

KEY STAKEHOLDERS Q & A 2019-20

1. What actions have been taken to continue class-size reduction?

The District continually looks for ways to individualize instruction by reducing the number of students per class and increasing the adult-to-student ratio which can have a positive impact. However, due to limited school funding and the large annual expense of reducing class size by one (nearly \$4M to reduce 1 student per classroom in K-12), we continue to look for additional ways to provide more individualized attention for our students. Initiatives to support class size reduction include:

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

The current 2019-20 LCAP reflects reducing class size by .5 student per classroom and additional sections at the secondary sites focus on intervention and program needs. Individual sites will make determinations on how this additional staff will best reduce the teacher-to-student ratio.

2. Why are elementary class sizes at 31(K), 30(1-3) and 33(4-6):1 and secondary is being reduced to 30.5:1?

Since the introduction of the Local Control Funding Formula in 2013-14, IUSD has used available funding to reduce class size in elementary by two students and secondary by one student. The current 2019-20 LCAP reflects reducing class size by approximately .5 student per classroom and additional sections at the secondary sites focus on intervention and program needs. Individual sites make determinations on how this additional staff will best reduce the teacher-to-student ratio and support student learning.

- At the secondary level, students select from a wide variety of classes in designing a personal pathway to graduation. Class-size will vary widely depending on content and popularity. For example, physical education classes can be quite large while science class with labs are generally much smaller.
- The 30.5 is an overall target for the average class-size across the high school, actual class sizes will vary above and below this number.
- Elementary school sites have classroom caps on the number of students enrolled. As student populations do not arrive in set numbers, several classrooms will be full while several will have a lower number of students. As expected, enrollment varies over the school year as additional students arrive and some move away to other districts impacting class sizes in the elementary setting.
- The flexibility at secondary will impact all IUSD students as they move on to middle and high school courses.

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3. Several items have been funded with a “Block Grant” for 2019-20. Will they come up again in the 2020-21 LCAP or go away?

The Low-Performing Student Block Grant provides funds for districts serving students identified as low-performing on state English language arts or math assessments, who are not otherwise identified for supplemental grant funding under the LCFF, or eligible for special education services. IUSD has identified professional development, mental wellness, live tutoring (via a pilot of Grade Slam) and access to college readiness testing through PSAT and pre-ACT at no cost during regular school hours.

Funding for both the Grade Slam tutoring and the College readiness testing is for the 2019-20 and 2020-21 school years. Support for professional learning and additional mental wellness support is for the 2019-20 school year. Based on identified need and stakeholder response, we expect to revisit these actions in future years as part of the LCAP process.

4. Many LCAP action items such as innovative furniture and sound systems can potentially be depreciated over time. Will they be depreciated is this savings over time identified in the LCAP line item? What about software is it depreciated?

Irvine Unified is a government agency and as such, our operating budget does not depreciate expenses. Our external auditors do make a conversion entry for depreciation when they prepare our government-wide financial statements to be in compliance with GASB 34. However, those adjustments do not get reflected in our operating budget. The District's capitalization threshold for such items is \$25,000. Software is not depreciated.

5. As furniture gets worn and broken do the replacements become another LCAP ask or what happens?

As furniture gets worn and unusable, sites will use their discretionary available funds to replace as needed. The innovative furniture LCAP action items have typically replaced older/outdated furniture as well.

6. Glad to see the “College Readiness Assessment” is being funded for 2019-20 through the block grant. Do Elementary parents understand the importance of this action? Is the district looking to continue this in the future?

We have had support for the College Readiness Assessment in our survey responses and in meetings with PTSA leaders and members across all levels. Many elementary parents also have older students in the district or are connected within their neighborhood. As such, they understand the benefit of college readiness assessments in preparing for college entry. IUSD is planning on continuing the availability of this type of practice tool in the future in order to ensure equity and access for all students for college preparation.