

ATTACHMENT I

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KEY STAKEHOLDERS Q & A

1. **QUESTION: What is the process for building actions in the LCAP?**

ANSWER: Building the LCAP is a ten month process. Based on feedback from the 2015-16 LCAP development process, district and site data was used to help focus stakeholder groups on identifying areas of need and potential growth areas.

From October through December 2015, all school sites and departments shared information and gathered input on suggestions for updating our LCAP. Stakeholders were invited to participate in a Community Priority Survey. Based on the responses from sites, departments and the online survey, Cabinet identified future focus **priorities** that were indicated to be the most important to the stakeholders in the community survey. A summary of the survey can be found here. <http://iusd.org/LCFF-LCAP/documents/SurveyResultsgraphs.pdf>. Principals were responsible for bringing the input from stakeholder groups to district-level meetings where they worked in tandem with other administrators to discuss potential investments.

In April and May 2016, a document containing the draft additional LCAP investments was shared with stakeholder groups and feedback was received. The results of the survey can be found here. <https://iusd.org/LCFF-LCAP/documents/LCAPSpringSurvey2016ComprehensiveResults2.pdf>

IUSD Cabinet developed a priority document that outlined suggested actions identified by the different stakeholder groups and identified the impact the actions would have on IUSD metrics. The information was discussed at the Cabinet level and actions were funded that reflected stakeholder input, fiscal impact, ability to meet our intended goals and ability to fund. The final document is formally presented to the community at a “LCAP Public Hearing” during the June 14 Board Meeting. The board votes on the LCAP at the June 28 Board Meeting.

2. **QUESTION: What actions have been taken to continue class-size reduction?**

ANSWER: The District continually looks for ways to individualize instruction by reducing the number of students per class and increasing the adult to student ratio which can have a positive impact. However, due to limited school funding and the large annual expense of reducing class size by one (nearly \$2M), we also look for additional ways to provide more individualized attention for our students. Initiatives to support class size reduction include:

- Maintain class-size reduction from 2014-15 by two students for K-6 grades.
- Maintain class-size reduction from 2014-15 by one student for 7-12 grades.
- Utilize instructional assistants to reduce class size further and to facilitate effective small group instruction in the K-6 setting.
- Add more courses/periods for the 7-12 grade levels.
- Increase available instructional technology in the classroom to individualize the learning experience for students and offer programs tailored to their specific needs.
- Provide alternative instructional supports and programs such as art, music, science, specialists and Teachers on Special Assignment (TOSAs) to decrease the work load of classroom teachers to allow focus on instruction and individual students.

The current 2016-17 LCAP reflects additional sections at the secondary sites focusing on intervention and student support programs. Individual sites make determinations on how this additional staff can best reduce the teacher to student ratio.

3. **QUESTION: Will Irvine continue to build elementary schools that are larger and move away from small neighborhood schools?**

ANSWER: Our district continues to focus on designing schools that are neighborhood anchors. School size reflects the number of housing and apartment units in a new community. IUSD's Board Policy addresses the targeted size of each school. During this period of rapid growth, the Board has temporarily increased enrollment at our schools as outlined in the chart below. The full policy, Board Policy 7112, can be reviewed at the following link. iUSD.org/board_of_education/board_policy/policies/7112.htm

School Level	Targeted Capacity	Temporary Capacity
Elementary	700	1,200
Middle	900	1,200
High	2,200	2,600

4. **QUESTION: How is a site determined as a "large elementary" and how do we offer additional support to them?**

ANSWER: Student demographic factors such as overall student population and the number of English Language Learners, Low Income and Special Education students are used to identify "large elementary" schools. "Large elementary" schools will be provided with a full-time Assistant Principal, increased health staff, increased noon duty staff and campus security.

5. **QUESTION: In the draft LCAP Investments document it states, "Allocation of funds to attract and retain high quality staff" but lists no dollar amount? Why?**

ANSWER: Generally, this item is addressed through the negotiation of salary and benefits through collective bargaining with labor groups representing certificated and classified staff. Collective bargaining law does not allow school districts to predetermine salary increases without first negotiating with unions. Therefore, a specific investment amount is not highlighted in the LCAP to comply with this requirement.

6. **QUESTION: Why do we limit the number of hours instructional assistants can work?**

ANSWER: Instructional assistants generally work five hours per day, which aligns with the number of instructional minutes for students in a day. Their schedules are designed to maximize student support.

