

District Name: Irvine Unified School District **CD Code:** 30 73650

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Irvine Unified School District, with a student population of over 29,000 students, is a high achieving district with a high school graduation rate of 97%. Over the past five years the district has continued to raise student performance on California Standards Tests district wide. On California's accountability system, the District's Academic Performance Index (API), has grown from 888 in 2007 to 924 in 2012. The number of proficient students according to the California Standards Test (CST) in Mathematics has grown from 80.5% proficiency in 2007 to 86.7% proficiency in 2012. Likewise district performance on the CST in English Language Arts has grown from 82.5% of students scoring in the proficient or advanced performance levels in 2007 to 86.8% in 2012.

Although the district has seen strong academic growth as measured by the CST, we have fallen into program improvement as a school district due to several sub-groups that failed to meet AYP targets for two years in a row in both English Language Arts and Math. These subgroups include, Socially Economic Disadvantaged (SED) in English language arts and math, African American students and Students with Disabilities (SWD) in math. Long recognized as a model for academic excellence, the Irvine Unified School District continues to make gains on state assessments, posting an astonishing score of 924 on the most recent Academic Performance Index. Yet IUSD, along with nearly 80 percent of all school systems in Orange County, has recently been designated as a district in need of some improvement under a federal accountability system established by the No Child Left Behind Act.

Our previous plan failed due to the inability of our educators to:

1. Provide high quality instruction that engaged ALL of our learners and embraced them in the educational process.
2. Developed a high level of sustained and effective intervention support for all students that are below grade level.
3. Lack of funding to implement our previous LEA Plan due to slashed budgets.

Irvine already has one of the highest Academic Performance Index scores in the state, and the district continues to make gains on state exams while collecting countless accolades. At the same time, IUSD has long stressed a philosophy of continuous improvement that applies to all levels of the organization. Through our continuous improvement efforts the district is working hard on a number of proven initiatives to continue IUSD's upward trajectory, including strategies to leverage effective classroom technologies and the implementation of the new California Common Core standards, which promote a deeper level of thinking and reasoning.

With our on-going Continuous improvement efforts, the academic priorities of the Irvine Unified School District is to implement the Common Core standards to preparing students to be college and career ready: providing students a strong foundation to engage in higher level mind work and cognitively demanding problems; leverage technology towards its strengths (building fluencies and foundational skills) allowing teachers to focus on developing higher order thinking during direct interaction with students.

As a whole, the district has made strong strides in closing the achievement gap. In English language arts, the gap has been reduced from a discrepancy in the percentage of student's proficient on California Standards Test of 46.3 to 27.3. On the CST in mathematics, the gap has dropped from 51.3 to 38.3. While we celebrate the reduction in the achievement gap in both areas, we realize that we have a great deal of work to do with our staff in supporting the continual reduction of the gap especially targeting our African American, Hispanic, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD) groups. Another outcome from our achievement gap analysis is that while the district has focused heavily on English language arts instruction over the past three years, we see the need to focus on mathematics.

In compliance with No Child Left Behind and State Board of Education, the District conducted a comprehensive needs assessment to assist in the creation of the LEA Plan Addendum. District administrators completed a self-review/needs assessment the District Assessment survey. District education coordinators reviewed documents and data in preparation for developing draft actions and goals for incorporation into the LEA Addendum. This collected data was discussed and amended by the district cabinet. Sites not meeting annual yearly progress completed the Academic Program Survey. This served as the foundational document which is

organized around nine essential program components (EPCs) found to be associated with improved student achievement in underperforming schools. The data from the APS was studied to determine trends related to the implementation of the nine EPCs.

