships: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p> <p>Self Management: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p> <p>Creekside (ALL=+2%, SED= +2%, SWD= +2%, HI=+2%, WH= +2%) Irvine High (AA= +2%)</p> <p>Social Awareness: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p> <p>Emotional Regulation:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ALL Students= 69%, EL= 72%, SED= 68%, AA= 60%</p> <p>Sense of Belonging: ALL Students= 61%, EL= 63%, SED= 59%, AA= 51%</p>			<p>District: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p> <p>Creekside (ALL=+2%, SED= +2%, SWD= +2%, HI=+2%, WH= +2%)</p> <p>Irvine High (AA=+2%)</p> <p>Diversity and Inclusion: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p> <p>Cultural Awareness and Action: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p> <p>Sense of Belonging: ALL Students= +2%, EL= +2%, SED= +2%, AA= +2%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	SBE Parent Engagement Self Reflection LCFF Priority 3: Parent Engagement	Spring 2024 Results Building Relationships: 5- Full Implementation and Sustainability Building Partnerships for Student Outcomes: 4- Full Implementation Seeking Input for Decision Making: 5- Full Implementation and Sustainability			Spring 2027 Building Relationships: Maintain 5-Full Implementation and Sustainability Building Partnerships for Student Outcomes: Increase to 5-Full Implementation and Sustainability Seeking Input for Decision Making: Maintain 5- Full Implementation and Sustainability	
1.12	Parent Square Communication Reports	Spring 2024 # District Posts: 34 # School Posts: 3,565 # Class Posts: 3,371 # Group Posts: 2,120			Spring 2027 Maintain or Increase District, School, Class, Group Posts	
1.13	IUSD Professional Learning Logs Compass Registration System	Spring 2024 # Professional Learning Opportunities Mental Health and Wellness: 45 Student Services: 38 Special Education: 152 Attendance #			Spring 2027 Maintain or Increase Professional Learning Opportunities Mental Health and Wellness: Maintain 40	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mental Health and Wellness: 1,840 Student Services:1,353 Special Education: 1,168			Student Services: Maintain 35 Special Education: Maintain 150 Attendance # Mental Health and Wellness: +2% Student Services: +2% Special Education: +2%	
1.14	Number of Long-Term English Learners Data Quest	2023 DataQuest Number of Long-Term English Learners= 328			2026: Number of Long-Term English Learners= decrease 1%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staffing: Student Behavior, Engagement, Health and Mental wellness- Actions to Support All Students	The District will provide staffing to support positive student behavior, engagement, health, and mental wellness: 1.1.1. Base allocation school counselors 1.1.2. Base allocation Elementary Resource Counselors 1.1.3. Base allocation school nurses 1.1.4. Health assistants	\$11,068,730.00	No
1.2	Student Support Services Staff	In order to improve school climate across all school sites, based on data from the CA Healthy Kids Survey (CHKS) and Irvine Unified School District (IUSD) Annual School Climate Survey, the District will provide the following: 1.2.1. Student Support Services Executive Director and Administrative Assistant 1.2.2. Mental Health and Wellness Director and Coordinator This action item includes Student Support Services staffing infrastructure to support school climate, social emotional learning and continued implementation of Multi-Tiered Systems of Support (MTSS). While the nature of the positions supports all students, the needs of EL, FOS, and SED students are best met with a coordinated and systemic approach to school climate, social emotional learning, and inclusive behavioral instruction, Social-Emotional Learning instruction and mental health support components of MTSS. Monitoring Metric: 1.8, 1.9 Baseline: CA Healthy Kids Survey (CHKS)-School Connectedness: Grade 7= 67%; Grade 9= 66%; Grade 11= 66%,	\$874,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
		IUSD Annual Survey- Sense of Community on Campus: ALL= 71%; EL= 75%; AA= 64%, SED= 67%		
1.3	Behavior Systems- Actions to Support All Students	<p>In order to support all students with positive behavior and decrease student suspension, the District and individual school sites will do the following:</p> <p>1.3.1. Continued district-wide implementation of MTSS behavior support through Positive Behavior Intervention & Support (PBIS)</p> <p>1.3.2. Administrators trained in Restorative Practices and implementation of Restorative Practices as part of site behavior management systems and tiers</p> <p>1.3.3. Implementation of Calm Classroom as part of elementary site behavior and management systems and tiers</p> <p>1.3.4. Behavior/SEL Coach stipends for onsite coaching and professional development support</p> <p>1.3.5. Comprehensive School Threat Assessment Guidelines (CSTAG) training for site administrative and support teams</p> <p>Monitoring Metric 1.6 Suspension Rate</p>	\$96,013.00	No
1.4	School Climate & Social Emotional- Learning- Actions to Support All Students	<p>In order to support all students with social emotional learning skills across all school sites, the District and individual school sites will do the following activities:</p> <p>1.4.1. Continued implementation of Social-Emotional Learning (SEL) Curriculum</p> <p>1.4.2. Panorama Survey as Social-Emotional learning (SEL) Instrument</p> <p>1.4.3. Professional development for Social-Emotional Learning</p> <p>Monitoring Metric 1.10: Panorama Survey: Self-Management and Emotional Regulation</p>	\$234,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	School Attendance and Chronic Absenteeism	<p>In order to support all students in improving positive student attendance and decrease chronic absenteeism, the District and individual school sites will do the following:</p> <p>1.5.1. Attendance related interventions to re-engage students and families, including home visits, automated calls, personal calls, Parent Portal, Student Study Teams, and/or 504/IEP meetings</p> <p>1.5.2. District Office support for site attendance staff and administrators</p> <p>1.5.3. Support for struggling families through connections with community based organizations and/or community partners and support with Free and Reduced Priced Lunch Programs</p> <p>**No expenditures are needed to accomplish actions in 1.5**</p> <p>Monitoring Metric: 1.3 Chronic Absenteeism Rate</p>		No
1.6	Parent Engagement-Actions to Support All Students	<p>In order to build relationships with parents and increase partnerships for student outcomes, the District will do the following:</p> <p>1.6.1. Provide Parent education workshops in multiple languages to expand family engagement</p> <p>1.6.2. Provide Parent education webinars with community partners and service providers</p> <p>This action item includes staffing infrastructure to support parent involvement and engagement and is also connected with student attendance and engagement. While the nature of the position supports all students, the needs of EL, SED, and FOS students are considered first with respect to the parent engagement portion of the staffing allocation, and is connected to action item #1.12.</p> <p>Monitoring Metric: 1.9 Baseline IUSD Annual Survey data: School/District Supports Effective Communication with Parents Non-English Learner Parents: 78% Strongly Agree/Agree English Learner Parents: 68% Strongly Agree/Agree</p>	\$50,649.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>My family feels welcome participating in school activities Students: 71% Strongly Agree/Agree</p>		
1.7	<p>Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness</p>	<p>In order to support all students to improve social-emotional learning and close the gap in social-emotional learning metrics in the area of Supportive Relationships specifically for EL, SED, and FOS students, the District will provide supplemental mental and physical wellness support in the following manner:</p> <p>1.7.1. Additional School Counselor FTE allocation to reduce caseload ratio to 450:1 1.7.2. Supplemental Elementary Resource Counselor allocation 1.7.3. Guidance Assistants (elementary) and Project Success (secondary) 1.7.4. Supplemental Nurse allocations</p> <p>Mental health and wellness staff support students' academic, behavioral, social emotional and health needs. Panorama survey data shows gaps in student perception of connectedness and social-emotional skills between unduplicated students (EL and SED) compared to the ALL student groups, and CA Healthy Kids Survey data shows a decline in school connectedness as students matriculate levels (Gr. 7= 67%, Gr 9= 66%, Gr 11= 65%) and supportive relationships (Gr 3-6: ALL= 87%, EL= 85%, SED= 86%, Gr 7-12: ALL= 86%, EL= 87%, and SED= 83%).</p> <p>The district will provide additional school counseling FTE allocation support at Creekside High School and San Joaquin High School, the district's alternative education programs, to further reduce the caseload ratio to less than 200:1 in order to provide academic, behavioral and social-emotional support related to supportive relationships, college and career readiness, and graduation requirements.</p> <p>Monitoring Metric: 1.4, 1.10, 3.4 Baseline Data: Panorama Gr 3-6: Supportive Relationships- ALL= 87%, EL= 85%, SED= 86%</p>	\$4,941,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Panorama Gr 7-12: Supportive Relationships- ALL= 86%, EL= 87%, SED= 83%</p> <p>*College and Career Readiness for Creekside High School- ALL= 9% or lower (Very Low), SED(9% or lower (Very Low), HI= 0%, SWD= 0%, WH= 0%</p> <p>*Graduation Rates for San Joaquin High School- ALL= 67.9% or less</p> <p>*Expansion of Action Item 1.1</p>		
1.8	Targeted Staffing: Student mental health and wellness- Actions to Support Some Students	<p>In order to provide targeted support to students in the area of engagement, close the gap in social-emotional learning metrics in the areas of social awareness and emotional regulation to reduce student suspensions, the District will provide the following:</p> <p>1.8.1. Base allocation Mental Health Specialists</p> <p>1.8.2. School Psychologists (20% general education funding item)</p> <p>Baseline Data:</p> <p>Panorama Gr. 3-6: Social Awareness- ALL= 70%, EL= 67%, SED= 68%, SWD= 66%</p> <p>Emotional Regulation- ALL= 50%, EL= 48%, SWD= 47%</p> <p>Panorama Gr. 7-12: Social Awareness-ALL= 68%, EL= 66%, SED= 66%, SWD= 63%</p> <p>Emotional Regulation- ALL= 54%, EL= 54%, SED= 51%, SWD= 52%)</p> <p>Metric: 1.6</p> <p>Baseline: District: ALL = 1%, HOM= 8%, Creekside HS: ALL Students= 26%, SED= 27.6%, SWD= 27%, HI= 25.6%, WH= 38.9%, Irvine High: AA= 10.5%</p>	\$3,344,149.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Behavior Systems-Strategic/Targeted Actions to Support	<p>In order to provide targeted support for students exhibiting behavioral challenges, and to close the gap in social-emotional learning in the area of Self-Management, the District will provide the following:</p> <p>1.9.1. Mental Health & Wellness (MHW) Intervention Psychologist 1.9.2. MHW District TOSAs 1.9.3. MHW Behavior Interventionists</p> <p>The Mental Health and Wellness (MHW) Behavior Intervention Team works in collaboration with the Language Development team and Foster Youth/McKinney Vento Mental Health Liaison and utilizes a referral process that prioritizes EL, FOS, SED students identified with behavior challenges, and sites identified as Title I. The Mental Health Behavior Team develops individual behavior support plans, implements culturally responsive and trauma informed practices, and coordinates social-emotional interventions and/or alternative discipline approaches.</p> <p>Monitoring Metric: 1.10 Baseline Data: Panorama Data, Gr 3-6: Self Management- ALL= 78%, EL= 73%, SED= 73% Panorama Gr 7-12: Self Management- ALL= 69%, EL= 68%, SED= 66% 2023-24 Behavior Referral Data: EL= 39%, HOM= 8%, SED= 53%</p>	\$614,559.00	Yes
1.10	School Climate and Social Emotional Learning-Strategic/Targeted	<p>To enhance delivery of service to students with disabilities and English learners, the District will provide the following professional development:</p> <p>1.10.1. Targeted SEL Training for SPED and EL students 1.10.2. Professional learning for staff-School Climate and Social-Emotional Learning</p> <p>**No additional expenditures needed to accomplish action 1.10**</p>		No

