

IUSD - Local Educational Agency Plan - Goal 5 Update - Fiscal Year 2015-2016 and 2016-2017

2014-2015 Graduation Cohort Data – Analysis for Title I Program Improvement Year 3

Met Schoolwide Graduation = Yes	Met Student Group Graduation Rates = No	Met Overall Graduation Rate Criteria = No
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For the 2015-2016 school year, Irvine Unified School District advanced to Title I Program Improvement Status Year 3 due to not meeting the 90% or designated target for the graduation rate of student groups for a third year of accountability. The Alternative Method was used to determine IUSDs growth in cohort graduation rates over a 6-year period so as to include those students who might have earned a diploma after completing high school. The data tables below in conjunction with queries from the data management system (Aeries), were used to facilitate a closer review and analysis of those factors that possibly contributed to the limited growth in graduation rate, specifically for English Learners. Analysis of the data as well as district enrollment trends revealed the contributing factors to include, but are not limited to, 1) disruption of student learning and school attendance due to relocation, transiency, and long term absenteeism (extended visits to home country), 2) credit deficiency, especially in English Language Arts, Science and Social Sciences, due to differences in educational experiences outside the U.S., 3) dually identified students (EL students receiving special education services) earn a Certificate of Completion, and 4) students who arrive late in their high school career “age out” prior to earning the required credits for graduation and do not always transition to an Adult Education diploma program. IUSD continues to review and evaluate programs, practices and protocols that possibly restrict or limited student access to opportunities for earning a high school diploma.

2015-2016 Graduation Rate Results

Student Groups	2014 Cohort Grad Rate – 2012/13	2015 Cohort Grad Rate – 2013/14	2015 Target for 2013/14	2015 Grad Rate Criteria Met
LEA-wide	95.48	95.78	90	Yes
Asian	96.62	96.43	90	Yes
Filipino	100	100	90	Yes
Hispanic or Latino	95.53	92.92	90	Yes
White	95.51	95.17	90	Yes
Two or More Races	92.86	95.29	90	Yes
Socioeconomically Disadvantaged	88.92	92.57	89.14	Yes
English Learners	83.57	83.63	84.86	No
Students with Disabilities	81.25	83.83	83	Yes

There is no data available for some student groups due to limited numbers (e.g. Black or African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander) English Learners are defined as 1) Students who are identified as EL based on results of the CELDT or 2) Reclassified fluent English proficient (RFEP) students within the past three years (i.e., the student’s reclassification date is after 4/15/2012). These students are counted in determining numerical significance for the EL students.

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Alternative Method for Cohort Graduation Rate: Four-Year Cohort Graduation Rate (Class of 2013-2014)

Student Groups	# of Students in Cohort	# of Graduates	# of Non-Grads	Cohort Rate - Class of 2013/14	2015 Target Class of 2013/14	4-Year Grad Rate Met
LEA-wide	2132	2042	90	95.78	90	Yes
Black or African American	--	--		--	N/A	Yes
American Indian or Alaska Native	--	--		--	N/A	Yes
Asian	897	865	32	96.43	90	Yes
Filipino	65	65	0	100	90	Yes
Hispanic or Latino	212	197	15	92.92	90	Yes
Native Hawaiian or Pacific Islander	--	--		--	N/A	Yes
White	807	768	39	95.17	90	Yes
Two or More Races	85	81	4	95.29	90	Yes
Socioeconomically Disadvantaged	404	374	30	92.57	89.14	Yes
English Learners	281	235	46	83.63	84.86	No
Students with Disabilities	167	140	27	83.83	83	Yes

Alternative Method for Cohort Graduation Rate: Five-Year Cohort Graduation Rate (Class of 2012-2013)