A variety of needs assessment instruments were used to provide a large picture of a school's or LEA's instructional program and the degree of coherence and effectiveness of the program. They included:

- District Assistance Survey (DAS) Cabinet, Education Services directors and coordinators
- Academic Program Survey (APS) School site teams – Culverdale, Springbrook, Westpark and University Park in collaboration with Director of Student Support Services and Coordinator of Assessment.
- English Learner Subgroup Self-Assessment (ELSSA)
- Inventory of Services and Supports (ISS)
- District and site level analysis of achievement data.
- Site staffs and district analysis of CST and local achievement data.
- Feedback from elementary and secondary site administration
- Achievement Gap charts in ELA and Math for district and each school site
- District English Learner Advisory Committee continues to make recommendations for parent involvement and outreach programs in IUSD.

To address the needs of our students and families, the district has engaged in strategically planning a district-wide systemic approach for continuous improvement. Through a yearly "Curriculum Council," the district has developed in collaboration with administration, teachers, parents and students, a "Continuous Improvement Plan" focusing on ensuring success for each student. The goal is to ensure that all children have equal access to a quality education and can reach their highest potential. Our district strives to promote high standards, higher expectations, and a college-going culture for all children.

The curriculum directors, Cabinet, and EL and SWD leaders reviewed longitudinal disaggregated data, and identified trends in academic achievement, socio-economic status, reclassification rates, years in the District, and changes in English-language proficiency. Currently, the number of EL Students in IUSD is 4,439. The number of students still classified as EL for 5 or more years is 488 or 11% of the total number for English learner students. Analysis of data also revealed a fundamental need to focus increased emphasis on identifying and monitoring progress of at-risk students, especially students with disabilities (SWD), socioeconomically disadvantaged (SED) and English Learners to ensure proper placement in intervention programs.

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

1. **Participation Rate:** Our goal is to continue to have 98-100% participation rate for each subgroup and LEA wide.

2. **Graduation Rates:** We expect our graduation rates to continue to climb for all sub-groups. We will target our Students with Disabilities (SWD) whose rate in spring of 2012 was 84.08% to grow to 90%.
3. **Percent Proficient:** Our expectation is that all sub-groups will grow by 10%.

MEASURABLE GOALS AND OBJECTIVES

English Language Arts	2012 % Tested	2012 % Proficient	2013 Target	Growth Needed	2014 Target	Growth Needed	Additional indicator API	
District Overall	100	86.8	89.0	2.2	100	13.2	2011 Base	920
African American	100	65.0	89.0	24	100	35	2012 Growth	923
American Indian	100	80.0	89.0	9	100	20	Change	+3
Asian	100	91.9	89.0	--	100	8.1	Target	800
Filipino	100	90.8	89.0	--	100	9.2	Growth needed	0
Hispanic	100	72.2	89.0	16.8	100	27.8		
Pacific Islander	100	72.6	89.0	16.4	100	27.4		
White	100	86.0	89.0	3	100	14		
Two or more races	100	86.6	89.0	2.4	100	13.4		
SED	99	67.3	89.0	21.7	100	32.7		
English Learner	100	76.7	89.0	12.3	100	23.3		
SWD	98	65.5	89.0	23.5	100	34.5		
Mathematics	2012 % Tested	2012 % Proficient	2013 Target	Growth Needed	2014 Target	Growth Needed		
District Overall	100	86.6	89.1	2.5	100	13.4		
African American	100	57.0	89.1	32.1	100	43.0		
American Indian	100	64.6	89.1	24.5	100	35.4		
Asian	100	94.7	89.1	--	100	5.3		
Filipino	100	86.6	89.1	2.5	100	13.4		
Hispanic	100	67.8	89.1	21.3	100	32.2		
Pacific Islander	100	71.2	89.1	17.9	100	28.8		
White	99	84.1	89.1	5.0	100	15.9		
Two or more races	100	88.0	89.1	1.1	100	12.0		
SED	100	65.0	89.1	24.1	100	35.0		
English Learner	100	82.5	89.1	6.6	100	17.5		
SWD	98	63.8	89.1	25.3	100	36.2		
Graduation rate	Rate Class of 2010-11	Target	Met Criterion	Growth Needed	2013 Target (Class of 11-12)	Growth Needed		
District Overall	97.03	90.00	Yes	--	90.00	--		
African American	88.52	89.54	No	1.02	88.73	.21		
American Indian	83.33		N/A					
Asian	97.77	90.00	Yes	--	90.00	--		
Filipino	96.92		N/A		90.00	--		
Hispanic	96.41	90.00	Yes	--	90.00	--		
Pacific Islander	100		N/A	--	N/A			
White	97.09	90.00	Yes	--	90.00	--		
Two or more races	100		N/A	--	N/A	--		
SED	93.45	90.00	Yes	--	90.00	--		
English Learner	90.67	87.92	Yes	--	90.00	--		
SWD	83.82	90.00	No	6.18	84.70	.88		