Action #	Title	Description	Total Funds	Contributing
1.11	School Attendance and Chronic Absenteeism-Targeted	<p>In order to reduce chronic absenteeism and close the performance gap between unduplicated students (EL, SED, FOS) and the ALL student group in the area of chronic absenteeism, the District will provide the following:</p> <p>1.11.1. Enhance School Attendance Review Process at site and district level through Site Attendance Review Teams (SART) and district School Attendance Review Board (SARB)</p> <p>1.11.2. Early Warning System for students at risk of reaching chronic absenteeism</p> <p>1.11.3. HS allocation for Attendance Interventions</p> <p>Based on the CA Dashboard Chronic Absenteeism Rate Indicator, unduplicated (EL, SED, FOS) students had higher rates of chronic absenteeism compared to the ALL student group. To close the gap, each site's school attendance review team or site attendance support designee will monitor attendance, identify barriers and solutions to increase attendance. The referral and intervention processes are principally directed at unduplicated students identified with attendance challenges. Sites will use best practices for signs of chronic absenteeism and escalate communication for families using all available communication methods, including but not limited to Parent Square.</p> <p>High school allocations for attendance interventions include, but are not limited to positions (Attendance Dean) specifically designed to implement multi-tiered systems of support for EL, FOS, SED students who are chronically absent, attendance software, parent/student engagement workshops, positive attendance incentives.</p> <p>Monitoring Metric: 1.3 Baseline: ALL= 12.3% (Orange), AA= 25.7% (Red), AI= 23.7% (Red), EL= 14.2% (Orange), FOS= 46.3% (Red), SED= 21.5% (Red)</p>	\$245,000.00	Yes
1.12	Parent Education/Engagement-Strategic Actions	<p>In order to build relationships with parents, increase partnerships for student outcomes, and provide opportunities seeking input for decision making with parents, the District will provide the following:</p>	\$450,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1.12.1. Community Liaisons/IPEP Classes 1.12.2. Partial Funding for Coordinator of Student Outreach and Parent Engagement</p> <p>Community Liaisons support parent engagement at the district level and at school sites. The Community Liaisons are bilingual staff members that provide the critical link between families and schools. They build relationships with parents and ensure parents are connecting to site, district, and community resources. Community Liaisons provide language and cultural resources primarily to English learner families to support the district's efforts in parent engagement activities as measured by IUSD annual survey data and is principally directed at supporting our EL, FOS, and SED families.</p> <p>This action item includes staffing infrastructure to support parent involvement and engagement and is also connected with student attendance and engagement. While the nature of the position supports all students, the needs of unduplicated students are considered first with respect to the parent engagement portion of the staffing allocation, and is connected to action item #1.6.</p> <p>Monitoring Metric 1.9 Baseline Data: Parents (87%) Strongly agree/Agree that the District provides translation and interpretation services to families who need them. Students (73%) and Parents (80%) Strongly agree/Agree that school/district works to understand family backgrounds and cultures.</p>		
1.13	Staffing: Student Behavior, engagement, health, and mental wellness-Strategic/Intensive Actions	<p>To support the mental health and well-being of students with special education needs, the District will provide the following staffing:</p> <p>1.13.1. School Psychologists 1.13.2. Behavior Intervention Specialist 1.13.3. Educationally Related Mental Health Specialists (ERMHS)</p>	\$8,791,092.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Staffing: Language Development Department - Strategic/Intensive Actions	<p>To support language acquisition programs and services for the district's English Learner students, the District will implement infrastructure for Language Development Program (LDP) staff to build and sustain programs and services with the following:</p> <p>1.14.1. LDP Director, Coordinator, Specialist, Administrative Assistant, Office Assistant</p> <p>This action item includes LDP staffing to maintain effective infrastructure to support the language acquisition program. The needs of multilingual students are best met with a coordinated and systemic approach to student engagement and connections to school, student achievement and progress toward proficiency, and family involvement in the education of their student.</p> <p>Monitoring Metric: 1.9, 1.11 Baseline: Annual Survey data reflects that English-Learner parents rated the importance of having consistent and systemic supports higher than parents of non-English Learner students (English Learner parents= 47%, SED parents= 48%, other parent groups= 33%).</p> <p>SBE Local Indicator: Build relationships between school staff and families: 4- Full Implementation SBE Local Indicator: Build relationships for student outcomes: 5- Full Implementation and Sustainability</p>	\$804,235.00	Yes
1.15	Staffing: Mental Health and Wellness- Strategic/Intensive Actions	<p>In order to close the gap in social-emotional learning in the area of social emotional awareness and emotional regulation between EL, FOS, SED students compared to the ALL Student group, the District will provide additional MHS allocations, including but not limited to:</p> <p>1.15.1. Additional Site MHS Support 1.15.2. Family Counseling Center (FCC) MHS 1.15.3. LGBTQ+ MHS 1.15.4. African American/Black (AA) MHS</p>	\$1,881,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Mental health staff provide a multi-tiered system of support for the well-being of students. Well-being practices include check-ins, trauma-informed short-term school-based therapy, targeted group counseling, family support, wellness centers/sensory areas, intensive support as needed, and referrals to outside agencies.</p> <p>The District will provide additional Mental Health Specialist FTE allocation support at Creekside High School and San Joaquin High School, the district's alternative education programs, to further reduce the caseload ratio to address the students' unique social-emotional needs, including but not limited to social awareness and emotional regulation through Tier 3 trauma-informed care and practices to reduce suspension rates.</p> <p>Monitoring Metric: 1.6, 1.10</p> <p>Baseline data: Panorama Gr 3-6: Social Awareness- ALL= 70%, EL= 67%, SED= 69% Emotional Regulation- ALL= 50%, EL= 48%, SED= 46% Panorama Gr 7-12: Social Awareness- ALL= 68%, EL= 67%, SED= 66% Emotional Regulation- ALL= 54%, EL= 54%, SED= 51% Suspension Rate Indicator: Creekside: ALL (26%), *SED (27.6%), *SWD (27%), *HI (25.6%), *WH (38.9%)</p> <p>*Expansion of Action Item 1.8*</p>		
1.16	Behavior System Support-Intensive Actions	<p>In order to support all students with positive behavior and to decrease student suspension, the District will provide the following: 1.16.1. Drug/Alcohol Interventions 1.16.2. Alternative to Suspension Program</p> <p>The District maintains drug and alcohol prevention programs, including but not limited to Brief Intervention Counseling (BIC) and referrals to the Juvenile Alcohol and Drug Education (JADE) for students who have been</p>	\$141,673.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>involved with discipline related to drugs/alcohol to reduce suspensions and expulsions.</p> <p>Staffing (Alternative to Suspension Teacher) to support the Alternative to Suspension program (ATS) and Alternative Means to Correction interventions. The ATS teacher provides instruction, coordination, and monitoring to general education and special education students as assigned for disciplinary purposes. The ATS teacher also provides behavioral and mentoring guidance while creating a flexible program and positive school climate conducive to learning and personal growth in accordance with each student's ability. The ATS teacher also coordinates with community partner entities that provide specific workshops and life skills strategies. Due to the disproportionate suspension rates for unduplicated students, a strong alternative to suspension program provides an important support for our unduplicated students and is utilized as another means of correction. In addition, the ATS program is housed at Creekside High School to support Creekside students and reduce suspensions of students enrolled in the alternative education program.</p> <p>Monitoring Metric: 1.6 Baseline: Suspension Rates: ALL= 1%, HOM= 8%, FOS= 5.4%, SWD= 3%, EL= 1.3%, SED= 2.5% Creekside: ALL= 26%, SED= 27.6%, SWD= 27%, HI= 25.6%, WH= 38.9%</p>		
1.17	School Attendance and Chronic Absenteeism- Strategic/Intensive Actions	<p>In order to support students and EL, FOS, SED student groups in improving positive attendance and decreasing chronic absenteeism, the District and individual school sites will do the following:</p> <p>1.17.1. Staffing/Planning for students who are chronically absent 1.17.2. Designated Coordinator for Attendance and Student Engagement 1.17.3. School Attendance Review Team (SART) at each school site 1.17.4. Targeted attendance campaigns for student groups at risk of chronic absenteeism</p>	\$101,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Staffing/Planning actions include, but are not limited to, coordinated meetings with students/parents to understand specific student/family needs for attendance and re-engagement, coordination of services and/or support for individual students to mitigate barriers impacting attendance, collaboration with site and district staff for resources that may be available at the district and/or community level.</p> <p>Monitoring Metric: 1.3</p> <p>Baseline CA Dashboard-Chronic Absenteeism Rates: ALL= 12.3% (Orange), AA= 25.7% (Red), AI= 23.7% (Red), FOS= 46.3% (Red), SED= 21.5% (Red)</p>		
1.18	LTEL Support-Language Development Teachers on Special Assignment (TOSA)	<p>In order to provide opportunities, programs and structures for Long Term English learners (LTEL) to demonstrate progress toward English Language Proficiency, the District will provide the following staffing:</p> <p>1.18.1. Language Development Teachers on Special Assignment (TOSA) will provide professional development and site support for Designated English Language Development (D-ELD) specifically designed to meet the needs of LTEL students.</p> <p>1.18.2. Language Development TOSAs will support placement of LTELs in Designated ELD, intervention, and content area classes and provide guidance as to effective instructional practices.</p> <p>Monitoring Metric: 1.14, 2.7</p>	\$415,111.00	Yes
1.19	Parent Engagement Actions-Strategic/Intensive	<p>In order to build relationships with parents, increase partnerships for student outcomes, and provide opportunities seeking input for decision making with parents for our English learner student group, the District will provide the following:</p> <p>1.19.1. Transperfect- Language support 1.19.2. Translation devices</p>	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Parents of English learners require information and communication for languages other than English, and services rendered in multiple formats provide in-the-moment support. These services support the district's efforts in parental engagement activities as measured by the self-reflection tool and is principally directed at supporting our English learner families.</p> <p>Monitoring Metric: 1.11 Parent Engagement Baseline: Progress increasing partnerships for student outcomes- 4 Full Implementation Progress seeking input for decision making: 5- Full Implementation and Sustainability</p>		
1.20	Parent Engagement Actions to Support Students with Disabilities	<p>In order to build relationships with parents, increase partnerships for student outcomes, and provide opportunities seeking input for decision making with parents for our students with disabilities, the District will provide the following:</p> <p>1.20.1. Receive annual goals from the Special Education CAC on which the CAC and Special Education Department/SELPA will collaborate 1.20.2. The SELPA will provide annual training to parents concerning the IEP process 1.20.3. Receive input from the CAC and parents regarding the development of the LCAP and the Local Plan 1.20.4. The SELPA will support the CAC in conducting an abilities awareness event annually</p> <p>*No Expenditures are needed to accomplish the actions since the support system is part of the general administration of district operations. District Office staff time will be utilized to systemically support these schools.</p>		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure all students attain proficiency in essential standards through the implementation of standards aligned, high quality instruction, assessment for learning, and instructional materials.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal broadly captures elements of student learning, progress on developing English language proficiency and an assortment of options for students to demonstrate College/Career readiness. Our goal is to ensure all students attain proficiency in essential standards by providing them with access to standards aligned, high quality instruction, assessment for learning, and instructional materials. We believe that preparing all students for their respective futures requires empowering students to own their learning. Teachers must infuse creativity and innovation, thinking and problem-solving, as well as the application of skills and concepts into the curriculum. In order to improve learning outcomes for all students, we must rely on evidence to inform instruction and implement prevention and intervention strategies as needed. Based upon our belief that people are our most valuable resource, we are committed to developing, supporting and retaining employees who understand and embrace our vision and values. The majority of our fiscal resources are spent on the people who comprise our organization and deliver services to students. We must, therefore, leverage their talent and empower personnel to develop essential capacities within our students. We will accomplish this goal by utilizing PLCs as a proven vehicle to support instruction to increase student learning, cultivating essential capacities in students and staff, and leveraging technology. We have included several California Dashboard indicators--English Language Arts, Mathematics, and College/Career related metrics. The inclusion of local metrics also provides strong indicators at the classroom level of student learning. These are critical metrics in our multi-tiered system of support structure in terms of proactively responding to student learning needs on a rapid response basis. Our data indicates a need for additional support for our unduplicated student groups and the actions in Goal 2 highlight a systematic approach to providing them with additional support. Each of the actions for Goal 2 align to the various metrics and monitor our progress in making a difference for students. All school sites have aligned their respective School Plan for Student Achievement to these broad LCAP goals to ensure alignment of focus, resources, and efforts across our TK-12 system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic English Language Arts Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard ELA: Distance From Standard (DFS) ALL: +64.9 DFS (Blue) AA: -15.7 DFS (Yellow) AS: +89.1 DFS (Blue) EL: +33.7 DFS (Green) FOS: -60.2 DFS (Orange) HI: +8.1 DFS (Yellow) HOM: -38.9 DFS (Yellow) LTEL: TBD PI: +45 DFS (Green) SED: +17.1 DFS (Green) SWD: -39.5 DFS (Orange) 2+ : +68.6 DFS (Blue) WH: +47.4 DFS (Blue) Schools: Culverdale: SWD (-97.8 DFS) Greentree: SWD (-70.6 DFS) Lakeside: SWD (-76.6 DFS) Springbrook: SWD (-90.3 DFS) Venado: SWD (-80.3 DFS) Irvine High: SWD (-116 DFS) Northwood High: SWD (-81.1 DFS)			2026 CA Dashboard ELA: DFS ALL: (Maintain Blue) AA: (+9 pts) AS: (Maintain Blue) EL: (+9 pts) FOS: (+9 pts) HI: (+9 pts) HOM: (+9 pts) LTEL: (+9 pts) PI: (+9 pts) SED: (+9 pts) SWD: (+9 pts) 2+: (Maintain Blue) WH: (Maintain Blue) Schools: Culverdale: SWD (+9 pts) Greentree: SWD (+ 9 pts) Lakeside: SWD (+9 pts) Springbrook: SWD (+9 pts) Venado: SWD (+9 pts) Irvine High: SWD (+9 pts) Northwood High: SWD (+9 pts)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Woodbridge High: SWD (-94.6 DFS)			Woodbridge High: SWD(+9 pts)	
2.2	English Language Arts Smarter Balanced Summative Assessment LCFF Priority 4: Student Achievement	2023 CAASPP ELA: % Met or Exceeded Standard ALL: 75.8% AA: 45.6% AI: 72.7% AS: 83.5% EL: 28% FI: 82.3% FOS: 40% HI: 55% HOM: 32.6% LTEL: 25.9% PI: 72.1% SED: 58.8% SWD: 36.2% 2+: 78.5% WH: 70.3%			CAASPP ELA: % Met or Exceeded Standard ALL: +2% AA: +2% AI: +2% AS: +2% EL: +2% FI: Maintain 82% FOS: +2% HI: +2% HOM: +2% LTEL: +2% PI: +2% SED: +2% SWD: +2% 2+: +1.5% WH: +2%	
2.3	Academic Mathematics Indicator CA Dashboard LCFF Priority 4: Academic Achievement	2023 CA Dashboard Mathematics: DFS Standard (DFS) ALL: +50.7 DFS (Blue) AA: -72.4 DFS (Orange) AS: +90.3DFS (Blue) EL: +36.4 DFS (Blue) FOS: -104.6 DFS (Red) HI: -28.3 DFS (Yellow) HOM: -73.4 DFS (Yellow) LTEL: TBD SED: -3.6 DFS (Green)			2026 CA Dashboard Mathematics: DFS ALL: +2 pts AA: +9 pts AS: Maintain +9 DFS EL: +9 pts FOS: +9 pts HI: + 9 pts HOM: + 9 pts LTEL: +9 pts SED: + 9 pts SWD: + 9 pts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -61.2 DFS (Orange) 2+: +45.6 DFS (Blue) WH: +21.7 DFS (Green) District Student Group in Red: FOS: -104.6 DFS Schools w/ Students Groups in Red: Culverdale: SWD (-101.3 DFS) Irvine High: SWD (-168.8 DFS) Springbrook: SWD (-112.9 DFS) Lakeside: SWD (-109.6 DFS)			2+: +9 pts WH: +9 pts District Student Group in Red: FOS: (+20 pts) Schools w/ Students Groups in Red: Culverdale: SWD (+20 pts) Irvine High: SWD (+20 pts) Springbrook: SWD (+20 pts) Lakeside: SWD (+20pts)	
2.4	Mathematics Smarter Balanced Summative Assessment LCFF Priority 4: Student Achievement	2023 CAASPP Mathematics: % Met or Exceeded Standard ALL: 69.8% AA: 26.8% AI: 77.2% AS: 82.8% EL: 42.9% FI: 73.5% FOS: 6.3% HI: 40.5% HOM: 23% LTEL: 26.6% PI: 54.8% SED: 50% SWD: 32.7% 2+: 69.8%			2026 CAASPP Mathematics: % Met or Exceeded Standard ALL: +2% AA: +2% AI: +2% AS: Maintain 82% EL: +2% FI: Maintain 73% FOS: +2% HI: +2% HOM: +2% LTEL: +2% PI: +2% SED: +2% SWD: +2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH: 60.1%			2+: Maintain 70% WH: +2%	
2.5	English Learner Progress Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard ELPI Rates: 59% are making progress toward proficiency 61.8% ELs Progressed at Least One ELPI Level 1.2% ELs Maintained ELPI Level 4 25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 11.7% ELs Decreased at Least One ELPI Level			2026 CA Dashboard ELPI Rates: Increase % making progress toward proficiency ELs Progressing at Least One ELPI Level: +5% ELs Maintaining ELPI Level 4: +5% ELs Maintaining ELPI Levels 1, 2L, 2H, 3L, 3H: Maintain 25% ELs Decreasing at Least One ELPI Level: -5%	
2.6	Summative ELPAC LCFF Priority 4: Student Achievement	2022-23 Summative ELPAC: % Proficient Percentage of Students Proficient OVERALL: 26 % Level 4-Well Developed: 26% Level 3- Moderately Developed:33.3% Level 2- Somewhat Developed: 24% Level 1- Minimally Developed: 16.9%			2025-26 Summative ELPAC: % Proficient Level 4- Well Developed- +2% Level 3- Moderately Developed- +2% Level 2- Somewhat Developed- -2% Level 1- Minimally Developed- -2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed: 37% Level 3- Moderately Developed: 30.4% Level 2- Somewhat Developed: 17.8% Level 1- Minimally Developed: 15.2%</p> <p>WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed: 13.5% Level 3- Moderately Developed: 29.5% Level 2- Somewhat Developed: 33.5% Level 1- Minimally Developed: 23.5%</p>			<p>ORAL LANGUAGE PERFORMANCE: Level 4- Well Developed- +2% Level 3- Moderately Developed- +2% Level 2- Somewhat Developed- -2% Level 1- Minimally Developed- -2%</p> <p>WRITTEN LANGUAGE PERFORMANCE: Level 4- Well Developed- +10 % Level 3- Moderately Developed-+2% Level 2- Somewhat Developed-+2% Level 1- Minimally Developed- -2%</p>	
2.7	English Learner Reclassification Rate DataQuest >English Learners >Annual Reclassification (RFEP) Counts and Rates	2022-23 Redesignation: Number of English Learners Reclassified: 57 Percentage: 18.1%			2025-26 Redesignation: Maintain or Increase Reclassification Rates	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 4: Student Achievement					
2.8	<p>Percentage (%) of students meeting UC/CSU requirements DataQuest</p> <p>LCFF Priority 7: Access to a Board Course of Study</p>	<p>2022-23 DataQuest: % Students Meeting UC/CSU Requirements</p> <p>ALL: 73.3%</p> <p>AA: 34.7%</p> <p>AS: 95.2%</p> <p>EL: 48%</p> <p>FOS: TBD</p> <p>HI: 95.1%</p> <p>HOM: 15.8%</p> <p>SED: 54.6%</p> <p>SWD: 22.9%</p> <p>2+: 94.4%</p> <p>WH: 93.1%</p>			<p>2025-26 DataQuest: % Students Meeting UC/CSU Requirements</p> <p>ALL: Maintain or Increase 73%</p> <p>AA: +2%</p> <p>AS: Maintain 95%</p> <p>EL: +2%</p> <p>FOS: +2%</p> <p>HI: Maintain 95%</p> <p>HOM: +2%</p> <p>SED: +2%</p> <p>SWD: +2%</p> <p>2+: Maintain 94%</p> <p>WH: Maintain 93%</p>	
2.9	<p>Percentage (%) of students passing AP exams with a 3 or higher Additional CA Dashboard Reports College Board AP Central</p> <p>LCFF Priority 8: Outcomes in a Broad Course of Study</p>	<p>2022-23 College Board: % Passing AP Exams with 3 or Higher</p> <p>ALL: 84%</p> <p>AA: 77%</p> <p>AS: 88%</p> <p>HI: 80%</p> <p>SED: 84%</p> <p>WH: 84%</p>			<p>2025-26 College Board: % Passing AP Exams with 3 or Higher</p> <p>ALL: Maintain 84%</p> <p>AA: + 2%</p> <p>AS: Maintain 88%</p> <p>HI: + 2%</p> <p>SED: Maintain 84%</p> <p>WH: Maintain 84%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	<p>Percentage (%) of students prepared for college by the CCI Level College/Career Measures Report & Data</p> <p>LCFF Priority 7: Access to a Broad Course of Study</p>	<p>2022-23 CCI Indicator Percentage Prepared:</p> <p>ALL: 71% AA: 27.3% AS: 84.3% EL: 46.1% FOS: 36.4% HI: 48.9% HOM: 31.8% SED: 51.8% SWD: 19.9% 2+: 68.5% WH: 61%</p> <p>Percentage Approaching Prepared:</p> <p>ALL: 11.3% AA: 20% AS: 6.1% EL: 13.1% FI: 15% FOS: 27.3% HI: 19.5% HOM: 13.6% SED: 15.8% SWD: 21.8% 2+: 13.8% WH: 15.4%</p> <p>Percentage Not Prepared:</p> <p>ALL: 17.7% AA: 52.7% AS: 9.7% EL: 40.8% FI: 10.8%</p>			<p>2025-26 CCI Indicator Percentage Prepared:</p> <p>ALL : +2% AA: +2% AS: Maintain 84% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+ : +2% WH: +2%</p> <p>Percentage Approaching Prepared:</p> <p>ALL: +2% AA: +2% AS: +2% EL: +2% FI: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2%</p> <p>Percentage Not Prepared:</p> <p>ALL: -2% AA: -2%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FOS: 36.4% HI: 31.5% HOM: 54.5% SED: 32.3% SWD: 58.2% 2+: 17.7% WH: 23.7%			AS: -2% EL: -2% FI: -2% FOS: -2% HI: -2% HOM: -2% SED: -2% SWD: -2% 2+: -2% WH: -2%	
2.11	SBE Self Reflection Tool: Implementation of State Standards: Progress Providing Professional Learning For Teaching to Adopted Academic Standards and/or Curriculum Frameworks LCFF Priority 2: Implementation of State Standards	Spring 2024: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability			Spring 2027: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	
2.12	SBE Self Reflection Tool: Implementation of State Standards: Progress Making Instructional Materials that are Aligned to Adopted Academic	Spring 2024 ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability			Spring 2027: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards and/or Curriculum Frameworks LCFF Priority 2: Implementation of State Standards	Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability			Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	
2.13	SBE Self Reflection Tool: Progress Implementing Policies/Programs to Support Staff: Identify Areas to Improve Delivering Instruction Aligned to State Standards/Frameworks LCFF Priority 2: Implementation of State Academic Standards	Spring 2024: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability			Spring 2027: ELA: 5- Full Implementation and Sustainability ELD: 5- Full Implementation and Sustainability Math: 5- Full Implementation and Sustainability Science: 5- Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability	
2.14	SBE Self-Reflection Tool: Success Engaging in Professional Learning and Support Activities	Spring 2024: Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability			Spring 2027: Identifying needs of groups or whole staff: 5- Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 2: Implementation of State Academic Standards	<p>Identifying needs of individual teachers: 5- Full Implementation and Sustainability</p> <p>Providing support for teachers on standards not yet mastered: 5- Full Implementation and Sustainability</p>			<p>Identifying needs of individual teachers: 5- Full Implementation and Sustainability</p> <p>Providing support for teachers on standards not yet mastered: 5- Full Implementation and Sustainability</p>	
2.15	IUSD Professional Learning Logs Compass Registration System	<p>Spring 2024</p> <p>Number of Professional Learning Opportunities:</p> <p>Curriculum and Instruction: 155</p> <p>Data and Assessment: 49</p> <p>Language Development: 48</p> <p>Literacy: 90</p> <p>Special Education: 152</p> <p>STEM: 83</p> <p>Attendance #:</p> <p>Curriculum and Instruction: 13,861</p> <p>Data and Assessment: 1,556</p> <p>Language Development: 694</p> <p>Literacy: 1,902</p> <p>Special Education: 1,168</p>			<p>Spring 2027</p> <p>Maintain/Increase number of Professional Learning Opportunities</p> <p>Curriculum and Instruction: Maintain 150</p> <p>Data and Assessment: Maintain 50</p> <p>Language Development: Maintain 50</p> <p>Literacy: Maintain 100</p> <p>STEM: Maintain 80</p> <p>Attendance #:</p> <p>Curriculum and Instruction: Maintain 13,000</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STEM: 3,182			Data and Assessment: Maintain 1,500 Language Development: Increase 2% Literacy: maintain 1,900 STEM: Maintain 3,000	
2.16	Ellevation Platform Data	2023-24 Number of English Learners Reclassified Using the Platform: 1,049 Number of Students Receiving RFEP Monitoring: 3,771 Number of Staff Members Using Instructional Strategies Component: 700			2026-27 Number of English Learners Reclassified Using the Platform: +10% Number of Students Receiving RFEP Monitoring: +5% Number of Staff Members Using Instructional Strategies Component: +5%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning Communities (PLC)	<p>In order to ensure a comprehensive approach to high quality first best instruction, the District will implement the following:</p> <p>2.1.1. Professional Learning Communities (PLC) Facilitator Coaches 2.1.2. Ongoing Professional Development support that includes SPED and language acquisition (ELD) 2.1.3. Teacher PLC Release Days- General Education, Special Education, and Language Development</p> <p>Part-time PLC Facilitator Coaches (PLC FC) at each school support the development of PLCs, including using common assessment data to improve instruction.</p> <p>The district provides ongoing professional development for all teachers in the implementation of the Common Core State Standards through district and site-based professional learning. The focus is on strengthening our Professional Learning Communities (PLCs) through implementation of The Learning Cycle and using data to make instructional decisions. Professional learning opportunities support access and equity for EL, SED, and FOS/HOM students by developing essential capacities in staff to help close the achievement gap for unduplicated students.</p>	\$2,255,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>All teachers receive 3 days released from the classroom to engage in sustained and extended PLC work to plan for standards aligned instruction, create common standards aligned assessments, and examine evidence of student learning and to plan and implement interventions as needed. PLC release days provide opportunities for general education and special education teachers to plan for co-teaching opportunities to ensure special education students have access to a broad course of study.</p> <p>Monitoring Metric: 2.1, 2.3 Baseline: CA Dashboard ELA: ALL= +64.9 DFS (Blue), FOS= -60.2 DFS (Orange), HOM= -38.9 DFS (Yellow), EL= +33.7 DFS (Green), SED= +17.1 DFS (Green) CA Dashboard Math: ALL= +50.7 DFS (Blue), FOS= -104.6 DFS (Red), HOM= -73.4 DFS (Yellow), SED= -3.6 DFS (Green), EL= +36.4 DFS (BLUE)</p> <p>SBE Local Indicator-Program Support- Progress Implementing Programs to support staff in identifying where they can improve in delivering instruction aligned to adopted academic standards and/or curriculum frameworks for: ELA= Full Implementation and Sustainability; ELD= Full Implementation and Sustainability; Mathematics= Full Implementation and Sustainability; Science= Full Implementation and Sustainability; History-Social Science= Full Implementation and Sustainability</p> <p>SBE Local Indicator- Professional Development- Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks for: ELA= Full Implementation and Sustainability; ELD= Full Implementation and Sustainability; Mathematics= Full Implementation and Sustainability; Science= Full Implementation and Sustainability; History-Social Science= Full Implementation and Sustainability</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	Instructional Support-Actions to Support All Students	<p>In order to support teachers in successfully implementing state standards, and to develop and curate curriculum resources to support best instruction, the District will provide the following:</p> <p>2.2.1. Curriculum TOSAs</p> <p>District-level curriculum TOSAs and teacher mentors assist in developing curricular resources and providing professional learning opportunities to ensure that all students master the essential standards. This action item is principally directed toward the EL, FOS, SED, and LTEL groups to close the achievement gap between the ALL student and the identified unduplicated student groups.</p> <p>Monitoring Metric: 2.2, 2.4, 2.16 Baseline: CAASPP ELA: % Met or Exceeded Standard ALL= 75.8%, EL= 28%, FOS= 40%, LTEL= 25.9%, SED= 58.8%</p> <p>CAASPP Mathematics: % Met or Exceeded Standard ALL= 69.8%, EL= 42.9%, FOS= 6.3%, LTEL= 26.6%, SED= 50%</p>	\$1,500,000.00	Yes
2.3	Educational Technology (EdTech) Support-Actions to Support All Students	<p>In order to provide professional learning, guidance and support for teachers in integrating technology in classroom, the District will provide the following:</p> <p>2.3.1. Education Technology (Ed Tech) TOSAs</p> <p>Ed Tech TOSAs focus on elementary and middle school support for high-impact use of technology in schools. TOSAs help teachers design lessons and leverage new facilities and technology to engage students and deepen learning. Each high school receives sections to release teachers who provide instructional technology professional learning and support.</p>	\$450,000.00	No
2.4	Academic Interventions -Actions	In order to provide support for academic interventions, the District will provide the following:	\$495,380.00	No