Student Groups	# of Students in Cohort	# of Graduates	# of Non-Grads	5-Year Cohort Rate class of 2012/13	5-Year Grad Rate Met
LEA-wide	2273	2175	98	95.69	Yes
Black or African American	56	48	8	85.71	Yes
Asian	961	927	34	96.46	Yes
Hispanic or Latino	249	239	10	95.98	Yes
White	846	808	38	95.51	Yes
Two or More Races	86	82	4	95.35	Yes

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Student Groups	# of Students in Cohort	# of Graduates	# of Non-Grads	5-Year Cohort Rate class of 2012/13	5-Year Grad Rate Met
Socioeconomically Disadvantaged	358	322	36	89.94	Yes
English Learners	254	213	41	83.86	No
Students with Disabilities	181	147	34	81.22	No

Alternative Method for Cohort Graduation Rate: Six-Year Cohort Graduation Rate (Class of 2011-2012)

Student Groups	# of Students in Cohort	# of Graduates	# of Non-Grads	6-Year Cohort Rate Class of 2011/12	6-Year Grad Rate Met
LEA-wide	2301	2199	102	95.57	Yes
Black or African American	57	54	3	94.74	Yes
Asian	916	881	35	96.18	Yes
Filipino	54	53	1	98.15	Yes
Hispanic or Latino	244	232	12	95.08	Yes
White	924	880	44	95.24	Yes
Two or More Races	74	71	3	95.95	Yes
Socioeconomically Disadvantaged	348	318	30	91.38	Yes
English Learners	252	208	44	82.54	No
Students with Disabilities	190	150	40	78.95	Yes

District numbers do include all students that are not indicated on site specific data (insignificant numbers).

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Student Data Summary

2014-2015 Cohort Graduation and Dropout Rates (Dataquest, October 2016),

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
3073650	Irvine Unified	2,361	2,237	94.8	67	2.8	30	1.3	27	1.1	*	0.0

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
English Learners	331	293	88.5	16	4.8	13	3.9	*	2.7	*	0.0
Special Education	205	150	73.2	*	4.9	29	14.1	16	7.8	*	0.0
Socioeconomic Disadvantaged	474	427	90.1	28	5.9	*	1.5	12	2.5	*	0.0
All Students	2,361	2,237	94.8	67	2.8	30	1.3	27	1.1	*	0.0

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	223	204	91.5	11	4.9	*	1.8	*	1.8	*	0.0
American Indian or Alaska Native, Not Hispanic	*	*	85.7	*	0.0	*	0.0	*	14.3	*	0.0
Asian, Not Hispanic	1,021	983	96.3	18	1.8	13	1.3	*	0.7	*	0.0

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Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Pacific Islander, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
Filipino, Not Hispanic	86	86	100.0	*	0.0	*	0.0	*	0.0	*	0.0
African American, Not Hispanic	49	43	87.8	*	6.1	*	2.0	*	4.1	*	0.0
White, Not Hispanic	862	808	93.7	30	3.5	12	1.4	12	1.4	*	0.0
Two or More Races, Not Hispanic, Not Hispanic	106	101	95.3	*	3.8	*	0.0	*	0.9	*	0.0
Not Reported	*	*	66.7	*	33.3	*	0.0	*	0.0	*	0.0

2014-2015 College Course Completion

In 2013-2014 and in 2014-2015, 97% of 9-12 grade students completed two or more college preparatory classes. Our goal is to maintain 95% or higher percent of 9-12 grade students completing 2 or more college level preparatory classes.

	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%

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Programs, Services and Planned Improvements: High School Graduation Rates, Dropouts, and AP

This addendum to the IUSD LEA Plan, Goal 5 is intended to reflect the district's efforts in developing and implementing programs, supports, practices, and protocols that will facilitate an increase in the percentage of students (in all groups) meeting the requirements for graduation and earning a high school diploma. Also included is a description of the district's efforts to ensure that all students have equal access to college preparatory courses and advanced placement (AP) opportunities.

