

ATTACHMENT J

IUSD DATA REPORT

A METRIC A: INCREASE % OF PUPILS MAKING PROGRESS TOWARDS PROFICIENCY AS MEASURED BY ANNUAL LANGUAGE ASSESSMENT (CELDT/ELPAC).

ANNUAL PROGRESS IN LEARNING ENGLISH

2016-2017 Goal: The district will maintain the steady increase of 1-3% in the number of English Language Learners demonstrating annual progress in learning English with the growth of one performance level in each of the four skill areas - reading, writing, listening, and speaking. Growth percentage does vary between cohorts of ELL students (less than 5 years and LTELs).

District Overall Results	2012-2013	2013-2014	2014-2015
Target	57.5%	59.0%	60.5%
Percent Meeting Target	81.2%	80.3%	83.4%
Was Target Met?	Yes	Yes	Yes

Source: Data was collected from CDE Data Quest.

NUMBER AND PERCENTAGE OF ELL STUDENTS AT EACH PROFICIENCY LEVEL OF THE CELDT MEETING THEIR GROWTH TARGET

■ 2013-2014

Prior CELDT Level	# of Students	% of Students	# Meeting Growth Target	% Meeting Growth Target	State Average Meeting Growth Target
Beginning	576	15.7%	418	72.6%	63.9%
Early Intermediate	412	11.3%	346	84.0%	61.1%
Intermediate	962	26.3%	621	64.6%	46.2%
Early Advanced/Advanced (Not English Proficient)	64	1.7%	47	73.4%	71.9%
Early Advanced/Advanced (English Proficient)	1,644	44.9%	1,504	91.5%	90%
TOTAL	3,658	100.0%	2,936	80.3%	

■ 2014-2015

Prior CELDT Level	# of Students	% of Students	# Meeting Growth Target	% Meeting Growth Target	State Average Meeting Growth Target
Beginning	647	15.6%	477	73.7%	70.1%
Early Intermediate	487	11.8%	418	85.8%	68.5%
Intermediate	1,113	26.9%	779	70.0%	46.2%
Early Advanced/Advanced (Not English Proficient)	76	1.8%	56	73.7%	73.5%
Early Advanced/Advanced (English Proficient)	1,818	43.9%	1,720	94.6%	88.8%
TOTAL	4,141	100.0%	3,450	83.3%	

■ ELL STUDENT COHORT PERFORMANCE ON CELDT (LESS THAN 5 YEARS)

2016-2017 Goal: The district will maintain the steady increase in the number of English Language Learners attaining English language proficiency, meeting and/or exceeding the established targets.

District Overall Results	2012-2013	2013-2014	2014-2015
Target	21.4%	22.8%	24.2%
Percent Meeting Target	50.0%	46.3%	48.5%
Was Target Met?	Yes	Yes	Yes

■ ELL STUDENT COHORT PERFORMANCE ON CELDT (5 YEARS OR MORE)

2016-17 Goal: The district will continue to address the needs of Long Term English Learners (LTELs) with the goal of moving students closer to attaining academic English proficiency, resulting in a 1-2% decrease in LTEL students performing at the beginning and early intermediate levels on the CELDT.

District Overall Results	2012-2013	2013-2014	2014-2015
Target	47.0%	49.0%	50.9%
Percent Meeting Target	67.2%	70.2%	71.6%
Was Target Met?	Yes	Yes	Yes

■ 2013-2014 ELL STUDENT PERFORMANCE ON CELDT BASED ON THE LENGTH OF TIME THEY HAVE BEEN IN IUSD

Length of Time in District	Early Advanced/Advanced (English Proficient)	Early Advanced/Advanced (Not English Proficient)	Intermediate	Early Intermediate	Beginning	Total (By Time)
6 years or more	216 65%	10 3%	66 20%	10 3%	30 9%	332 7%
5 years	135 80%	6 4%	22 13%	3 2%	3 2%	169 4%
4 years	216 76%	2 1%	46 16%	12 4%	9 3%	285 6%
3 years or less	1813 46%	67 2%	1,021 26%	450 12%	552 14%	3,903 83%
Total by Level	2380 50%	85 2%	1,155 25%	475 10%	594 13%	4,689