7. **QUESTION: If one-time funding is used, what happens the second year?**

ANSWER: If the action or program does not have funding associated with the second year, the district has two options: Allocate additional funding or end the expenditure. Each year, we have used both of these options on different actions.

8. **QUESTION: How will the pilot art program work?**

ANSWER: The Teaching Artist program from the Segerstrom Center for the Performing Arts will provide California Standards for the Visual Performing Arts by grade level and introductory arts experiences for first through third grade students across the district. Due to scheduling constraints, kindergarten will not currently participate in this program.

Arts experiences will be hands-on, sequential lessons that actively engage students in the creative process and encourage them to listen attentively, experiment with new mediums, practice grade level appropriate visual arts techniques, discuss their decision making, demonstrate their understanding of the art discipline, and reflect on their practice verbally and in writing. Additional goals for this program are to model arts instruction techniques for

classroom teachers by professional artists, encourage collaboration between classroom teachers and teaching artists, encourage classroom teachers to increase the number of art making experiences they facilitate in their classroom, and help make meaningful connections between the art experience and other core curriculum.

The current California Visual and Performing Arts Standards Framework can be accessed at cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf.

Each school site will receive six lessons for the year. More information about Segerstrom's Teaching Artist can be found at scfta.org/artsteach/. The Segerstrom Center will handle all scheduling in coordination with a representative from each school site. Schools that utilize other art providers have the option of continuing those programs while seeing how this professional development Teaching Artist program enhances the art education at their school.

9. **QUESTION: What is blended learning?**

ANSWER: Blended learning is a voluntary option offered to high school students. Students complete a blend of coursework online and in-person meetings with a credentialed teacher for discussions, activities, and test proctoring. Blended learning courses are aligned to relevant state standards and are designed to be of equivalent instructional minutes and rigor as the in-person course options. Blended learning classes enable student's access to a larger variety of class offerings.

10. **QUESTION: Why is driver's education included as part of blended/online learning?**

ANSWER: The blended learning model works well with driver's education courses, which are offered as a one-quarter elective, with a pass/fail grading option.

11. **QUESTION: How is it determined which courses will be offered online?**

ANSWER: The determination has been, and will continue to be, made based on student need. Students with scheduling conflicts, impacted schedules, and special circumstances benefit from blended learning courses offered within IUSD. Course offerings will continue to be evaluated based on enrollment and student need.

12. **QUESTION: Why is Latin and Korean offered online and not Spanish**

ANSWER: Currently, Latin, Korean, and French are not offered at all high schools but we do have highly qualified teachers at some school sites. The availability of these courses, in the blended learning program, improves access to these languages for students across the entire district. Spanish is offered at all high schools, but could be offered as a blended course depending on student needs.

13. **QUESTION: Creekside High School has an adult lab no longer in use – could this funding support re-opening this lab?**

ANSWER: For the 2016-17 school year, Creekside will have an "Adult Diploma Lab" that will be funded by an adult education block grant. It will serve adult students over the age of 18 and will provide an opportunity for students to earn an adult diploma through IUSD.

For current IUSD high school students, LCAP has provided funding for the development and implementation of learning labs on each high school campus to provide credit recovery opportunities to students on their home campus.

For Creekside High School students, additional credit recovery is built into the school day with a three-day a week learning lab that provides students the ability to earn accelerated credits through the district's "iCAN contract" process whereby each student develops a personalized contract with their teacher to earn accelerated credits.

14. **QUESTION: What is the role of the Professional Learning Community facilitators?**

ANSWER: A Professional Learning Community (PLC) is a school team that regularly collaborates and examines evidence of student learning to answer four essential questions:

- What do we want students to know and be able to do?
- How will students demonstrate that they have mastered essential learning?
- How will we intervene for students who struggle and enrich the learning for students who are proficient?
- How can we improve our individual and collective teaching practice?

To support the work of our PLC teams, each elementary site and secondary department will have an on-site dedicated PLC Facilitator Coach. The PLC Facilitator Coach will support the growth and development of all grade level PLC teams including facilitating PLC team meetings as needed, diagnosing and troubleshooting challenges within PLC teams, supporting teams through the identification of resources and assisting site leaders with the delivery of professional learning when needed.