Action #	Title	Description	Total Funds	Contributing
	to Support All Students	2.4.1. Intervention Software (ST Math, Gizmos, Delta Math) 2.4.2. Intervention Lead Teacher stipends		
2.5	Summer School Actions to Support All Students	In order to provide students opportunities for enrichment during summer months, the District will provide the following: 2.5.1. Enrichment Courses (Gr 9-12)	\$230,000.00	No
2.6	Student Online Assessment Program	In order to provide online assessment technology which provides teachers and other staff support for students with immediate access to information on student understanding of key concepts, progress over time, and the need for learning supports, the District will provide the following: 2.6.1. School City Assessment Platform The license includes access to rich standards-aligned item banks and learning resources to provide teachers with multiple high-quality assessment options.	\$165,000.00	No
2.7	Professional Learning	In order to provide professional learning support for all IUSD staff, the District will provide the following: 2.7.1. Professional Learning Software Registration System Funding for professional learning software supports in-person professional learning events and provides rich on-demand learning resources for IUSD staff. The system allows teachers and other staff to provide valuable resources online to extend learning.	\$180,000.00	No
2.8	Instructional Support-Special Education	In order to provide support for students with exceptional needs, the District will provide the following:	\$101,150.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2.8.1. Special Education Instructional Support-Goal Book</p> <p>Instructional support includes Universal Design for Learning (UDL) strategies and a goal writing toolkit.</p>		
2.9	Language Acquisition Program Support	<p>In order to provide opportunities, programs, and structures for EL students to demonstrate progress toward English proficiency, the District will provide the following:</p> <p>2.9.1. English Learner Site Leads/Coordinators</p> <p>EL Site lead teachers/coordinators provide support and monitor progress and achievement of English learners (EL). CA Dashboard English Learner Progress Toward Proficiency (ELPI) data reflects a 4% decline over prior year progress, and 11.7% ELs who decreased at least one ELPI level. The goal is to provide staffing for dedicated support at the school level to increase ELPI rates.</p> <p>Monitoring Metric: 2.5.</p>	\$60,191.00	Yes
2.10	Summer School-Targeted/Strategic Actions	<p>In order to increase access and improve student achievement for students demonstrating academic deficits, the District will provide the following:</p> <p>2.10.1. Learning Recovery/Credit Recovery Program (grades 1-12)</p> <p>The impact of this action item has been support for students who demonstrate academic deficits in English Language Arts (ELA) and Mathematics based on benchmark indicators in current content standards, support toward English learners (EL) progress in reaching proficiency, and opportunities for secondary students to remediate courses to reach graduation requirements.</p>	\$600,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Student Online Progress Monitoring Platform-Targeted Actions	<p>In order to support the use of data to provide targeted instructional support, the District will provide the following:</p> <p>2.11.1. Ellevation Platform to support progress monitoring of English learner (EL) students</p> <p>The Ellevation data platform supports site and district leaders in planning and monitoring the EL instructional program. The Ellevation platform supports EL student data analysis, reporting collaboration and instruction, and monitoring student progress toward proficiency.</p> <p>Monitoring Metric: 2.5, 2.16</p>	\$61,000.00	Yes
2.12	Academic Intervention-Intensive Actions	<p>In order to provide intensive academic interventions for students, the District will provide the following:</p> <p>2.12.1. Tier 3 Elementary Intervention Program</p> <p>This action item includes Tier 3 academic interventions for grades K-6 at the elementary level including 1 certificated teacher (1 FTE) per school to serve as a dedicated Tier 3 Intervention Teacher to organize, oversee, and implement Tier 3 interventions for students in need of foundational skill remediation. After an initial screening, identified students are assessed with diagnostic assessments to identify specific foundational skill gaps. Students receive targeted instruction using research based intervention materials in small groups outside of core instruction with progress monitoring occurring at regular intervals. The District provides comprehensive training, a common intervention program, and consistent expectations for implementation at all school sites.</p>	\$4,617,902.00	No
2.13	Language Acquisition Support-Strategic/Intensive	<p>In order to support English learners and Long-Term English learners with language acquisition, the District will provide the following:</p> <p>2.13.1. Supplemental Off-Ratio sections for Instructional Support of EL students.</p>	\$408,116.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>English learners receive targeted designated ELD instruction in classrooms with lower teacher to student ratios to support their progress toward proficiency. Off-ratio sections provide smaller class sizes for D-ELD sections in grades 6-12. Research shows that reduced class size, targeted instruction, and small group interventions are effective practices to improve academic performance.</p> <p>Long-Term English learners receive targeted D-ELD specifically focused on academic language in classrooms with lower teacher to student ratios to support their progress toward proficiency. Off-ratio sections provide smaller class sizes for D-ELD in grades 6-12.</p> <p>Monitoring Metric: 2.5 Baseline: CA Dashboard ELPI Rates: 59% are making progress toward proficiency 61.8% ELs Progressed at Least One ELPI Level 1.2% ELs Maintained ELPI Level 4 25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 11.7% ELs Decreased at Least One ELPI Level</p>		
2.14	Site Based Allocations for Unduplicated Student Support- Strategic Actions	<p>In order to provide opportunities, programs, and structures for FOS, EL, and SED students to close the achievement gap in English Language Arts (ELA) and Mathematics, the District will do the following: 2.14.1. Site based allocations (supplemental) to support FOS, EL, and SED student learners specific to the context of each school site.</p> <p>This action item is principally directed to FOS students identified for Differentiated Assistance in Mathematics. This action will also benefit EL and SED students. School site-based allocations to support FOS, EL, and SED students specific to the context and needs of each school. School teams document and progress monitor actions and allocation through their School Plan for Student Achievement.</p> <p>Monitoring Metric: 2.1, 2.3 Baseline:</p>	\$2,155,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CA Dashboard, English Language Arts: ALL students= +64.9 DFS (Blue), Foster Youth= -60.2 DFS (Orange), EL= +33.7 DFS (Green), SED= +17.1 DFS (Green) CA Dashboard, Mathematics: ALL students= +50.7 DFS (Blue), Foster Youth= -104.6 DFS (Red), SED= +3.6 DFS (Green), EL= +36.4 DFS (Blue)		
2.15	Supplemental Academic Intervention Materials- Strategic/Intensive Actions	In order to provide supplemental intervention materials to help students master essential standards, the District will provide the following: 2.15.1. Supplemental Intervention Materials (iReady, Lexia, other intervention programs)	\$315,000.00	No
2.16	Summer School- Strategic/Intensive Actions	In order to provide extended school year (ESY) programming for students with exceptional needs per IEP recommendations, the District will provide the following: 2.16.1. Extended School Year (ESY)	\$1,400,000.00	No
2.17	Supplemental Academic Resources for ELD Summer Programs- Intensive Actions	In order to provide supplemental academic materials for EL summer programming, the District will provide the following: 2.17.1. Supplemental Academic Resources for ELD Summer Programs (Language Power Instructional Materials) Newcomer students (ELPAC Level 1, enrolled 18 months or less) entering grades 1-9 receive instruction and participate in enrichment activities designed to develop language proficiency and promote engagement. Monitoring Metric: 1.10, 1.11	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.18	Language Acquisition Instructional Aides	<p>In order to support English learner progress toward proficiency, the District will provide support for clustering ELs in the following manner:</p> <p>2.18.1. Instructional Aides</p> <p>Instructional aides are strategically placed to support ELs during integrated and designated ELD. For LTELs, instructional aides are strategically placed to provide support during content area instruction.</p> <p>Monitoring Metric: 2.5 Baseline: CA Dashboard ELPI Rates: 59% are making progress toward proficiency 61.8% ELs Progressed at Least One ELPI Level 1.2% ELs Maintained ELPI Level 4 25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 11.7% ELs Decreased at Least One ELPI Level</p>	\$355,221.00	Yes
2.19	Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers	<p>In order to support initial ELPAC testing, the District will provide the following:</p> <p>2.19.1. Short Term ELPAC Testers 2.19.2. ELPAC Coordinator Stipends</p> <p>ELPAC testers support initial ELPAC testing year-round and summative ELPAC testing during the Feb 1-May 31st window. ELPAC coordinators facilitate Summative testing at their school sites by scheduling students for online testing and one-on-one testing as appropriate.</p> <p>Monitoring Metric: 2.6 Baseline: Summative ELPAC completion rate: 98% # Students Enrolled: 4,959 # Students Tested: 4,877</p>	\$192,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.20	Professional Development for Teachers Supporting LTEL Students	<p>In order to support teachers in providing first best instructional strategies to support LTEL students, the District will provide the following:</p> <p>2.20.1. Professional Learning-GLAD Training</p> <p>GLAD training provides first best instructional strategies to support language acquisition development across all grade levels and content areas.</p> <p>Monitoring Metric: 2.2, 2.4 Baseline: EL achievement data on standardized CAASPP ELA/Math/Science: % Met or Exceeded Standard CAASPP - ELA: EL= 28%, LTEL= 25.9% CAASPP - Math: EL= 42.9%, LTEL= 26.2%</p>	\$96,000.00	Yes
2.21	Site English Learner TOSA Support	<p>In order to support site instructional support for teachers working with multilingual learners at the secondary level, the District will provide the following:</p> <p>2.21.1. Site Instructional support (English learner TOSA sections)</p> <p>Monitoring Metric: 2.6</p> <p>At secondary sites, teachers support staff and administrators in planning and implementing effective programs and services for English learners. Additionally, they facilitate ELAC meetings, ELPAC testing and RFEP monitoring.</p>	\$336,196.00	Yes
2.22	Instructional Supports-Actions to Support Student With Disabilities	<p>In order to support co-teaching and inclusive practices, the District will provide the following:</p> <p>2.22.1 Special Education TOSAs</p>	\$600,000.00	No

Action #	Title	Description	Total Funds	Contributing
		District-level Special Education (SPED) TOSAs assist in developing curricular resources and providing professional learning opportunities to ensure that students with disabilities have access to a broad course of study. SPED TOSAs also provide support for professional learning concerning co-teaching and inclusive practices.		
2.23				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Identify and mitigate barriers which may limit student access and achievement, provide additional supports as needed, and ensure equity in allocation of resources.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Our goal is to identify and mitigate barriers that may limit student access and achievement, provide additional supports that may be needed, and ensure equity in allocation of resources. We believe that every learner should have full access to the highest quality educational experience we can envision, including qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at high levels in academic and other student outcomes. Qualified staff, well-maintained facilities and learning spaces, technology for curriculum-related activities, instructional materials and equipment, and all other instructional supports will be distributed in an equitable manner such that all diverse learners have the tools and resources they need to achieve high academic standards and other school outcomes. School environments are characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard. All students will have equitable access to school resources, including entrance into and full participation within the advanced coursework, programs and activities offered within our schools. Learning opportunities will be created so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and is given the requisite academic, social, emotional and psychological supports needed to achieve the high standards of excellence that are established.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage (%) of Teachers Fully Credentialed and Appropriately Assigned	2023 California State Assignment Accountability System (CalSAAS) Report Outcomes			2026 California State Assignment Accountability System (CalSAAS) Report Outcomes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California State Assignment Accountability System LCFF Priority 1: Basic Services	<p>2022-23 Number/percentage of mis-assignments of teachers of ELs: 0 Total teacher mis-assignments: 19 Vacant teacher positions: 1 Ineffective teachers: 0 Out-of-field teachers: 7 Inexperienced teachers: 115</p> <p>Williams Complaint for Teacher Vacancy or Misassignment: 1 (Resolved)</p>			<p>Number/percentage of mis-assignments of teachers of ELs: 0 Total teacher mis-assignments: -5% Vacant teacher positions: Maintain or decrease 1 Ineffective teachers: Maintain 0 Out-of-field teachers: Reduce number of Out-of-field teachers by 50% Inexperienced teachers: Reduce number of Inexperienced teachers by 25%</p> <p>Williams Complaint for Teacher Vacancy or Misassignment: -100%</p>	
3.2	Percentage of Pupils who have access to standards aligned instructional materials IUSD Board Meeting Resolution	2023 Board Resolution 100%			2026 Board Resolution 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of School facilities maintained and in good repair SARC FIT Report	2022-23 SARC FIT Report: % Facilities in Good Repair 100%			2025-26 SARC FIT Report: % Facilities in Good Repair 100%	
3.4	Percentage of students prepared by College and Career Inventory (CCI) Level CA Dashboard	2023 CA Dashboard: CCI Indicator ALL: 71% (Very High) AA: 27.3% (Low) AS: 84.3% (Very High) EL: 46.1% (Medium) FOS: 36.4% (No Performance Level) HI: 48.9% (Medium) HOM: 31.8% (Low) SED: 51.8% (Medium) SWD: 19.9% (Low) 2+: 68.5% (High) WH: 60.9% (High) Alternative Education-San Joaquin High School: 9% or lower (Very Low)			2026 CA Dashboard: CCI Indicator ALL: +2% AA: +2% AS: Maintain 84% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2% Alternative Education-San Joaquin High School: +3%	
3.5	Percentage of students completing at least one CTE Pathway CA College/Career Indicator-Student Level Data	2022-23 ALL: 11.7% AA: 3.6% AS: 12.8% EL: 10.1% FOS: 18.2% HI: 10.8% HOM: 9.1% SED: 11.1%			2025-26 ALL: +2% AA: +2% AS: +2% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 10.6% 2+: 9.4% WH: 11.9%			SWD: +2% 2+: +2% WH: +2%	
3.6	Percentage of students completing CTE pathways AND met UC/CSU Requirements CA College/Career Indicator-Student Level Data	2022-23 ALL: 8.7% AA: 1.8% AS: 11.1% EL: 5% FOS: 18.2% HI: 4.8% HOM: 0% SED: 6.8% SWD: 3.4% 2+: 7.3% WH: 7.4%			2025-26 ALL: +2% AA: +2% AS: Maintain 11% EL: +2% FOS: Maintain 18% HI: +2% HOM: +2% SED: +2% SWD: +2% 2+: +2% WH: +2%	
3.7	Percentage of Students Participating in 2 or More College Preparatory Courses Aeries	2022-23 ALL: 99.3% AA: 98.3% AS: 99.6% EL: 96.6% FOS: 93.1% HI: 98.1% HOM: 92.5% SED: 98.4% SWD: 91.2% WH: 99.2%			2025-26 ALL: Maintain 99% AA: Maintain 98% AS: Maintain 99% EL: Maintain 96% FOS: Maintain 93% HI: Maintain 98% HOM: Maintain 92% SED: Maintain 98% SWD: Maintain 91% WH: Maintain 99%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Percentage of Students Participating in One or More AP Courses College Board	2022-23 ALL Students: 43% AA: 17.2% AS: 52.4% EL: 8.7% FOS: 9.1% HI: 25.3% HOM: 17.1% SED: 30.4% SWD: 5.9% WH: 37.3%			2025-26 ALL: +2% AA: +2% AS: +2% EL: +2% FOS: +2% HI: +2% HOM: +2% SED: +2% SWD: +2% WH: +2%	
3.9	SBE Self-Reflection Tool: Progress on extent to which all students have access to and are enrolled in a broad course of study	Spring 2024 5- Full Implementation and Sustainability			Spring 2027 Maintain 5- Full Implementation and Sustainability	
3.10	Professional Learning Logs April 2023 Compass Logs	Spring 2024 Advanced Learning: 30 Early Childhood & Primary Instruction: 7 Human Resources: 8 Induction: 49 Attendance # Advanced Learning: 132 Early Childhood & Primary Instruction: 400 Human Resources: 410 Induction: 1,316			Spring 2027 Maintain/Increase number of professional learning opportunities Attendance # Advanced Learning: Increase 2% Early Childhood & Primary Instruction: increase 2% Human Resources: Maintain 400	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Induction: Maintain 1,000	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing: Certificated Teachers	In order to optimize our comprehensive human resources system to select, develop and retain a professional staff that can create, implement and maintain the highest quality education experience for all students, the District will provide: 3.1.1. General Education Teachers 3.1.2. Special Education Teachers	\$203,600,161.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	District Class Size Support	<p>In order to close the achievement gap for EL, FOS, SED students compared to the ALL student group, the district will maintain the following class size reduction support:</p> <p>3.2.1. Instructional Aide staffing to reduce the adult to student ratio for more individualized support</p> <p>Based on the CA Dashboard and Smarter Balanced Summative Assessments in English Language Arts (ELA) and Mathematics, our EL, FOS, SED student groups have a large performance gap compared to ALL students. Reducing the adult to student ratio supports more individualized attention and proactive engagement in the learning process to increase participation and achievement.</p> <p>Monitoring Metric: 2.1, 2.2, 2.3, 2.4 Baseline Data: CA Dashboard: ELA: ALL= +64.9 DFS (Blue), EL= +33.7 DFS (Green), FOS = -60.2 DFS (Orange), SED= +17.1 DFS (Green) CA Dashboard Mathematics: ALL= +50.7 DFS (Blue), EL= +36.4 DFS (Blue), FOS= -104.6 DFS (Red), SED= -3.6 DFS (Green)</p> <p>Smarter Balanced Summative Assessment- ELA- Percentage of Students who have Met or Exceeded Standard: ALL= 75.8%, EL= 28%, SED= 58.8%, FOS= 40%; Mathematics- Percentage of Students who have Met or Exceeded Standard: ALL= 69.8%, EL= 42.9%, SED= 50%, FOS= 6.3%</p>	\$800,000.00	Yes
3.3	Class Size-Reduction	<p>To maintain the reduction of class size in grades TK-6 by two students in each grade, and one and a half students in grades 7-12, the District will provide the following:</p> <p>3.3.1. Elementary Class Size Reduction FTE Allocation 3.3.2. Secondary Class Size Reduction FTE Allocation</p> <p>The impact of an increased adult to student ratio will be more individual attention, increased participation, and better communication between the</p>	\$8,444,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instructor and students. Increased individual attention and participation directly benefit and support the needs of district EL, FOS, SED students to close the achievement gap.</p> <p>Monitoring Metric: 2.2, 2.4 Baseline: Smarter Balanced Summative Assessment- ELA- Percentage of Students who have Met or Exceeded Standard: ALL= 75.8%, EL= 28%, SED= 58.8%, FOS= 40%; Mathematics- ALL= 69.8%, EL= 42.9%, SED= 50%, FOS= 6.3%</p>		
3.4	Early Learning	<p>In order to provide Tier 1 inclusive learning environments in PK-1 grade classrooms, the District will provide the following: 3.4.1. Early Learning Specialist (ELS) Program</p> <p>Early Learning Specialist (ELS) TOSAs model, train, and support teachers in best practices around creating an inclusive and welcoming environment for all cultures, language abilities, and learning styles. ELS TOSAs may also be involved in Tier 2 supports specifically for students struggling with appropriate behaviors and learning difficulties, and participate in observations, data collection and analysis, and staffing meetings (SSTs, 504, IEP, etc).</p>	\$1,021,397.00	No
3.5	Graduation Support	<p>In order to support the needs of FOS, EL, and SED students as they experience an increase in the graduation requirements in the areas of science and math, beginning with students who graduate in 2027, the District will provide the following: 3.5.1. Off Ratio sections at secondary sites for intervention/support classes</p> <p>The following action item is principally directed for FOS students who have been identified for Differentiated Assistance in Mathematics. This action will also benefit EL, LTEL, and SED students who are at risk of not meeting graduation requirements based on data from the CA Dashboard</p>	\$949,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Graduation Rate and the Smarter Balanced Summative (CAASPP) ELA and Mathematics assessments. The graduation requirements include completing three years of math (including Math 2) and three years of science (including earth, life, and physical sciences). The program provides extra sections for intensive remediation in math and reading at both middle and high school levels for students who are identified as being at the highest risk of not meeting graduation requirements. There are also designated sections at the high school level that provide instruction with a reduced student-to-teacher ratio. This allows for more individualized instruction and remediation for students who must demonstrate proficiency in grade-level coursework.</p> <p>Monitoring Metric: 1.4, 2.2, 2.4 Baseline: CA Dashboard Graduation Rates: ALL= +94.5 % (Green), EL= 87.9% (Yellow), FOS= 90.9%, HOM= 90.9% (Green), LTEL= N/A, SED= 92% (Green) CAASPP Mathematic Performance: ALL= 69.8% Met or Exceeded Standard, EL= 42.9%, FOS= 6.3%, LTEL= 26.6%, SED= 50% CAASPP ELA: ALL= 75.8% Met or Exceeded Standard, EL= 28%, FOS= 40%, LTEL= 25.9%, SED= 58.8%</p>		
3.6	College and Career Readiness- Broad Actions	<p>In order to provide a broad course of study and extensive opportunities for all students to demonstrate preparedness for college and career, the District will provide the following:</p> <ul style="list-style-type: none"> 3.6.1. CTE section allocations for secondary sites 3.6.2. Maintain district funding for ROP 3.6.3. PSAT/PACT College Testing Program <p>The Career Technical Education (CTE) program supports school sites in the development and implementation of standard-based courses in various industry sectors that provide students with authentic learning experiences conducive to long-term college and career success. This includes the development and acquisition of learning spaces and industry equipment to</p>	\$1,688,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>support CTE courses. In addition, CTE teachers are exposed to ongoing professional development by business and college professionals. Similarly, students are provided field trip opportunities and exposure to industry professionals in the form of speaking engagements, internships, and mentorships. The impact of the CTE program includes the district's ability to provide a diverse selection of college and career programs such as Culinary, Engineering, Medical, and Business to all students to increase their academic and workforce skill set, while increasing high school graduation rates, college admissions, and overall student engagement.</p>		
3.7	Online Tutoring	<p>In order to provide equitable and timely tutoring for all students, the district will provide the following: 3.7.1. Online Tutoring (Gr 4-12)</p> <p>Paper provides equitable and timely tutoring support to students through a web-based platform in which students can ask for live help from a tutor on any subject, at any time. They communicate with a tutor via chat and a digital whiteboard and they can upload files or send a photo directly through the platform. Rather than dispensing answers, tutors are trained to use Socratic-based pedagogy to guide students through solving problems on their own. The tool includes an essay-review feature where a Paper tutor will give feedback on students' drafts within 24 hours. In addition, all help requests and communication between students and tutors are captured on a dashboard that educators can review and see. This can help current teachers understand where learners may be struggling, or which topics remain confusing.</p>	\$659,000.00	No
3.8	Equal Opportunity Schools (EOS)	<p>In order to increase access to college and career-preparatory courses for EL, FOS, SED student groups, the District will provide: 3.8.1. Equal Opportunity Schools</p> <p>Equal Opportunity Schools (EOS) strengthens educator and system capacity to break down barriers to increase access, belonging, and</p>	\$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>success in rigorous college and career-prep secondary school courses for all students so that they may thrive in their postsecondary pursuits and life goals. With assistance from EOS, we focus on challenging high school courses, such as Advanced Placement (AP), because the academic intensity of the high school curriculum is the biggest driver of college completion. EOS provides expertise, knowledge, industry research with data analysis, and the tools and technology for our schools to address and close their equity and achievement gaps. With the support of EOS, school leaders identify and enroll all students who can succeed in these college ready courses but are not yet enrolled, with an emphasis on enrolling underrepresented students from a low-income background and students of color.</p> <p>Monitoring Metric: 3.4, 3.8 Baseline: Percentage of Students Participating in One or More AP Courses ALL Students= 43%, EL= 8.7%, FOS= 9.1%, SED= 30.4%</p> <p>CA Dashboard-College and Career Inventory ALL= 71% (Very High), EL= 46.1% (Medium), FOS= NP (No Performance Level), SED= 51.8% (Medium)</p>		
3.9	Direct Site Funding to Support Interventions	<p>In order to provide site specific programs and resources that target the needs of district FOS, EL, and SED student groups, the District will provide:</p> <p>3.9.1. Site allocations for impacted/intervention supports</p> <p>The action item outlined targets FOS students identified for Differentiated Assistance in Mathematics, providing benefits to EL and SED students as well. To meet the unique needs of each school, supplemental site allocations aligned with LCAP Goals and School Plan for Student Achievement (SPSA) goals will be provided. These funds support academic achievement for site-specific FOS, EL, and SED student needs through customized programs and additional interventions. Each SPSA outlines strategies tailored to the specific needs of unduplicated student</p>	\$1,456,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>groups and uses LCAP ELA and Mathematics metrics to monitor progress. These strategies may include reading and math intervention sections, designated staff for intensive small group reading support, intervention teachers, instructional assistants, and relevant materials and software.</p> <p>Monitoring Metric: 2.1, 2.2, 2.3, 2.4</p>		
3.10	Instructional Material Sufficiency	<p>In order to maintain student accessibility to resources, the District will provide the following:</p> <p>3.10.1. Textbook adoptions and materials</p> <p>This action item includes the purchase and adoption of textbooks to ensure all students are provided an individual textbook or instructional material, as well as establish reserves for future purchases as needed, access to online tutors, and courses designed to help students recover credits. All core textbooks and instructional materials are state-adopted in Kindergarten through 8th grade, and Board approved in grades 9 -12. The impact of access to standards-aligned resources, textbooks, and additional support to close the achievement gap. Increased individual attention with writing assignments, detailed feedback and coaching as well as opportunities to recover credit directly benefit and support the needs of all students.</p>	\$2,500,000.00	No
3.11	College and Career Readiness- Targeted Actions	<p>In order to provide a broad course of study and extensive opportunities for unduplicated student groups to demonstrate preparedness for college and careers, the District will do the following:</p> <p>3.11.1. Advancement Via Individual Determination (AVID)</p> <p>Advancement Via Individual Determination (AVID) is a college and career readiness system that aligns with IUSD’s Strategic Initiative “to prepare all students for their respective futures, which requires empowering students to own their learning.” AVID accelerates and enhances the work already happening at the district and school site level. More importantly, AVID aims to close opportunity gaps by providing all students, particularly those</p>	\$538,050.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>traditionally underrepresented in higher education, with the academic, career, college, and social-emotional support they need to succeed. AVID brings research-based strategies and curricula to educational institutions and provides educators with training and methodologies that develop students' writing, inquiry, collaboration, organization, and reading skills (WICOR) across all content areas throughout the entire campus. AVID fosters a supportive learning environment where all students are encouraged to set high academic goals and support each other in achieving them. Overall, AVID's college and career readiness system supports all student learning by promoting equity and access, fostering college, career, and life readiness, providing support for unduplicated students, offering professional development for educators, and creating a positive school climate and culture.</p>		
3.12	Language Acquisition Supplemental Materials	<p>In order to provide targeted instructional materials for English learners to make progress toward proficiency, the District will provide the following:</p> <p>3.12.1. Supplemental electronic learning program (Imagine Learning) provided to novice English learners in grades 1-6.</p> <p>3.12.2. Instructional Materials (GetReady, English 3D) to supplement the D-ELD components of adopted ELA programs.</p> <p>Monitoring Metric: 2.5, 2.6, 2.7</p>	\$200,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide strategic and systemic support for Foster Youth students to reduce chronic absenteeism rates and increase academic performance based on California Dashboard data in the areas of Chronic Absenteeism, English Language Arts and Mathematics over the course of the three-year cycle.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The following text outlines our focus on engaging and supporting academic achievement for the district's foster youth students. This decision demonstrates a strategic effort to address disparities in achievement and encourage active participation. The main indicators for this focused goal include attendance and absence rates, which will help us to monitor attendance patterns among foster youth in detail. Additionally, we will use metrics to assess academic performance, including data from the CA Dashboard and the Smarter Balanced Summative assessments in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rates Aeries LCFF Priority 5: Student Engagement	2023 P1 Attendance FOS= 90.7%			2026 P1 Attendance FOS: +2%	
4.2	Chronic Absenteeism Rate Indicator CA Dashboard LCFF Priority 5: Student Engagement	2023 CA Dashboard FOS: 46.3% (Red)			2026 CA Dashboard FOS: -2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	English Language Arts Indicator CA Dashboard LCFF Priority 4: Student Achievement	2023 CA Dashboard FOS: -60.2 DFS (Orange)			2026 CA Dashboard FOS: +10 pts	
4.4	Smarter Balanced Summative Assessment (CAASPP) English Language Arts LCFF Priority 4: Student Achievement	2022-23 CAASPP ELA FOS: 40% Met or Exceeded Standard			2025-26 CAASPP ELA FOS: +2%	
4.5	Mathematics Indicator CA Dashboard LCFF Priority 4: Academic Achievement	2023 CA Dashboard FOS: -104.6 DFS (Red)			2026 CA Dashboard FOS: + 10 pts	
4.6	Mathematics Smarter Balanced Summative Assessment (CAASPP) LCFF Priority 4: Student Achievement	2022-23 CAASPP Mathematics FOS: 6.3% Met or Exceeded Standard			2025-26 CAASPP Mathematics +2%	
4.7	Graduation Rate CA Dashboard	2023 CA Dashboard FOS: 90.9%			2026 CA Dashboard FOS: +2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	College and Career Readiness (CCI) Indicator CA Dashboard	2023 CA Dashboard FOS= 36.4%			2026 CA Dashboard FOS: +2%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staffing: Support for Foster Youth-Strategic/Intensive Actions	In order to provide support, services, and advocacy for foster youth and students experiencing homelessness, the Foster Youth (FY)/McKinney Vento Liaison will coordinate supports/services. 4.1.1. Foster Youth/McKinney Vento Liaison	\$153,173.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The District HOM/FOS Liaison is responsible for accurately identifying foster youth and students experiencing homelessness, working with school personnel and other agencies. This includes ensuring prompt student enrollment, transfer of records and credits, equal access to school services such as counseling, health services, and supplemental instruction, as well as monitoring student engagement and achievement indicators.</p> <p>Monitoring Metrics: 4.2, 4.3, 4.5, 4.7, 4.8 Baseline: Chronic Absenteeism Rate: FOS: 46.3% (Red) ELA: FOS: -60.2 DFS (Orange): Mathematics: FOS: -104.6 DFS (Red) Graduation Rate: FOS: 90.9% (Green) College/Career Indicator: 36.4% (No Performance Color)</p>		
4.2	Attendance Policy and Practice Evaluation to Support Foster Youth	<p>In response to Irvine Unified being identified for Differentiated Assistance for Foster Youth in Chronic Absenteeism and Academic Performance (Mathematics), the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism among foster youth, the Student Services department will do the following:</p> <p>4.2.1. Evaluate and Revise Policies and Practices Regarding Attendance coding, Independent Study, and School Attendance Review Board (SARB) to implement consistent and best practices districtwide. Once revised, providing information about practices to foster youth and the adults that support them promotes collaboration between the school and student/support system and provides options as needed to maintain school stability.</p> <p>Monitoring Metric: 4.1, 4.2 Quarterly District Attendance Reports for Foster Youth</p> <p>Baseline: Attendance: FOS: 90.7%, Chronic Absenteeism: FOS: 46.3% (Red)</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>**No additional expenditures are needed to accomplish actions in 4.2. The support system is part of the general administration of district operations. District Office staff time will be prioritized to systematically support this action item.**</p>		
4.3	Foster Youth Training	<p>In response to Irvine Unified being identified for Differentiated Assistance for Foster Youth in Chronic Absenteeism and Academic Performance (Mathematics), the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to support positive student attendance and sense of belonging with foster youth, the Mental Health and Wellness department, in collaboration with school sites, the District will provide the following:</p> <p>4.3.1. Provide McKinney Vento/Foster Youth training to ensure a personalized approach with support staff and administrators and tools/resources to address foster youth needs and rights.</p> <p>Monitoring Metric: 4.1 Baseline: FOS: 90.7%</p> <p>**No additional expenditures are needed to accomplish actions in 4.3. The support system is part of Action Item 1.2., 1.5., and 4.1.**</p>		No
4.4	Attendance Support for Foster Youth	<p>In response to Irvine Unified being identified for Differentiated Assistance for Foster Youth in Chronic Absenteeism and Academic Performance (Mathematics), the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism with foster youth, the Mental Health and Wellness department, in collaboration with school sites, will provide the following:</p> <p>4.4.1. Develop intervention protocol to escalate resources and attention on at-risk attendance histories to ensure proactive rather than reactive</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>approach. Intervention protocols will include automatic triggers for engagement when foster youth students miss consecutive days of school.</p> <p>Monitoring Metric: 4.2 Baseline: FOS: 46.3% (Red)</p> <p>**No additional expenditures are needed to accomplish actions in 4.4. The support system is part of Action Item 1.2. and 4.1.**</p>		
4.5	Family Engagement Actions for Foster Youth	<p>In response to Irvine Unified being identified for Differentiated Assistance for Foster Youth in Chronic Absenteeism and Academic Performance (Mathematics), the Differentiated Assistance Team conducted an in-depth analysis of relevant data and a mind-the-gap protocol. In order to reduce chronic absenteeism with foster youth, the Student Support Services department, in collaboration with school sites, will do the following:</p> <p>4.5.1. Build and implement attendance protocols/practices for foster youth and family engagement so staff can re-engage families.</p> <p>Foster Youth and the adults that support them face unique challenges, and therefore need protocols and practices designed specifically to address their needs and concerns. Additionally, practices and protocols may look different at each grade level and school site based on the unique culture of each site and developmental needs of each foster student. The Student Support Services team, which includes staff from mental health and wellness, student services, language development, and health services will work with site teams to develop protocols and practices that can be individualized to meet the unique needs of foster students.</p> <p>Monitoring Metric: 4.2 Baseline: FOS: 46.3% (Red)</p> <p>**No additional expenditures are needed to accomplish actions in 4.5. The support system is part of Action Item 1.2. and 4.1.**</p>		No