■ 2014-2015 ELL STUDENT PERFORMANCE ON CELDT BASED ON THE LENGTH OF TIME THEY HAVE BEEN IN IUSD

Length of Time in District	Early Advance/Advanced (English Proficient)	Early Advanced/Advanced (Not English Proficient)	Intermediate	Early Intermediate	Beginning	Total (By Time)
6 years or more	273 74%	11 3%	42 11%	15 4%	29 8%	370 7%
5 years	150 79%	3 2%	23 12%	6 3%	7 4%	189 4%
4 years	258 76%	4 1%	49 14%	9 3%	18 5%	338 6%
3 years or less	2,129 48%	65 1%	1,116 25%	430 10%	676 15%	4,416 83%
Total by Level	2,810 53%	83 2%	1,230 23%	460 9%	730 14%	5,313

Results in red indicate the number of students at risk of becoming or are Long Term English Learners (LTELs).

■ ANNUAL PROGRESS IN ACHIEVING ACADEMIC STANDARDS (PARTICIPATION RATE)

2016-2017 Goal: With the transition to the CAASPP system, IUSD will continue to determine and monitor exemption/participation of eligible ELL students in the State-wide summative assessments ensuring maintenance of the required participation rate.

Assessment	2012-2013		2013-2014		2014-2015	
	CST ELA	CST Math	CST ELA	CST Math	CAASPP ELA	CAASPP Math
Participation Rate Target	95%	95%	95%	95%	95%	95%
Actual Participation Rate	100%	100%	100%	100%	99%	99%
Target Met?	Yes	Yes	Yes	Yes	Yes	Yes

■ ANNUAL PROGRESS IN ACHIEVING ACADEMIC STANDARDS (PARTICIPATION RATE)

2016-2017 Goal: With the transition to the CAASPP system, IUSD will use the results from the spring 2015 and 2016 SBAC to determine a baseline for student performance as to be reported on the LCAP metrics.

Assessment	2012-2013		2013-2014		2014-2015	
	CST ELA	CST Math	CST ELA	CST Math	CAASPP ELA	CAASPP Math
% Proficient Target	89.0%	89.1%	100%	100%	100%	100%
% Proficient or Above	75.1%	SH 83.6%	NA	NA	62.3%	68.3%
Target Met?	No	Yes	No	Yes	NA	NA

Source: Data was collected from CDE Data Quest.

B METRIC B: INCREASE NUMBER OF STUDENTS RECLASSIFIED IN FLUENT ENGLISH

4-YEAR ENGLISH LANGUAGE LEARNER RECLASSIFICATION RATES

2016-2017 Goal: Using the Interim Reclassification Criteria, IUSD will maintain its recent trend with 14-15% of English Language Learners being reclassified to Fluent English Proficient prior to the 2016-2017 CBEDS collection dates.

4 Year Results	2012-2013	2013-2014	2014-2015	2015-2016
District Enrollment	29,072	30,123	31,392	32,318
English Language Learners	3,827	4,744	5,323	5,676
Fluent English Proficient Students	7,411	6,876	6,896	7,150
Students reclassified to Fluent English Proficient	602	607	538	763
District Percentage - RFEP	16.5%	13.7%	11.3%	14.3%
County Percentage - RFEP	14.3%	12.4%	9.5%	12.3%
State Percentage - RFEP	12.2%	12.0%	11.0%	11.2%

Source: Data was collected from CDE Data Quest.

C METRIC C: STUDENTS WILL MAINTAIN PROFICIENT SCORES ON THE UNIVERSAL SCREENERS.

LITERACY PERFORMANCE ASSESSMENT GRADES K-2

2016-2017 Goal: The district will maintain a minimum of 80% of K-2 students at benchmark on the winter Literacy Performance Assessments BPST and OTR.