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

A. Building capacity in site leaders.

- Incorporate culturally proficient leadership across the district, (Terrell, Lindsey)
- Implement targeted training to build leadership skills in administrative staff to support the unique demands of a decentralized school district. (Pivot Learning and Tabor)
- Promote reaching excellence and understanding personal motivation. (Pink)

B. Extending PLC's by focusing on data collection, evaluation and guiding our instructional practice.

- Strengthen the effectiveness of weekly teacher collaboration time at each school for professional learning communities/data analysis in order to improve teacher instruction and student achievement.(DuFour; Schmoker)
- Improve effectiveness of PLC's by providing structures for reviewing data. (Peery, Lipman, Wellman)

C. Continue to implement Positive Behavioral Intervention supports with fidelity.

- Across the district develop accurate and durable implementation of school-wide positive behavior support practices and systems. (Horner)
- Develop cross cultural competence in the student-parent-school relationship. (G. Gay)
- Behavior Intervention Case Manager's (BICM) support school sites and staff in implementing research based applied behavior analysis strategies.

D. Focus on developing ELL strategies

- Interface instructed English language development with English Language Arts instruction that includes a strong focus on oral language and English literacy development, concurrently.
- Strengthen and integrate academic language development instruction within the context of language use and learning across the curricular areas.
- Apply the *Understanding By Design* (Wiggins & McTighe) model for standards based instructional planning and develop language objectives:
 - Identify what language functions are required to demonstrate understanding of a concept or completion of a task
 - Determine what language tools students will need to be successful in the tasks
 - Design the opportunities for the introduction, modeling, practice, and application of newly learned language skills
- Use the California ELD standards to guide scaffolding of language instruction that meets the needs of language learners and effectively moves students from one level of language proficiency to the next.

- Incorporate active teaching strategies that engage learners in the classroom such as, open-ended questioning, scaffolding from basic knowledge to higher level thinking, and extending the inquiry and discovery process. (Guillaume, Yopp, & Yopp)
- Establish classroom routines that facilitate and encourage active student engagement, collaboration with peers, and interaction with difficult text/content.
- Implement literacy strategies to increase student comprehension of technical and informational text. (Tovanni)
- Structure classroom discourse (sentence frames, accountable use of language) that accelerates English learner achievement. (Kinsella)
- Deliver instruction that is systematic, intentional and robust, while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review. (Archer)

E. Continue to build a robust early intervention process

- Implement Pyramids of Intervention for both academic and behavior intervention
- RTI Psychologists and Education Specialists overseeing use of scientifically research based strategies and practices.
- Strengthen early intervention programs to improve student achievement and reduce the gap between ethnic groups in identification for special education services.

F. Strengthen overall district strategic academic support at all grade levels.

- Focus on best first instruction in all classrooms for all students with special emphasis on checking for understanding of EL, SWD, and SED's – (Marzano Goldberg)
- Maximize impact on learning by selecting strategies that have high impact on student achievement – (Hattie)
- Monitor the implementation of instructional practices, aligned to state content standards that support student proficiency. (Marzano, Reeves)
- Provide professional development to sites in early intervention for behavior and academics through intense training using intervention psychologists.