Action #	Title	Description	Total Funds	Contributing
4.6	District Support for Foster Youth Students	<p>To ensure site fiscal resource alignment to meet the unique needs of foster youth students to increase student achievement, the District will do the following:</p> <p>4.6.1. District categorical program staff will support the monitoring of School Plans for Student Achievement (SPSA) to ensure resource and action/strategy alignment to support foster youth at each school site.</p> <p>District categorical program staff will support the monitoring of School Plans for Student Achievement (SPSA), especially Title I schools with foster youth students underperforming, and ensure fiscal resource alignment to meet the unique needs of foster youth students and increase student achievement. For non-Title I schools, district mental health and wellness staff will monitor the achievement of foster youth and collaborate with site administrators and Foster Youth Liaison to identify individual student needs and respond with resources to increase student achievement.</p> <p>Monitoring Metric: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8</p> <p>Baseline: CA Dashboard ELA: FOS= -60.2 DFS (Orange) Mathematics: FOS= -104.6 DFS (Red) Graduation Rates: FOS= 90.5% (No Performance Color) College and Career Indicator (% Prepared): FOS= 36.4%</p> <p>*No Expenditures are needed to accomplish the actions since the support system is part of the general administration of district operations. District Office Staff time will be prioritized to systemically support these schools*</p>		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$24,060,199.00	\$0.0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.869%	0.000%	\$0.00	5.869%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Support Services Staff</p> <p>Need: IUSD Annual Survey data reflects that EL and SED student group parents consistently rated the importance of having consistent and systemic supports higher than parents of non-unduplicated students (EL parents= 47%, SED parents= 48%, ALL parent groups= 33%).</p>	<p>While the nature of the positions supports all students, the needs of EL, SED, and FOS students are best met with a coordinated and systemic approach to school climate, social emotional learning, and inclusive behavioral instruction, Social-Emotional Learning instruction and mental health support components of MTSS.</p> <p>Education Research:</p>	1.9, 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In addition, annual survey data indicates that English Learner students report a higher sense of community (75%) as a result of the consistent and systemic supports in place compared to the ALL student group (71%).</p> <p>Scope: LEA-wide</p>	<p>Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support.</p> <p>Tomlinson, C.A. (1999) The Differentiated Classroom: Responding to the Needs of All Learners.</p> <p>"Gateway to Success" Program Training: Alhambra Unified School District.</p> <p>UCLA Center for School Mental Health: (Website).</p> <p>Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.</p>	
<p>1.6</p>	<p>Action: Parent Engagement- Actions to Support All Students</p> <p>Need: Providing Districtwide Parent Engagement workshops/webinars provides flexibility for multilingual families from all school sites to attend, rather than focused on one particular site.</p> <p>The parent engagement portion of the staffing allocation, and is connected to action item #1.12.</p> <p>Annual Survey data indicates that non-English learner parents (78%) Strongly Agree/Agree that school/district supports effective</p>	<p>This action is principally directed at our EL and SED students, and English learners in particular, due to the language and cultural diversity in the district and the communication gap between English Learner families and non-English Learner families.</p> <p>Education Research: Epstein, J.L., et.al (2008) School, Family, and Community Partnerships: Your Handbook for Action. Family Engagement Framework: A Tool For California Schools, California Department of Education (2014).</p> <p>PTA National Standards for Family-School Partnerships website Strategies for Connecting Content & Language for English Language Learners, Shell Education (2017).</p>	<p>1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>communication compared to English learner parents (68%).</p> <p>Scope: LEA-wide</p>		
<p>1.7</p>	<p>Action: Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness</p> <p>Need: Panorama survey data shows a gap in social emotional learning between ALL students and unduplicated student groups in the area of supportive relationships.</p> <p>Panorama Gr 3-6: Supportive Relationships- ALL= 87%, EL= 85%, SED= 86% Panorama Gr 7-12: Supportive Relationships- ALL= 86%, EL= 87%, SED= 83%</p> <p>Scope: LEA-wide</p>	<p>This action item is principally directed at our unduplicated students to Improve social-emotional learning in the area of supportive relationships and close the gap in social-emotional learning metrics between ALL student and unduplicated student subgroups.</p> <p>Education Research: Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support.</p> <p>"Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website)</p> <p>Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.</p>	<p>1.4, 1.10, 3.4</p>
<p>1.9</p>	<p>Action: Behavior Systems- Strategic/Targeted Actions to Support</p> <p>Need: Panorama data indicates a gap in social emotional learning between the ALL student</p>	<p>This action item is principally directed at our EL, FOS, and SED student groups to improve social-emotional learning in the area of self-management and close the gap in social-emotional learning metrics between ALL student and EL, FOS, SED student groups.</p>	<p>1.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>group and EL, FOS, and SED student groups in the area of self-management, and disproportionality higher rates of referrals for behavior interventions.</p> <p>Panorama Data, Gr 3-6: Self Management- ALL= 78%, EL= 73%, SED= 73% Panorama Gr 7-12: Self Management- ALL= 69%, EL= 68%, SED= 66%</p> <p>2023-24 Behavior Referral Data: EL= 39%, HOM= 8%, SED= 53%</p> <p>Scope: LEA-wide</p>	<p>Education Research: Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support.</p> <p>"Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website)</p> <p>Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.</p>	
1.11	<p>Action: School Attendance and Chronic Absenteeism- Targeted</p> <p>Need: CA Dashboard data reflects that unduplicated students have disproportionately high chronic absenteeism rates compared to the ALL student groups within the district. This action is principally directed to unduplicated student groups to reduce chronic absenteeism.</p> <p>2023 CA Dashboard-Chronic Absenteeism: ALL students=12.3%, EL= 14.4%, FOS= 46.3%, SED= 21.5%</p>	<p>Systemic implementation of practices/processes provided by designated staff to re-engage students at risk of chronic absenteeism and reduce chronic absenteeism rates. Annual Survey data reflects parents of unduplicated students rate (EL= 47%, SED= 48%) having consistent and systemic support for students higher than parents of other student groups (33%).</p> <p>Education Research: Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support.</p> <p>Jensen, E. (2013) Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement.</p>	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017).</p> <p>Epstein, J.L., et.al (2008) School, Family, and Community Partnerships: Your Handbook for Action.</p> <p>Family Engagement Framework: A Tool For California Schools, California Department of Education (2014).</p> <p>PTA National Standards for Family-School Partnerships website</p>	
1.12	<p>Action: Parent Education/Engagement-Strategic Actions</p> <p>Need: Community Liaisons support multilingual parent engagement at the district level and at school sites. The Community Liaisons are bilingual staff members that provide the critical link between parents and schools. They are able to build relationships with parents and ensure parents are connecting to site, district, and community resources. Community Liaisons provide language and cultural resources primarily to English Learner families to support the district's efforts in parent engagement activities as measured by IUSD annual survey data and is principally directed at supporting our English Learner families.</p>	<p>Across 45 school sites, there are over 70 languages spoken by our English Learner families, with Mandarin, Korean, Japanese, Farsi, Arabic, and Spanish being the top 6 languages. The district must continue to provide resources that enable and support diverse languages to make information accessible to a wider audience.</p> <p>Education Research: Lindsey, Jungwirth, Pahl, & Lindsey (2009) Culturally Proficient Learning Communities.</p> <p>Jensen, E. (2013) Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement.</p> <p>Archer, A.L., Hughes, C.A. (2011) Explicit Instruction: Effective and Efficient Teaching.</p>	1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Progress Indicator: 2024 Annual Survey Data Parents (87%) Strongly agree/Agree that the District provides translation and interpretation services to families who need them.</p> <p>Students (73%) and Parents (80%) Strongly agree/Agree that school/district works to understand family backgrounds and cultures</p> <p>Scope: LEA-wide</p>	<p>Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017).</p> <p>Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department</p> <p>Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model.</p>	
<p>1.15</p>	<p>Action: Staffing: Mental Health and Wellness-Strategic/Intensive Actions</p> <p>Need: Panorama survey data shows a gap in social emotional learning between ALL students and EL, FOS, SED student groups in the area of social awareness and emotional regulation</p> <p>Panorama Gr 3-6: Social Awareness- ALL= 70%, EL= 67%, SED= 69% Emotional Regulation- ALL= 50%, EL= 48%, SED= 46% Panorama Gr 7-12: Social Awareness- ALL= 68%, EL= 67%, SED= 66% Emotional Regulation- ALL= 54%, EL= 54%, SED= 51%</p> <p>Scope:</p>	<p>This action item is principally directed at our EL, FOS, SED student groups to improve social-emotional learning in the area of social awareness and emotional regulation and close the gap in social-emotional learning metrics between ALL student and EL, FOS, SED student subgroups.</p> <p>Education Research: Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support.</p> <p>Tomlinson, C.A. (1999) "Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website)</p> <p>Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.</p>	<p>1.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.17	<p>Action: School Attendance and Chronic Absenteeism-Strategic/Intensive Actions</p> <p>Need: CA Dashboard data in the area of chronic absenteeism indicates disproportionate rates between the ALL student group and EL, FOS, SED student groups. Support needs to be provided to close the gap in performance between the student groups. CA Dashboard-Chronic Absenteeism Rates: ALL= 12.3% (Orange), AA= 25.7% (Red), AI= 23.7% (Red), FOS= 46.3% (Red), SED= 21.5% (Red)</p> <p>Scope: LEA-wide</p>	<p>This action item is principally directed at EL, FOS, SED students. Coordinated, consistent and systemic practices and supports across all school sites will support the needs of all students, with targeted attention for EL, FOS, SED students.</p> <p>Educational Research: Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017).</p> <p>Lindsey, Jungwirth, Pahl, & Lindsey (2009) Culturally Proficient Learning Communities.</p> <p>Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Tomlinson, C.A. (1999)</p> <p>"Gateway to Success" Program Training: Alhambra Unified School District UCLA Center for School Mental Health: (Website)</p> <p>Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.</p>	1.3
1.18	<p>Action: LTEL Support- Language Development Teachers on Special Assignment (TOSA)</p> <p>Need:</p>	<p>Long-Term English Learners are enrolled in all schools within the district. The support provided by these services are intended to support the district's efforts to support teachers/staff working with LTEL students and LTEL students reaching proficiency.</p>	2.14, 2.15