■ **BPST – NUMBER AND PERCENT OF K-2 STUDENTS ASSESSED AT BENCHMARK – WINTER**

Grades K-2	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2013-2014	6109	17,85	3420	165	655	1,591	452	194
	91.70%	89.83%	95.08%	82.91%	83.65%	89.28%	78.88%	79.51%
2014-2015	6,154	1,747	3458	168	701	1,530	492	620
	92.25%	91.18%	94.69%	86.15%	85.59%	88.13%	76.88%	81.26%
2015-16	6,311	1,721	3,655	171	686	1,739	467	681
	91.19%	89.26%	94.25%	83.82%	83.56%	87.61%	75.81%	78.82%

■ **OTR – NUMBER AND PERCENT OF K-2 STUDENTS ASSESSED AT BENCHMARK – WINTER**

Grades K-2	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2013-2014	5,706	1,614	3,284	139	591	1,459	377	150
	85.65%	81.23%	91.30%	69.85%	75.48%	81.87%	65.79%	61.48%
2014-2015	5,746	1,604	3,324	141	605	1,396	411	528
	86.13%	83.72%	91.02%	72.31%	73.87%	80.41%	64.22%	69.20%
2015-2016	5,809	1,555	3,450	150	586	1,564	390	566
	83.93%	80.65%	88.96%	73.53%	71.38%	78.79%	63.31%	65.51%

Source: Data was collected from the LPA Database on 5/10/16.

STAR RENAISSANCE READING ASSESSMENT GRADES 3-8

2016-2017 Goal: The district will maintain a minimum of 80% of 3-8 students at benchmark on the winter STAR Renaissance Reading assessment.

■ **STAR READING – NUMBER AND PERCENT OF 3-8 STUDENTS ASSESSED AT BENCHMARK – WINTER**

Grades 3-8	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2013-2014	5,943	2,067	3,089	157	539	306	291	198
	80.50%	81.76%	83.92%	58.58%	68.66%	35.62%	45.05%	52.52%
2014-2015	10,128	3,141	5,748	247	876	565	542	1,014
	77.20%	75.92%	81.95%	59.52%	63.20%	34.08%	45.02%	55.50%
2015-2016	11,263	3,392	6,510	264	978	1,076	617	1,088
	78.44%	78.23%	82.34%	61.40%	64.64%	44.78%	48.28%	55.85%

Source: Data was collected from Schoolnet on 5/10/16.

EASYCBM MATHEMATICS ASSESSMENT GRADES 1-8

2016-2017 Goal: The district will maintain a minimum of 80% of 2-8 students at benchmark on the winter STAR Renaissance Mathematics assessment.

■ EASYCBM– NUMBER AND PERCENT OF 1-8 STUDENTS ASSESSED AT BENCHMARK – WINTER

Grades 1-8	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2014-2015	15,873	4,614	9,407	351	1,329	2,156	716	1,533
	80%	76%	87%	60%	62%	65%	46%	60%
2015-2016	15,542	4,505	9,105	348	1,392	2,860	818	1,678
	85%	82%	91%	64%	67%	76%	54%	65%

Source: Data was collected from easyCBM on 5/10/16.

D METRIC D: INCREASE PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARD ON SMARTER BALANCED SUMMATIVE ASSESSMENT.

SMARTER BALANCED SUMMATIVE ASSESSMENT GRADES 3-8 AND 11

2016-2017 Goal: The district will increase the percent of students meeting or exceeding standard on Smarter Balanced summative assessment. 2015 was a baseline year and 2016 scores will be available fall 2016. At that time, we will have more data to establish further goals. The data on Caaspp.cde.ca.gov does not include counts.

■ PERCENT OF PUPILS MEETING OR EXCEEDING STANDARD ON SMARTER BALANCED SUMMATIVE ASSESSMENT

2014-2015	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
ELA/LITERACY	77%	74%	84%	46%	56%	51%	37%	53%
MATHEMATICS	74%	67%	87%	37%	45%	60%	35%	46%

Source: Data was collected from caaspp.cde.ca.gov in October 2015.

E METRIC E: INCREASE THE PERCENT OF STUDENTS CONSIDERED READY FOR COLLEGE-LEVEL COURSEWORK AS MEASURED BY THE 11TH GRADE SMARTER BALANCED ELA/LITERACY ASSESSMENT. (EARLY ASSESSMENT PROGRAM (EAP) READINESS FOR COLLEGE-LEVEL COURSEWORK ELA)

2016-2017 Goal: The district will increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced ELA/Literacy Assessment. 2015 was a baseline year and 2016 scores will be available fall 2016. At that time, we will have more data to establish further goals.