15. **QUESTION: How many district level curriculum TOSA's are funded from the 1.7 million?**

ANSWER: The continued funding to support existing Curriculum and Special Education Teachers on Special Assignment (TOSAs) will support 14 TOSAs in the following areas:

- 2 English Language Arts TOSAs to support all elementary teachers in grades TK-6
- 1 English Language Arts TOSAs to support all secondary English teachers
- 1 History TOSA to support all teachers in grades K-12
- 1 Math TOSA to support all elementary teachers in grades TK-6
- 3 Math TOSAs to support all secondary Math teachers
- 1 Science TOSA to support all elementary teachers in grades K-6 and Science Specialists
- 1 Science TOSA to support all secondary Science teachers
- 4 Special Education TOSAs to support all general and Special Education teachers in grades TK-12

District Office TOSAs provide professional learning based on teacher need, facilitate collaboration across the district and between sites, and create districtwide curriculum resources to allow teachers to focus on classroom instruction. In addition to these districtwide objectives, each department has specific initiatives and tasks for their TOSA staff that are based on the needs of teachers. For example, the implementation of our secondary math pathway has required additional work from our TOSA staff to facilitate the development of new course curriculum and support materials. Every TOSA is supervised directly by an administrator who works with them to ensure that department objectives are met. Please see our TOSA infographic for additional information on the role and responsibility of our District Office TOSAs:

<https://iusd.org/LGFF-LCAP/documents/DOTOSAInfographic.pdf>

16. **QUESTION: Why does this plan not include additional expenditures for wellness or mental health?**

ANSWER: The district added many mental health and behavioral health positions in the 2015-2016 school year. These new programs have been instrumental in providing crisis support, resource linkage, counseling support and mental health education to students, staff, and families. As we move into the 2016-17 school year, the district's goal is to further expand mental and behavioral health services through enhancing staff roles and increasing community collaboration.

17. **QUESTION: Do you have any plans to expand Project Success?**

ANSWER: Project Success is a grant-funded program that provides research-based prevention, intervention, and youth development services for students and families on each of IUSD's middle and high school campuses. As our district grows and our school sites increase in the number of students, we will consider increasing hours at some or all of the high schools. This increase will be based on site needs and student population.

18. **QUESTION: Why does the LCAP not have additional funding for advanced/gifted learners?**

ANSWER: While the 2016-17 LCAP does not contain any new funding, it continues to support our gifted and advanced learners. The teacher is the most important component of any outstanding academic program. Therefore, IUSD invests approximately \$190,000 annually for teachers to receive ongoing professional learning specific for differentiating curriculum and instruction to meet the needs of advanced and gifted learners.

19. **QUESTION: Why do advanced/APAAS students only receive grade level standards, and why have APAAS programs not been expanded to offer more spots for students?**

ANSWER: Advanced students benefit from applying critical thinking skills through studying the standards to greater depth to gain a deeper understanding of the content and a stronger foundation; rather than accelerating through the content. Developing scholarly attributes that require intellectual discourse and intellectual risk-taking surrounding the big ideas of the curriculum, will better prepare students for expectations of higher education and innovative careers.

IUSD's [APAAS program](#) has changed over the past five years to provide a special educational environment designed to serve a unique type of divergent learner. Approximately 8 percent of IUSD's students possess these traits that warrant this type of program. IUSD's [GATE cluster classroom](#) is now designed for the student population previously placed in APAAS. Videos are available to provide additional clarification regarding IUSD's [APAAS](#) and [GATE cluster](#) programs.

20. **QUESTION: What models does IUSD use to support English Language Learners?**

ANSWER: The primary goal of IUSD General Education Programs for English Language Learners (ELL) is to facilitate the learning of academic language and literacy skills in the context of developing content knowledge. Through an integrated program design, ELL students engage in a variety of activities that require the authentic practice and application of language skills for a variety of purposes, moving students closer to attaining English proficiency at a more rapid rate. ELL students receive the appropriate level of instructional supports (substantial, moderate, or light) they might require to be successful in the academic and social learning environment of IUSD.

To ensure that students, as required by law, have equitable access to the educational programs, opportunities, and facilities provided by the district, IUSD has implemented the following General Education programs for ELL. All programs below are aligned with the English Language Arts and English Language Learner state standards. They focus on progress toward skill development and grade level mastery with substantial support, structure and explicit instruction for language acquisition within the context of teaching and learning.

- Newcomers Program – Structured English Immersion (K-12)
 - Recommended placement for emerging level of English fluency/proficiency
 - Host program locations
- Structured English Immersion Clusters (K-6)
 - Recommended placement for emerging level of English fluency/proficiency
 - School of residence
- Mainstream Classrooms with Appropriate Support (K-12)
 - Recommended placement for expanding and bridging levels of English fluency/proficiency
 - School of residence