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Provide site support and professional development to support staff working with LTEL students. The support provided by these services are intended to support the district's efforts to support teachers/staff working with LTEL students and LTEL students reaching proficiency.</p> <p>Scope: LEA-wide</p>	<p>Educational Research: LeMoine, N.R. & Soto, I. (2017) Academic Language Mastery: Culture in Context.</p> <p>Calderon, M. & Soto, I. (2017) Academic Language Mastery: Vocabulary in Context.</p> <p>Freeman, D.E., Freeman, Y., & Soto, I. (2017) Academic Language Mastery: Grammar and Syntax in Context.</p> <p>Zwiers, J. & Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.</p> <p>California English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve, (CDE, 2014).</p> <p>California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).</p>	
2.1	<p>Action: Professional Learning Communities (PLC)</p> <p>Need: Professional learning opportunities support access and equity for EL, SED and FOS/HOM students by developing essential capacities in staff to help close the achievement gap for unduplicated students.</p>	<p>Part-time PLC Facilitator Coaches (PLC FC) at each school supports the development of PLCs, including using common assessment data to improve instruction.</p> <p>The district will provide ongoing professional development for all teachers in the implementation of the Common Core State Standards through district and site-based professional learning. The focus is on strengthening our Professional Learning Communities (PLCs) through</p>	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CA Dashboard ELA: ALL= +64.9 DFS (Blue), FOS= -60.2 DFS (Orange), HOM= -38.9 DFS (Yellow), EL= +33.7 DFS (Green), SED= +17.1 DFS (Green)</p> <p>CA Dashboard Mathematics: ALL= +50.7 DFS (Blue), FOS= -104.6 DFS (Red), HOM= -73.4 DFS (Yellow), SED= -3.6 DFS (Green), EL= +36.4 DFS (BLUE)</p> <p>Scope: Schoolwide</p>	<p>implementation of The Learning Cycle and using data to make instructional decisions. Professional learning opportunities support access and equity for EL, SED, and FOS/HOM students by developing essential capacities in staff to help close the achievement gap for unduplicated students.</p> <p>Educational Research: Annenberg Institute for School Reform (AISR). (no date). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author.</p> <p>Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2005). Creating and sustaining effective professional learning communities. Retrieved September 28, 2008, from http://www.dcsf.gov.uk/research/data/uploadfiles/RB637.pdf</p> <p>Eaker, R., & Gonzalez, D. (2006). Leading in professional learning communities. National Forum of Educational Administration and Supervision Journal, 24(1), 6-13.</p> <p>Haar, J. M. (2003). Providing professional development and team approaches to guidance. Rural Educator, 25(1), 30-35.</p> <p>Hargreaves, A., & Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Instructional Support-Actions to Support All Students</p> <p>Need: 2022-23 CAASPP data shows that EL, FOS, SED students and long-term English learners (LTELs) are not performing at the same level as other student groups. District-level curriculum TOSAs develop curricular resources and provide professional learning principally directed at closing the achievement gap between ALL student performance and EL, FOS, SED, and LTEL student groups.</p> <p>CAASPP ELA: % Met or Exceeded Standard ALL= 75.8%, EL= 28%, FOS= 40%, LTEL= 25.9%, SED= 58.8%</p> <p>CAASPP Mathematics: % Met or Exceeded Standard ALL= 69.8%, EL= 42.9%, FOS= 6.3%, LTEL= 26.6%, SED= 50%</p> <p>Scope: LEA-wide</p>	<p>District-level curriculum TOSAs and teacher mentors assist in developing curricular resources and providing professional learning opportunities to ensure that all students master the essential standards. This action item is principally directed toward the EL, FOS, SED, and LTEL groups to close the achievement gap between the ALL student and other student groups.</p> <p>EL students and LTELs are enrolled in all schools within the district. District-level curriculum TOSAs develop curricular resources and provide professional learning to support all school sites.</p> <p>Educational Research: Annenberg Institute for School Reform (AISR). (no date). Professional learning communities: Professional development strategies that improve instruction. Providence, RI: Author.</p> <p>Haar, J. M. (2003). Providing professional development and team approaches to guidance. <i>Rural Educator</i>, 25(1), 30-35.</p> <p>Huffman, J. B., Hipp, K. A., Pankake, A. M., & Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. <i>Journal of School Leadership</i>, 10(5), 448-463.</p> <p>Supovitz, J. A. (2002). Developing communities in instructional practice. <i>Teachers College Board</i>, 104(8), 1591-1626.</p>	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.14</p>	<p>Action: Site Based Allocations for Unduplicated Student Support- Strategic Actions</p> <p>Need: FOS students have been designated for Differentiated Assistance in Mathematics, and the data from the CA Dashboard reveals disparities in English Language Arts and Mathematics performance between FOS, EL, and SED students and the overall student population. To effectively address the unique requirements of FOS, EL, and SED students, personalized support is offered at the school level, where the specific circumstances and needs of individual students can be evaluated and monitored.</p> <p>CA Dashboard, English Language Arts: ALL= +64.9 DFS (Blue), FOS= -60.2 DFS (Orange), EL= +33.7 DFS (Green), SED= +17.1 DFS (Green)</p> <p>CA Dashboard, Mathematics: ALL= +50.7 DFS (Blue), FOS= -104.6 DFS (Red), SED= +3.6 DFS (Green), EL= +36.4 DFS (Blue)</p> <p>Scope: Schoolwide</p>	<p>School site-based allocations to support EL, FOS, SED students specific to the context and needs of each individual school. School teams will document and progress monitor actions and allocation through their School Plan for Student Achievement, using CA Dashboard ELA/Math and Smarter Balanced Summative Assessment ELA/Math data as progress indicators.</p> <p>Educational Research: DuFour, R. (2003). Building a professional learning community: For system leaders, it means allowing autonomy within defined parameters. The School Administrator. Retrieved March 8, 2008, from http://findarticles.com/p/articles/mi_m0JSD/is_5_60/ai_101173944</p> <p>DuFour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: Solution Tree.</p> <p>Hargreaves, A., & Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565.</p> <p>Huffman, J. B., Hipp, K. A., Pankake, A. M., & Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. Journal of School Leadership, 10(5), 448-463.</p>	<p>2.1, 2.3</p>
<p>2.20</p>	<p>Action: Professional Development for Teachers Supporting LTEL Students</p>	<p>Training is offered to all teachers supporting multilingual students. While the training is principally directed at English learners, the training</p>	<p>2.2, 2.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: LTEL achievement data on standardized CAASPP ELA/Math has indicated a significant gap between ALL student group and LTEL students. To close the achievement gap, GLAD training is offered to provide first best instructional strategies to support language acquisition development across all grade levels and content areas.</p> <p>CAASPP Smarter Balanced Summative Assessment - ELA: ALL= 75.8% Met or Exceeded Standard, LTEL= 25.9% Met or Exceeded Standard CAASPP Smarter Balanced Summative Assessment - Math: ALL= 69.8% Met or Exceeded Standard, LTEL= 26.2% Met or Exceeded Standard</p> <p>Scope: LEA-wide</p>	<p>incorporates research-based and highly effective instructional strategies that promotes high academic achievement and college/career ready skills that benefits all students.</p> <p>Educational Research: Arellano, Socorro, "Using Project GLAD strategies in the teaching of literacy genres to second grade bilingual students" (2006). Theses Digitization Project. 2997. https://scholarworks.lib.csusb.edu/etd-project/2997</p> <p>CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p> <p>California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).</p> <p>Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department</p> <p>Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model.</p> <p>Zwiers, J. & Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.</p>	
3.2	<p>Action: District Class Size Support</p> <p>Need: The Smarter Balanced Summative Assessment data shows differences in</p>	<p>Class size reduction and the ability of districts to increase the number of adults supporting the education process of each student have a positive impact on student performance. Research shows 1. Smaller classes in the early grades (K-3) can boost student academic achievement;</p>	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>academic performance between specific groups of students and all students overall in English Language Arts (ELA) and Mathematics. Studies suggest that actively engaging students in the learning process with more one-on-one attention from adults can improve participation and academic performance. All groups of students can benefit from increased individual attention, but EL, FOS, SED students especially benefit from this support to help close the achievement gap.</p> <p>Smarter Balanced Summative Assessment- ELA- Percentage of Students who have Met or Exceeded Standard: ALL= 75.8%, EL= 28%, SED= 58.8%, FOS= 40%; Mathematics- ALL= 69.8%, EL= 42.9%, SED= 50%, FOS= 6.3%</p> <p>Scope: LEA-wide</p>	<p>2. Minority and low-income students show even more significant gains when placed in small classes in the primary grades;</p> <p>3. The experience and preparation of teachers is a critical factor in the success or failure of class-size reduction programs;</p> <p>4. Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement.</p> <p>Educational Research: Baker, B. D., Farrie, D. and Sciarra, D. G. (2016), Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps. ETS Research Report Series, 2016: 1–37.</p> <p>Mathis, William J. (2016). Research-Based Options for Education Policymaking: The Effectiveness of Class Size Reduction. National Education Policy Center, University of Colorado.</p> <p>Black, Sandra, Giuliano, Laura, Narayan, Ayushi (2016). Civil Rights Data Show More Work is Needed to Reduce Inequities in K-12 Schools.</p> <p>Zyngier, David. (2014). Class size and academic results, with a focus on children from culturally, linguistically and economically disenfranchised communities. Evidence Base, issue 1, 2014.</p>	
3.3	Action: Class Size-Reduction	This action is principally directed at EL, FOS, SED students. Class size reduction and the ability of	2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Smarter Balanced Summative Assessment data shows gaps in performance between the ALL student groups and EI, FOS, SED student groups. And, research shows that reduced class size, targeted instruction, and small group interventions are effective practices to improve academic performance.</p> <p>Smarter Balanced Summative Assessment- ELA- Percentage of Students who have Met or Exceeded Standard: ALL= 75.8%, EL= 28%, SED= 58.8%, FOS= 40%; Mathematics- ALL= 69.8%, EL= 42.9%, SED= 50%, FOS= 6.3%</p> <p>Scope: Schoolwide</p>	<p>districts to increase the number of adults supporting the education process of each student have a positive impact on student performance. Research shows: (1) Smaller classes in the early grades (K-3) can boost student academic achievement; (2) Minority and low-income students show even greater gains when placed in small classes in the primary grades; (3) The experience and preparation of teachers is a critical factor in the success or failure of class-size reduction programs; (4) Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement.</p> <p>Educational Research: Black, Sandra, Giuliano, Laura, Narayan, Ayushi (2016). Civil Rights Data Show More Work is Needed to Reduce Inequities in K-12 Schools.</p> <p>Buffum, A., Mattos, M. Weber, C. (2009) Pyramid Response to Intervention.</p> <p>Harfitt, G., (2015) Class-Size Reduction, Key Insights from Secondary School Classrooms.</p> <p>Mathis, W., (2016) The Effectiveness of Class-Size Reduction. The Center For Public Education research. National Education Association, "Class-Size Reduction: A Proven Reform Strategy".</p>	
3.5	<p>Action: Graduation Support</p> <p>Need:</p>	<p>Additional sections for intensive remediation in the areas of both math and reading are provided at the middle school and high school levels for FOS, EL, LTEL, and SED students identified as most at risk</p>	1.4, 2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>FOS have been identified for Differentiated Assistance in Mathematics, and CA Dashboard Graduation Rate and Smarter Balanced Summative (CAASPP) ELA and Mathematics data show that EL, FOS, LTEL, SED student groups are disproportionately at risk of not meeting graduation requirements, and would principally benefit from intervention support classes.</p> <p>2023 CA Dashboard-Graduation Rate: ALL= +94.5 % (Green), EL= 87.9% (Yellow), FOS= 90.9% , HOM= 90.9% (Green), LTEL= N/A, SED= 92% (Green)</p> <p>CAASPP Mathematic Performance: ALL= 69.8% Met or Exceeded Standard, EL= 42.9%, FOS= 6.3%, LTEL= 26.6%, SED= 50%</p> <p>CAASPP ELA: ALL= 75.8% Met or Exceeded Standard, EL= 28%, FOS= 40%, LTEL= 25.9%, SED= 58.8%</p> <p>Scope: Schoolwide</p>	<p>of not completing graduation requirements. At the high school level, allocated sections may also be used to provide instruction at a reduced student to teacher ratio to allow for more individualized instruction and remediation for students who are not demonstrating proficiency in grade level coursework. CA Dashboard Graduation Rate and Smarter Balanced Summative (CAASPP) ELA and Mathematics data show that EL, FOS, LTEL, SED student groups are disproportionately identified as being at risk of not meeting graduation requirements.</p> <p>Educational Research: Buffum, A., Mattos, M., & Malone, J. (2018). Taking Action: A Handbook for RTI at work. Bloomington, IN: Solution Tree Press.</p> <p>Buffum, A., Mattos, M., & Weber, C. (2009). Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree Press.</p> <p>Mattos, M. (2017). Timebomb: The Cost of Dropping Out [DVD]. Bloomington, IN: Solution Tree Press.</p> <p>Mattos, M., & Buffum, A. (2015). It's About Time: Planning Interventions and Extensions in Secondary School. Bloomington, IN: Solution Tree Press.</p>	
3.8	Action: Equal Opportunity Schools (EOS)	EOS provides expertise, knowledge, industry research with data analysis, and the tools and	3.4, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: DataQuest and CA Dashboard data reflect a gap in college/career readiness between EL, FOS, SED (Low income students in particular) and the ALL student group.</p> <p>Progress Indicator: 3.8: DataQuest-Percentage of Students Participating in One or More AP Courses ALL Students= 43%, EL= 8.7%, FOS= 9.1%, SED= 30.4%</p> <p>3.4: CA Dashboard-College and Career Inventory ALL= 71% (Very High), EL= 46.1% (Medium), FOS= NP (No Performance Level), SED= 51.8% (Medium)</p> <p>Scope: Schoolwide</p>	<p>technology for our schools to address and close their equity and achievement gaps. With the support of EOS, school leaders identify and enroll all students who can succeed in these college ready courses but are not yet enrolled, with an emphasis on enrolling underrepresented students from a low-income background and students of color.</p> <p>Educational Research: Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.</p>	
3.9	<p>Action: Direct Site Funding to Support Interventions</p> <p>Need: FOS students have been designated for Differentiated Assistance in Mathematics, and the data from the CA Dashboard reveals disparities in English Language Arts and Mathematics performance between FOS, EL, and SED students and the overall student population. To effectively address the unique requirements of FOS, EL, and SED students,</p>	<p>School site-based allocations to support FOS, EL, and SED students specific to the context and needs of each individual school. School teams will document and progress monitor actions and allocation through their School Plan for Student Achievement, using CA Dashboard ELA/Mathematics and Smarter Balanced Summative Assessment ELA/Mathematics data as progress indicators.</p> <p>Educational Research: DuFour, R. (2003). Building a professional learning</p>	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>personalized support is offered at the school level, where the specific circumstances and needs of individual students can be evaluated and monitored.</p> <p>CA Dashboard, English Language Arts: ALL= +64.9 DFS (Blue), FOS= -60.2 DFS (Orange), EL= +33.7 DFS (Green), SED= +17.1 DFS (Green) CA Dashboard, Mathematics: ALL= +50.7 DFS (Blue), FOS= -104.6 DFS (Red), SED= +3.6 DFS (Green), EL= +36.4 DFS (Blue)</p> <p>Scope: Schoolwide</p>	<p>community: For system leaders, it means allowing autonomy within defined parameters. The School Administrator. Retrieved March 8, 2008, from http://findarticles.com/p/articles/mi_m0JSD/is_5_60/ai_101173944</p> <p>DuFour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: Solution Tree.</p> <p>Hargreaves, A., & Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. Journal of School Leadership, 16, 550-565.</p> <p>Huffman, J. B., Hipp, K. A., Pankake, A. M., & Moller, G. (2001). Professional learning communities: Leadership, purposeful decision making, and job-embedded staff development. Journal of School Leadership, 10(5), 448-463.</p>	
4.1	<p>Action: Staffing: Support for Foster Youth-Strategic/Intensive Actions</p> <p>Need: Students in foster care represent one of the most vulnerable and academically at-risk student groups in schools, and they require improved coordination of services to ensure their rights and needs are being met.</p> <p>CA Dashboard: Chronic Absenteeism Rate: FOS: 46.3% (Red) ELA: FOS: -60.2 DFS (Orange):</p>	<p>Implementing organizational structures, including a designated district liaison, to support foster youth best supports cross-system collaboration to meet individual student needs. Designated specialists working directly with foster youth and their Educational Rights Holders (ERH) in schools can provide knowledge about student needs and barriers and collaborate with site teams.</p> <p>Educational Research: Best Practices Guide For Developing a District System to Improve Education Outcomes for Youth in Foster Care: https://allianceforchildrensrights.org/wp-</p>	4.2, 4.3, 4.5, 4.7, 4.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Mathematics: FOS: -104.6 DFS (Red) Graduation Rate: FOS: 90.9% (Green) College/Career Indicator: 36.4% (No Performance Color)</p> <p>Scope: LEA-wide</p>	<p>content/uploads/Education_DistrictBestPracticesGuide_Final.pdf</p> <p>Foster Youth Education Toolkit: https://allianceforchildrensrights.org/resources/foster-youth-education-toolkit/</p> <p>CA Foster Youth Education Resource Hub: https://www.cdss.ca.gov/inforesources/california-foster-youth-education-resource-hub</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.14</p>	<p>Action: Staffing: Language Development Department - Strategic/Intensive Actions</p> <p>Need: Multilingual students are enrolled in all school sites in the district, and the needs of the students are best met with a coordinated and systemic approach to student engagement and connections to school, student achievement and progress toward proficiency, and family involvement in the education of their student.</p>	<p>Multilingual students are enrolled in all school sites in the district, and the needs of the students are best met with a coordinated and systemic approach to student engagement and connections to school, student achievement and progress toward proficiency, and family involvement in the education of their student.</p> <p>Education Research: Buffum, A., Mattos, M., & Malone, J. (2018) Taking Action: A Handbook for RTI at Work.</p> <p>Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.</p>	<p>1.9, 1.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Annual Survey data reflects that English-Learner parents rated the importance of having consistent and systemic supports higher than parents of non-English Learner students (English Learner parents= 47%, SED parents= 48%, other parent groups= 33%).</p> <p>SBE Local Indicator: Build relationships between school staff and families: 4- Full Implementation SBE Local Indicator: Build relationships for student outcomes: 5- Full Implementation and Sustainability</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>CA English Language Development Standards:ELA/ELD Framework</p> <p>CA English Learner Roadmap</p> <p>CA Practitioners' Guide for Educating English Learners with Disabilities</p>	
1.19	<p>Action: Parent Engagement Actions-Strategic/Intensive</p> <p>Need: Parents of English Learners require information and communication for languages other than English, and services rendered in multiple formats provide in-the-moment support. The support provided by these services are intended to support the district's efforts in parental engagement activities as measured by the self-reflection tool and is principally directed at supporting our English Learner families.</p>	<p>This action is principally directed at our unduplicated students (English Learners) due to the extensive language diversity in the district and the communication gap between English learners and non-English learner families. This effectively meets this need because it supports English learner students and families in accessing information and resources for their child's education.</p> <p>Education Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p>	1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>1.11: SBE Local Indicator Self-Reflection Tool: Parent Engagement Progress increasing partnerships for student outcomes- 4 Full Implementation Progress seeking input for decision making: 5-Full Implementation and Sustainability</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>2.9</p>	<p>Action: Language Acquisition Program Support</p> <p>Need: Monitor progress and achievement of English Learners 2023 CA Dashboard- Progress Toward Proficiency: 59% of English Learners making progress toward English language proficiency</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>EL Site lead teachers/coordinators provide support and monitor progress and achievement of English learners (EL). CA Dashboard English Learner Progress Indicator (ELPI) data reflects a 4% decline over prior year progress, and 11.7% ELs who decreased at least one ELPI level. The goal is to provide staffing for dedicated support at the school level to increase ELPI rates.</p> <p>Educational Research: Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department</p> <p>CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p> <p>CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf</p>	<p>2.5</p>
<p>2.11</p>	<p>Action: Student Online Progress Monitoring Platform- Targeted Actions</p>	<p>English learners are enrolled in all schools within the district and benefit from the support. The Ellevation platform supports EL student data</p>	<p>2.5, 2.17</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: The English learner data platform supports site and district leaders in planning and monitoring the English learner (EL) instructional program districtwide.</p> <p>Number of English learners Reclassified Using the Platform: 1,049 Number of Students Receiving RFEP Monitoring: 3,771 Number of Staff Members Using Instructional Strategies Component: 700</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>analysis, reporting collaboration and instruction, and monitoring student progress toward proficiency and reclassification.</p> <p>Educational Research: CA English Language Development Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p> <p>ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadotted.asp</p> <p>CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p> <p>CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf</p>	
2.13	<p>Action: Language Acquisition Support-Strategic/Intensive</p> <p>Need: English learners and LTELs will benefit from targeted designated ELD instruction in classrooms with lower teacher to student ratios to support their progress toward proficiency.</p> <p>CA Dashboard ELPI Rates: 59% are making progress toward proficiency 61.8% ELs Progressed at Least One ELPI Level 1.2% ELs Maintained ELPI Level 4</p>	<p>MS and HS sections are staffed at a specified ratio. Funding provides sites with an additional ELD section that supplements site funded sections and allows for smaller class sizes.</p> <p>Educational Research: Harfitt, G., (2015) Class-Size Reduction, Key Insights from Secondary School Classrooms.</p> <p>Mathis, W., (2016) The Effectiveness of Class-Size Reduction. The Center For Public Education research. National Education Association, "Class-Size Reduction: A Proven Reform Strategy".</p> <p>Buffum, A., Mattos, M. Weber, C. (2009) Pyramid</p>	2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 11.7% ELs Decreased at Least One ELPI Level</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Response to Intervention.</p> <p>CA English Language Development Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p> <p>ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadoped.asp</p> <p>CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p> <p>CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf</p>	
2.17	<p>Action: Supplemental Academic Resources for ELD Summer Programs- Intensive Actions</p> <p>Need: Newcomer students may respond differently to new academic environments, language, and social emotional experiences, so it is vital to provide instructional support and opportunities for engagement as they navigate challenges.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Instructional materials and summer programs are available for newcomer students throughout the district. DELAC Educational Partner feedback rated supplemental summer programs as high priority action items to increase EL student engagement during the 2022-23 and 2023-24 school year. In addition, Panorama survey data shows a gap in perception of supportive relationships between the ALL student group and English learners. The goal is to increase EL student engagement and provide opportunities to build supportive relationships for Newcomer students.</p> <p>Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p>	1.10,1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).</p> <p>Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department</p> <p>Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model.</p> <p>Zwiers, J. & Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.</p>	
<p>2.18</p>	<p>Action: Language Acquisition Instructional Aides</p> <p>Need: Classroom teachers benefit from instructional aides strategically placed to support the instructional needs of ELs and LTELs in the SEI classroom.</p> <p>CA Dashboard ELPI Rates: 59% are making progress toward proficiency 61.8% ELs Progressed at Least One ELPI Level 1.2% ELs Maintained ELPI Level 4 25.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 11.7% ELs Decreased at Least One ELPI Level</p> <p>Scope:</p>	<p>Instructional aides are allocated according to the number of English learners at Overall Levels 1 & 2 on the ELPAC. Instructional aides are strategically placed to support ELs during integrated and designated ELD. For LTELs, instructional aides are strategically placed to provide support during content area instruction.</p> <p>Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p> <p>California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).</p> <p>Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department</p> <p>Echevarria, J., Vogt, M.E., and Short, D. (2017),</p>	<p>2.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	<p>Making Content Comprehensible for English Language Learners: The SIOP Model.</p> <p>Zwiers, J. & Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.</p>	
2.19	<p>Action: Language Acquisition Testing Support-ELPAC Coordinators/Short Term Testers</p> <p>Need: ELPAC testers support initial ELPAC testing year-round and summative ELPAC testing during the Feb 1-May 31st window. ELPAC coordinators facilitate Summative testing at their school sites by scheduling students for online testing and one-on-one testing as appropriate.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Short term testers are hired to support the one-on-one testing required for Initial and Summative ELPAC testing.</p> <p>ELPAC site coordinators receive a stipend to schedule and coordinate the summative testing for all English learners at the site.</p> <p>Supporting Documentation: Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p> <p>CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf</p> <p>California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).</p>	2.6
2.21	<p>Action: Site English Learner TOSA Support</p> <p>Need: Teachers working with multilingual learners at the secondary level need supplemental instructional support to plan and implement effective programs and services for English Learners and Long-Term English Learners.</p>	<p>TOSAs support staff and administrators in planning and implementing effective programs and services specifically for English Learners.</p> <p>Educational Research/Supporting Documentation: CA English Language Development Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p>	2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadoped.asp</p> <p>CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p> <p>CA Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf</p>	
<p>3.12</p>	<p>Action: Language Acquisition Supplemental Materials</p> <p>Need: English Learners need instructional materials that are specifically targeted to meet their learning needs in order to make progress toward proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Supplemental materials specifically designed to support the needs of English learners targets language development needs of students at different proficiency levels to make progress toward proficiency.</p> <p>Educational Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/</p> <p>California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014).</p> <p>Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department</p> <p>Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model.</p> <p>Zwiers, J. & Soto, I. (2017) Academic Language Mastery: Conversational Discourse in Context.</p>	<p>2.5, 2.6, 2.7</p>