■ EARLY ASSESSMENT PROGRAM (EAP) READINESS FOR COLLEGE-LEVEL COURSEWORK ELA

2015	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
READY	950	298	531	6	53	7	15	70
	44%	41%	55%	13%	22%	4%	14%	23%

Source: Data was collected from caaspp.cde.ca.gov in October 2015.

F METRIC F: INCREASE THE PERCENT OF STUDENTS CONSIDERED READY FOR COLLEGE-LEVEL COURSEWORK AS MEASURED BY THE 11TH GRADE SMARTER BALANCED MATHEMATICS ASSESSMENT. (EARLY ASSESSMENT PROGRAM (EAP) READINESS FOR COLLEGE-LEVEL MATHEMATICS)

2016-2017 Goal: The district will increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced Mathematics Assessment. 2015 was a baseline year and 2016 scores will be available fall 2016. At that time, we will have more data to establish further goals.

■ EARLY ASSESSMENT PROGRAM (EAP) READINESS FOR COLLEGE-LEVEL COURSEWORK MATHEMATICS

2015	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
READY	850	209	568	2	25	46	11	49
	39%	29%	59%	4%	10%	24%	10%	16%

Source: Data was collected from caaspp.cde.ca.gov in October 2015.

G METRIC G: IMPLEMENT THE COMMON CORE STATE STANDARDS (CCSS) FOR ALL STUDENTS AT ALL SITES AND TRAIN ALL TEACHERS.

IUSD continues to provide all teachers with professional development in the Common Core State Standards through district and site based professional learning opportunities. (See Appendix G-1 for more details.)

H METRIC H: THE DISTRICT WILL INCREASE THE NUMER OF STUDENTS IN ALL SUBGROUPS THAT ARE DEMONSTRATING COLLEGE GOING BEHAVIORS.

COLLEGE COURSE COMPLETION

2016-17 Goal: In 2013-2014 and in 2014-2015, 97% of 9-12 grade students completed two or more college preparatory classes. Data from 2015-16 is preliminary, and only includes data up until winter. This preliminary data indicates we are on track to have a similar percentage of students completing more than two college preparatory classes. Our goal is to maintain a percent of 9-12 grade students completing 2 or more college level preparatory classes of 95% or higher.

■ NUMBER AND PERCENT OF 9-12 STUDENTS COMPLETING 2 OR MORE COLLEGE PREP COURSES

	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2013-2014	8,582	3,239	4,174	200	853	607	493	345
	97.30%	97.47%	98.56%	92.17%	92.42%	89.93%	79.52%	93.24%
2014-2015	8,995	3,244	4,518	222	892	631	535	1,253
	97.34%	97.56%	98.41%	92.50%	93.31%	89.63%	79.26%	92.27%
2015-2016 PRELIMINARY	8,958	3,112	4,644	219	862	701	485	1,290
	95.09%	95.96%	96.37%	88.31%	88.23%	80.39%	73.15%	87.76%

Source: Data was collected from Aeries on 5/10/16.

ADVANCED PLACEMENT ASSESSMENTS

2016-2017 Goal: The district will maintain over 85% of students assessed scoring a 3 or higher on AP examinations.

■ NUMBER AND PERCENT OF PUPILS PASSING ADVANCED PLACEMENT EXAMINATION WITH SCORE OF 3 OR HIGHER

	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2013-2014	5,070	1,072	3,382	47	155	--	--	141
	88%	88%	90%	89%	81%	--	--	81%
2014-2015	5,261	1,004	3,512	27	179	--	--	234
	88%	88%	88%	87%	84%	--	--	78%

Source: Data was collected from the College Board in December 2015.

AMERICAN COLLEGE TESTING (ACT)

2016-2017 Goal: The district will maintain over 80% of students assessed meeting benchmark in Math, Reading and Science on the ACT assessment.

