

Key Stakeholders Q & A

1. Irvine is supporting summer academic and athletic programs, why are they not supporting summer music programs?
2. How does the “Technology (Computer) Matching program work?
3. How does the LCAP ensure that sites do not charge illegal fees?
4. How much money is IUSD required to pay into STRS and PERS? What is the impact on the LCAP?
5. Why do textbooks cost so much money? Can we use online books?
6. Will the funding for English Learners increase this year?
7. What is “expanded” summer school?
8. How will the “Technology Maintenance” fund support our students?

QUESTION #1: Irvine is supporting summer academic and athletic programs, why are they not supporting summer music programs?

ANSWER: As our district grows, the needs of our summer school academic programs and athletic programs are growing rapidly as well. Over the past two summers IUSD has expanded the academic summer school programs to support more students at multiple sites. This year in the IUSD’s Local Control Accountability Plan (LCAP), the district is looking to expand support for growing athletic programs to make sure we are allowing as many students to participate and have a safe environment. While we are currently not expanding our summer music programs with LCAP funding, there has been an increase of support for arts programs by the district in recent years. This includes the hiring of a full-time instrument repair technician. This takes the burden of instrument maintenance and repair off of the schools and has allowed those local funds to go back and support other areas of the program. Irvine Unified embraces and supports our Visual and Performing Arts programs and will continue to look for resources to support student learning in and through the arts.

QUESTION #2: How does the “Technology (Computer) Matching program work?

ANSWER: The Technology Matching program provides funds to help schools keep essential technology, including student and teacher computers, up to date. The total funding for the matching program is divided amongst schools based on enrollment and measures of student need. Allocations for the 2016-17 school year ranged from \$7,600 to \$40,700 (about \$1 to \$1.50 per student). To maintain eligibility for the funds, schools participate in an annual technology survey and planning meetings with Information Technology Leadership. Funds are spent throughout the year at the school’s discretion.

QUESTION #3: How does the LCAP ensure that sites do not charge illegal fees?

ANSWER: Donations and permissible fees under state law are not related to the LCAP. For more information about IUSD’s policies, please visit the following webpages:

<https://iusd.org/about/departments/business-services/donations-student-fees>

<https://iusd.org/about/board-education/board-policies/pupil-fees>

QUESTION #4: *How much money is IUSD required to pay into STRS and PERS? What is the impact on the LCAP?*

ANSWER: In 2016-17, the District will contribute approximately \$28.3 million to STRS and PERS. In 2014-15, legislation was passed that significantly increased the annual STRS required contributions for both employees and employers. In addition, PERS has recently experienced a reduction in investment earnings which has increased the District's current and projected future contributions. The combined impact of the legislative changes and the reduction in investment earnings has increased the Irvine Unified School District's annual contribution for PERS and STERS collectively by approximately \$4 - \$4.5 million. While difficult to determine actual impact on the LCAP, this is funding that is unavailable for consideration.

QUESTION #5: *Why do textbooks cost so much money? Can we use online books?*

ANSWER: As a public school district in California, we follow the instructional materials guidelines and requirements set by the California Department of Education (CDE). The California curriculum frameworks describe what educators, content experts, and professionals in the field expect K–12 students to know and be able to do in each of the core content areas. These frameworks provide guidance to publishers in the development and the evaluation of instructional materials and are used to select, through the state adoption process set forth in *EC* sections 60200-60206, instructional materials for kindergarten through grade eight (K–8) as well as serving as guidelines for district selection of instructional materials for grades nine through twelve. When our district adopts textbooks, we evaluate and select from a list of instructional materials which have been approved by the California State Board of Education. From this list of approved instructional materials, we have a committee of teachers who use the proposed instructional materials with our students to determine which materials offer the best instructional match for our students and program. The cost of instructional materials are set by the publisher and are regulated through CDE to ensure that every district is offered the same pricing. The CDE maintains an online price list of adopted instructional materials for K–8 on the Price List of Adopted Instructional Materials Web page at <http://www.cde.ca.gov/ci/cr/cf/intro-plsearch.asp>. The cost of the approved instructional materials has been fairly consistent regardless of how much of the content is available online or in traditional textbooks.

To date, there has not been an entirely online or electronic textbook version that meets the requirements set by the SBE and has been determined to best meet the needs of our students. The majority of the instructional materials that we have adopted throughout the core curriculum do offer online materials, an electronic version of the core textbook and some supplemental materials. We are hopeful that as technology improves and publishers become more responsive to our needs, electronic versions of textbooks will increase in quality and become more of an option in the future.

QUESTION #6: *Will the funding for English Learners increase this year?*

ANSWER: Funding that supports IUSD programs and services for English Language Learners comes from two main sources, Title III Federal Grant and Supplemental funding in the Local Control Accountability Plan (LCAP). Funding support from the LCAP will increase proportionately to the growth in the number of students identified as English Language Learners. IUSD will continue to receive Title III funding based on the number of English Language Learners enrolled each year and the per pupil allocation established at the federal level.

QUESTION #7: *What is “expanded” summer school?*

ANSWER: Summer School opportunities for students have grown over the past years in IUSD. In addition to IUSD offerings, students also are able access learning through Irvine Public Schools Foundation (IPSF) and Irvine Valley College (IVC). With this variety of options, students have been able to extend their learning by remediating skills, preparing for upcoming courses,

bridging math pathways, or pursuing their passion. For many students the extra work during the summer helps students progress successfully bridge gaps, recoup credits, or bolster their education with prerequisite skills, without having to take additional courses on top of their “regular course-load” during the school year.

During the summer of 2015 and 2016, IUSD programs served approximately 4000 students. In addition, IPSF offered programming for 6,100 students and IVC had 134 students in specified IUSD/IVC summer courses.

Three year comparison of enrollment:

Enrollment	2014 Summer	2016 Summer
High School	2212	2631
HS - Ext. Learning	2121	2536
HS - ESY	91	95
Middle School	44	556
MS - Ext.	x	223
MS - ESY	44	57
MS - Bridge In-	x	105
MS - Bridge	x	171
Elementary School	546	745
ES - Ext. Learning		429
ES - SPED	214	172
ES - EL		144
Totals	2802	3915

IUSD is planning to offer the following program in the summer of 2017:

2017 Summer Program

- a. *Elementary Extended Learning Summer School for students in grades 1-6 (Reading, Writing & Math)*
- b. *Middle School Extended Learning Summer School for students in grades 7-8 (Reading, Writing & Math)*
- c. *High School Summer Program for students in grades 9-12 (Traditional summer school courses across curriculum)*
 - i. *Both blended learning and traditional courses offered*
- d. *Extended School Year (ESY)*

QUESTION #8: How will the “Technology Maintenance” fund support our students?

ANSWER: Over the past several years, IUSD has made significant investments in technology infrastructure. However, these upgrades have been made through one-time funds. The Technology Maintenance fund establishes a resource for repairing or replacing critical technologies, including network equipment, classroom projectors and security infrastructure. This equipment is the foundation of technology-enhanced learning in the classroom, including access to online instructional resources, adaptive assessments and rich media content used in student learning.