4-5. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards and provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
A. Building capacity in site leaders.			
Develop observation common core aligned protocols and implement classroom walkthroughs that measure best first instruction and provide consistent teacher feedback. Establish regularly scheduled informal classroom visitations to monitor implementation of the strategies outlined in the Single Plan for Student Achievement.	Assistant Superintendent of Human Resources – E. Donovan Assistant Superintendent of Educational Services – C. Parham	June 2014	\$2000 Title 1 PI (Release Time)
District teacher leaders from different content areas and intervention psychologists meet 2x monthly for professional development	Director of Student Support Services – A. Schlichting Coordinator Special Education – E. Hawkes Coordinator of Math – M. Sontag Coordinators of ELA – K. Cooke	Beginning Sept. 2014	No Cost
Site administrators will be trained to incorporate district Continuous Improvement Plan into the teacher evaluation process.	Assistant Superintendent of Human Resource– E. Donovan Director of Elementary Education – L. Sipelis Director of Secondary Education – K. Tuominen	Train 13-14 Implement 14-15	No Cost
Create a graphic design, aligned with our CIE document, that visually aligns our district initiatives and core mission	Assistant Superintendent of Educational Services – C. Parham	June 2013	\$1000 Title 1 PI
Build capacity of district administrators and aspiring administrators by providing leadership training.	Assistant Superintendent of Human Resource E. Donovan	2013-14	\$35,000 Title 1 PI
Train district administrators to use technology to help meet the demands of their assignment.	Chief Technical Officer – B. Meyer Coordinator of Technology – K. Linville	Strategic Plan beginning in 2013	No Cost
District staff trained in evaluating program effectiveness by using the resources of Hanover.	Assistant Superintendent of Educational Services – C. Parham Directors – Sipelis, Tuominen, Miller, and Schlichting	Monthly Directors Mtgs.	No Cost
Provide ongoing professional development supporting administrators and sites in developing more cultural proficient practices. Weave the discussion into existing professional development.	Assistant Superintendent of Human Resources E. Donovan Assistant Superintendent of Educational Services – C. Parham Directors - Sipelis, Tuominen, Miller, and Schlichting Coordinators	Scheduled trainings in 2013-14 and three general meetings.	TBD

	Principals		
Reference and actualize the Continuous Improvement Efforts essential capacities, guiding practices and guiding principles for administrators and staff through training and discussion at the District Advance and quarterly Leadership Team Meetings.	Asst. Superintendent Education Services – C. Parham Directors - Sipelis, Tuominen, Miller, and Schlichting	August 22-23, 2013 Aug. 2014 Aug. 2015	TBD
B. Extending PLC's by focusing on data collection, evaluation and guiding our instructional practice.			
Facilitate structured collaboration meetings for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide instructional planning and delivery, and progress monitoring.	Curriculum Directors - Sipelis, Tuominen, Miller, and Schlichting Coordinator of Assessment – I. Brady Principals	3x per year full day PLC meetings.	390,000 Tier III
Principals will work with PLC teams to memorialize agendas and team agreements made through PLC meeting time in an effort to monitor effectiveness of program.	Principals	Bi weekly at sites	No Cost
Train PLC teams on one or more protocols to deepen their understanding and use of data in making instructional and intervention decisions.	Director of Secondary Education – K. Tuominen Director of Student Support Services – A. Schlichting Coordinator of Assessment – I. Brady	Begin 2013 11/13 training	\$40,000 Title 1 PI
Ensure fidelity implementation in the use of data to inform and provide differentiated instruction in classrooms.	Directors - Sipelis, Tuominen, Miller, and Schlichting Coordinators Principals	Common Core training	TBD
C. Continue to implement Positive Behavioral Intervention supports with fidelity.			
Using a coaching model, continue to train all school sites in the implementation of PBIS.	Director of Student Support Services – A. Schlichting Coordinator of Guidance Services – J. Berumen PBIS trainers – C. Clouse and M. Williams Principals	All sites have scheduled trainings	\$300,000 Tier III
Develop a comprehensive plan, in alignment with PBIS, of alternative to suspension options for sites.	Coordinator of Guidance Services - J. Berumen Coordinator of Student Services – S. Wirth Coordinator of Special Education – E. Hawkes	Scheduled meetings beginning 2013	\$1000 Title 1 PI
D. Focus on developing ELL strategies			
Monitor and support teachers in the implementation of effective learning strategies specifically targeted towards EL students. Increase the focus on intentional and structured academic language development across the curricular areas.	Coordinator Language Minority Programs – L. Mennes TOSA's	Elementary and Secondary trainings begin Summer 2013 and continue through 2013-2014 school year	EIA and Title III \$97,000 TOSA's
Increase the focus on replication of best practices (SEI) for academic language development that includes, but is not limited to design and implementation of language	Coordinator Language Minority Programs – L. Mennes TOSA's	Elementary and Secondary trainings begin Summer 2013	EIA and Title III \$58,000 Teachers