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

Additional Concentration Grant Funding

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

Not Applicable

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$409,935,394.00	24,060,199.00	5.869%	0.000%	5.869%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$259,220,735.00	\$12,310,528.00	\$188,770.00	\$1,074,090.00	\$272,794,123.00	\$267,642,237.00	\$5,151,886.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staffing: Student Behavior, Engagement, Health and Mental wellness- Actions to Support All Students	All	No			All Schools	ongoing	\$11,068,730.00	\$0.00	\$11,068,730.00				\$11,068,730.00	
1	1.2	Student Support Services Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$874,612.00	\$0.00	\$874,612.00				\$874,612.00	
1	1.3	Behavior Systems- Actions to Support All Students	All Students with Disabilities HOM,EL,SWD,HI, ALL,SED,WH,AA	No			All Schools Specific Schools: Bonita Canyon, College Park, Creekside, Culverdale, Irvine High	ongoing	\$91,013.00	\$5,000.00	\$96,013.00				\$96,013.00	
1	1.4	School Climate & Social Emotional- Learning- Actions to Support All Students	All EL, SWD, HI, ALL (Creekside), SED, HI, WH, AA	No			All Schools Specific Schools: Bonita Canyon, College Park, Creekside High, Culverdale, Irvine High	ongoing	\$0.00	\$234,500.00	\$70,000.00		\$164,500.00		\$234,500.00	
1	1.5	School Attendance and Chronic Absenteeism	All Students with	No			All Schools	ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities FOS, SED, AA, AI, All Student Group (Alderwood), EL, SED, AS, HI, WH, MR, SWD				Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, South Lake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark, Woodbury									
1	1.6	Parent Engagement-Actions to Support All Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Meadow Park, Woodbury,	ongoing	\$50,649.00	\$0.00	\$50,649.00				\$50,649.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Westpark, Turtle Rock, Springbrook, Alderwood									
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Creekside, Bonita Canyon, Alderwood, Cadence Park, Canyon View, Deerfield, Jeffrey Trail, Meadow Park, Oak Creek, Rancho San Joaquin, Southlake, Springbrook, Stonegate, Turtle Rock, Venado, Westpark, Woodbury	ongoing	\$4,941,618.00	\$0.00	\$2,723,141.00	\$2,218,477.00			\$4,941,618.00	
1	1.8	Targeted Staffing: Student mental health and wellness- Actions to Support Some Students	All Students with Disabilities HI, WH, AA, HOM, EL, FOS	No			All Schools Specific Schools: Creekside, Bonita Canyon, College Park, Culverdale, Creekside, Irvine	ongoing	\$3,344,149.00	\$0.00	\$3,344,149.00				\$3,344,149.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services	
							High										
1	1.9	Behavior Systems-Strategic/Targeted Actions to Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$614,559.00	\$0.00	\$429,485.00			\$185,074.00	\$614,559.00		
1	1.10	School Climate and Social Emotional Learning-Strategic/Targeted	All Students with Disabilities EL, SED, AS, HI, WH, 2+ Races, AI	No			All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark, Woodbur	ongoing									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							y									
1	1.11	School Attendance and Chronic Absenteeism-Targeted	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark, Woodbury	ongoing	\$245,000.00	\$0.00	\$245,000.00				\$245,000.00	
1	1.12	Parent Education/Engagement-Strategic Actions	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$450,342.00	\$0.00	\$450,342.00				\$450,342.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.13	Staffing: Student Behavior, engagement, health, and mental wellness-Strategic/Intensive Actions	Students with Disabilities	No				ongoing	\$8,791,092.00	\$0.00	\$8,791,092.00				\$8,791,092.00	
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$804,235.00	\$0.00	\$804,235.00				\$804,235.00	
1	1.15	Staffing: Mental Health and Wellness-Strategic/Intensive Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Creekside HS, San Joaquin Alternative High School	ongoing	\$1,881,569.00	\$0.00	\$224,074.00	\$1,565,516.00		\$91,979.00	\$1,881,569.00	
1	1.16	Behavior System Support-Intensive Actions	All UPP, Creekside HS students, AA	No			All Schools Specific Schools: Creekside, Irvine high 6-12	ongoing	\$131,673.00	\$10,000.00	\$10,000.00			\$131,673.00	\$141,673.00	
1	1.17	School Attendance and Chronic Absenteeism-Strategic/Intensive Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside,	ongoing	\$101,297.00	\$0.00	\$101,297.00				\$101,297.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services	
							Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark, Woodbury										
1	1.18	LTEL Support-Language Development Teachers on Special Assignment (TOSA)	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$415,111.00	\$0.00	\$415,111.00				\$415,111.00		
1	1.19	Parent Engagement Actions-Strategic/Intensive	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$0.00	\$40,000.00				\$40,000.00	\$40,000.00		
1	1.20	Parent Engagement Actions to Support Students with Disabilities	Students with Disabilities	No			All Schools	ongoing									
2	2.1	Professional Learning Communities (PLC)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,255,000.00	\$0.00	\$2,255,000.00				\$2,255,000.00		
2	2.2	Instructional Support-Actions to Support All Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,500,000.00	\$0.00	\$900,000.00	\$600,000.00			\$1,500,000.00		

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Educational Technology (EdTech) Support-Actions to Support All Students	All	No			All Schools	ongoing	\$450,000.00	\$0.00	\$450,000.00				\$450,000.00	
2	2.4	Academic Interventions - Actions to Support All Students	All Students with Disabilities	No			All Schools Specific Schools: Culverdale, Greentree, Irvine High, Jeffrey Trail, Lakeside, Northwood High, Springbrook, Venado, Woodbridge	ongoing	\$153,144.00	\$342,236.00	\$153,144.00	\$342,236.00			\$495,380.00	
2	2.5	Summer School Actions to Support All Students	Students is grades 9-12	No			All Schools Gr 9-12	ongoing	\$230,000.00	\$0.00		\$230,000.00			\$230,000.00	
2	2.6	Student Online Assessment Program	All	No			All Schools	ongoing	\$0.00	\$165,000.00	\$165,000.00				\$165,000.00	
2	2.7	Professional Learning	All	No			All Schools	ongoing	\$0.00	\$180,000.00				\$180,000.00	\$180,000.00	
2	2.8	Instructional Support-Special Education	Students with Disabilities	No			All Schools	ongoing	\$0.00	\$101,150.00	\$101,150.00				\$101,150.00	
2	2.9	Language Acquisition Program Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$60,191.00	\$0.00				\$60,191.00	\$60,191.00	
2	2.10	Summer School-Targeted/Strategic Actions	Students demonstrating academic deficits in ELA and Mathematics based on benchmark indicators in content standards.	No			All Schools	ongoing	\$600,000.00	\$0.00	\$600,000.00				\$600,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Student Online Progress Monitoring Platform-Targeted Actions	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$0.00	\$61,000.00				\$61,000.00	\$61,000.00	
2	2.12	Academic Intervention-Intensive Actions	All Students with Disabilities	No			All Schools Specific Schools: Culverdale, Greentree, Irvine High, Jeffrey Trail, Lakeside, Northwood High, Springbrook, Venado, Woodbridge Gr K-6	ongoing	\$4,617,902.00	\$0.00		\$4,617,902.00			\$4,617,902.00	
2	2.13	Language Acquisition Support-Strategic/Intensive	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$408,116.00	\$0.00	\$408,116.00				\$408,116.00	
2	2.14	Site Based Allocations for Unduplicated Student Support- Strategic Actions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,155,398.00	\$0.00	\$2,155,398.00				\$2,155,398.00	
2	2.15	Supplemental Academic Intervention Materials-Strategic/Intensive Actions	Students with Disabilities SED, SWD, HI, WH, FOS	No			All Schools Specific Schools: Culverdale, College Park, Creekside, Greentree	ongoing	\$0.00	\$315,000.00		\$315,000.00			\$315,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							e, Irvine High, Jeffrey Trail, Lakeside, Meadow Park, Springbrook, Venado, Woodbridge, Northwood									
2	2.16	Summer School-Strategic/Intensive Actions	Students with Disabilities	No				ongoing	\$1,400,000.00	\$0.00		\$1,400,000.00			\$1,400,000.00	
2	2.17	Supplemental Academic Resources for ELD Summer Programs-Intensive Actions	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools grades 1-9	ongoing	\$0.00	\$25,000.00				\$25,000.00	\$25,000.00	
2	2.18	Language Acquisition Instructional Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$355,221.00	\$0.00	\$355,221.00				\$355,221.00	
2	2.19	Language Acquisition Testing Support- ELPAC Coordinators/Short Term Testers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$192,570.00	\$0.00	\$168,300.00		\$24,270.00		\$192,570.00	
2	2.20	Professional Development for Teachers Supporting LTEL Students	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$0.00	\$96,000.00				\$96,000.00	\$96,000.00	
2	2.21	Site English Learner TOSA Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary school sites Gr 7-12	ongoing	\$336,196.00	\$0.00	\$336,196.00				\$336,196.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.22	Instructional Supports-Actions to Support Student With Disabilities	Students with Disabilities	No			All Schools Specific Schools: Culverdale, Greentree, Irvine HS, Lakeside, Northwood HS, Springbrook, Venado, Creekside HS, Woodbridge	ongoing	\$600,000.00	\$0.00	\$600,000.00				\$600,000.00	
3	3.1	Staffing: Certificated Teachers	All	No			All Schools	ongoing	\$203,600,161.00	\$0.00	\$203,600,161.00				\$203,600,161.00	
3	3.2	District Class Size Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$800,000.00	\$0.00	\$800,000.00				\$800,000.00	
3	3.3	Class Size-Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$8,444,569.00	\$0.00	\$8,444,569.00				\$8,444,569.00	
3	3.4	Early Learning	Students in grades PK-1	No			Pk-1	ongoing	\$1,021,397.00	\$0.00		\$1,021,397.00			\$1,021,397.00	
3	3.5	Graduation Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Secondary school sites grades 7-12	ongoing	\$949,500.00	\$0.00	\$949,500.00				\$949,500.00	
3	3.6	College and Career Readiness- Broad Actions	All Grades 7-12	No			All Schools Specific Schools: Creekside Grades 7-12	ongoing	\$1,560,000.00	\$128,000.00	\$1,688,000.00				\$1,688,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Online Tutoring	Students in grades 4-12	No			All Schools Grades 4-12	ongoing	\$0.00	\$659,000.00	\$659,000.00				\$659,000.00	
3	3.8	Equal Opportunity Schools (EOS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	ongoing	\$0.00	\$90,000.00	\$90,000.00				\$90,000.00	
3	3.9	Direct Site Funding to Support Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,456,000.00	\$0.00	\$1,456,000.00				\$1,456,000.00	
3	3.10	Instructional Material Sufficiency	All	No			All Schools	ongoing	\$0.00	\$2,500,000.00	\$2,500,000.00				\$2,500,000.00	
3	3.11	College and Career Readiness- Targeted Actions	Secondary Students	No			Specific Schools: Secondary Schools Grades 7-12	ongoing	\$538,050.00	\$0.00	\$538,050.00				\$538,050.00	
3	3.12	Language Acquisition Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$0.00	\$200,000.00	\$150,000.00			\$50,000.00	\$200,000.00	
4	4.1	Staffing: Support for Foster Youth-Strategic/Intensive Actions	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing	\$153,173.00	\$0.00				\$153,173.00	\$153,173.00	
4	4.2	Attendance Policy and Practice Evaluation to Support Foster Youth	All FOS	No			All Schools	ongoing								
4	4.3	Foster Youth Training	All FOS, MKV	No			All Schools	ongoing								
4	4.4	Attendance Support for Foster Youth	All FOS	No				ongoing								
4	4.5	Family Engagement Actions for Foster Youth	All FOS	No			All Schools	ongoing								
4	4.6	District Support for Foster Youth Students	All FOS	No			All Schools	ongoing								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$409,935,394.00	24,060,199.00	5.869%	0.000%	5.869%	\$24,786,246.00	0.000%	6.046 %	Total:	\$24,786,246.00
								LEA-wide Total:	\$7,213,711.00
								Limited Total:	\$2,222,068.00
								Schoolwide Total:	\$15,350,467.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Support Services Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$874,612.00	
1	1.6	Parent Engagement-Actions to Support All Students	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Meadow Park, Woodbury, Westpark, Turtle Rock, Springbrook, Alderwood	\$50,649.00	
1	1.7	Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Creekside, Bonita Canyon, Alderwood, Cadence Park, Canyon View, Deerfield, Jeffrey	\$2,723,141.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Trail, Meadow Park, Oak Creek, Rancho San Joaquin, Southlake, Springbrook, Stonegate, Turtle Rock, Venado, Westpark, Woodbury		
1	1.9	Behavior Systems-Strategic/Targeted Actions to Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$429,485.00	
1	1.11	School Attendance and Chronic Absenteeism-Targeted	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark, Woodbury	\$245,000.00	
1	1.12	Parent Education/Engagement-Strategic Actions	Yes	LEA-wide	English Learners	All Schools	\$450,342.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	Staffing: Language Development Department - Strategic/Intensive Actions	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$804,235.00	
1	1.15	Staffing: Mental Health and Wellness- Strategic/Intensive Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Creekside HS, San Joaquin Alternative High School	\$224,074.00	
1	1.17	School Attendance and Chronic Absenteeism- Strategic/Intensive Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alderwood, Bonita Canyon, Brywood, Cadence Park, Canyon View, Cypress Village, Deerfield, Eastshore, Eastwood, Jeffrey Trail, Lakeside, Loma Ridge, Meadow Park, Oak Creek, Plaza Vista, Portola Springs, Rancho San Joaquin, Sierra Vista, Southlake, Springbrook, Stonegate, Turtle Rock, University Park, Venado, Westpark, Woodbury	\$101,297.00	
1	1.18	LTEL Support- Language Development Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners	All Schools	\$415,111.00	
1	1.19	Parent Engagement Actions-Strategic/Intensive	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Professional Learning Communities (PLC)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,255,000.00	
2	2.2	Instructional Support-Actions to Support All Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,000.00	
2	2.9	Language Acquisition Program Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.11	Student Online Progress Monitoring Platform-Targeted Actions	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.13	Language Acquisition Support-Strategic/Intensive	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$408,116.00	
2	2.14	Site Based Allocations for Unduplicated Student Support- Strategic Actions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,155,398.00	
2	2.17	Supplemental Academic Resources for ELD Summer Programs- Intensive Actions	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools grades 1-9		
2	2.18	Language Acquisition Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$355,221.00	
2	2.19	Language Acquisition Testing Support- ELPAC Coordinators/Short Term Testers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$168,300.00	
2	2.20	Professional Development for Teachers Supporting LTEL Students	Yes	LEA-wide	English Learners	All Schools		
2	2.21	Site English Learner TOSA Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary school sites Gr 7-12	\$336,196.00	
3	3.2	District Class Size Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Class Size-Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,444,569.00	
3	3.5	Graduation Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary school sites grades 7-12	\$949,500.00	
3	3.8	Equal Opportunity Schools (EOS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	\$90,000.00	
3	3.9	Direct Site Funding to Support Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,456,000.00	
3	3.12	Language Acquisition Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$150,000.00	
4	4.1	Staffing: Support for Foster Youth-Strategic/Intensive Actions	Yes	LEA-wide	Foster Youth	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$39,606,012.00	\$38,763,993.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Targeted Academic Support Programs	Yes	\$176,000.00	\$176,000.00
1	1.2	IUSD Summer School Programs	No	\$630,000.00	\$630,000.00
1	1.3	Positive Student Behavior Programs and Services	Yes	\$121,000.00	\$60,000.00
1	1.4	Student Mental Health and Social Emotional Learning Services	Yes	\$5,497,000.00	\$5,436,000.00
1	1.5	Materials, Programs and Staff Targeting English Learners, Low-Income and Foster Youth	Yes	\$3,201,000.00	\$3,201,000.00
1	1.6	Parent Engagement Programs and Services	Yes	\$470,000.00	\$470,000.00
1	1.7	Optimistic Advantage	No	\$50,000.00	\$0.00
1	1.8	Graduation Support	No	\$949,500.00	\$949,500.00
2	2.1	Professional Learning	Yes	\$510,000.00	\$510,000.00
2	2.2	Professional Learning Communities (PLCs)	Yes	\$2,188,000.00	\$1,912,075.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Teachers on Special Assignment (TOSAs) and Mentors	No	\$2,930,000.00	\$2,830,000.00
2	2.4	Technology Programs and Resources	No	\$1,554,000.00	\$1,562,200.00
2	2.5	Art and Music Programs and Staff	No	\$758,000.00	\$758,000.00
2	2.6	Physical Education and Secondary Athletic Program Support	No	\$942,000.00	\$687,000.00
2	2.7	Special Education Support Programs	No	\$125,000.00	\$125,000.00
3	3.1	Class Size Reduction	Yes	\$9,800,000.00	\$9,800,000.00
3	3.2	Direct Site Support Funding for Resources and Staff Support	Yes	\$3,591,512.00	\$3,418,029.00
3	3.3	Student accessibility to textbooks, standards-aligned resources, and additional supports for student success	No	\$3,573,000.00	\$3,774,150.00
3	3.4	Induction Program	No	\$290,000.00	\$290,000.00
3	3.5	Quality School Facilities	No	\$850,000.00	\$850,000.00
3	3.6	Career Technical Education Programs	No	\$1,400,000.00	\$1,325,039.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$23,871,463.00	\$25,304,512.00	\$24,794,104.00	\$510,408.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Targeted Academic Support Programs	Yes	\$176,000.00	\$176,000.00		
1	1.3	Positive Student Behavior Programs and Services	Yes	\$121,000.00	\$60,000.00		
1	1.4	Student Mental Health and Social Emotional Learning Services	Yes	\$5,247,000.00	\$5,247,000.00		
1	1.5	Materials, Programs and Staff Targeting English Learners, Low-Income and Foster Youth	Yes	\$3,201,000.00	\$3,201,000.00		
1	1.6	Parent Engagement Programs and Services	Yes	\$470,000.00	\$470,000.00		
2	2.1	Professional Learning	Yes	\$510,000.00	\$510,000.00		
2	2.2	Professional Learning Communities (PLCs)	Yes	\$2,188,000.00	\$1,912,075.00		
3	3.1	Class Size Reduction	Yes	\$9,800,000.00	\$9,800,000.00		
3	3.2	Direct Site Support Funding for Resources and Staff Support	Yes	\$3,591,512.00	\$3,418,029.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$401,606,041.00	\$23,871,463.00	0.0%	5.944%	\$24,794,104.00	0.000%	6.174%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2023

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

2024-25

Date of Board Approval

6/25/24

LEA Name

Irvine Unified School District

CDS Code:

30 73650 0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The IUSD Local Control and Accountability Plan (LCAP) focuses on four goals:

1. Create an engaging, inclusive school climate and a multi-tiered system of support to ensure personal and academic growth for all students.
2. Ensure all students attain proficiency in essential standards by implementing standards-aligned, high-quality instruction, assessment for learning, and instructional materials.
3. Identify and mitigate barriers that may limit student access and achievement, provide additional support as needed, and ensure equity in the allocation of resources.
4. Provide strategic and systemic support for Foster Youth students to reduce chronic absenteeism rates and increase academic performance based on the California Dashboard in areas of Chronic Absenteeism, English Language Arts, and Mathematics over the course of a three-year cycle.

The LCAP actions implemented by IUSD significantly impact the educational experience of all students. For instance, summer school programs, teacher mentors, TOSAs, and college and career readiness programs have enhanced the learning journey. Moreover, initiatives like Professional Learning Communities (PLC), Multi-Tiered Systems of Support (MTSS), Excellence, Equity, Diversity, and Inclusion (EEDI), and health/wellness supports have specifically targeted strategies for English learners (EL) and Socioeconomically Disadvantaged (SED) students, leading to notable improvements in their educational outcomes.

IUSD's strategy for using federal funds is to increase unduplicated student (SED), Foster Youth (FOS), and English learners (EL) performance and proficiency. IUSD has concentrated Title I monies on elementary and middle school sites, prioritizing literacy and numeracy. IUSD data reveals that the gap between SED students and their counterparts begins at the elementary level. Federal funds provide supplemental funding to elementary and middle school sites with the highest percentage of SED students. The District allocates funding to sites and centralizes services such as Title I district-level staff and funds to support students experiencing homelessness, transportation, district parent engagement, and professional learning.

The district employs a strategic approach to using centralized federal Title I funds to supplement and enhance local priorities, particularly focusing on improving student attendance, which is crucial for academic success. Recognizing the unique challenges of students attending alternative high schools, such as traveling from diverse and distant parts of the city and dealing with personal obstacles, the district prioritizes attendance improvement. By allocating Title I funds to provide transportation for students who lack other means of commuting, the district effectively removes a significant barrier to education. This strategy aligns with federal goals of supporting low-income students and reinforces the district's commitment to ensuring equitable access to education for all students.

Title II funding is designated to allocate resources for the release of teachers to participate in developing Professional Learning Communities (PLCs). This important initiative is highlighted in multiple components of the Local Control and Accountability Plan (LCAP) to train teachers in effective practices that promote a positive learning atmosphere and enable personalized instruction to ensure that all students achieve state standards and local assessments.

The Title III funds are consolidated to assist school sites and English learner (EL) students through professional development, supplementary curriculum, instructional support, site-based instructional assistants, and parent outreach/engagement. Within IUSD, teachers continue to provide targeted instructional support to all ELs, including newcomer students and long-term English learners (LTELs), to ensure access to grade-level content and improved English proficiency. The integration of Title I, II, and III funding is designed to strengthen immigrant and EL programs.

Federal funds are distributed and expended according to federal regulations and guidelines. The District and individual school sites determine the use of federal funding to align with the priority areas outlined in the District LCAP and site SPSA plans. Individual purchase orders using federal funds are reviewed by district staff to ensure compliance and alignment with district initiatives. Site administrators are provided professional development and individual coaching on SPSA design and development. In addition, SPSA resources, such as timelines and checklists, are provided to ensure

consistency and best practices. Upon completion of the Plan, site administrators are given individual feedback before board approval.

IUSD has yet to elect to transfer any funds from their original allocation.

The District engages in meaningful consultation with nonprofit private schools to offer equitable services that address the needs of nonprofit private school students and teachers. District staff schedules two meetings annually to review program requirements and assist with implementation procedures. An approval process for spending allocations is implemented to ensure appropriate funding usage. Staff are available on an ongoing basis by email and phone to support private schools participating in Title I, II, III, and IV federal programs.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

IUSD's mission and vision are regularly shared with stakeholders through the LCAP, Strategic Initiatives Document, Continuous Improvement Plan, district website, and social media communications.

Federal funds are distributed and expended according to federal regulations and guidelines. The District and individual school sites determine the use of Federal funding to align with the priority areas outlined in the district LCAP and site SPSA plans. Different educational partner groups have opportunities to provide feedback through the Annual Survey, LCAP activities, surveys, board meetings, School Site Council (SSC), District English Learner Advisory Committee (DELAC), and Parent Teacher Association (PTA). The District reviews site SPSAs for alignment with the LCAP, and individual purchase orders using federal funds are reviewed by district staff to ensure compliance and alignment with district initiatives.

District, site, and subgroup data, as reported through the California Dashboard, DataQuest, and local data collections, are reviewed regularly to identify key focus areas. Through cabinet and department-level meetings, state and federal resources are allocated to address the educational needs of at-risk and underserved students. This information is communicated to principals through bi-monthly meetings and communications from district departments to ensure that administrators understand district priorities and expectations for services that sites provide. The McKinney-Vento/Foster Youth Liaison and support staff are available to site administrators to help underserved families find appropriate support and services.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district utilizes free/reduced-price meal eligibility to identify low-income families. Title I, Part A funds are allocated through the Consolidated Application and Reporting System (CARS) to schools with a percentage of eligible students that meets or exceeds the district average. These funds are directed towards early intervention programs. All district elementary, K-8, and middle schools meeting the stated criteria can receive Title I, Part A funds. Any Title I-designated sites not meeting the funding criteria based on adjusted district averages are given a one-year grace period to prioritize programs with less funding.

IUSD allocates a portion of Title I funds to provide district-wide support and resources for enhancing educational outcomes for students from low-income families. These services include support for McKinney-Vento/Foster youth, transportation for at-risk youth, supplemental instructional programs, and parent engagement initiatives. Centralizing these elements allows for equitable access and support for our students in need.

It is crucial to prioritize attendance for academic achievement. Alternative high schools, such as Creekside High, encounter unique attendance obstacles as students commute from various parts of the city. In response, the District utilizes Title I funds to offer transportation assistance to students lacking other options, eliminating a significant barrier. These funds benefit low-income students by supporting them in meeting state standards and gaining access to the education necessary for success.

The District is committed to providing support for McKinney-Vento/Foster youth. This commitment is reflected in the allocation of dedicated Title I, Part A funds aimed at delivering targeted assistance and services. The District's McKinney-Vento support team works directly with students and families experiencing homelessness, offering a supportive presence and a reliable support system.