PROGRAMS, SERVICES, AND SYSTEMS OF SUPPORT

MTSS

IUSD has implemented this integrated, comprehensive framework that focuses on the CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social/emotional success. IUSD has a history of providing numerous systems of support. These include the interventions within the RtI processes, supports for Special Education, Title I, Title III, support services for English Learners, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through the intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Professional Learning Communities

As a vital component of the strategic initiatives and continuous improvement efforts, IUSD has created and implemented Professional Learning Communities (PLC) throughout the district. Lead PLC facilitators guide the work of district and site teams in the analysis of student achievement data and the development of instructional plans and assessment protocols that will measure and monitor student skill development and academic success. PLC team members assess student needs and determine the interventions designed to support and ensure student progress.

Common Formative Assessments

IUSD continues to offer multiple trainings on "Powering Up our Professional Learning Communities" for administrators, district curriculum staff and teachers. These trainings focus on the development and use of common formative assessments that guide classroom instructional planning. Staff members develop the abilities to make quick instructional shifts in order 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 districtwide.

Implementation of the Common Core State Standards, CA ELD Standards, and Next Generation Science Standards

IUSD continues to provide all teachers with the collaboration time and coaching needed for developing a thorough understanding and implementation of the CCSS, CA ELD Standards, and NGSS through district and site based professional learning opportunities. Teachers continue to develop integrated programs at the secondary level that facilitate student engagement with rigorous and complex text and that ensure the inclusion of integrated and designated ELD across the content areas.

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High Quality Professional Learning

IUSD teachers are provided professional learning opportunities for developing best instructional practices in meeting the needs of English Learners and immigrant students. Workshop series and site team collaboration opportunities focus specifically on the use of research-based strategies and supplemental materials that facilitate and improve student attainment of English language proficiency and the development of academic language/literacy skills needed across the curricular areas. Professional learning ensures the replication of best instructional practices for culturally responsive teaching, differentiation, sheltered instruction, common formative assessments, and monitoring of student progress towards language fluency/proficiency and content knowledge development. Paraprofessional and parent outreach facilitators are provided professional learning opportunities for developing the strategies needed to assist English Learners and immigrant students in the classroom as well as develop the skills needed to facilitate parent seminars and involvement activities.

GOAL 5 - PERFORMANCE INDICATORS – ACTIVITIES AND ACTIONS – *All students will graduate from high school.*

5.1 – Increasing the percentage of High School Graduates

Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluations	Funding Source
Title 1 Counselor on Special Assignment Professional learning; Grade Level In-services; coaching and guidance for school site counselors and teachers to help students develop a 4-6-year graduation plan starting in middle school	7-12	✓ District level Title 1 Counselor on Special Assignment ✓ Annually: Teacher Advisors, Counselors	✓ Increased student communication and understanding of high school, post high school, college and career pathways	District Level- Title 1 Grant (Corrective Action 7) LCFF Supplemental
Parent Involvement Activities ✓ Parent-Teacher-Student Conferences ✓ Parent Information Sessions: 8th Grade, College Night, Juniors ✓ Irvine Parent Education Programs (IPEP) ✓ Timely Topic Seminars ✓ School-Home Communication (Grad Checks; Grad Check Evaluation Letters and Transcripts to Parents)	7-12	✓ Annual checks; ✓ Quarterly letters ✓ Workshop Sessions Students, Parents, Teachers, Advisors, Counselors Language Development Programs	✓ Increased parent/student communication and understanding of high school, post high school, college and career pathways ✓ Awareness of graduation requirements; 4-year plan; goals & course selection; risk factors; credit recovery	LCFF Base Pay (salaries) Title III – LEP Title III – Immigrant
Academic Advisement: course selection and placement, counseling for personal goals, social/emotional well-being, academic and career readiness	9-12	✓ Semi-Annually; frequency depending on need ✓ Academic and Wellness Counselors	✓ Increased student success ✓ Increased enrollment in grad credit, CP, and AP courses	LCFF Base Pay (salaries) LCFF Supplemental Title I Grant (Corrective Action)