objectives, opportunities for the introduction, modeling, practice, and application of newly learned language skills, and structured academic discourse that holds students accountable for accurate language use.		and continue through 2013-2014 school year	\$30,000 Professional Development
Design and implement language development instructional plans using the Understanding by Design model so as to ensure the inclusion of language objectives and the differentiation and scaffolding needed at each student's proficiency level.	Coordinator Language Minority Programs – L. Mennes TOSA's	Collaboration and professional learning opportunities scheduled 4x throughout the 2013-2014	EIA and Title III \$97,000 TOSA's \$58,000 Teachers \$30,000 Pro. Dev.
Ensure students have equal access to core curriculum with the consistent availability of appropriate supplemental instructional materials that support student learning and their ability to meet state achievement expectations	Coordinator Language Minority Programs – L. Mennes	Continue to leverage resources for 2013-2014	EIA and Title III \$91,000 materials \$308,000 support
Establish a systematic process for teacher collaboration at each school site whereby teachers are actively engaged in discussions that pertain to common assessments, analysis of student achievement, and instructional planning for EL students.	Principals Site EL Coordinators	Common Formative Assessment Training scheduled for Fall 2013	EIA
E. Continue to build a robust early intervention process			
Continue to provide tools to support the intervention process exploring different diagnostic assessments, universal assessments and interventions. Provide training on selecting interventions, monitoring student progress and exiting students.	Director of Student Support Services – A. Schlichting Coordinator of Special Education – E. Hawkes Coordinator of ELA/Social Studies – K. Cooke	Trainings scheduled for 13-14	\$10,000 Title 1 \$5,000 Title 1 PI
Update our Student Study Team Process to align with changes to intervention process.	Director of Student Support Services – A. Schlichting Coordinator of Special Education – E. Hawkes Coordinator of ELA/Social Studies – K. Cooke RTI Psychologists	Completed by June 2014	\$1000 Title 1 PI Release Time
Continue to staff Response to Instruction Psychologists at school sites for two years to provide guidance and staff development in developing a self-sustaining site program to use data, universal screening and targeted interventions to meet student needs.	Director of Student Support Services – A. Schlichting Coordinator of Special Education – E. Hawkes Coordinator of ELA/Social Studies – K. Cooke	Trainings scheduled for 13-14	40,000 Title 1 PI .4 FTE 20,000 Title 1 .2 FTE
Provide additional instructional minutes for strategic and intensive intervention outside of the core instructional block. Maintain and train staff to support interventions including	Director of Student Support Services – A. Schlichting Coordinator of Special Education – E. Hawkes Coordinator of ELA/Social Studies – K. Cooke	Trainings scheduled for 13-14	Cost TBD Title 1 PI