■ PERCENT OF PUPILS PARTICIPATING IN, AND DEMONSTRATING COLLEGE PREPAREDNESS (CCI)

Math	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2013-2014	92%	91%	96%	73%	77%	--	--	--
2014-2015	91%	84%	96%	78%	82%	--	--	--

Reading	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2013-2014	81%	80%	84%	64%	66%	--	--	--
2014-2015	83%	81%	85%	89%	78%	--	--	--

Science	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2013-2014	78%	77%	82%	64%	55%	--	--	--
2014-2015	82%	79%	87%	78%	72%	--	--	--

Source: Data was collected from the ACT fall 2015.

I METRIC I: THE DISTRICT WILL INCREASE THE USE OF COMMON FORMATIVE ASSESSMENTS

The district offered multiple trainings on "Powering Up our Professional Learning Communities" for administrators, district curriculum staff and teachers. These trainings focused on the use of common formative assessments to guide classroom instructional planning and the ability of staff to make quick instructional shifts to meet the academic needs of all learners. While teams have made progress in implementing common formative assessments, Schoolnet has not been a successful tool in monitoring their use. During the 2016-17 school year the district will look for another platform to monitor use of common formative assessments.

J METRIC J: STUDENTS HAVE ACCESS TO TECHNOLOGY AT ALL SITES.

Progress:

14,654 students and 1,455 teachers were surveyed during May 2016 to gather feedback regarding technology use in the classroom. The same survey was administered in April 2015.

Access:

- All teachers have access to at least a desktop or laptop in the classroom.
- Percentage of teachers that can get access to student computers when they need them more than half the time:
 - 2016: 75%
 - 2015: 69%
- Percentage of teachers that report a student to computer ratio of at least 2:1:
 - 2016: 67%
 - 2015: 61%
- Percentage of teachers that report the quality of internet speed at school is Excellent or Above Average:
 - 2016: 65%
 - 2015: 54%

Professional Learning:

To create technologically enhanced curriculum for students, the Educational Technology (EdTech) division of IT hired three additional Teachers on Special Assignment (TOSAs) to provide teacher support for technology. The TOSAs provided 540 professional learning opportunities throughout the district. These sessions covered Canvas, Office365, Google Apps for Education (GAFE), Aeries, Nearpod, TurnItIn, video editing, and more. Of these 540 professional learning/coaching sessions, 56.6% were requested directly from teachers. 37.3% of these sessions were one-on-one, primarily during the school day or after school. The length of each training ranged from 15 minutes to a full day (6 hours). In 2016 47% of teachers reported that the quality of support for instructional technology planning is above average, a 7% increase from 2015.

Source: Data was collected from the on-line BrightBytes survey completed in spring 2016

K METRIC K: STUDENTS AND STAFF WILL CONTINUE TO HAVE ACCESS TO QUALITY TEACHERS, TEXTBOOKS AND QUALITY FACILITIES.

TEACHERS

2016-2017 Goal: Teachers are appropriately assigned to the pupils they are instruct.

- TEACHERS APPROPRIATELY ASSIGNED AND FULLY-CREDENTIALLED IN THE SUBJECT AREAS AND FOR THE PUPILS THEY ARE INSTRUCTING

Teachers	2013-2014	2014-2015	2015-2016
With Full Credential	1180.70	1294.45	1352.99
Without Full Credential	0	0	0
Teaching Outside Subject Area Of Competence(With Full Credential)	98.877	112.602	108.806
Teacher Misassignments Of Teachers Of English Language Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Source: Data was collected from Human Resources in December 2015.

TEXTBOOKS

2016-2017 Goal: Students have access to standards aligned instructional materials.

■ SUFFICIENT ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS FOR ALL PUPILS

Subject Area	2013-2014	2014-2015	2015-2016
Reading/Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Science	Yes	Yes	Yes
History/Social Science	Yes	Yes	Yes
Foreign Language	Yes	Yes	Yes
Health	Yes	Yes	Yes
Visual and Performing Arts	Yes	Yes	Yes

Source: Data was collected from Education Services Department in December 2015.

SCHOOL FACILITIES

2016-2017 Goal: All school facilities are in good repair.

■ SCHOOL FACILITIES ARE MAINTAINED IN GOOD REPAIR

Systems Inspected	Good	Fair	Poor
Systems: Gas leaks, Mechanical/HVAC, Sewer	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical: Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		

Source: Data was collected from Facilities Department in December 2015.