IUSD recognizes the significance of educational continuity for McKinney-Vento youth. These students are afforded rights to attend their original school, ensuring they can pursue their academic journey without the disruption of changing schools. This underscores the District's dedication to the well-being and academic achievement of these students.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District will use the following tools to help identify if any disparities exist in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers:

1. District results to the Comparability Report
2. School Accountability Report Card (SARC) indicates if sites have teacher mis-assignments or vacancies, students without access to standards-aligned materials, and safe, clean, and functional school facilities
3. California Dashboard reviewing state and local indicators to identify underperforming student groups compared to their peers
4. Local indicators to identify underperforming student groups compared to their peers
5. Districts and sites will use the Annual Survey summary information to identify areas of concern or portions of the learning process where student groups are underperforming compared to their peers

IUSD currently has 101 out-of-field teachers, which makes up 6.3% of their teaching staff. The overall rate of teachers classified as "ineffective" or "out-of-field" is reported to be low at 10%. However, the District does not display any disparities in minority or low-income students being taught by ineffective or out-of-field teachers. It has also been noted that inexperienced teachers do not teach socioeconomically disadvantaged (SED) students at higher rates than their peers. There is a small difference in the rates of minority students being taught by inexperienced teachers, with a rate of 11% compared to 9.1% for other students, showing a slight increase from the previous year. Solis Park K-8 and Jeffrey Trail Middle School have moderate rates of inexperienced teachers at 14% and 13% respectively, but these schools do not have higher-than-average minority student enrollments.

The District is committed to addressing these disparities through established processes aimed at supporting continuous improvement:

1. Continuous Improvement Council
2. District LCAP focuses on improving state-identified and district-selected metrics for all subgroups
3. The SPSA process is aligned with the District LCAP, and sites develop goals that reflect the performance of all students and specifically identify actions and strategies to support low-income students, English language learners, and foster youth
4. PLCs are looking at the academic performance of all students
5. The District will implement MTSS to support a child's academic, behavioral, and social-emotional needs
6. Use Title II, Part A funds to support all teachers' professional growth and improvement (see Provisions Not Addressed in the LCAP—Title II Part A for details)
7. IUSD has an in-house induction program and training for beginning teachers, which includes in-person training, online content and resources, and individual mentoring through an assigned support provider (experienced teacher)

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.

Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

IUSD uses the following strategies to implement effective parent and family engagement:

1. Needs Assessments—The LEA conducts surveys to gather parents' feedback and understand their preferences for parent and family engagement. This process ensures that engagement strategies are tailored to the specific needs of each community, fostering more effective and meaningful involvement.
2. Development of a Family Engagement Plan—Each site develops a family engagement plan to outline goals, strategies, and activities that families can participate in to support their child's education. The School Site Council provides feedback and approves the policy each year.
3. Clear Communication Channels—Clear and accessible communication between schools and families is established. These include newsletters, emails, phone calls, websites, academic progress reports, family resources, and Parent Square communication.
4. Family workshops and training—The District provides at least one training session annually to families on topics such as understanding academic standards, fostering literacy at home, and utilizing technology for learning. The sessions are developed based on parent feedback and empower families with the knowledge and skills to participate actively in their children's education.
5. Parent-teacher conferences—These meetings allow families and educators to dialogue openly, set goals, and collaborate. Teachers discuss students' strengths, areas for improvement, and strategies for support both at home and in school.
6. Volunteer Opportunities—Families are encouraged to volunteer in various school activities, such as classroom assistance, school events, and parent-led initiatives. Volunteering fosters a sense of ownership and investment in the school community and strengthens the relationship between families and staff.
7. Cultural Competency and Inclusivity—IUSD respects our community's diversity. We provide language translation services/technology, culturally relevant materials, and accommodations to ensure equitable access and participation for all families.
8. Feedback Mechanisms - Feedback is solicited in surveys and regular meetings with parent advisory groups to provide information to refine family engagement in IUSD.

IUSD values parents' and families' engagement in education and the importance of student achievement and well-being.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD's Parent and Family Engagement Policy is a collaborative effort between Title I and Title III administrators. It was developed with significant input and feedback from the District English Learner Advisory Committee (DELAC) and parents. Parents and site representatives provided feedback, and revisions were made based on input and submitted to the IUSD Board of Education for final approval on November 13, 2018. IUSD is revising the Parent and Family Engagement policy with the active involvement of district administrators, DELAC, parents, and site representatives. The final approval is expected before the end of 2024.

Each Title I school site reserves 1% of its Title I allocation for use in parent and family engagement activities. IUSD district staff works closely with Title I school site teams to provide support and technical assistance in building the school's capacity to develop site parent and family engagement policies and plan effective parent and family engagement activities. This education occurs through quarterly Title I meetings with district staff, site representatives, and on-site consultation. Title I school sites must hold at least one annual meeting for parents and families to explain the Title I program requirements and provide them with information on the curriculum, assessments, standards, etc. With input from parents, sites are required to develop and distribute a School/Parent Compact. School sites are encouraged to gather feedback from the parents and families in their communities to identify flexible meeting times and topics of interest to build parents' capacity to support their children's education. Title I school sites annually review and evaluate the effectiveness of their parent and family engagement activities, identify barriers, and collaborate on actions and strategies to improve parent participation and engagement.

In addition to the Title I parent and family engagement requirements, IUSD offers multiple avenues for parents/guardians of Title I, EL, and immigrant students to participate in their children's learning. The Irvine Parent Education Programs provide seminars, workshops, and courses that allow parents and guardians to access district and community resources, develop an understanding of the learning process, learn and practice effective strategies that support student learning at home, establish home/school connections, and become active participants of the learning community (volunteers and committee members). IUSD has established a district-level collaborative involving staff from Language Development Programs, Early Childhood Learning Center, Title I, McKinney-Vento, and Student Support Services to coordinate programs and communication. The District uses multiple funding resources to provide parent education and engagement

activities. IUSD also utilizes the messaging system, Parent Square, and the district website to provide readily available information about activities, programs and services, graduation requirements, identification and reclassification procedures, student assessment, program placement, and achievement results. The District is also designing a more user-friendly website for parents/guardians of students in IUSD. To ensure access to parent notifications and district-wide resources, IUSD provides translated information and liaison support in the district's six most common languages. The IUSD website also can be accessed in over 70 languages. IUSD has purchased translation technology to be used for presentations and in one-on-one conversations.

To meet stakeholder engagement requirements as part of the LCAP process, the state has identified key stakeholder groups to represent the needs of IUSD supplemental populations. The District English Learner Advisory Committee (DELAC) represents English learners; the Special Education Community Advisory Committee (SPED CAC) represents Special Education learners; the Irvine Unified Council Parent Teacher Association (IUCPTA) represents low-income and foster youth, as well as other parent communities of IUSD. In addition, IUSD has a rigorous process for engaging different stakeholder groups and providing an opportunity for stakeholders to have input on our LCAP process, which includes:

1. Educating parents during the fall about the Local Control Funding Formula (LCFF) and the LCAP
2. Conducting feedback sessions with parent groups such as DELAC, IUCPTA, SPED CAC, AA/B, and LGBTQ+ Parent Advisory Groups from January to April 2024
3. Staff input at ITA, CSEA, Principal Meetings, and District Leadership meetings, including SELPA
4. Annual Survey, January 2024 participation: 1,541 staff, 5,522 parents, and 19,641 students. Reflect on draft LCAP actions, Spring LCAP Investment Survey March 2024: 1,175 staff, 260 parents, and 222 students
5. During the approval process, stakeholders can participate in public hearings at a regularly scheduled board meeting. (See more detailed information on stakeholder engagement in the IUSD LCAP)

See LCAP Actions:

- 1.2 Student Support Services Staff
- 1.6 Parent Engagement - Actions to Support All Students
- 1.12 Parent Education/Engagement - Strategic Actions
- 1.12.2 Partial Funding for Coordinator of Student Outreach and Parent Engagement
- 1.14 Staffing: Language Development Department - Strategic/Intensive Actions
- 1.19. Parent Engagement Actions - Strategic/Intensive
- 4.2 Differentiated Assistance Plan - Foster Youth

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools within the IUSD that receive Title I funds are designated as Schoolwide Programs. Following a recommendation from their School Site Councils (SSC) and approval from the IUSD Board of Education, all Title I schools have been granted a waiver from CDE to operate as Schoolwide Programs. As part of their School Plan for Student Achievement (SPSA), Title I sites are required to conduct a thorough needs assessment with input from

essential educational partners. This assessment includes analyzing the academic performance of all students at the school, with a focus on those who are struggling or at risk of not meeting state academic standards. Based on the results of the needs assessment, schools identify actions and strategies that will be implemented to provide a comprehensive education to all students, specifically targeting opportunities for students encountering challenges in meeting state academic standards. For instance, schools may use funds to create additional learning opportunities during the school day or through extended learning time to address the specific instructional needs of struggling students. This may involve selecting and implementing evidence-based intervention programs and hiring instructional support staff (such as Intervention Teachers and Instructional Assistants). Schools outline in their School Plan for Student Achievement (SPSA) the actions and strategies supported by Title I funds. The SPSA is developed with input from crucial educational partners and approved by the SSC. Schools are required to conduct an annual review of their SPSA using updated student data to assess the overall effectiveness of their plan and the strategies and actions in supporting students to meet state academic standards, with input from their SSC. This annual needs assessment informs decisions on which initiatives will be continued, modified, or discontinued for the following school year.

To oversee the Schoolwide Program at IUSD sites, district staff collaborate closely with Title I school sites to ensure compliance with the requirements of a Title I Schoolwide Program. District staff offer assistance and guidance to school sites in developing their Title I programs through regular meetings and on-site coaching. During these meetings, district staff lead discussions on specific site needs, best practices for providing support, and delivering high-quality instruction and intervention to students who are struggling academically. The district conducts annual monitoring and collects all necessary documents to meet Federal and State requirements. The SSC actively contributes to the development and implementation of the Schoolwide Program at the school site.

See LCAP Actions:

- 1.1 Staffing: Student Behavior, Engagement, Health and Mental Wellness - Actions to Support All Students
- 1.2 Student Support Services Staff
- 1.3 Behavior Systems - Actions to Support All Students
- 1.4 School Climate & Social Emotional Learning - Actions to Support All Students
- 1.5 School Attendance and Chronic Absenteeism
- 1.6 Parent Engagement-Actions to Support All Students
- 1.7 Increased/Improved Staffing Support: Student behavior, engagement, health, and mental wellness
- 1.9 Behavior Systems - Strategic/Targeted Actions to Support
- 1.17 School Attendance and Chronic Absenteeism - Strategic/Intensive Actions
- 2.1 Professional Learning Communities (PLC)
- 3.3 Class Size Reduction
- 3.9 Direct Site Funding To Support Interventions
- 4.1 Staffing: Support for Foster Youth
- 4.2 Differentiated Assistance Plan - Foster Youth
- 4.3 District Support for Foster Youth Students
- 4.4 Academic Intervention Support: School Site Allocations

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district ensures that students experiencing homelessness are not segregated or stigmatized. Placement decisions are based on the student's best interests. Students experiencing homelessness are given school of origin rights to enhance school stability unless parents request otherwise or it is deemed the student would be better served elsewhere. They can continue attending their school of origin for the duration of the homelessness and until the end of any

academic year in which the student moves into permanent housing. District policies also ensure immediate enrollment, the right to participate in school activities, and access to services comparable to those of other students.

In the event of a dispute regarding school selection and enrollment, the district has a McKinney-Vento Homeless Education Dispute Resolution Process in place, conducted by the McKinney Vento/Foster Youth liaison. Additionally, children experiencing homelessness have the right to receive full or partial credits for all work satisfactorily completed before transferring schools. When partial credit is awarded in a specific course, the student should be enrolled in the same or an equivalent course, if applicable, to enable completion of the entire course. Also, when a student experiencing homelessness transfers schools any time after the completion of the student's second year of high school, the student may be exempt from coursework/requirements that are in addition to statewide requirements unless the student is reasonably able to complete the requirements by the end of their fourth year of high school.

To ensure McKinney Vento students are supported, annual training is provided to site staff regarding enrollment, support for students experiencing homelessness, and the McKinney Vento liaison responsibilities. District policy and administrative regulations outline the role and responsibilities of the district liaison, which includes ensuring that:

1. Students experiencing homelessness are identified by parent reports, school personnel, and through coordination activities with other entities and agencies
2. Students experiencing homelessness enroll in district schools and have a full and equal opportunity to succeed
3. Families and students experiencing homelessness receive educational services for which they are eligible
4. Parents/guardians are informed of education-related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
5. Notice of the educational rights of children experiencing homelessness is disseminated at places where children receive services, such as schools, shelters, and support agencies
6. Enrollment disputes are mediated under law, board policy, and administrative regulation
7. Parents/guardians are informed of transportation services

IUSD uses Title I, Part A funds to support children and youth experiencing homelessness by funding direct administrative and classified support, transportation, clothing, and school supplies (e.g., backpacks).

IUSD partners with Family Promise of Orange County to provide access to housing support services and housing navigation services to families that are homeless or at risk of homelessness. Family Promise of Orange County additionally provides family support services and budgeting support to help families secure stable housing. The District offers additional referrals to other agencies that support students and families with case management, access to healthcare, behavioral/counseling support, and other supportive services within the community. IUSD helps connect students and families with low to no-cost medical and healthcare facilities through Medi-Cal or OC Health's Family Health Clinic. The district's McKinney-Vento liaison meets with families to determine each family's needs. It refers to the most appropriate agencies (i.e., Family Solutions Collaborative, Family Resource Centers, South County Outreach, Family Promise of Orange County, etc.). The district liaison is available to meet with students and families throughout the week at a convenient time for the family. Transportation, hygiene, and school supplies are also provided to help support student attendance, overall educational outcomes, and wellness.

See LCAP Actions:

- 1.2 Student Support Services Staff
- 1.5 School Attendance and Chronic Absenteeism
- 4.1 Staffing: Support for Foster Youth
- 4.2 Differentiated Assistance Plan - Foster Youth
- 4.3 District Support for Foster Youth Students
- 4.4 Academic Intervention Support: School Site Allocations

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Although the District does not use Title I, Part A funds to support, coordinate, and integrate services for the transition of students, IUSD does facilitate effective transitions for students from early childhood education through postsecondary education in the following ways:

Early Childhood to Elementary Transitions:

Each year, IUSD's Early Childhood Learning Center (ECLC) transitions approximately 400+ students into pre-kindergarten (PK) or Kindergarten (K) programs located in one of IUSD's elementary schools. The transition process is multifaceted and involves parents, students, and both receiving and sending school teams.

ECLC preschool teachers gather data on programming, class schedules, and instructional practices through school site visits and opportunities for collaboration. This information is used in preschool instructional planning to support the development of the foundational skills necessary for school success in PK/K and beyond. In the spring of each year, PK and K instructional teams visit ECLC to learn more about the environments students will be transitioning from, support the implementation of accommodations, and promote smooth transitions for all students. Additional planning and preparation for Special Education and at-risk students occurs by sending and receiving school teams throughout the school year.

Starting in January each year, parent information nights are held throughout IUSD to facilitate family access to information supporting smooth transitions for all students. In January, parent events focus on sharing relevant and procedural information. In February, the annual parent education workshop "Preparing for the Transition to PK/K" builds parent knowledge around best practices that support student readiness. Also, in February, IUSD hosts a parent information night on pre-kindergarten at one of the 31 elementary school sites. Each elementary school will host a kindergarten round-up event in March to inform families about site-specific kindergarten information. In May each year, the Language Development Department hosts a parent information meeting regarding IUSD English Language programming and support. Irvine Public School Foundation hosts summer enrichment opportunities for incoming PK/K students each summer through their JumpStart Kindergarten program.

In collaboration with the Children and Families Commission of Orange County (First 5 OC) and the City of Irvine Child Care Coordination Office, IUSD hosts the Pre-K - Kindergarten Articulation Committee multiple times yearly. The team comprises IUSD PK or K teachers from each elementary school, and preschool teachers or directors from ECLC and private programs throughout Irvine. The goal is to provide an opportunity to network, communicate, and learn from one another to support all students and their families in transitioning to and throughout school. ECLC, in partnership with the Children and Families Commission of OC, offers School Readiness Enrichment classes and funds a full-time Early Learning Specialist (ELS) and Parent Educator. The role of the ELS and Parent Educator includes providing early learning services to local community preschool providers, including the IUSD ECLC team, and supporting IUSD preschool educators and parent education to families.

Elementary to Middle School Transitions:

Our elementary students transition to middle school from 6th to 7th grade at most IUSD schools, except for four K-8 schools, where little transition is necessary as the students stay at the same school. To support readiness transitions, 6th-grade teachers present transition topics to students in the classroom, especially in the spring of the school year. The 6th-grade classes visit middle schools and see performances or have tours as part of the transition process. Site administrators, counselors, and some staff from the middle schools also visit elementary schools to share opportunities that students will have in middle school, and share registration steps with students and parents, getting them excited about the elective options from which they will choose. In the spring, each middle school hosts a Family Night/Open House in the evening to familiarize families with their new school. The first day of school on each middle school campus

is set aside for 7th graders to orient them to the secondary-level setting. This special orientation day for 7th graders involves 8th graders taking leadership roles and welcoming new students. In addition to tours of the school, and meeting each of their teachers, the incoming 7th-grade students are informed of the PBIS practices on each campus, especially learning the expectations at key places, such as behaviors when arriving or leaving school, at lunch, during passing periods, in PE, and classrooms. Schools support transitions for special groups of students in addition to activities and events for all students. Core MTSS middle school staff meets with elementary staff to make plans for transition with students who may be at risk. Transition meetings for 504 and Special Education students are held at the elementary schools, with middle school staff participating. In addition, summer school adds support for students needing additional time for middle school readiness in English Language Arts or Mathematics.

Middle to High School Transitions:

IUSD high schools host a Family Night each spring for incoming 9th graders and parents. During this evening, students and parents are introduced to activities and electives that students can participate in and to high school expectations, opportunities, and PBIS practices. After the Family Night kickoff, high school staff (counselors, administrators, and advisors) participate in registration sessions, are available one-on-one to answer questions and work through options with each student and their parent/guardian. Throughout the year, high schools invite students and families to special activities on campus, including drama, music, and sports events. Middle school counselors provide guidance lessons for students in readiness for high school and begin the process of career exploration with students. Each high school has a special orientation day for incoming 9th graders before the school year begins. During this day, a Link Crew program, or one similar to it, provides a structured event in which new students are supported by junior and senior students who lead activities. They remain connected with smaller groups of students throughout the school year. Similar to the transition to middle school, high schools also support transitions for special groups of students. Core MTSS staff meets with middle school staff to make plans for the transition of at-risk students. Meetings are held for 504 and special education students, with middle and high school staff participating alongside parents and students. In addition, summer school supports students needing additional support for high school readiness within English Language Arts or Mathematics, or by getting a head start with an elective opportunity. Many students also take advantage of summer athletic camps or other transition camps that may be offered, to help acclimate to high school life.

High School Transition to Post-Secondary and Career:

High school students prepare for their educational journey through high school and beyond, starting their 9th-grade year with guidance lessons provided by counselors and through resources such as the Naviance program. In the 10th grade year, each sophomore and their parents/guardians meet individually to review their four-year academic plan and further explore college and career goals. Students can take CTE/ROP courses throughout high school during the day, after school, and during the summer. These courses provide a valuable introduction to career opportunities and support the development of industry-specific and general professional skills. Specialists at high schools further this work as Career Link and College & Career Specialists connect students to jobs and other work-based learning opportunities. PTSA groups on each high school campus facilitate career speakers at PTSA meetings or during lunchtime for students. In addition, each year, the district holds a College & Career Fair and invites students and families to learn about options directly from representatives of colleges, the military, and various business sectors, including the opportunities available to them in high school.

College and career readiness is a priority goal for all IUSD students. In addition to the efforts listed, schools provide college testing for all students during the school day so all students have access to this opportunity. During the 23-24 school year, 9th-grade students took the PSAT 8/9, 10th-grade students took the PreACT, and 11th-grade students took the PSAT/NMSQT. This helps provide additional data for students, families, and staff to support college and career pathways. Each high school offers additional counseling sessions for families who require support beyond the sophomore counseling and annual registration meetings. Each high school also provides access to college and military representatives on campus and offers organized trips to local colleges. High schools also provide college application workshops and informational meetings each year, including help with filling out the FAFSA. Counselors attend UC, Cal State, and community college forums each year to stay informed of changes in the college application processes within the different schools. IUSD has formal agreements with Irvine Valley College and Saddleback Valley College to offer dual enrollment courses for our students. IUSD students may access college classes in high school through this dual enrollment agreement, which allows them to take a class or two concurrently with their full high school schedule. During the 2023-2024 school year, students could take Biotechnology, Business, Math, World Language, Human Development and Manufacturing courses. Additional courses are being explored and planned, including courses in design, business, and communications offered through Irvine Valley College. In addition, IUSD offers CTE courses in Engineering, Manufacturing, Medical Graphic/Digital Design, Hospitality, Horticulture, Healthcare, and Work-Based Learning, among other educational programs. Through our partnerships with the Coastline Regional Occupational Program, we offer various courses within the bell schedule and after school.

IUSD has actively developed relationships with community partners, including local universities, colleges, and industry and business professionals. Curriculum leaders have connected with professors and professionals in their areas of expertise. A CTE Advisory Committee made up of industry partners, post-secondary representatives, students, parents, and staff has been instrumental in providing guidance in developing our programs as we prepare students for the changing workplace. The District collaborates with the City of Irvine to infuse middle school student leadership opportunities into the school year. Relationships with local businesses, including OC Pathways group membership, have helped cultivate, grow, and launch high-quality CTE programs. These partnerships have allowed for the building of opportunities in work-based learning for students and staff members. These include internships, field trips, speakers, and shadowing opportunities.

See LCAP Actions:

- 1.1.Staffing: Student Behavior, Engagement, Health and Mental Wellness
- 3.4 Early Learning Support
- 3.5 Graduation Support
- 3.6 College and Career Readiness-Broad Actions
- 3.11 College and Career Readiness

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District supports schools with funding, staffing, and resources for identifying and serving gifted and talented students and assisting schools in developing effective school library programs. However, IUSD does not use Title I, Part A funds to support these programs.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

IUSD implements a comprehensive professional development and improvement system for all staff members, including required and optional training. Administrators and TOSAs (Teachers On Special Assignment) receive regular training in adult learning theory, principles of effective professional learning delivery, and best practices surrounding the planning and assessment of professional development through monthly Professional Learning Zen meetings. All professional learning throughout the district is continually evaluated through the systematic collection and analysis of the evidence of effectiveness. This evidence includes comprehensive evaluation surveys aligned to the standards of professional practice, presenter anecdotal observation and reflection, follow-up surveys to determine if the content application has occurred, and classroom observation data. This data is analyzed through two processes: the presenting team determines if the professional learning planning, delivery, and implementation were effective for individual events and by district office Professional Learning Communities, who analyze the data across multiple events and departments.