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Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluations	Funding Source
<p>Monitor Student Risk Factors</p> <ul style="list-style-type: none"> ✓ Grades ✓ Truancy/chronic absenteeism, ✓ Non-completion of grad requirements, ✓ Off cycle schedules, ✓ LTEL status <p>2016/17 - Additional clerk positions to support attendance and monitoring of risk factors</p>	7-12	<ul style="list-style-type: none"> ✓ Clerks at each HS ✓ Transitional year (MS to HS) ✓ Bi-Quarterly ✓ Weekly ✓ Annually <p>Project Success Team, AP, Psychologist, Academic Counselors, Teachers, Wellness Counselors</p>	<p>Opportunity to create viable learning options and programs/ pathways to meet graduation requirements such as: tutorial; credit recovery learning labs at each HS; extended summer school; intersession; increased retention; increased graduation rate; improved grades</p>	<p>District Level- Title 1 Grant (Corrective Action 7)</p> <p>LCFF Supplemental Project Success</p>
<p>Design and implement instructional programs that allow for flexibility, blended learning, and extension of the academic year</p> <ul style="list-style-type: none"> ✓ Block Schedule w/80 credit option ✓ Intersession Opportunity Programs for off cycle students ✓ 9th Semester Option ✓ Summer School – Credit Recovery ✓ Diploma Learning Labs at each High School (blended learning) ✓ San Joaquin – Independent Study ✓ Home and Hospital Programs ✓ Adult Education Programs ✓ Adult Transition Programs (Special Ed) 	9-12	<ul style="list-style-type: none"> ✓ Fall – Counselors, Program Administrators, Teachers ✓ Winter/ Spring: Counselors, Program Administrators, Teachers ✓ Summer: Counselors, Program Administrators, Teachers ✓ After completion of high school and transition to Adult Ed 	<ul style="list-style-type: none"> ✓ Increase number of graduates ✓ Ensure students who are off cycle are able to complete their 4 years of comprehensive high school ✓ Credit recovery ✓ Increased retention ✓ Improved grades 	<p>LCFF Supplemental</p> <p>Title III LEP Title III Immigrant</p> <p>LCFF Base Pay</p>

5.2 – Decreasing the percentage of students dropping out of school

Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluations	Funding Source
<p>Community Resources – Connecting students and their families to resources within the community that can provide additional support of social/ emotional well-being, as well as college and career readiness</p>	7-12	<ul style="list-style-type: none"> ✓ Guidance Resources ✓ Academic, Wellness, & Career Counselors ✓ On-going 	<ul style="list-style-type: none"> ✓ Increased understanding of high school, post high school, college and career pathways 	<p>Title 1 Grant (Corrective Action 7)</p> <p>LCFF Supplemental Project Success</p>