L METRIC L: MAINTAIN HIGH GRADUATION RATES

2016-2017 Goal: Continue to maintain high graduation rates. Decrease achievement gap between subgroups.

- THE FOUR-YEAR COHORT GRADUATION RATE, FOR AYP PURPOSES, IS DEFINED ACCORDING TO THE YEAR OF AYP REPORTING (E.G., FOUR-YEAR RATE FOR 2015). ON OTHER CDE REPORTS, THE GRADUATION RATE IS DEFINED AS THE SCHOOL YEAR OF THE GRADUATING CLASS (E.G., CLASS OF 2013–14).

	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2011-2012	95.8%	95.4%	97.1%	93.0%	94.9%	87.0%	77.7%	90.8%
2012-2013	95.5%	95.5%	96.6%	83.6%	95.5%	83.6%	81.3%	88.9%
2013-2014	95.8%	95.2%	96.4%	100%	92.9%	83.6%	83.8%	92.6%

Source: Data was collected from Data Quest in May 2015

M METRIC M: INCREASE PERCENT OF PUPILS SATISFYING UC/CSU ENTRANCE REQUIREMENTS

UC/CSU SATISFACTION

2016-2017 Goal: IUSD aims to increase the percent of students completing UC/CSU course requirements.

■ **PERCENT OF PUPILS SATISFYING UC/CSU ENTRANCE REQUIREMENTS**

	Total Grads	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2012-2013	2,149	1,391	483	702	17	89	14	-	96
	100%	64.7%	60.5%	76.6%	37.0%	37.7%	13.0%	-	33.8%
2013-2014	2,046	1,266	442	639	18	76	10	-	91
	100%	61.9%	57.9%	73.3%	39.1%	38.4%	9.1%	-	34.1%
2014-2015	100%	Data unavailable through CDE as of 5/16							

Source: Data was collected from Data Quest on 5/10/16.

N METRIC N: INCREASE PARTICIPATION AND COMPLETION OF CAREER TECHNICAL EDUCATION (CTE) PATHWAYS

2016-2017 Goal: 2016-17 Goal: Increase participation rate.

■ **NUMBER OF PUPILS PARTICIPATING IN CAREER TECHNICAL EDUCATION PATHWAYS**

	All	White	Asian	African-American	Hispanic	ELL	SWD	SED
2012-2013	1,197	520	656	37	79	274	71	100
2013-2014	1,020	428	560	20	58	242	56	69
2014-2015	1,157	487	629	26	80	282	95	115
2015-2016	Data unavailable until October 2016							

Source: Data was collected from CALPADS data.

O METRIC O: SUCCESSFULLY IMPLEMENT PBIS WITH FIDELITY AT EACH SCHOOL SITE

SELF-ASSESSMENT SURVEY

2016-2017 Goal: Increase number of sites that achieve 80% on self-assessment survey by 10%.

■ **22 OF 34 SCHOOLS HAVE ACHIEVED OR SURPASSED 80% IMPLEMENTATION AVERAGE ON THE SELF-ASSESSMENT SURVEY IN THE 2015-2016 SCHOOL YEAR.**

	School Level	90%+	80%+	70%+	60%+	Under 59%	
2013-2014	Elementary, K-8	2	8	4	3	1	(13 of 24 schools surpassed 80%)
	Middle and High		3	1			
2014-2015	Elementary, K-8	1	15	8			(19 of 35 schools surpassed 80%)
	Middle and High		4	5	1	1	
2015-2016	Elementary, K-8	4	13	5	2	0	(22 of 35 schools surpassed 80%)
	Middle and High	0	5	2	3	1	

Source: Data was collected from Self-Assessment Survey Tool, June 2016

TIERED FIDELITY INVENTORY

2016-2017 Goal: Set baseline data for district schools using the Tiered Fidelity Inventory.

- IN THE 2015-2016 SCHOOL YEAR THE FOLLOWING NUMBER OF SCHOOLS HAVE IMPLEMENTATION SCORES ABOVE 70% ON THE CORE FEATURES ON THE TFI: TIER 1- 23 OF 35 SCHOOLS, TIER 2- 10 OF 35 SCHOOLS TIER 3- 8 OF 35 SCHOOLS.