Teachers receive various professional development offerings based on experience level, individual need and/or interest, content area, or grade level. IUSD offers an in-house Induction program and training for beginning teachers and administrators, including in-person training, online content/resources, and individual mentoring through an assigned Support Provider (experienced teacher). All teachers, regardless of content area or experience, receive three full-day mandated professional learning days before the start of school, in October and in February. Examining student achievement data determines the content for these district-wide, non-student, professional learning days, needs assessment surveys, and data collected from previous professional learning offerings. In addition to these district-wide days, all classroom teachers are released for a full day of additional training that is content or grade-level-specific. All teachers can access after-school professional learning across various instructional topics, content areas, and programs. Many trainings provide specific strategies for developing leadership skills for IUSD teacher leaders at both the district and site levels, including our Professional Learning Communities Facilitator Coach (PLC FC) training, which includes approximately 90 teacher leaders.

Both district office administrators and principals are encouraged to attend all teacher professional learning offerings to deepen their instructional leadership knowledge and skill set. Additionally, an in-house induction program is available for all beginning administrators to clear their credentials and receive additional support during this critical time of transition. District-wide, we require members of the leadership team, both certificated and classified, to attend a year-long training series as part of our Continuous Leadership Academy. After this initial training series, all leadership team members will participate in leadership coaching groups led by peer facilitators and coaches. Before becoming a CLA group coach, administrators participate in two years of coaching training to develop their facilitation skills and coaching pedagogy. Multiple times each year, CLA Boosters are offered to all leadership to provide a review of crucial leadership assets and an opportunity to practice these skills in a supported environment. Participation in the Continuous Leadership Academy ensures that all district leaders receive ongoing leadership skill development throughout their careers. Each summer, the entire leadership team participates in an Administrative Advance, which provides an overview of district progress,

identifies critical focus areas for the coming year, and offers conference-style professional learning offerings focused on leadership issues.

Other district staff also receive regular training and professional development based on their specific role within the district. All instructional classified staff participate in a full day of training during the October district-wide professional learning day, which provides a variety of sessions focused on effective instructional and classroom management strategies. Our Irvine Paraprofessional Learning Academy is offered once a trimester after school hours and allows instructional assistant staff to self-select training sessions and receive compensation for attending. Additionally, each instructional classified staff member has an individual subscription to an online learning program, Master Teacher, that provides over 300 online self-paced modules available on-demand to all staff. Non-instructional classified staff members are offered a modified version of our Continuous Leadership Academy to provide essential leadership skills and strategies for effectively working with and supporting others.

See LCAP Actions:

- 1.3 Behavior Systems - Actions to Support All Students
- 1.4 School CLimate & Social Emotional Learning - Actions to Support All Learners
- 1.10 School Climate and Social-Emotional Learning - Strategic/Targeted
- 2.1 Professional Learning Communities (PLC)
- 2.2 Instructional Support - Actions to Support All Students
- 2.3 Educational Technology (Ed Tech) Support - Actions to Support All Students
- 2.7 Professional Learning
- 2.20 Professional Development for Teachers Supporting EL Students

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD does not currently have any schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). However, six schools have been designated for Additional Targeted Support and Improvement (ATSI). In order to support these six ATSI schools, the District provides additional training and assistance to aid in data analysis and stakeholder engagement, with the aim of identifying the underlying causes for the ATSI designation. The respective schools review their School Plan for Student Achievement (SPSA) and previously conducted needs assessments to assess the efficacy of planned actions. Specific activities for engaging parents and families, as well as feedback strategies, are determined and put into effect during the evaluation of the SPSA and needs assessment process. The SPSA goals, action items, and strategy are adjusted to cater to the needs of the identified groups. The District collaborates with the Orange County Department of Education to obtain supplementary guidance and support. The final step involves presenting the updated SPSA plan to the School Site Council (SSC) for approval and sharing the plan with site stakeholders and the District.

The District is committed to ensuring equity in education and provides support to site staff in designing professional learning programs for the effective implementation of selected strategies. This entails working through Professional Learning Communities (PLCs) for implementation, common assessments, and progress monitoring. An appropriate

portion of Title II funds, supplemented by district base or additional funds, will be allocated to augment resources specifically addressing the needs of subgroups requiring extra support. This commitment underscores the dedication to providing every student with the necessary resources for success.

Stakeholders play a crucial role in the improvement process, with multiple opportunities to provide input and feedback on funding and priorities, including survey data, LCAP meetings, collective bargaining teams, principals, and the District Instructional Leadership Team. This ensures that all voices are heard and valued. As state assessment and CA Dashboard data are released, staff analyze the data to identify strengths and areas of improvement, which in turn inform budget development, revising of Title II actions, and strategies to target high-need areas for continuous improvement. See LCAP actions:

- 1.4 School Climate & Social Emotional Learning - Actions to Support All Students
- 1.5 School Attendance and Chronic Absenteeism
- 1.6 Parent Engagement-Actions to Support All Students
- 1.17 School Attendance and Chronic Absenteeism - Strategic/Intensive Actions

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

IUSD uses data and evidence from various sources to drive continuous improvement. Student achievement data from the California Dashboard, CAASPP state assessment results, district assessments, and universal screening results is analyzed at the classroom, school, and district levels. The District Annual Survey collects perceptual and experiential data from students, teachers, and educational partners. This data is used to develop School Plans for Student Achievement and inform areas for improvement.

IUSD values collaboration and regular feedback. The district consults with educational partners including the DELAC, Special Education Advisory Committee, and Health Advisory Committees. These groups meet regularly to receive program information and provide feedback.

The Continuous Improvement Council, comprised of teachers, principals, district office administrators, parents, and students, plays a crucial role in the district's improvement efforts. The council meets multiple times a year to review student achievement and offer guidance.

See LCAP Actions:

1.2. Student Support Services Staff

2.1 Professional Learning Communities (PLC)

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers are provided professional learning opportunities to develop the best instructional practices to meet the needs of EL and immigrant students. District-facilitated cross-curricular PLC team collaboration focuses on using research-based strategies and supplemental materials that facilitate and improve 1) student attainment of English language proficiency, 2) development of the academic language/literacy skills needed across content areas, and 3) creating inclusive learning environments. Professional learning ensures the development of integrated programs, the implementation of best instructional practices for differentiation and sheltered instruction, common formative assessments, and monitoring student progress toward language proficiency and content mastery. Paraprofessionals and parent outreach facilitators are provided professional learning opportunities to develop the strategies needed to assist EL and immigrant students in the classroom and develop the skills needed to facilitate parent seminars and family engagement activities.

Actions and Strategies:

Provide ongoing professional learning for elementary and secondary teachers so that they can engage in the following practices:

1. Scaffold language instruction to meet the needs of ELs, effectively moving them from one level of language proficiency to the next
2. Engage in the further development and refinement of best practices, including effective SDAIE strategies for providing sheltered and differentiated instruction in the Structured English Immersion (SEI) classroom
3. Create Integrated ELD instructional plans using the CA ELD standards with content area standards and learning activities to support student engagement and interaction
4. Create Designated ELD lessons in which instruction is focused on CA ELD standards and assists ELs in developing the critical English language skills needed for academic content learning in English
5. Develop and implement a comprehensive progress monitoring system for EL achievement and proficiency
6. Develop common formative and summative assessments that inform instruction and intervention decisions and ensure students do not incur irreparable academic deficits
7. Utilize additional site PLC collaboration time for data review, analysis of assessment results, and discussion of the implications for EL student performance in each assessment part
8. Analyze equitable access for ELs to the broad course of study and determine how to remove barriers so students can participate at higher levels of rigor and complexity
9. Provide teachers and support staff opportunities to participate in professional learning that supports effective learning strategies, use technology that facilitates student learning and engagement, have frequent academic conversations and collaboration opportunities, and access challenging text and content

10. Provide training and facilitation needed to support parent and family engagement activities at school sites, expanding programs district-wide

See LCAP Actions:

- 1.10 School Climate and Social-Emotional Learning - Strategic/Targeted
- 1.12 Parent Education/Engagement -Strategic Actions
- 1.14 Staffing: Language Development Department - Strategic/Intensive Actions
- 1.18 Language Development Teachers on Special Assignment (TOSA)
- 1.19 Parent Engagement Actions - Strategic/Intensive
- 2.1 Professional Learning Communities
- 2.9 Language Acquisition Program Support
- 2.11 Student Support Online Progress Monitoring Platform - Targeted Actions
- 2.17 Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
- 2.20 Professional Development for Teachers Supporting EL Students

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD continues to develop and provide Intersession Opportunity Programs with various learning options for EL and immigrant students. These opportunities serve as a transitional and extended learning program for EL and immigrant students who arrive "off cycle" from the IUSD academic year. For students in grades 9-12, IUSD offers graduation credit recovery in these programs. For Grades 1-9 students, IUSD continues to provide summer programs for academic language and literacy skill development. Site team collaboration and professional learning opportunities support curriculum development and instructional design for these programs.

Our dedicated paraprofessionals are assigned to classrooms, intersession, and extended learning programs, providing valuable supplemental instructional support. We also offer training specifically for our bilingual staff, focusing on the strategies needed to assist students in the school and develop the necessary skills to conduct parent courses and family engagement activities. Our certificated and bilingual classified employees facilitate parent and family activities, ensure access to community programs, parent education courses, and support programs for immigrant parents.

See LCAP Actions:

- 1.6 Parent Engagement - Actions to Support All Students
- 1.10 School Climate and Social-Emotional Learning - Strategic/Targeted
- 1.12 Parent Education/Engagement -Strategic Actions
- 1.18 Language Development Teachers on Special Assignment (TOSA)
- 1.19 Parent Engagement Actions - Strategic/Intensive
- 2.9 Language Acquisition Program Support
- 2.10 Summer School - Targeted/Strategic Actions
- 2.11 Student Support Online Progress Monitoring Platform - Targeted Actions
- 2.13 Language Acquisition Support - Strategic/Intensive
- 2.14 Site-Based Allocations for Unduplicated Student Support - Strategic Actions
- 2.16 Summer School - Strategic/Intensive Actions
- 2.17 Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
- 2.18 Language Acquisition Instructional Aides

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The instructional programs for English learners in IUSD are designed to help them quickly develop the academic language and literacy skills necessary to meet the challenging State academic standards for all subjects. The programs use an integrated approach, where EL and immigrant students engage in different activities that require them to practice and apply language skills across various subjects such as English Language Arts, Math, Science, and Social Science. These students receive the appropriate level of instructional support, ranging from substantial to light, to help them succeed in the academic and social aspects of learning in IUSD. Paraprofessionals and co-teaching models are used to reduce student-to-teacher ratios, providing more personalized instruction and targeted assistance. Student placement in the programs is determined based on their performance on language proficiency assessments, district-wide universal screeners, and progress monitoring. District and site Professional Learning Community (PLC) teams meet regularly (3 times a year) to evaluate the effectiveness of the instructional programs and support for English learners and immigrant students.

In addition to the specialized programs for English learners and immigrants, the General Education program includes Structured English Immersion (SEI) at all levels. SEI is a language acquisition program where almost all classroom instruction is in English, but the curriculum and presentation are designed to support students learning English. Students are provided with Designated English Language Development (ELD) and access to grade-level academic subject matter content through Integrated ELD. The subject matter content is presented in a way that is accessible to all learners, and students are given the appropriate instructional support (substantial, moderate, or light) to access and master grade-level standards. The coursework aligns with the California English Language Arts (ELA), History/Social Studies, Math, and Science standards. Various instructional strategies and specialized materials are used to facilitate conceptual understanding, language acquisition, and literacy development.

See LCAP Actions:

- 1.6 Parent Engagement - Actions to Support All Students
- 1.10 School Climate and Social-Emotional Learning - Strategic/Targeted
- 1.18 Language Development Teachers on Special Assignment (TOSA)
- 2.9 Language Acquisition Program Support
- 2.12 Academic Intervention - Intensive Actions
- 2.13 Language Acquisition Support - Strategic/Intensive
- 2.14 Site-Based Allocations for Unduplicated Student Support - Strategic Actions
- 2.18 Language Acquisition Instructional Aides
- 2.20 Professional Development for Teachers Supporting EL Students
- 2.21 Site English Learner TOSA Support
- 3.12 Language Acquisition Supplemental Materials

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD continues to provide site team collaboration and professional learning opportunities that:

1. Focus specifically on research-based strategies and supplemental materials designed to facilitate and improve the attainment of English language proficiency and academic language/literacy skills needed across the curricular areas.
2. Ensure the replication of best instructional practices for differentiation, integrated and designated ELD, and sheltered instruction (SDAIE) in all content areas, formative assessment, and monitoring of EL student progress towards language fluency/proficiency and content knowledge development.
3. Provide for and facilitate program development, curriculum design (language targets for learning in all areas), and implementation of newly adopted and supplemental materials to support learning.
4. Facilitate the development and analysis of common formative assessments to effectively monitor student progress toward language proficiency, grade-level mastery, and content knowledge development.
5. Facilitate the inside-out approach to personal and organizational change that leads to implementing culturally and linguistically responsive teaching and learning.

Replication of Best Practice

IUSD continues to increase the focus on the replication of best and sound instructional practices for academic language development through professional learning opportunities:

1. Purposeful design and implementation of language learning targets, success criteria, progression of learning at different proficiency levels, and effective scaffolding
2. Daily opportunities for introducing, modeling, practicing, and applying newly learned language skills
3. Structured academic discourse that holds students accountable for accurate language use in all forms of communication
4. Instructional delivery that is systematic, intentional, and robust while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review

Monitoring and Evaluating Program Effectiveness

Program staff (Coordinators, TOSAs, and Site EL Lead Teachers) use observation protocols to monitor and support teachers in implementing professional learning, integrating the CA ELD standards, and using effective learning strategies (SDAIE) in all content areas. Program staff and teachers review data collected to identify instruction that specifically targets and facilitates skill development needed for meeting state achievement expectations. Site leadership is required to analyze the achievement data of English learners and include the evaluation of site-specific programs in their School Plan for Student Achievement. District-level Directors review the Title programs.

Monitoring and Evaluating Student Progress

Teachers continue to develop local formative and summative assessments that measure and monitor academic language skill development and guide the development of effective Tier 1 instruction for English learners in all content areas. LEA and site administrators will provide collaboration time, facilitation, and support for classroom teachers to develop the common assessments and engage in an ongoing process of reading, discussing, and analyzing available student data during PLC collaboration.

Tier I Instruction and Intervention

At the district and site levels, IUSD staff continue to refine the process for identifying students who require additional support and/or intervention and then proceed to implement appropriate instructional programs accordingly.

Intersession Opportunity Programs

IUSD continues to offer Intersession opportunities during the summer months for English Language Learners grades 1-12 that:

1. Provide targeted instruction for academic language and literacy skill development
2. Provide extended learning and targeted intervention for conceptual development needed in content area courses
3. Ensure an instructional design that engages and meets the needs of EL students at varying proficiency levels (Newcomers - LTELS)
4. Utilizes formative assessments to monitor student progress toward mastery of the curriculum

Stakeholder Input

Program staff continues to engage stakeholder groups in reviewing and evaluating instructional services and programs through surveys and community collaborative forums.

See LCAP Actions:

- 1.12 Parent Education/Engagement - Strategic Actions
- 1.18 Language Development Teachers on Special Assignment (TOSA)
- 1.19 Parent Engagement Actions - Strategic/Intensive
- 2.9 Language Acquisition Program Support
- 2.10 Summer School - Targeted/Strategic Actions
- 2.11 Student Support Online Progress Monitoring Platform - Targeted Actions
- 2.13 Language Acquisition Support - Strategic/Intensive
- 2.14 Site-Based Allocations for Unduplicated Student Support - Strategic Actions
- 2.16 Summer School - Strategic/Intensive Actions
- 2.17 Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
- 2.18 Language Acquisition Instructional Aides
- 2.20 Professional Development for Teachers Supporting EL Students
- 3.12. Language Acquisition Supplemental Materials

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD uses the LCAP to guide instruction and services for students in the District. Yearly, IUSD gathers data on suspensions, expulsions, absenteeism, academic achievement, graduation rates, appropriately credentialed teachers, and sufficient instructional materials and presents that information to staff, parents, and other educational partners. The District also seeks guidance from all educational partners in the community to assist us in providing quality educational experiences for all students in alignment with the District's four LCAP goals and the eight state priorities.

The District has recommended, and the board has approved, the following use of Title IV Part A funds:

Part 1 Access to a Well-Rounded Education - 20% or more to be targeted to Part 1

Action 1: Provide specialized academic intervention TOSA

Action 2: Provide professional learning for language acquisition to promote high academic achievement

IUSD is targeting over 40% of funding for this action.

Part 2 School Conditions - 20% or more to be targeted to Part 2

Action 1: Provide Comprehensive School Threat Assessment (CSTAG), violence prevention consultation, and professional learning for site and district staff to foster safe, healthy, and supportive environments

Action 2: Social Emotional Learning resources, books, and stipends

Action 3: The District Coordinator will provide direct support for attendance

IUSD is targeting over 50% of funding for this action.

Part 3 Effective Use of Technology - some % of the funding targeted to Part 3

Action 1: Technology for WellSpaces

IUSD is targeting 10% or less of funding for this action.

Consultation: The District has worked closely with parents, staff, students, and administration to gather information and determine action steps to support the "whole child" in providing a well-rounded education within a safe and healthy learning environment. This process has involved surveying parents, students, staff, and the community and

conversations with site administration and key stakeholder groups, including the Irvine Unified Council Parent Teacher Association and District English Learner Advisory Committee.

Partnerships: Irvine Police Department, City of Irvine - Youth Action Teams, Families Forward, Families at Promise, Irvine Public Schools Foundation, University of California Irvine, Concordia University, and the Irvine Company.

See LCAP Actions:

- 1.1 Staffing: Student Behavior, Engagement, Health and Mental Wellness-Actions to Support All Students
- 1.2 Student Support Services Staff
- 1.3 Behavior Systems - Actions to Support All Students
- 1.5 School Attendance and Chronic Absenteeism
- 1.7 Increased/Improved Staffing Support: Student behavior, engagement, health and mental wellness
- 1.8 Targeted Staffing: Student mental health and wellness - Actions to Support Some Students
- 1.9 Behavior Systems - Strategic/Targeted Actions to Support
- 1.11 School Attendance and Chronic Absenteeism - Targeted
- 1.14 Staffing: Student Behavior, engagement, health, and mental wellness - Strategic/Intensive Actions
- 1.17 School Attendance and Chronic Absenteeism - Strategic/Intensive Actions
- 2.2 Instructional Support - Actions to Support All Students
- 2.9 Language Acquisition Program Support
- 2.14 Site-Based Allocations for Unduplicated Student Support - Strategic Actions
- 2.17 Supplemental Academic Resources for ELD Summer Programs - Intensive Actions
- 2.18 Language Acquisition Instructional Aides
- 2.20 Professional Development for Teachers Supporting EL Students

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators or data points that can be examined for IUSD to determine the need for improvement in the area of well-rounded education opportunities are:

California (CA) Dashboard: English Learner (EL) progress toward proficiency, graduation rates, college and career readiness, English Language Arts (ELA) and Math performance, chronic absenteeism

CA Healthy Kids Survey: Student academic and behavioral expectations, opportunities for meaningful participation and decision making, school connection, school climate

District Annual Survey: Respondent's perception of instructional environment, support for student learning, equitable access to courses of study, resources, and program, school climate in general

District Social Emotional Learning (SEL): Panorama

What activities will be included within the support for a well-rounded education?

Activities that support a well-rounded education in IUSD include:

Action 1: Specialized academic intervention TOSA

Action 2: Professional Learning for Language Acquisition

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Chronic Absenteeism and Attendance rates will help us determine if we are creating an inclusive environment where families feel welcomed and valued.

CAASPP data will indicate if our at-risk students receive the required instruction to increase academic achievement. District Survey data will provide feedback on how our parents, staff, and students feel about their health and wellness in IUSD.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators or data points that can be examined for IUSD to determine the need for improvement in the area of safe and healthy students are:

California (CA) Dashboard: Chronic absenteeism, suspension, expulsion

Local Indicators: Attendance

CA Healthy Kids Survey: School climate, social-emotional and physical health, substance use and other risk behaviors, school connectedness, personal strengths and social-emotional competencies

District Annual Survey: Respondent's perception of respect, school connectedness, inclusivity, equity, cultural responsiveness

District Social Emotional Learning (SEL): Panorama

What activities will be included within the support for safety and health of students?

Action 1: Violence Prevention training, consultation (CSTAG)

Action 2: SEL resources, books, stipends

Action 3: District Coordinator to provide direct support for attendance

Activities will include:

Home visits and the Student Attendance Review Board (SARB) directly support students struggling with getting to school. A multi-disciplinary team approach during the SARB meetings allows special educators, McKinney Vento/Foster Youth liaison, Boys and Girls Club, mental health counselors, and the district attorney to wrap services around students/families in need. Culture panels to gain understanding conducted by community liaisons, mental health specialists, and specialized district staff to allow marginalized groups to have a voice.

Violence Prevention/Threat Assessment training in the Comprehensive School Threat Assessment Guidelines (CSTAG) to build staff capacity in violence prevention and threat assessment. This approach to violence prevention emphasizes early attention to problems such as bullying, teasing, and other forms of student conflict before they escalate into violent behavior.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

State and Local Indicators: Attendance, chronic absenteeism

District Annual Survey: Student perception data regarding school connectedness, equity, and respect

District SEL Tool(s): Panorama

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Based on educational partner feedback on the District Annual Survey, a need was identified to better understand student use of WellSpaces on campus and related mental health and wellness resources. In response, a technology-based, application-based Check-In/Check-out (CICO) system will be used at each WellSpace, and a technology device is needed for each space. The CICO system will inform site staff of student mental health/wellness needs.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Action 1: Technology for WellSpace

Activities: Used for student check-in and check-out.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Qualtrics data will provide the number of students utilizing each site WellSpace, WellSpace Use Patterns, and General/Comprehensive utilization rates.

District Annual Survey: Parent/Student need for home technology access

Site and District Information: McKinney Vento status for identified technology needs

- o Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

February, 2023

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022