teachers, education specialists and others.			
Monitor district-wide implementation of effective teaching strategies that promote academic rigor and higher level thinking and student achievement	Directors - Sipelis, Tuominen, Miller, and Schlichting Principals TOSA's	On-going	Cost TBD
Through Intervention Lead Teacher Training clarify process for placing students in intervention programs (When, Where, How, Who), measuring student growth, and exit criteria	Director of Student Support Services – A. Schlichting Coordinator of Special Education – E. Hawkes Coordinator of ELA/Social Studies – K. Cooke	Trainings scheduled for 13-14	\$78,000 SD-CEIS ILT Stipend
F. Strengthen overall district strategic academic support at all grade levels.			
Provide professional development for site and district administrators in leadership strategies to ensure the academic success of students who fail to demonstrate achievement through the core program.	Coordinators	All teachers are scheduled for training in 13/14	Cost TBD, Title II
Provide stipend for teacher leaders to function as site representatives in the curricular areas of ELA, Math, Social Studies and Science. Teacher leaders will be released between 4-10 hours per year.	Coordinators TOSA's Principals Teacher Leaders	Beginning 2013-14	\$40,000 Title 1 PI
Provide professional development for teachers to ensure the academic success of students who fail to demonstrate achievement through the core program, including content knowledge, best first instruction, differentiation, technology, and data-guided instruction.	Coordinators TOSA's Principals Teacher Leaders	Trainings scheduled for 13-14	Cost TBD, Title II
Provide stipend hours for teacher leaders in preparation for the transition in usage of current ELA and Math adoptions to teach Common Core Standards.	Coordinators Teacher Leaders	Summer 2013	TBD – Title 1 PI
Analyze disaggregated assessment data and record interventions using SchoolNet to determine standards-based instruction; monitor ongoing student progress; identify individual student needs; inform decisions regarding classroom and school wide instructional practices; determine effectiveness of instructional practices; intervention placement and implementation of the adopted programs.	Director of Student Support Services – A. Schlichting Coordinator of Special Education – E. Hawkes Coordinator of ELA/Social Studies – K. Cooke Principals Intervention Lead Teachers	On-going Training provided as needed	\$78,000 SD-CEIS ILT Stipend
Provide staff development on effective teaching strategies, active engagement strategies and incorporation of technology into instruction. Monitor district-wide implementation of effective teaching strategies that promote academic rigor and higher level thinking and student achievement	Director of Elementary Education – L. Sipelis Director of Secondary Education – K. Tuominen Principals TOSA's Coordinators	On-going Trainings scheduled	TBD – Tier III Title II
Ensure core content delivery is based on the recommended instructional minutes and that the time is protected from	Director of Elementary Education – L. Sipelis Director of Secondary Education – K. Tuominen Principals	On-going	No Cost

interruptions.			
Focus on high yield instructional strategies as outlined in "Visible Learning" by Hattie.	Assistant Superintendent of Educational Services – C. Parham Directors - Sipelis, Tuominen, Miller, and Schlichting Coordinators Principals	On-going	TBD – Title 1 PI
Provide additional training in adopted curriculum to special education staff.	Coordinator of Special Education – E. Hawkes	On-going	TBD

6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Provide Extended School Year programs to prevent regression and support academic achievement for students: 1. Extended Learning Summer School 2. Special Education Extended Year 3. MS and HS Program	Director Student Support Services– A. Schlichting Director of Special Education – M. Miller Director of Secondary Education – K. Tuominen Director of Elementary Education – L. Sipelis Summer School Coordinators	Summer 2013	1. \$100,000 2. \$400,000 3. \$100,000	Tier III Special Ed Tier III
Continue to assess English learners (ELs) new to the District and in grades kindergarten and five on the California English Language Development Test (CELDT) during the summer break.	Coordinator Language Minority Programs – L. Mennes TOSA's	Fall 2013	\$82,000.00	CELDT EIA
Partner with Irvine Public Schools Foundation to provide a summer enrichment academy for students in grade K-12	Asst. Superintendent of Educational Services – C. Parham Irvine Public Schools Foundation	Summer 2013	No Cost	
Implement Extended Learning Programs via, specific academic support, tutoring, homework clubs. Funding available to all sites.		Site based schedules all year long	\$250,000	Tier III
Offer Supplemental Educational Services to targeted students as outlined in NCLB legislation.	Director Student Support Services – A. Schlichting	Begin fall 2013	\$150,000	Title 1
School sites access a variety of funding to provide academic support via late start/early outs, additional blocks, after school/before school tutoring programs	Principals Intervention Lead Teachers	Site based schedules all year long	TBD	Title 1 EIA Tier III