2015-2016

School Level	Tier 1: 70%+	Tier II: 70%+	Tier III: 70%+
Elementary/K-8	17	4	6
Middle and High	6	6	2

Source: Data was collected from Tiered Fidelity Inventory (TFI) June, 2016

P&G

METRIC P & Q: DECREASE THE NUMBER OF EXPULSIONS & DECREASE OUT OF SCHOOL SUSPENSIONS

2016-2017 Goal(s):

- (P) Decrease the number of expulsions. ** Maintain a low number of expulsions to below .1% of the student population.
- (Q) Decrease out of school suspensions. ** Maintain the low number of suspensions to below 1.5% of student population.

2012-2013 Level	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Irvine Unified	29,072	30,910	607	2.0	0	0.0
Orange County Total	501,801	524,396	16,629	3.2	387	0.1
State Total	6,226,989	6,497,749	329,370	5.1	8,266	0.1

2013-2014 Level	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Irvine Unified	30,123	31,622	420	1.3	14	0
Orange County Total	500,487	517,253	14,410	2.8	344	0.1
State Total	6,236,672	6,405,954	279,383	4.4	6,611	0.1

2014-2015 Level	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Irvine Unified	31,392	33,052	453	1.4	10	0
Orange County Total	497,116	514,483	12,010	2.3	187	0
State Total	6,235,520	6,418,044	243,603	3.8	5,692	0.1

Source: Data was collected from Data Quest in May 2015

R METRIC R: DECREASE DROPOUT RATE

2016-17 Goal: Decrease the overall dropout with all subgroups being under 1% for 2016-17 for students in grade 9-12. Maintain low number for middle school students.

2012-2013 Ethnic Category	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino	13	933	1.40%
American Indian/Alaska Native	1	33	3.00%
Asian	18	3,804	0.50%
Pacific Islander	0	34	0
Filipino,	0	271	0
African American	5	195	2.60%
White	33	3,219	1.00%
Two or More Races	0	334	0
None Reported	1	37	2.70%
District Total	71	8,860	0.80%
County Total	3,946	165,305	2.40%
Statewide Total	77,516	1,970,030	3.90%

2013-2014 Ethnic Category	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino	13	921	1.40%
American Indian/Alaska Native	0	28	0
Asian	13	3,866	0.30%
Pacific Islander	0	26	0
Filipino,	0	287	0
African American	0	192	0
White	30	3,249	0.90%
Two or More Races	3	346	0.90%
None Reported	0	46	0
District Total	59	8,961	0.70%
County Total	3,171	163,985	1.90%
Statewide Total	61,600	1,957,917	3.10%

2014-2015 Ethnic Category	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino	8	952	0.80%
American Indian/Alaska Native	0	32	0
Asian	14	4,162	0.30%
Pacific Islander	0	31	0
Filipino,	0	301	0
African American	4	216	1.90%
White	24	3,303	0.70%
Two or More Races	4	346	1.20%
None Reported	0	43	0
District Total	54	9,386	0.60%
County Total	2,384	163,801	1.50%
Statewide Total	53,804	1,955,355	2.80%

Source: Data was collected from Data Quest in May 2015

S

METRIC S: MAINTAIN HIGH ATTENDANCE RATES AND LOW CHRONIC ABSENTEEISM NUMBERS WHILE WORKING TO DECREASE TRUANCY AND ABSENTEEISM ANNUALLY.

2016-2017 Goal: Improve attendance rates and decreasing the number of students chronically absent.

1. Increase attendance rate .25% district-wide compared to 2015/2016.
2. Reduce chronically absent students by .25% compared to 2015/2016.