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Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluations	Funding Source
<p>Parent Involvement Activities</p> <ul style="list-style-type: none"> ✓ Parent-Teacher-Student Conferences ✓ Parent Information Sessions: 8th Grade, College Night, Juniors ✓ Irvine Parent Education Programs (IPEP) ✓ Timely Topic Seminars ✓ School-Home Communication (Grad Checks; Grad Check Evaluation Letters and Transcripts to Parents) 	7-12	<ul style="list-style-type: none"> ✓ Annual checks; ✓ Quarterly letters ✓ Workshop Sessions <p>Students, Parents, Teachers, Advisors, Counselors</p> <p>Language Development Programs</p>	<ul style="list-style-type: none"> ✓ Increased parent/student communication and understanding of high school, post high school, college and career pathways ✓ Awareness of graduation requirements; 4-year plan; goals & course selection; risk factors; credit recovery 	<p>LCFF Base Pay (salaries)</p> <p>Title III LEP</p> <p>Title III Immigrant</p>
<p>Monitor Student Risk Factors</p> <ul style="list-style-type: none"> ✓ Grades ✓ Truancy/chronic absenteeism, ✓ Non-completion of grad requirements, ✓ Off cycle schedules, ✓ LTEL status <p>2016/17 - Additional clerk positions to support attendance and monitoring of risk factors</p>	7-12	<ul style="list-style-type: none"> ✓ Clerks at each HS ✓ Transitional year (MS to HS) ✓ Bi-Quarterly ✓ Weekly ✓ Annually <p>Project Success Team, AP, Psychologist, Counselors, Teachers, Support Staff</p>	<p>Opportunity to create viable learning options and programs/ pathways to meet graduation requirements such as: tutorial; credit recovery learning labs at each HS; extended summer school; intersession; increased retention; increased graduation rate; improved grades</p>	<p>District Level- Title 1 Grant (Corrective Action 7)</p> <p>LCFF Supplemental</p> <p>Project Success</p>
<p>Design and implement instructional programs that allow for flexibility, blended learning, and extension of the academic year</p> <ul style="list-style-type: none"> ✓ Block Schedule w/80 credit option ✓ Intersession Opportunity Programs for off cycle students ✓ 9th Semester Option ✓ Summer School – Credit Recovery ✓ Diploma Learning Labs at each High School ✓ Home and Hospital ✓ San Joaquin – Independent Study ✓ Adult Education Programs ✓ Adult Transition Programs (Special Ed) 	9-12	<ul style="list-style-type: none"> ✓ Winter/ Spring: Counselors, Program Administrators, Teachers ✓ Summer: Counselors, Program Administrators, Teachers ✓ After completion of high school and transition to Adult Ed 	<ul style="list-style-type: none"> ✓ Increase number of graduates ✓ Ensure students who are off cycle are able to complete their 4 years of comprehensive high school ✓ Credit recovery ✓ Increased retention ✓ Improved grades 	<p>LCFF Supplemental</p> <p>Title III LEP</p> <p>Title III Immigrant</p> <p>LCFF Base Pay</p>

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5.3 – Ensuring equitable access to college preparatory and advanced placement (AP) opportunities for all students

Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluations	Funding Source
Academic Advisement: course selection and placement, counseling for personal goals, social/emotional well-being, academic and career readiness	7-12	<ul style="list-style-type: none"> ✓ Transition from MS to HS ✓ Semi-Annually; frequency depending on need ✓ Academic and Wellness Counselors 	<ul style="list-style-type: none"> ✓ Increased number of offerings ✓ Increased enrollment ✓ Increased student communication and understanding of high school, post high school, college and career pathways 	LCFF Base Pay (salaries) LCFF Supplemental Title I Grant (Corrective Action)
Community Resources – Connecting students and their families to resources within the community that can provide access to courses at institutions of higher education, programs for additional credit earning courses, Advanced Placement Assessments (AP), and American College Testing (ACT)	10-12	<ul style="list-style-type: none"> ✓ Guidance Resources ✓ Academic, Wellness, & Career Counselors ✓ On-going 	<ul style="list-style-type: none"> ✓ Increased number of offerings ✓ Increased enrollment ✓ Increased student communication and understanding of high school, post high school, college and career pathways 	Title 1 Grant (Corrective Action 7) LCFF Supplemental Project Success
Design and implement instructional programs that allow for flexibility, blended learning, and extension of the academic year <ul style="list-style-type: none"> ✓ Block Schedule w/80 credit option ✓ Intersession Opportunity Programs for off cycle students ✓ 9th Semester Option ✓ Summer School 	10-12	<ul style="list-style-type: none"> ✓ Winter/ Spring: Counselors, Program Administrators, Teachers ✓ Summer: Counselors, Program Administrators, Teachers 	<ul style="list-style-type: none"> ✓ Increased number of offerings ✓ Increased enrollment ✓ Increased student communication and understanding of high school, post high school, college and career pathways 	LCFF Supplemental Title III LEP Title III Immigrant LCFF Base Pay