7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Integrate parent involvement programs into the Single Plan	Director Student Support Services – A.		TBD	General

for Student Achievement.	Schlichting Principals		1% Title 1	Title 1
Broaden the opportunities for parents to volunteer at their local school sites through active partnerships with PTA, ELAC, IPSF etc.	Leadership Team	On-going discussion at Principal Meetings, directors meetings. Communication with PTA, Irvine Public Schools Foundation and other parent groups.	No Cost	
Ensure the translation/interpretation of home/school communication to facilitate student achievement and parent participation based on Federal guidelines. Facilitate home/school communication through the use of school newsletters, school/district websites, and list Service e-mails.	Coordinator Language Minority Programs - L. Mennes TOSA's Language Minority Staff	On-going	\$150,000	Title III and EIA
Continue to expand parent outreach programs that include, but are not limited to series of seminars (Timely Topics), CBET courses, full day parent/staff network meetings that focus on two way communication systems, learning support at home, and behavioral strategies, and parent advisory committees that provide opportunities for parent involvement in the decision making process about instructional programs and services.	Coordinator Language Minority Programs - L. Mennes TOSA's Language Minority Staff	Fall 2013 combined ELL, Title 1 and ILT Meeting On-going	\$ 54,000	Title III and EIA

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Irvine Unified School District

County District Code: 30 73650

Date of Local Governing Board Approval: April 16, 2013

District Superintendent: Terry L. Walker

Address: 5050 Barranca Parkway

City: Irvine

Zip Code: 92604

Phone: 949-936-5000

FAX: 949-936-5259

E-mail:
terrywalker@iusd.org

Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:


Signature of Superintendent

Terry L. Walker
Printed Name of Superintendent

April 16, 2013
Date


Signature of Board President

Gavin Huntley-Fenner
Printed Name of Board President

April 16, 2013
Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

IUSD – Local Educational Agency Plan – Goal 2 Budget Update – Fiscal Year 2014-15

Total Title III Allocation: LEP: \$ 450,259.00

Total Administrative & Indirect Costs: LEP: \$8,828.00

Total Title III Allocation: Immigrant: \$282,314.00

Total Administrative & Indirect Costs: Immigrant: \$3,762.00

For each applicable Title III goal, indicated below are the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