ATTENDANCE RATE

2013-2014	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Irvine Unified	3073650	30,123	31,622	6,574	20.79%
County Total	30	500,487	517,253	116,723	22.57%
State Total	0	6,236,672	6,405,954	1,995,055	31.14%

2014-2015	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Irvine Unified	3073650	31,392	33,052	10,087	30.52%
County Total	30	497,116	514,483	121,812	23.68%
State Total	0	6,235,520	6,418,044	2,017,244	31.43%

2015-2016	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Irvine Unified	**				
County Total					
State Total					

***Note: 15-16 Attendance Rate data and Chronic Absenteeism Data will be available following the completion of the 15-16 school year*

CHRONIC ABSENTEEISM

2013-2014	All	White	Asian	African American	Hispanic	ELL	SWD	SED
All	1,684	1,063	501	149	293	360	287	348
Percentage	5.5%	7.5%	3.2%	12.8%	10.0%	4.3%	7.9%	11.5%

2014-2015	All	White	Asian	African American	Hispanic	ELL	SWD	SED
All	1,654	1,040	509	139	308	378	246	304
Percentage	5.2%	7.1%	3.1%	12.0%	9.8%	4.3%	7.7%	10.0%

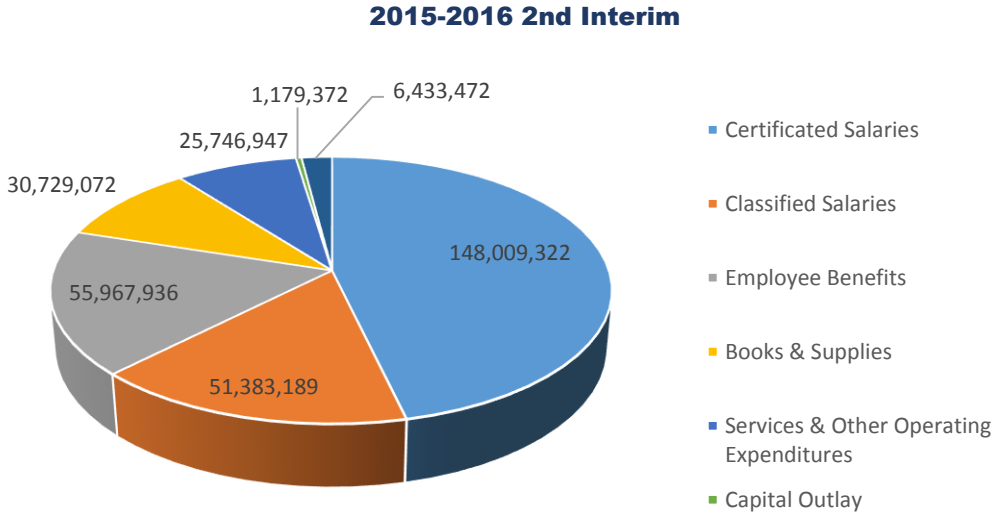
2015-2016	All	White	Asian	African American	Hispanic	ELL	SWD	SED
All	**							
Percentage								

***Note: 2015-2016 Attendance Rate data and Chronic Absenteeism Data will be available following the completion of the 2015-2016 school year.*

Source: Data was collected from Data Quest in May 2015

T METRIC T: MAINTAIN A BALANCED BUDGET

IUSD continues to maintain a balanced budget totaling \$319,449,310.



U METRIC U: INCREASE THE NUMBER OF PARENT INVOLVEMENT ACTIVITIES.

IUSD district and school sites continue to provide a number of options for parents and other stakeholders to be involved in their students’ educational process. In addition, the district has focus on a providing an increased variety of options for parents and stakeholders to participate in the development of the Local Control Accountability Plan. (See Attachment A, LCAP Development Process)

V METRIC V: INCREASE THE NUMBER OF PARENTS ATTENDING ACTIVITIES.

IUSD district and school sites continue to attract an increased number of parents and other stakeholders involved in a variety of district programs. The district focus is increasing participation in programs for unduplicated pupils (English learner, low income and foster youth) and pupils with exceptional needs (Special Education and Gifted). (See Appendix V-1)

W METRIC W: IMPROVE COMMUNICATION TO STAKEHOLDER GROUPS THROUGH MEDIA AND WEBSITE

Continued focus on improved communication to stakeholder groups through media and website. Provide a variety of opportunities to use surveys to collect stakeholder information to have input and impact on district decisions. With changes in our process and efforts to communicate with our stakeholders, we expect to meet this metric by the end of the school year. (See Attachment A, LCAP Development Process)