GOALS – STRATEGIES – ACTIONS	Item	Estimated Cost
<p>Goal 2A: AMAO 1 -Annual Progress Learning English: IUSD has met AMAO and will continue to monitor and implement instructional programs to ensure English learners will reach or surpass state targets.</p>	N/A	N/A
<p>Goal 2B: AMAO 2 - English Proficiency: IUSD has met AMAO and will continue to monitor and implement instructional programs to ensure English learners will reach or surpass state targets.</p>	N/A	N/A
<p>Goal 2C: AMAO 3 – AYP Reading/Language Arts: Teachers will ensure students have equal access to core curriculum based on the CCSS with the consistent availability of SBE approved/adopted materials in ELA, appropriate supplemental instructional materials, and research-based strategies that support student learning and their ability to meet state achievement expectations, and supportive instructional settings.</p>	<p>Certificated Staff Paraprofessionals Supplemental Materials</p>	<p>Title III; LEP \$35,600.00 \$ 303,906.00 \$ 6,241.00</p>
<p>Goal 2C: AMAO 3 – AYP Mathematics: IUSD has met AMAO and will continue to monitor and implement instructional programs to ensure English learners will reach or surpass state targets.</p>	N/A	N/A
<p>Goal 2D: High Quality Professional Development: Teachers receive professional development on research-based strategies to improve English learner attainment of English language proficiency, achievement in Reading/Language Arts, and the development of language/literacy skills across the curricular areas. Professional learning ensures the implementation of the CCSS and ELD standards, the replication of best instructional practices for differentiation, formative assessment, and monitoring of student progress.</p>	<p>Certificated Staff – Release Days/Stipends Paraprofessionals – Stipends/Training Mtls Registration Fees</p>	<p>Title III; LEP \$ 12,243.00 \$ 2,663.00 \$ 2,300.00</p>
<p>Goal 2E: Parent and Community Participation: IUSD will provide multiple ways for parents to be involved in the work of the school and the learning of their children. Program Coordinators of EL and Title I will coordinate efforts and resources in order to replicate parent outreach and involvement activities at Title I schools, providing greater access for parents. Support increased frequency and duration of offerings (CBET courses, seminars, and parenting skill workshops) in order to truly influence parent understanding of the learning process and how student learning can be supported at home.</p>	<p>Classified Staff – Community Liaisons, facilitation of parent seminars, course, and outreach</p>	<p>Title III; LEP \$ 78,478.00</p>
<p>Goal 2F: Parental Notification: Irvine Unified will provide required communications to parents in a timely manner with the following information regarding their children, in a language parents can understand: identification as EL; program placement options; program placement notification; English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; academic achievement level; reclassification information; and graduation requirements and annual notification of their students' progress toward meeting those requirements.</p>	<p>Use of automated system available in IUSD.</p>	No cost

IUSD – Local Educational Agency Plan – Goal 2 Budget Update – Fiscal Year 2014-15

Total Title III Allocation: LEP: \$ 450,259.00

Total Administrative & Indirect Costs: LEP: \$8,828.00

Total Title III Allocation: Immigrant: \$282,314.00

Total Administrative & Indirect Costs: Immigrant: \$3,762.00

For each applicable Title III goal, indicated below are the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

GOALS – STRATEGIES – ACTIONS	Item	Estimated Cost
<p>Goal 2G: Services for Immigrant Students: Irvine Unified will continue to ensure access for immigrant students and their families to all programs and services in IUSD by 1) further developing the Intersession Opportunity Program that provides a transitional and credit-recovery program for international students who are “off-cycle” from the academic year in IUSD, 2) providing for and facilitating curriculum design and implementation to ensure quality educational opportunities for immigrant students, 3) assigning appropriate level of instructional support is available, 4) expanding parent involvement programs to ensure access to community programs, parent education courses and parent support, 5) Provide training opportunities for bilingual staff to develop the strategies needed to assist students in the classroom, as well as training opportunities to develop the skills needed to facilitate parent courses and skill development</p>	<p>Certificated Staff – Intersession, Summer School, and Parent MTSS Development. Classified Staff – Community Liaisons, instructional support, facilitation of parent seminars, course, and outreach Employee Benefits Supplemental Mtls Professional learning opportunities for all staff and parents</p>	<p>Title III; Immigrant \$ 50,996.00 \$ 140,863.00 \$ 40,195.00 \$ 36,498.00 \$ 10,000.00</p>
<p>Goal 5A: Increase Graduation Rates: Based on the data, the district met graduation rate goals. The district will continue to monitor graduation rates to ensure continued attainment of the goal.</p>	<p>N/A</p>	<p>N/A</p>
<p>Total Title III Budget Estimate (includes Administration and Indirect Cost):</p>	<p>LEP S/T LEP Indirect Costs</p>	<p>\$ 441,431.00 <u>8,828.00</u> \$ 450,259.00</p>
	<p>Immigrant S/T Immigrant Indirect Costs</p>	<p>\$ 278,552.00 <u>3,762.00</u> \$ 282,314.00</p>
	<p>Total</p>	<p>\$ 732,573.00</p>